

TITLE

**EXPLORING THE ROLE OF LEADERSHIP AND
MANAGEMENT IN
SCHOOL-BASED TEACHER-PROFESSIONAL
DEVELOPMENT**

BY

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PHILOSOPHY FACULTY OF EDUCATION**

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ABSTRACT

This study explored the role of leadership and management in school-based teacher professional development (SBTPD) in one primary school in KwaZulu-Natal, South Africa. The rationale for doing this research was that generic teacher development initiatives in South Africa do not seem to have yielded the intended results. Greater emphasis on SBTPD seems to be the way forward. However, while all South African public schools are expected to run SBTPD, most of them do not seem to succeed in this regard. This study proposed that the quality of leadership and management in a school has a strong influence on the success or failure of SBTPD. However, there is currently lack of knowledge as to what leadership and management practices are associated with successful SBTPD.

The literature reviewed revealed a gap in the leadership and management practices that enable SBTPD. In light of these gaps in literature, a detailed case study of one school with a focus on the role of leadership and management in SBTPD was conducted. The theory of the school as a learning organisation was employed as the guiding theoretical lens through which this study was undertaken. As such, this study explored how a school expands its capacity to create its future. The theoretical framework illuminated that creating a learning organisation requires a deep rethinking of the leader's role in order for schools develop the capacity to carry out their mission.

In the context of this background and within a qualitative interpretive paradigm, the study drew on the experiences of teachers, the School Management Team and the Staff Development Team in one school. For the purpose of data generation, semi-structured interviews, were conducted which allowed participants to discuss their experiences and

interpretations of the role of leadership and management in SBTPD and to express how they interpreted situations from their own point of view. Data generated from the documents reviewed and observations conducted were scrutinised alongside the data generated from the interviews.

The study shows that teachers in being prepared for development opportunities were enthusiastic about either receiving or leading SBTPD. The provisions of such school-based teacher professional development opportunities are largely dependent on the creativity and efficiency of the leadership at the school. Such creativity and efficiency of leadership emerged as SBTPD hallmarks that are associated with Malachi Primary School, the research site. Fostering collegial relationships and communication, individual learning, enabling teamwork and collaboration, celebrating and utilising teachers' excellence, 'aha' moments in leadership, a focus on learning, non-positional leadership and an emerging professional learning community through the provision of varied forms of teacher professional development emerged as the hallmarks of SBTPD.

The hallmarks revealed that leadership in practising the five learning disciplines: Systems Thinking; Personal Mastery; Mental Models; Building Shared Vision and Team Learning in concert (Senge, 2006) were able to tap into the commitment, proficiencies, initiative and willingness of teachers to learn and develop holistically with the focus on ongoing improvement in learner achievement.

DECLARATION

I, Sarasvathy Moodley, declare that this research report, “Exploring the role of leadership and management in school-based teacher-professional development” is my own work and all sources I consulted and quoted have been acknowledged.

This dissertation has been submitted with the permission of the supervisor.

Signed: _____

Date: December 2014

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ETHICAL CLEARANCE CERTIFICATE



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Mrs Sarasvathy Moodley (208524982)
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Dear Mrs Moodley

PROTOCOL REFERENCE NUMBER: HSS/0078/012D
PROJECT TITLE: Exploring the role of leadership and management in school-based teacher-professional development: A comparative study

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)
Humanities & Social Sciences Research Ethics Committee

cc Supervisor Professor Vitalis Chikoko
cc Mrs S Naicker/Mr N Memela



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

SUPERVISOR'S STATEMENT

This dissertation has been submitted with my approval.

Professor Vitallis Chikoko

December 2014

DEDICATION

This work is dedicated to:

The **Lord Jesus** who has taught me to walk in the obedience of His ways, and who continually moves me into the purpose for which I was created.

My husband, Veeran Moodley for his love, inspiration, kindness, wisdom, understanding, encouragement and support during this arduous journey. For the many sacrifices that he made and for his love, pride and faith in me that lured me on to bring this work to a successful completion.

My two children, Yashini and Prenolan whose persuasion, support and patience made this work worth the while. May you know that, Education is not something that ends on the last day of school. It is a gift for your mind, body and spirit and it lasts a lifetime.

My late and beloved parents the 'Govenders', the unsung heroes who instilled in their children the importance of learning, motivated them to realise their goals, and who delighted in the accomplishments of their children.

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I am highly indebted to the Lord Jesus Christ for providing me with the strength, wisdom, knowledge, patience and competence to bring this work to a successful completion.

I wish to extend sincere thanks and appreciation to my supervisor, Professor Vitallis Chikoko whose subtle humour and wisdom guided me on this journey of achievement. In the words of Ann Lieberman you deserve to be aptly described as

"The good teacher who empathises with students, respect them and believe that each student has something special that can be built upon to achieve the best"

I am grateful to the all the participants of the school at which this study was undertaken. I am most especially grateful to the **Principal** of the selected school who welcomed me into her school life with pride, joy, confidence and enthusiasm. Her great passion for teaching and leading is an inspiration for all. She believed that schools be places of learning for the whole community and that such learning be imbued with excitement, engagement, challenge and creativity.

I look back with appreciation to all my family and friends who constantly motivated me and encouraged me to persevere.

ABBREVIATIONS

ANA	Annual National Assessments
CAPS	Curriculum Assessment Policy Statements
CPD	Continuous Professional Development
CPTD	Continuous Professional Teacher Development
DBE	Department of Basic Education
DSG	Development Support Group
ELSEN	Educating Learners with Special Educational Needs
EMD	Education Management Development
HRM	Human Resource Management
ILST	Institutional Learner Support Team
IQMS	Integrated Quality Management Systems
LSEN	Learners With Special Educational Needs
LTSM	Learner Teacher Support Material
MPS	Malachi Primary School
NAPTOSA	National Professional Teachers Organisation of South Africa
NSDC	National Staff Development Council
NCS	National Curriculum Statements
NPFTED	National Policy Framework for Teacher Education and Development
OSPI	Office of Superintendent of Public Instruction
OBE	Outcomes Based Education
PD	Professional Development
PDP	Professional Development Plan
PGP	Personal Growth Plan
PIRLS	Programme in International Reading Literacy Study
PLC	Professional Learning Community
SADTU	South African Democratic Teachers Union
SACE	South African Council of Educators
SBTPD	School-Based Teacher Professional Development
SEM	Superintendent Education Manager
SETA	Sector Education Training Authority
SDT	Staff Development Team
SIP	School Improvement Plan
TPD	Teacher Professional Development

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CHAPTER ONE

SETTING THE SCENE

"Regardless of how schools are formed or reformed, structured or restructured, the renewal of teachers' professional skills is considered fundamental to improvement".¹

1.1. Background

This study explored the role of leadership and management in school-based teacher-professional development (SBTPD) at a South African primary school in the KwaZulu-Natal province. In South Africa school under-performance, especially those serving the poorest communities, is a commonly recognised issue (Department of Basic Education, 2011 a). The reason is understood to be inadequately trained teachers. Owing to the changing context of education in South Africa, teachers have to acquire new knowledge especially regarding the implementation of new curricula or implementing changes to the existing school curriculum. As a result, the Department of Basic Education (DBE) has instituted staff development programmes especially regarding policy implementation such as training of teachers regarding Curriculum 2005 (C 2005), National Curriculum Statements (NCS) and Foundations for Learning Policy Assessment Frameworks. More recently, teacher development initiatives for the implementation of the current Curriculum Assessment Policy Statements (CAPS), (Department of Basic Education, 2011 b), is the priority of the Department of Basic Education.

However, such teacher development initiatives in South Africa have shown a lack of consideration for the development needs of teachers within each school context. To this end, O'Donoghue and Clarke (2010) state that

While once-off workshops, visits and external courses complement and enhance professional learning, they have also been associated with teachers' learning that is individualized, episodic and weakly connected to the priorities of the school (O'Donoghue & Clarke, 2010, p. 87).

Similarly, Senge *et al.* (2012) argues that training of teachers should not be single events that are separated from the central point of schooling. Senge (2012, p. 397) coins the term "drive-

¹(Guskey & Huberman, 1995, p. 1)

by staff development" where external trainers like the DBE selected trainers in South Africa do not specifically know what the teachers of each school already know, the problems they face or anything else about the school. A new method is merely an offer of a new or amended method or policy. The end result is a "smorgasboard of staff development workshops where the instructors don't listen to the participants... and they might even contradict each other" (Senge, *et al.*, 2012, p. 397). Forms of professional development provided outside of the school context, may not be relevant to all teachers (Avalos, 2011). It seems that schools themselves are the solution to providing effective teacher development. In that scenario, the school's leadership practices are significant in ensuring that the professional development of teachers is more effective and beneficial. This is so because the process of leadership in influencing teachers to participate in or to lead teacher professional development (TPD) is certain to benefit improvement in learners' performance.

Glazer and Hannafin (2006) found that brief teacher professional development activities offered beyond the context of the school provided valuable teaching and learning experiences. However, they found that such remote teaching and learning experiences is inadequate to support suggestions of improvement of teaching practices in the classroom. Moreover, Glazer and Hannafin (2006) claim that such teacher professional development activities are subtle experiences that are not sustainable, therefore long-term teacher professional development goals are unattainable. Glazer and Hannafin (2006) perceive that when teaching and learning experiences do not occur within the school context, such experiences are not beneficial in enhancing the school as a learning organisation or professional learning community (Glazer & Hannafin, 2006).

The cascade model used for the training of teachers or information dissemination has not considered how teachers would put into practice the new information or changes to a curriculum. Teachers have different abilities and experiences; therefore, it is unsound to believe that new teaching ideas and skills acquired will be cascaded without challenges (Jansen, 2002).

The democratisation of the school system after 1994 by devolving decisions to the school level has led to school managers taking on the main responsibilities of TPD. As such, a National Policy Framework for Teacher Education and Development (NPFTEd) has been developed to guide school managers through the process of continuing professional

development of teachers (Department of Education, 2007). One of the principles underlying the NPFTED in South Africa is that,

The National and Provincial education departments are obliged to provide an enabling environment for the preparation and development of teachers to take place. The effectiveness of continuous professional development (CPTD) depends substantially on strong leadership and good management in schools and in the support systems in district, provincial and national offices (Department of Education, 2007, p. 3).

In addition, the NPFTED requires that all teachers sustain their professional status through continuing professional teacher development (CPTD). PD points can be earned from activities classified in five categories. One such category is “school-led programmes” (Department of Education, 2007, p. 18) indicating the importance of this issue in the continuing professional development of a teacher.

To encourage improvement in achievement of learners in basic English and Mathematical skills the DBE arranged to measure the progress of learners through the introduction of Annual National Assessments (ANA). The objective of these assessments was to provide a benchmark against which future performance of learners could be measured. It was further intended that these assessments would assist the DBE in finding out where it would be necessary to intervene if a particular class or school had not performed in accordance with National levels. District and provincial officials would provide the guidance required (Department of Basic Education, 2011 a). Such intervention if required would be to heed a need for school-based teacher professional development.

ANA 2011 findings indicated that:

The quality of basic education was still below what it should be. The percentage of learners reaching at least a ‘partially achieved’ level of performance varied from 30% to 47%, depending on the grade and subject considered. The percentage of learners reaching the ‘achieved’ level of performance varied from 12% to 31%. These figures reflect the magnitude of the challenge still faced by the sector (Department of Basic Education, 2011 a).

The ANA results thus indicate that South Africa is not achieving its education goals. This in turn endorses the need for SBTPD. Those in positions of authority in school are expected to play an important role in ensuring effective teacher-professional development in schools such as to: reflect a commitment to professional growth; actively involve teachers in professional development programming and to work for change through school-wide projects (Steyn, 2002).

Howie, *et al.*, (2008) state that according to the Progress in International Reading Literacy Study (PIRLS) conducted in 2006:

South African learners achieved the lowest score of the 45 participating education systems. The disparity in terms of the vast percentages of children in other countries reaching the top two benchmarks and those from South Africa clearly indicates that substantial intervention is needed to improve South African learners' reading literacy (Howie, *et al.*, 2008, p. 20).

Given the failure associated with the generic teacher development programmes, it seems that SBTPD programmes are a key way forward because such development programmes are likely to be more connected to the needs of teachers and aligned to the context in which they teach.

The South African Government News Agency (2011) reported that Basic Education Minister Angie Motshekga launched the 15-year planning framework for teacher education and development on 5 April 2011 in Pretoria. The article states that teacher training and development would become a top priority in South African education and would be guided and supported by the Strategic Planning Framework for Teacher Education and Development. The Framework, developed by the country's National Teacher Unions, Educator Professional bodies, The Education Bargaining Council, The Education Sector Education Training Authority (SETA), University Education Deans and the Departments of Basic and Higher Education, contains a series of immediate, medium and long-term priorities (South African Government News Agency, 2011). Consideration of such teacher training and development priorities were examined against the findings of this study.

The Strategic Planning Framework for Teacher Education and Development highlights seventeen issues that emerged from the analysis of the international trends in institutional arrangements to support teacher education and development (Department of Basic Education, 2011). Nine of these are as follows:

1. The importance of continuous professional development (CPD) as a career-long process is increasingly being recognised worldwide.
2. There is increasing recognition that a systemic approach to CPD is required.
3. There is an increased involvement of a variety of role-players in partnerships to provide CPD opportunities.
4. While formal, qualification-based CPD programmes are delivered through accredited higher education institutions, informal CPD programmes and courses are delivered by a variety of institutions and organisations, often at the level of the school itself.
5. In many countries, CPD initiatives are directed towards national priorities, as well as local, school and teacher priorities.
6. There is a trend towards devolvement of management and budget responsibility for CPD to local level, in some cases and in some countries to the level of schools.
7. In several countries, specialised, purpose-built teacher development centres are localised centres from which teacher development can be coordinated.
8. CPD is delivered in a variety of modes including one-day courses, longer courses, residence-based courses, mixed-mode courses, online courses, video conferencing and peer-directed courses.
9. Time is provided for teachers to participate in CPD. In some countries, synergies between initial teacher education and CPD allow this to happen. (Department of Basic Education , 2011, pp.123-124).

Several of these emerging issues point to crafting strategies for teacher professional development within the South African schooling landscape. This study intended to seek evidence of some of the international trends in TPD at school level to support teachers' growth and development.

Furthermore, the Strategic Planning Framework for Teacher Education and Development proposes that taking the emerging issues mentioned above into account the recommendation

is that, an institutional system for the delivery of initial teacher education and CPD in South Africa should be considered. Such an institutional system would:

- Provide institutional support for a meaningful teacher induction programme,
- Incorporate CPD as an essential, funded, organised component of an overall teacher education and development system,
- Provides an institutional base that allows for the participation of a variety of role-players in the delivery of CPD,
- Begins to devolve responsibility for CPD to local levels but also ensures that in addition to national priorities being addressed, provincial, district, school and teacher priorities are also effectively addressed,
- Develops a network of teacher development and research centres, which provide the hub around which partnerships between the state, formal institutions and private providers can be established. The centres should be equipped to ensure that a variety of modes can be used to deliver CPD programmes, including online delivery, video conferencing and the like,
- Recognise the difficulties related to access to initial teacher education and CPD, and establish appropriate institutions and institutional structures to ensure accessibility to communities at the local level (Department of Basic Education, 2011a, p. 123).

These recommendations of an institutional system for the delivery of initial teacher education and CPD in South Africa that should be considered relates to SBTPD. The implication for this study was to explore the extent to which these recommendations have been considered in the professional development of teachers.

Moreover, new structures, including a National Institute for Curriculum and Professional Development, District Teacher Development Centres, Professional Learning Communities, Teacher Education Institutions, Teaching Schools and Professional Practice Schools, will be established to provide teachers with support and access to development opportunities (South African Government News Agency, 2011). Minister Angie Motshekga said the framework would help address many of the challenges and quality issues that plagued South Africa's education system. As such, the targets on teacher development include consistently attracting increased numbers of young qualified teachers; filling vacant posts; achieving the appropriate number of hours teachers spend in professional development activities; reducing teacher

absenteeism and ensuring the full coverage of the curriculum (South African Government News Agency, 2011).

However, three years on such teacher developmental opportunities proposed by the South African Government have not been effectively connected to the school level and "without skilled and competent teachers, there could be no quality teaching" (South African Government News Agency, 2011, p.1). There is seemingly an urgent need for effective SBTPD and which is largely dependent of the nature of leadership and management practices. In a learning organisation, "leaders are designers, steward, and teachers" (Senge, 2006, p. 321). As such, they are responsible for building organisations where people continually expand their capabilities to understand complexity, clarify vision, and improve sharing of new skills learned and implementing institutional innovations that help bring new skills learned into regular practice (Senge, 1994). Until people take a stand for building such organisations, learning organisations will just be a 'good idea'. This calls for inspiration by "literally breathing life" into the vision of the learning organisation (Senge, 1994, p. 340). Suffice to say effective leadership of SBTPD will contribute to breathing life into the vision of the school as a learning organisation. Leadership and management are not restricted to those formally appointed, but include informal leadership and management. This study's focus was to explore the role of leadership and management in school-based teacher professional development.

1.2 Statement of the problem

School-based teacher professional development is not without challenges. Time constraints are one such challenge. Teachers may have to sacrifice some of their personal time. Poskitt (2005) claims that teachers have varying requirements for professional development and it is important therefore that teacher professional development programmes adapt content and delivery to suit the individual needs of teachers and schools. Given what I highlighted in the background, this study proposed that the nature and quality of leadership in a school is likely to be a crucial factor towards the success or failure of SBTPD. In this vein, this study set out to explore the role of leadership and management in school-based teacher professional development (SBTPD). The following three critical research questions guided and informed this study.

1.3 Research questions

1.3.1 What teacher professional development related leadership and management practices prevail at the school?

1.3.2 How can teacher professional development related leadership and management practices be characterised?

1.3.3. What is the role of leadership and management in school-based teacher professional development?

Determining the research questions was an extremely important step in this qualitative research study because critical questions narrowed the research objective and research purpose to specific questions to address the problem statement (Creswell, 2008). Thus, the research questions were significant tools that were employed to enquire and interpret the participants' experiences of the role of leadership and management in school-based teacher professional development.

1.4 Rationale for the study

The Kwazulu-Natal Department of Basic Education's (DBE) vision is "A well educated, skilled and highly developed citizenry" with a mission "to provide equitable access to quality education for the people of KwaZulu-Natal" (Department of Basic Education, 2010, p.11). In this vein, emphasis will surely focus on the continuous professional development of teachers. The rationale for undertaking this research is that generic teacher development initiatives in South Africa do not seem to have yielded the intended results. Greater emphasis on SBTPD seems to be the way forward. While all South African public schools are expected to run SBTPD, most of them do not seem to succeed in this regard. However, there is currently a lack of knowledge as to what leadership and management practices are associated with the provision and enablement of successful SBTPD. This study therefore seeks to explore the role leadership and management played in SBTPD.

The hope of this study is that it will add to the existing knowledge regarding the role of leadership and management in SBTPD in South African schools. The potential value of the findings is to ascertain what leadership and management practices regarding SBTPD is

evident in the selected school. Such teacher professional development leadership practices ought to be reflective and generative teacher development processes (Senge *et al.*, 2012) that incorporates what teachers already know, and helps them improve what they can do based on the challenges they face currently. Then these practices may be relevant in informing schools about SBTPD initiatives that focuses on strategies for continuous growth and development of teachers as an attempt to improve learner performance.

1.5 My passion about this study

My own journey in terms of teacher professional development began in 1998 after attending workshops regarding the implementation of Curriculum 2005. A five-day workshop away from the context of the school required meetings, discussions and decision making through consensus regarding the implementation of the new curriculum at school level. The lack of support and expertise from leadership was seemingly ongoing. Teachers were left to survive on their shared understandings to interpret curriculum policies and implement such policies. Therefore, I became immersed in curriculum matters and engaged in the policy documents to develop various strategies to implement the new curriculum, which I shared with my colleagues.

Upon promotion to the position of Head of Department (HoD) in 2002, my interest and passion in curriculum related issues grew. Such passion and interest led to me being recognised and nominated as the chairperson of the District Learning Programme Committee (DLPC). I was then trained by the DBE curriculum facilitator trainers and qualified as curriculum facilitator. Thereafter, I was tasked by the DBE to arrange meetings and workshops with HoDs in the district I worked in, to share strategies and provide support and guidance regarding curriculum implementation. The task of the HoDs who attended these meetings and workshops was to return to their schools, share the same strategies, and provide support and guidance regarding curriculum implementation at school level.

However, after such workshops with HoDs, I became overwhelmed with visits from interested teachers in several schools in my district regarding curriculum implementation. These teachers sought assistance and development from me regarding curriculum implementation. Teachers shared their problems regarding a lack of support, guidance, expertise and development from their own HoDs and other leadership at school level in terms

of implementation of the curriculum. My interaction with these teachers who yearned for assistance and development encouraged me to embark on this journey to explore the role of leadership and management in SBTPD.

1.6 Structure of this report

This report is made up of seven chapters that serve as a guide of what to expect on this journey in exploring the role of leadership and management in SBTPD. Chapter One intends to capture the interest of the reader and thus provides insight into the background and rationale for this study. This chapter also provides my own passion and interest that encouraged me to embark on this journey.

Chapter Two reviews literature and thus taps on what is currently known regarding the topic on hand. The chapter comprises five core issues. I first examined the conceptions of school-based teacher professional development. Section two revolves around a discussion of professional learning communities (PLC). Here I sought to define a PLC and explore how a PLC is created and sustained. Section three, explores literature related to educational leadership and management. These terms are defined and conceptualised and the leadership and management interface is discussed. Some theories of educational leadership and models of educational management that are closely related to SBTPD are discussed. Thereafter, literature on how successful schools are linked to teacher professional development is discussed. Finally, I seek guidance from other researchers' work related to SBTPD to place this study in the context of current wisdom regarding the relevant leadership and management practices that enable SBTPD.

Chapter Three provides the theoretical lens that informed the data generation and analysis of this study. The justification for the use of this theory was to hone in on the manifold and resonate ways through which issues of school-based teacher professional development could be understood. The chapter discusses the convergence of Senge's five disciplines that develop innovative learning organisations, wherein the specific elements (Davidoff & Lazarus, 1997) that are essential for a school to function effectively as a learning organisation are incorporated.

Chapter Four describes and explains the research design and methodology I adopted, broadly positioning the study in the qualitative research paradigm and specifically identifying it as a single case study design. I reported on the use of an interpretive paradigm to explore the phenomenon under study. I discussed how purposive sampling strategy was employed to select the research site and participants. A justification for the chosen methods of data generation, such as interviews, observations and document reviews were discussed and I concluded with issues of trustworthiness. The data analysis procedures adopted were explained, followed by a discussion of the ethical issues that were considered in conducting this study.

Chapter Five presented and discussed the findings regarding participants' biographical details, their interpretations of the teacher professional development policy of the school and participants' conceptions of school-based teacher professional development.

Chapter Six presented and discussed the findings according to two themes. The first theme captured the forms of TPD that were enabled at selected site. This theme was signposted according to eight sub-themes. The second theme elucidated the approaches to school-based teacher professional development. The participants' interpretations on the approaches to SBTPD shed light on how sharing information, observing teachers in practice, providing feedback, self-development, teamwork and empowering teachers through distributing leadership enabled SBTPD.

Chapter Seven concluded this report by providing a brief run through the research journey and a synopsis of the main findings. Here I reflect critically on my study in order to address the research questions put forward at the commencement of the study. Limitations are identified, the thesis that emerges is articulated and a brief discussion ends this research journey.

CHAPTER TWO

TAPPING FROM THE LITERATURE

2.1 Introduction

Chapter One introduced this study. This chapter seeks to tap from what is currently known regarding the topic at hand. The Chapter comprises of five sections. The first section of the Chapter, conceptions of school-based teacher professional development, comprises literature reviewed in search of an understanding of professional development and moves on to discuss how teacher professional development emerges and blends into the concept of professional development. Thereafter, a discussion of school-based teacher professional development unfolds, taking note that there are varieties of teacher professional development (TPD).

The discussion in the section two revolves around professional learning communities (PLCs) since SBTPD boasts a strong link to a professional learning community. Here the intention is to explore the notion of a PLC. Moreover, the pursuit for a deeper understanding of how a PLC is created and sustained was an inevitable contribution to the focus of this study. In this vein, strategies to create and sustain a PLC discussed here involve sharing a vision, mission and goals, fostering collaboration and collective learning, shared and supportive leadership and providing an environment conducive to learning.

Section three, explores literature related to educational leadership and management. Here the discussion commences with how the use of the terms 'leadership' and 'management' permeates the study. Thereafter, leadership is defined and conceptualised even though, "the search for one fundamental definition is, a very difficult task, since to search for meaning and understanding with regard to the concept of leadership is to quest for a Holy Grail" (Forde, 2010, p. 16). Nonetheless, this task is attempted by discussing issues related to leadership as influence, leadership and values as well as leadership and vision. Then, I examine literature that conceptualises the term management where I briefly discuss human resource management but expand the discussion to education management. This is followed by a succinct discussion on the leadership-management interface. Finally, literature focussing on

the educational leadership and management theories that contributed to this study are discussed.

In section four, I examine the characteristics of successful schools, the evidence that successful schools do exist, the professional learning models and their attributes that sustain a school of excellence. This discussion is premised on the notion that SBTPD is the cornerstone to developing and sustaining successful schools.

Finally, I examine and seek guidance from other researchers' work related to school-based teacher professional development to place this study in the context of current wisdom regarding the relevant leadership and management practices that enable school-based teacher professional development.

Overall, the intention in this chapter is to draw on existing knowledge of what (why and how) leadership and management practices are particularly associated with successful SBTPD, identify gaps that may exist and endeavour to explore such gaps in this study.

2.2 Conceptions of teacher professional development

The aim of this section is to develop an in-depth understanding of SBTPD. In order to achieve this aim it has been crucial to first explore the meaning of professional development (PD) and teacher professional development (TPD).

2.2.1 Professional development

An in-depth understanding of PD was fundamental in my pursuit of an exploration of the role of leadership and management in SBTPD, therefore it is relevant for me to illustrate a concise meaning of the words professional and development and merge them to demonstrate a holistic understanding of the term professional development. Firstly, as the main entry and adjective to be a professional is defined to be skilled or trained (Webster, 2010). Secondly, a professional is a person who is an expert in his or her work...learned, experienced, knowledgeable, and proficient in a particular field of work or profession (Cuban, 1988). The word development simply suggests growth or improvement (Cuban, 1988). When the words

‘professional’ and ‘development’ are merged to read as ‘professional development’, we can deduce their combined meaning as *‘the growth or improvement of a skilled or trained person or an expert in a particular field of work or profession’*.

PD, in a broad sense is an

ongoing self-activated process of reflection and review that dovetails with performance management and engages with the needs of the individual and the institution. Learning is a process of self-development that results in personal growth as well as the developmental skills and knowledge" (Middlewood, Parker, & Beere, 2005, p. 63).

The word professional in the field of education defines a teacher as person who is skilled or trained, experienced, knowledgeable and proficient to teach learners. When such teachers are exposed to or engage in activities that contribute to their growth or improvement as teachers this would be defined as development. Hence, the concept of teacher professional development arises. This study heeds notion that "when people use the term professional development, they usually mean a formal process such as a conference, seminar, or workshop; collaborative learning among members of a work team, or a course at a college or university" (Mizell, 2010, p. 5). However, Mizell (2010) argues that, "professional development can also occur in informal contexts such as discussions among work colleagues, independent reading and research, observations of a colleague’s work, or other learning from a peer" (Mizell, 2010, p. 5).

This study also heeds Caena's contribution in her illustration of a distinguishable meaning of professional learning and professional development. In this regard, she states that, "If professionals learn from experience, and if that learning is ongoing through active engagement in practice, then professional development features" (Caena, 2011, p. 9).

Whilst the above discussion reflects an understanding of PD, numerous conceptions regarding TPD are evident in literature.

2.2.2 The philosophy of teacher professional development

“No teaching machine can get near to managing the billions of subtle interactions which occur amongst even 30 students and between them and their teacher” (Adey, 2004, p. 3).

According to Adey (2004, p. 3) "education is first and foremost a social process" and the process of teaching and learning can never be adequately replicated by any electronic media. Adey (2004) further maintains that

teachers are and will remain at the centre of the educational system, and thus the continuing professional development of the teachers remain the most important force in the quest for educational improvement (Adey, 2004, p. 3).

The emphasis then is that TPD is the ongoing professional development of all individuals involved in the process of educating learners within a school context. TPD is, consequently aligned to the discussion of PD set out in the previous section.

Sometimes teachers have to make challenging decisions about personal PD needs, needs of the schools they teach in and the school management recommended professional development activities (Bush, Bell, & Middlewood, 2011) under the Performance Management Systems for staff development. The Integrated Quality Management Systems (IQMS) is the process implemented in South African schools to monitor and assess performance levels of teachers. Furthermore, whatever the case, teachers may need some direction as to what their options are when it comes to their professional development (Bush *et al.*, 2011). For these reasons, the directions that leadership and management provide for teachers in respect of PD have been explored in this study.

A number of terms are used in the literature to describe the PD of teachers. These include in-service training, professional growth, personal development, on-the-job training and personnel development (Steyn, 2007). PD of teachers is described as on-going development initiatives, focusing on largely on the information, abilities and mind-set crucial for successful teaching and learning. PD is regarded as a formal and systematic initiative designed to promote personal and professional growth of teachers. This entails the participation of all those accountable for effective teaching and learning in the school context

(Steyn, 2012). However, this study argues that such a formal and systemic approach to PD is not the only means to promote personal and professional growth of teachers.

According to the United States National Staff Development Council (NSDC) the term PD implies a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement. PD fosters

collective responsibility for improved student performance and must comprise of professional learning that is aligned with rigorous state student academic achievement standards as well as being related to local educational agency and school improvement goals (Mizell, 2008, p. 1).

Similarly, Steyn (2007) states that the purpose of PD is to promote the learning processes that will, in turn, enhance the performance of both individuals and the school as an organisation. Mizell (2008) and Steyn (2007) intimate that that PD has a ripple effect, because the focus is on improving the effectiveness of teachers so that performance levels of learners will be raised which in turn will improve the school as an organisation.

Guskey (2000), states that PD is a purposeful and intentional process. It is a consciously designed effort to bring about positive change and improvement. Furthermore, Guskey (2000) states that PD is defined as those processes and activities designed to enhance the professional knowledge, skills and attitudes of teachers so that they might, in turn, improve the learning of student. Interestingly, he claims that "PD is not, as some might perceive it to be, a set of random, unrelated activities that have no clear direction or intent" (Guskey, 2000, p. 17). Thus new knowledge, skills and understandings gleaned through PD helps teachers keep abreast of current trends in teaching and learning, and as such must be meaningfully implemented (Guskey, 2000). Furthermore, three additional defining characteristics must be considered in order to clarify what is meant by PD. The first characteristic is that PD is an "intentional process" , secondly it is "an ongoing process" and third it is "a systemic process" (Guskey, 2000, p. 16).

All three characteristics are significant. First, PD as an intentional process is a "consciously designed effort...a deliberate effort, guided by a clear vision of purposes and planned goals,

to bring about positive and change and improvement" (Guskey, 2000, p. 17). Second, as an ongoing process people become "continuous learners throughout the entire span of their professional careers" (Guskey, 2000, p. 19). Finally, PD as a systemic process "considers change and improvement over an extended period and takes into account all levels of the organisation" (Guskey, 2000, p. 20). This study therefore explores the vision and goals of TPD at the selected school to gain insight as to whether TPD is an intentional process and is on going. TPD as a systemic process where change and improvement is considered over an extended period is also explored through this study by seeking and interpreting the role of leadership and management in SBTPD. In-depth interviews with various participants within the school enabled me to explore as to whether all levels of the school were taken into account within this systemic process of PD.

Guskey (2000) recommends that to ensure PD processes are intentional three steps be followed. PD must begin with a clear statement of purposes and goals. These goals must be explicit especially in terms of classroom or school practices. Such a statement of purpose must include a list on intended outcomes. The next step is to ensure that goals set are worthwhile. Thus "relating professional development purposes and goals to the mission of the school is a positive step" (Guskey, 2000, p.18). The last step is to determine how goals can be assessed, where trustworthy evidence in determining if the goals set are attained must be decided in advance (Guskey, 2000). Semi structured interviews with participants enabled me to explore the steps recommended by Guskey (2000) to ensure that PD is intentional. These interviews enabled me to inquire about the PD goals at the selected school, how clearly these goals were related to the vision and mission of the school and how these goals were being assessed.

Regarding the second defining characteristic of PD, Guskey (2000) advocates that if we view PD

as an ongoing joy embedded process; every day presents a variety of learning opportunities. These opportunities occur every time a lesson is taught, an assessment is administered, a curriculum reviewed, a professional journal or magazine is read, a classroom activity is observed, or a conversation takes place with another teacher or administrator. The challenge is to take advantage of these opportunities, to make them available, to make them purposeful, and to use them appropriately (Guskey, 2000, p. 19).

Guskey's (2000) advocacy informed my interview schedules and further assisted me to probe a variety of issues during the interviews conducted. As such, I enquired about how teachers learn about improving their practices and communicate their developmental needs through sharing, discussing what they intend to acquire knowledge in and connecting new knowledge to their own distinctive school environments.

Guskey (2000) emphasizes that:

Education is a dynamic professional field with a continually expanding knowledge base. Knowledge in every subject area and discipline is expanding. Understanding of how individuals learn, and an understanding of the academic structures and procedures that contribute to effective learning is expanding (Guskey, 2000, p. 19).

Thus, PD as an ongoing process will ensure that teachers keep abreast of this new knowledge and understanding. Teachers at all levels will be continuous learners throughout the entire span of their professional career. In order to ensure that PD is an ongoing process a systemic approach to PD must be applied.

Guskey (2000) asserts that fragmented piecemeal approaches to PD, and one-shot workshops based on the most current educational fad do not work because they do not offer guidance on how new strategies fit with those advocated in past years. They are also unclear on the kind of organisational support required for implementation. A systemic approach to PD considers change over an extended period of time and takes into account all levels of the organisation. A systemic approach enhances the success of improvement efforts and requires a clear and compelling vision of the improvements needed combined with explicit ideas on the organisational characteristics and attributes necessary for success. Furthermore, Guskey (2000) states that PD when viewed systemically ensures individual improvement in terms of the capacity of the organisation to solve problems and renew itself. He argues that, PD at its core is discovering how to make a difference through learning how to bring about ongoing improvements. The implementation of PD through a systemic approach will promote the success of improvement efforts. In this vein, this study examined how leadership and management may influence PD as an ongoing process.

Guskey's (2000) statement regarding PD is strongly relevant to South African conditions where he comments that PD involves teachers seeking and experiencing growth and development in a compelling learning context under conditions of challenging and vigorous transformation. The changing context of education in South Africa is clearly indicative of the complexities teachers are exposed to very especially regarding changes or amendments to curriculum policies, which has an impact on their teaching practices, classroom organisation and management. A common problem among teachers, leaders and managers has been the confrontation with new policies and the changing context of education procedures in South Africa, most especially since 1998. For example,

South Africa's democratic government inherited a divided and unequal system of education. Under apartheid, South Africa had nineteen different educational departments separated by race, geography and ideology. The 'Lifelong Learning through a National Curriculum Framework' document (1996) was the major curriculum statement for a democratic South Africa. It emphasized the need for major changes in education and training in order to normalize and transform teaching and learning in South Africa. It also stressed a need for a shift from a traditional aims-and-objectives approach to outcomes-based education (OBE) (Department of Education, 2002, p. 4).

A discussion of the conceptions of SBTPD follows.

2.2.3 School-based teacher professional development (SBTPD)

In response to the new expectations of teachers due to the changing context of education, some learners are not likely to improve their performance to higher levels until teachers begin performing at higher levels. Professional development is the only practical tool at teachers' disposal to grow and develop in order to increase the instructional effectiveness (Killion & Harrison, 2005). In this regard, the Government Gazette, Department of Education (2007) lists a variety of TPD initiatives and opportunities according to five categories, SBTPD being one of the categories:

1. Employer led programmes;
2. Qualifications programmes;
3. Externally approved TPD providers;

4. Self-chosen activities;
5. School-based programmes.

However,

traditional professional development usually occurs away from the school site, separate from classroom contexts and challenges in which teachers are expected to apply what they learned, and often without the necessary support to facilitate transfer of learning (Killion & Harrison, 2005, p. 1).

Some examples of such traditional professional development are the TPD initiatives of the Department of Basic Education (DBE) and the Teacher Unions such as South African Democratic Teachers Union (SADTU) and the National Professional Teacher Association of South Africa (NAPTOSA). Most often, such teacher development initiatives comprises workshops and training for teachers regarding the implementation of amendments to the curriculum policies as illustrated in 2.2.2. Such TPD initiatives are linked to the several strategic goals of the DBE. To broaden access to education and provide resources is a goal focusing on learners. The goals to improve schools functionality and educational outcomes at all levels, to develop human resources, organisational capacity, and to enhance skills focuses largely on development of people. The goals to develop schools into centres of community focus, care and support, to ensure good corporative governance, management and efficient administration and to promote national identity and social cohesion, focuses on the broader school context (KwaZulu-Natal Department of Education, 2010).

Each strategic goal is characterised by several strategic objectives. Some of the strategic objectives relate specifically to TPD, because quality learning and teaching and continuous school improvement may only be possible if the focus is on people improvement (Steyn, 2007). Some of the strategic objectives that clearly involve TPD are:

to implement teaching and support at all schools, to provide diverse curricular and skills orientated programmes across the systems, to develop and enhance the professional quality and academic performance of managers and educators in all institutions, to implement administrative management systems and accounting

procedures in ensuring maximum support to curriculum TPD (KwaZulu-Natal Department of Education, 2010, pp. 13-14).

Leadership and management processes of SBTPD ought to be linked to the strategic objectives in order to enable effective development of teachers.

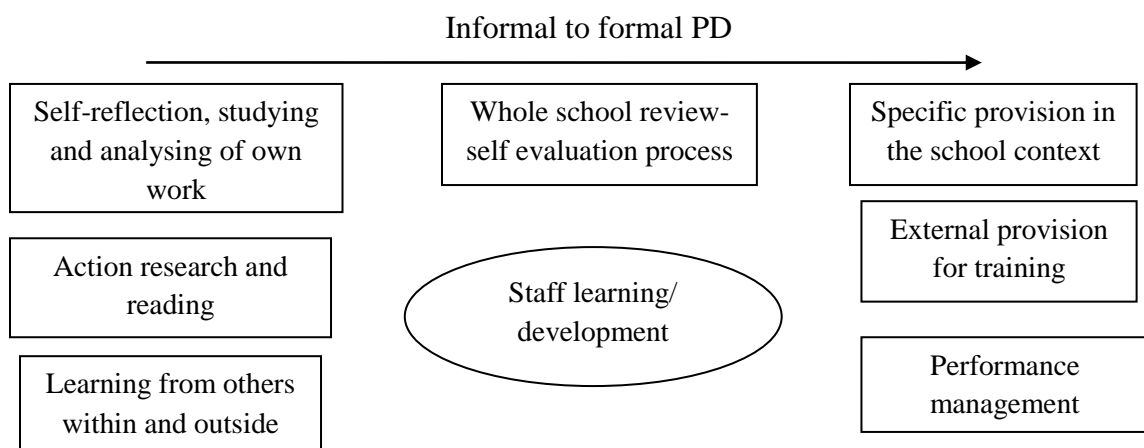
According to the Government Gazette 2007, "the report of the 2003 TIMMS Study showed that South African teachers have extensive development opportunities, but the evidence of poor learner performance shows that these have limited impact" (Department of Education, 2007, p. 24). Perhaps the TPD initiatives of the DBE and teacher unions are rather generic and provided to the masses of teachers per phase or per grades (See Chapter One). Moreover, perhaps most educators may not have the means or opportunities to upgrade their qualifications or grow and develop through institutions of higher education and teacher preparation programmes (Killion & Harrison, 2005). Traditional professional development usually occurs away from the school site, separate from classroom contexts and challenges in which teachers are expected to apply what they learned, and often without the necessary support to facilitate transfer of learning (Killion & Harrison, 2005). Seemingly, school-based teacher professional development is the 'saviour'. This then begs the question, 'what is school-based teacher professional development?'

School-based teacher professional development is the forms of TPD that are driven by all stakeholders within the education context. However, the words 'school-based' implies that such forms of TPD ought to be aligned to the specific context of each school. In other words, the forms of TPD implemented are determined by the needs of the learners and teachers at a particular school, such that each school needs to accept that "they need to be in a constantly transformational state" (Middlewood *et al.*, 2005, p. 64) . Such needs may be common among schools, however the process of TPD implementation may differ because "we all learn differently and we all need to know what works for us...the same principle applies to teachers" (Middlewood *et al.*, 2005, p. 65). Furthermore, the forms of SBTPD though school-led may not necessarily occur within the school premises only.

SBTPD entails teachers getting to know more about themselves, by sharing mistakes and triumphs with colleagues, so that they can continue to develop and learn. There are formal

and informal opportunities for reflection and development, for example at team meetings, or chatting in the staffroom to a mentor or a colleague in the corridor. Thus, by acknowledging the learner in themselves at all levels of school organisation, true PD of teachers is possible (Middlewood *et al.*, 2005). In addition, we need to acknowledge that there is a wide range of opportunities for PD within the context of the school environment as is illustrated in Figure 2.1

Figure 2.1: Opportunities for professional development in the school context



(Middlewood *et al.*, 2005, p. 69)

Moreover, Quattlebaum (2014) advocates that:

Opportunities for active learning, content knowledge, and the overall coherence of staff development are the top three characteristics of professional development. Opportunities for active learning and content specific strategies for staff development refer to a focus on teacher application of learned material. Overall coherence refers to the staff development programme perceived as an integrated whole and development activities building upon each other in a consecutive fashion (Quattlebaum, 2014, p. 4).

This study explores how opportunities for SBTPD have been provided for teachers.

“Teachers are often required to be unquestioning implementers” of outside school initiatives and the “top-down and cascading approaches seem to be overused” (Chikoko, 2008, p. 75), thus underlining the significance of SBTPD. In addition, “there seems to be a need for more home-brewed, school-based...and cluster-based teacher professional development for which schools claim ownership and to which they should be accountable” (Chikoko, 2008, p. 83).

The inference in the study by Chikoko (2008) is a need for SBTPD. The study concludes with a stance that “school improvement can only come about through positioning the teachers as leaders of learning” (Chikoko, 2008, p. 84). This study attempts to explore how leadership enables teachers to lead SBTPD.

Moreover, linking professional development to teachers' real work is crucial because to be effective, professional development must provide teachers with a way to directly apply what they learn to their teaching. Therefore, Stevens (2014) says that movement towards evidence-based practice in education can only be good. Linking professional development to practice is crucial; it needs to have direct effect on students and teachers' development. It is a big task for continuous professional development co-ordinators and school leaders, but it should be a priority. Stevens (2014) suggest that leadership play a crucial role in prioritising SBTPD, which this study explored.

Steyn (2007) claims that leaders in schools are responsible for designing effective professional development programmes that will help their staff update their skills and increase effectiveness in their work. SBTPD would then entail the participation of teachers in continuous professional developmental opportunities that are driven from within the school context using internal or external expertise. This study explored what, how and why such professional development opportunities were possible in the school. SBTPD may not geographically occur in the school context but the central issue is that it is driven from within the school emphasizing the specificity of such professional development opportunities. Moreover, SBTPD is

...not a once-off, add-on or peripheral activity but an integral part of everyday's work. It is growth orientated as teachers should constantly be striving to rise in their profession. The professional development programme should therefore be an integral part of the school programme (Steyn, 2012, p. 267).

Therefore, it is crucial that the notion of SBTPD be understood within the context of decentralisation of education where power and decisions are devolved to the school level, giving rise to self-managing schools (Bush & Middlewood, 2013). Bush and Middlewood

(2013) argue that self-managing schools are regarded as potentially effective but much depends on the nature and quality of internal leadership and management if these potential benefits are to be realised. The scope for leading and managing staff effectively is greater when major educational decisions are located within the school and reserved for action outside the school.

To expand further, the findings of a study by (Pillay, 2014) revealed that participants involvement in the planning and leading of activities enhanced in them a sense of loyalty and school pride. Pillay's (2014) study suggests that providing space, especially including TPD issues, for people to feel sufficiently secure to express themselves, in contrast to feeling exposed, powerless and alienated contributes to sustaining a self-managing school. Moreover, display of a more collaborative and less hierarchical management style of planning and leading tended to be infectious to all areas of school. Pillay (2014) found that stakeholders' working from a position of knowledge and a collective approach of bringing people together by spreading leadership has offered a new challenge to schools as opposed to the challenge of leadership by one person. To achieve this, people are required to work together and help one another to overcome their fears and concerns, and to experience the partnership of self-managing, especially regarding TPD as a mutually beneficial occurrence (Pillay, 2014, pp. 230-231).

Accepting that, high-quality leadership is vital in achieving successful schools, and leaders can improve teaching and learning by focusing more on motivating and developing people instead of focusing on creating and sustaining systems and structures (Bush & Middlewood, 2013). In this vein, the Education and Management Development (EMD) Task Team reported that schools must accept prime responsibility for developing the capacity to manage people. As such, the Principals and School Governing Bodies (SGB) take on this responsibility (Department of Education, 1996). The main priority of South Africa's new education vision is to enhance independence and to transfer greater decision-making schools (Department of Education, 1996). In addition, self-reliance and self-management are the goals of the South African Schools Act (South African Schools Act, 84, 1996). Schools are seen as learning organisations and in an institution of learning, it is the responsibility of the School Management Team (SMT) to ensure the continuous improvement and development of teaching and non-teaching staff (Naicker & Waddy, 2003). The implication then is that decisions regarding SBTPD ought to be a core component of the school programme or

structure. As such, this study explored what, how and why decisions regarding the professional development of teachers at school were reached.

Furthermore, the Task Team in recognising the need to promote a common understanding of education management and development (EMD) and to foster a systemic approach to building capacity for improved education performance proposed a framework for "changing management to manage change in education" (Department of Education, 1996, p. 39). The framework comprises five components as follows:

1. Strategic direction
2. Organisational structures and systems
3. Human resources
4. Infrastructural and other resources
5. Networking, partnerships and communication

The human resources component focuses on four key issues, which are:

1. Empowering people
2. Developing appropriate competencies
3. Recognising competence and
4. Training and support techniques

The report on the Task Team on education management and development suggests that making the best use of human resources involves various processes. Planning to ensure that people with the right skills and abilities are at the right place at the right time is essential. Employing people through, effective procedures and managing people to balance individual performance, attitudes and aspirations with the overall goals, culture and values of the organisation are crucial to effective use of human resources. Developing people to improve the effectiveness of each individual, and of the organisation, working together to foster recognition of the inter-dependence of everyone in the education community and equity, by ensuring that we recognise the diversity within our education community suggests the need for effective leadership of SBTPD.

Hence, the context of decentralisation of education intimates that decisions about SBTPD are now devolved to the school level and thus the role of leadership is to enable all individuals to "contribute to their full potential and to develop the organisation as a whole" (Naicker & Waddy, 2003, p. 60). However, the "fundamental problem of traditional professional

development is that it fails to address teachers' needs...researchers call for new professional development that is grounded in teachers' needs for improving their practice" (Zhang, Khoehler, Lunderberg, Eberhardt, & Parker, 2010, p. 1). This emphasises the requirements that should focus more closely on the specific needs of teachers - pointing to SBTPD.

McGill (2013) advocates that teachers, of all ages, novice and experienced should be given the time to develop; to communicate and to develop skills in order to meet the needs of an "evolving audience" (McGill, 2013, p. 20). This development should not be left to those joining the profession, or those 'on a course' or on some sort of 'leadership pathway'. Training and good quality development should be available to all, "a universal panacea wherein regular and sustained staff training is part of a daily diet" (McGill, 2013, p. 2). McGill (2013) adds that there ought to be a call for CPTD to be so inherently established that it becomes part of every teachers' bloodstream; that accumulating a feathered-cap of personal development become the norm. This approach to development ought to be so ingrained that teachers cannot work without it. So vital is teacher development and routinely established as part of their working week, that jobs, promotions, pay-rises or any credibility without an accurate log of teachers' own reflective journey cannot be secured (McGill, 2013). The advocacy and call for CTPD by McGill (2013) emphasizes the significance of SBTPD. Consequently, this study explored the role leadership played in SBTPD.

Overall, PD is the growth or improvement of a skilled or trained person or an expert in a particular field of work or profession and TPD emerged as the ongoing professional development of all individuals involved in the process of educating learners. When merged PD and TPD were seemingly understood to be concerned with learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. SBTPD emerged as TPD that is driven by all stakeholders within the education context. However, the use of the words 'school-based' implies that such forms of TPD ought to be aligned to the specific context of each school. In this vein, the Government Gazette (2007) and the strategic goals and objectives of the DBE point to the significance of SBTPD in the ongoing improvement of learner performance (KwaZulu-Natal Department of Education, 2011). Moreover, the literature revealed that prospects for professional development are possible in the school context and evidence shows that it is

crucial that the notion of SBTPD be understood within the context of decentralisation of education where power and decisions are devolved to the school level, giving rise to self-managing schools. As such, a scope was provided for this study to explore what, how and why leadership enabled SBTPD.

Creating effective professional learning communities (PLCs) may be viewed as one broad example of an approach to TPD at school level. The next section provides a discussion of PLCs.

2.3 Professional Learning Communities

Defining a PLC was crucial in order to understand the link between SBTPD and PLCs.

2.3.1 Defining a professional learning community

An understanding of professional learning communities (PLCs) was vital to my study because SBTPD falls within the ambit of PLCs. In this vein, PLCs nurture the learning needed by professionals and such learning enables the PD of teachers. A study by Gamoran (2006) revealed that a dynamic professional community is beneficial to all stakeholders. Moreover, professional development opportunities are more likely to increase teachers' sense of professional community if they are school-wide, while programmes in which individual teachers participate without other teachers from the school are unlikely to do so (Gamoran, 2006). Effective professional development contributes to the professional skills of participating teachers, thereby increasing the pool of human resources available to a school. In addition, professional development may strengthen social ties, contributing to the school's social resources (Gamoran, 2006). The study by Gamoran (2006) found that teachers who participate in professional development activities within the school context strengthened PLCs. (Gamoran, 2006). Thus, a compelling link between TPD and PLCs emerges. My study in exploring the role of leadership and management in SBTPD inquired about this crucial link between SBTPD and PLCs.

Moreover, effective PLC has been defined as having,

...the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning" (Bolam *et al.*, 2005, p. iii).

Similarly, Fullan (2009, p. 89) defines a PLC as

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous joy-embedded learning for educators.

Moreover, Fullan (2009) describes some characteristics of PLCs. The goals, values, mission and vision for student learning characterises PLCs. In addition, learning collaboratively, shared inquiry into best teaching practices and the present reality, taking action, learning through experiences and a passion for ongoing improvement in learners' achievements and results also characterises PLCs (Fullan, 2009). Similarly, Hord and Sommers (2008) present five components to illustrate PLCs, two of which are similar to the first two characteristics of PLCs illuminated by Fullan (2009). Hord and Sommers (2008) add that leadership that is supportive and provides supportive conditions for sharing of personal experiences characterises PLCs. The definitions of a PLC suggested by Bolam *et al.*, (2005); Gamaron (2006); Fullan (2009) and Hord and Sommers (2008) are similar and provided a broad understanding of PLCs.

However, my understandings of a PLC were founded upon an in-depth discussion of the three words in Professional Learning Community, provided by Easton (2011). Easton (2011) states that *professionals* are those certified or licensed to do an established system of work; *community* is a group of individuals who share common goals; and, these professionals meet in their community to learn. In defining, a Professional Learning Community, the central word in, is *learning*, although the words *professional* and *community* are just as important. It is "learning that helps self-organise to achieve coherence and purpose" (Easton, 2011, p. 2). Wheatley and Kellner-Rogers (1996) cited in Easton (2011, p. 2) claim that learning means that we "slosh around in mess, involve many individuals, encourage discoveries, move quickly past mistakes. We must be learning all the time, engaging everyone in what works".

Therefore, the word learning is

...most central to understanding PLCs and if learning is activated, it prevents PLCs from descending into disappointments. Learning is a matter, first, of consciousness.

It requires paying attention, deciding what to notice. It demands a pace slow enough for people to reflect and process with others what is happening (Easton, 2011, p. 3).

In this vein, learning leads to the ongoing growth and improvement of an individual, also described as PD, earlier in this section (see 2.2.3).

Regarding the word *professional* in PLC, one aspect of a profession is that it has a knowledge base and ways to act upon and expand that knowledge base. In the school context, teachers have a knowledge base. Expanding teachers' knowledge base describes a new role for PD. Hiebert, Gallimore and Stigler (2002, p. 3) claim to see this new role for PD as "long term, school-based, collaborative, and focussed on student learning and is linked to the curricula". Therefore, the word *professional* in PLC denotes expanding the knowledge base of a person in an occupation, clearly pointing to professional learning. Easton (2011) illuminates some powerful characteristics of effective professional learning. As such, powerful professional learning is content rich, arises from, and returns benefits to the real world of learning and teaching. It begins with what will really help young people learn and results in application in the classroom. This suggests a need for continuous innovation in teaching practices. Powerful learning honours professionalism, expertise, experiences and skills of staff and such experiences do not formally end. As such, enabling SBTPD will foster a school community that is professional and rich in experiences. Collaborative aspects of powerful professional learning establish a culture of quality that results in buy-in because it utilizes the talent within the organisation. The understanding is that there is a need for sound leadership in enabling SBTPD to establish a culture of quality and buy-in regarding teaching and learning.

According to Easton (2011) the use of the word *Community*, suggests people with something in common, which may mean no more than the fact that they belong to the same group. A community is likely to determine its purpose together, with each member of the community wielding as much power as another. Moreover, in a community, learning is not static, it is renewable, as members of the community contribute to its regeneration each time they learn and share learning. Putting the word learning with community is what matters, because a

community is a type of organisation that helps humans make meaning, connect, learn and grow. The ultimate goal of a PLC in the school context is student learning, but it can only be achieved through adults who learn how to become effective. PLCs are comprised of continuous learners, who seek thoughtfully, and consistently to learn and strive for higher quality teaching practices so that students are learners that are more successful. As such, continuous, holistic learning enables professional growth of teachers, thus, illuminating the significance of my understanding of a PLC. Therefore, the broad understanding is that enhancing the school as a PLC enables the continuous, holistic professional development of teachers. The next discussion pursues a deeper understanding of a PLC.

2.3.2 Creating and sustaining professional learning communities

Several matters need to be considered in order to create and sustain a PLC, which are discussed in the sub-sections that follow.

2.3.2.1 Sharing a vision, mission and goals

Fullan (2009) states that to achieve a shared mission the members of a PLC create shared aspirations of what their schools must become like to help all students learn. The members of the PLC then reach a decision through consensus to clarify what each member will do to contribute to high levels of learning for students. Moreover, members use:

results orientated goals to mark their progress. The foundation of a shared mission, vision, values, and goals not only addresses how educators will work to improve their schools, but also reinforces their moral purpose and collective responsibility that clarify why their day-to-day work is so important” (Fullan, 2009, p. 89).

Regarding shared beliefs, values and vision Hord and Sommers (2008) state that staff consistently focus on student learning, which is strengthened by the staff’s own learning and the principal is involved not only in creating the vision with the staff, but constantly communicates the vision to all stakeholders. In the same vein, Hord and Sommers (2008, p. ix) claim that "staff learning is directly linked to student learning, as their learning cues are informed by the needs of the students". Therefore, schools and districts that set about organizing themselves as PLCs have a focus on ongoing improvement in learner

achievement. Moreover, such professional learning enhances the achievement of the desired learning outcomes emphasizing the theory of the relationship between professional learning and student learning (Hord & Sommers, 2008).

In addition, Fullan (2009) states that members of a PLC are action orientated and they learn by doing. These members are quick to transform goals and aspiration into reality. The learning culture shared by the members of a PLC is to constantly look for better strategies to realise goals and they aspire to accomplish the purpose of an organisation. The processes implemented in pursuing success in sustaining PLCs are not the reserve of those in positional leadership. Instead, all members of the PLC are accountable. The notion that members of a school share a vision, mission and goals of what schools should be like and that a link exists between teachers' learning, student learning, and achievement results, prompted me to explore how SBTPD enabled the cultivation of conditions for perpetual learning.

2.3.2.2 Fostering collaboration and collective learning

Fullan (2009) states that in a PLC, collaboration is a systemic process in which teachers work together, interdependently, to analyse and impact professional practice in order to improve results in their students, their team, and their school. Such collaboration “is the building block of the organisation” (Fullan, 2009, p. 89). In addition, educators in a PLC engage in collective inquiry into best practices about teaching and learning, a candid clarification of their current practices and honest assessment of their students’ current levels of learning. Such collective inquiry helps educators to build shared knowledge, which, in turn, allows them to make better decisions and increases the likelihood they will arrive at consensus (Fullan, 2009).

Similarly, regarding collective learning and its application Hord and Sommers (2008) states that the staff of a school come together to study collegially and work collaboratively. The staff are continually learning together and is applying what they have learnt to their work. The major emphasis is on collective learning, when individuals learn more collectively than, if they are learning independently. The significant factor is that the learning and reflection of the professionals is continuous and focuses on students and their benefits. Guided by the

Principal or teacher leaders teachers develop a model plan to guide the transfer of their newly gained knowledge and skills to their classrooms. A cycle of reflection, learning, and assessment of effects is continuous. Collective learning and its application is lead by a growing array of leaders on the staff, which is developing their leadership skills. Such collaboration and collective aspects to professional learning and development are noted by Easton (2011) who states that when teachers learn from each other, they enrich their own professional lives and the culture of the school. As such, they build a shared vision of a school, they work on what matters and help each other make changes. Teachers set goals, help each other meet these goals and hold themselves and others accountable. This study explored how collaborative learning and collective inquiry among teachers was fostered in order to enable SBTPD.

2.3.2.3 Shared and supportive leadership

Hord and Sommers (2008) are of the view that shared and supportive leadership where power, decision-making, and authority are shared and encourage, are crucial defining components of a PLC. They suggest that consensus about decisions regarding teaching and learning and the learning environment is what structures an effective PLC. Similarly, every school staff member may be considered a leader (Easton, 2011) and therefore all professionals in the school share decision making but, there are boundaries that reserve some decisions for the singular attention of the principal (Hord & Sommers, 2008). Hord and Sommers (2008) advocate that a culture of collegiality must be developed over time to ensure school improvement. Transforming a school's culture to one of collegiality is challenge for principals (Hord & Sommers, 2008). The authors emphasise that leaders of PLCs need to be initiators rather than being merely reactors and managers. Since collective learning takes place among school professionals in their schools, the role that the Principal and other leaders play in the creation and development of this community endeavour is crucial. Therefore, collegial activities focused on staff learning cannot occur across the entire school staff without the Principal's support and guidance.

However, Easton (2011) emphasises the significance of teacher leadership and states that teacher leadership, a powerful but informal role that helps the entire school focus on learning,

must complement the roles of people in formal leadership positions. As such, Danielson (2006, pp. 36-40) lists some personal characteristics of teachers that help them serve in leadership positions. The author says that

teacher leaders have a deep commitment to student learning, are optimistic and enthusiastic, display open mindedness and humility, demonstrate courage, willingness to take risks, confidence and decisiveness, and they display tolerance for ambiguity, creativity, flexibility, perseverance; and willingness to pursue hard work (Danielson, 2006, pp. 36-40).

The understanding is that leadership ought to tap into these personal characteristics of teachers to complement people in formal leadership positions to enable SBTPD.

In this vein, the personal characteristics that teacher leaders have will be reinforced because of the fact that teachers are classroom leaders. As classroom leaders, teachers share perspectives such as recognising an opportunity and taking an initiative; mobilizing people around a common purpose; monitoring progress and adjusting the approach as conditions change and sustaining the commitment of others (Danielson, 2006) and thus contribute to the school as a learning organisation. Therefore, the more leadership is shared, the more sustainable an effort is likely to be. When one leader leaves, the other leaders are accustomed to the task and step forward. The more leadership is shared, the more vital the effort is likely to be energised by everyone's ideas and not just the leaders. The more leadership is shared, the more efficacious the teachers feel. As such, they are not doing what someone bids or compels them to do to improve learning, but they contribute significantly to the ideas and the work itself proving that teachers "rise to the occasion" when asked to take on leadership roles, although they may not want to be committed to being the leader (Easton, 2011, p. 34). This study explored how shared teacher leadership of SBTPD was enabled.

2.3.2.4 Providing a conducive environment

In providing an environment that is conducive for effective PLCs, the logistics of a PLC must be considered, such as the environment in which teachers learn and develop, problem solving and decision-making. Hord and Sommers (2008) illustrate two logistical conditions, which

are physical and structural factors and relational factors and human capacities. Regarding the physical and structural factors, time is one of the most challenging factors schools face in initiating and creating a PLC. Easton (2011) advises that sometimes schools can solve the time problem by embedding professional learning within the school day, perhaps by arranging an early-release or late-start day for learners. The challenge related to space may be overcome, where large school staff can form smaller groups to meet for learning together (Hord & Sommers, 2008).

Physical factors helpful in providing an environment conducive to change and improvement include-the availability of necessary resources; schedules and structures that reduce isolation, policies that provide greater autonomy and foster collaboration, provide effective communication and provide for staff development. Regarding the relational and human factors Hord & Sommers (2008) state that bringing together individuals who do not respect or trust each other is problematic. Building mutual trust and respect is a goal requiring substantial time and a variety of activities to be provided to staff. Principals can contribute to the collegial attitudes and relationships demanded of school staff by helping staff to relate to one another by providing social activities for staff to get to know one another on a personal level and by creating a caring environment. This study explored how a consideration of physical and structural factors enables SBTPD.

Fullan's (2009) illustration focuses on the specific strategies for implementing PLCs as an initiative to implement change in an organisation, whilst the components of PLCs illustrated by Hord and Sommers (2008) emanate from a perspective of leading PLCs in an organisation. Fullan's identification and illustration of the characteristics of PLCs and Hord and Sommer's presentation of the components of a PLC share similarities both of which have provided an in-depth understanding of a PLC. Furthermore, Gamoran (2006) claims that teachers who participate in SBTPD contribute to forming more dynamic PLCs. Pursuing the need to know and make sense of PLCs through the literature reviewed prompted me to explore some of the components and characteristics of PLCs by asking about it, in this study. Thus, the link shared between SBTPD and PLCs urged me to explore the role of leadership and management in SBTPD.

The next section, deals with the conceptions of educational leadership and management in relation to school-based teacher professional development.

2.4 The concepts of educational leadership and management

The focus of attention in this study permeates neither on merely leadership roles nor on merely management roles, but rather more realistically, on leadership-management roles, where an individual is able to perform effectively in both roles. In this study, the terms 'leader' or 'leadership' will be used (unless the context is specifically and clearly otherwise) to describe 'leader or leadership' -'manager or 'management' of SBTPD (Forde, 2010). The literature review endeavours to achieve an understanding of the processes of leadership and management and their relationship to each other. An understanding of leadership and management is crucial to the exploration of the role of leadership and management in SBTPD. The terms educational leadership and management may mean people in positions in educational institutions, such as the Principal or Deputy Principal as leadership and Heads of Department (HoDs) as management in a school. These concepts may also mean processes required in the successful operation of educational institutions. This study focuses is on educational leadership and management as processes and not persons in positions. As emphasised by Forde (2010), leadership describes

the state, activities, competencies and/or functions of a leader. It is not only about the charisma-filled, remarkable performances of a few on a world stage, but it is also concerned with the daily activities of ordinary people who are comfortable with themselves, setting out to make a difference in the lives of others. Leadership can and does exist at all levels in organisations, not just at the top; the larger the organisation, the greater the number of levels of leadership that could potentially exist (Forde, 2010, p. 22).

Furthermore, the terms leader or manager may also be used interchangeably in my dissertation as reference to people who occupy positions (formally or informally) in which they are expected to perform the leadership or management role to ensure that the leadership and management processes occur. Yukl (2006) states that any member of the school as an organisation may display characteristics of leading and managing. I base my stance on that claim.

The discussion commences by defining and conceptualising leadership and management and then moves on to a discussion of the educational leadership and management interface. Thereafter, the literature discusses the leadership theories and management models that inform this study and attempts to explore the role of leadership and management in SBTPD that are embedded in these theories and models.

2.4.1 Defining and conceptualising leadership

I endorse the three dimensions to the process of leadership illustrated by Bush (2003). First, the central element of leadership as a process of influence (Bush, 2003), that is “making new things happen” (Hoyle & Wallace, 2006, p. viii). The second dimension, is about establishing concrete personal and professional values and the third dimension is about vision (Bush, 2003). In my quest for an understanding of leadership in relation to SBTPD, a discussion of each dimension of leadership follows.

2.4.1.1 Leadership as influence

Some representative definitions of leadership presented over the past 50 years by various researchers cited in Yukl (2010, p. 21) are as follows:

Leadership is

- the behaviour of an individual...directing the activities of a group toward a shared goal (Hemphill & Coons)
- about articulating visions, embodying values, and creating the environment within which things can be accomplished (Richards & Engle, 1986)
- a process of giving purpose to collective effort, and causing willing effort to be expended to achieve purpose (Jacobs & Jaques, 1990)
- the process of making sense of what people are doing together so that people will understand and be committed (Drath & Palus, 1994)
- the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of an organisation...(House *et al.*, 1999)

Most definitions of leadership cited above seemingly, reflect that leadership involves a process whereby one person exerts intentional influence over other people to guide, structure and facilitate activities and relationships in a group or organisation. In addition, the persons "seeking to exercise influence is doing so in order to achieve certain purposes" (Bush, 2011, p. 6). Therefore, leadership is a real phenomenon that is crucial for the effectiveness of organisations even though leadership has so many meanings to people (Yukl, 2010).

There is one major ongoing controversy as to whether leadership should be viewed as a specialised role, or as a shared influence role. The person expected to perform the specialised leadership role is designated as the leader. The other members are the followers and may assist the designated leader in carrying out leadership functions (Yukl, 2010). However, another way to view leadership is in terms of the influence process that occurs naturally within a social system and is diffused among the members. According to this view any member of the social system may exhibit leadership at any time, there is no clear distinction between leaders and followers. In other words, different people who influence what the group does, how it is done, and the way people in the group relate to each other may carry out various leadership functions. Important decisions are made through an interactive process involving many different people who influence each other (Yukl, 2010). This study, examined how leadership "directly influenced teachers' classroom practice" (Bush, Bell & Middlewood, 2010, p. 6) in relation to improvement in learner achievement.

Yukl (2006) states that, another controversy about leadership, as a process of influence is how influence is exercised and the outcome of that influence. Use of leadership as a process to control rewards and punishment to manipulate or coerce followers is unethical regarding the use of power and therefore, cannot be considered as real leadership. However depending on the nature of the influence, the same outcome may be accomplished with different influence methods, and the same type of influence attempt may result in different outcomes. Thus, even people who are manipulated into doing something may become committed to it if they subsequently discover that it really is the best option for them and the organisation (Yukl, 2006). This study sought to explore the leadership practices regarding SBTPD prevailed in the selected school.

In addition, there is also controversy about which influence attempts involve purpose and outcomes (Yukl, 2006). One view is that leadership occurs to influence people positively so that such influence is morally advantageous to the institution and the people in it. Leadership does not include processes that are detrimental to the followers. "An opposing view includes all attempts to influence the attitudes and behaviours of the followers, regardless of the intended purpose or actual beneficiary" (Yukl, 2010. P. 23). The process of leadership practices may have multiple motives and it is seldom possible to determine the extent to which the leadership practices are selfless or selfish. In addition, the outcomes of such leadership practices may include costs and benefits, some of which are unintended, making it difficult to infer purpose. Conversely, leadership practices motivated only by personal needs sometimes result in unintended benefits for followers (Yukl, 2006). Therefore, this study was not limited to the intended purpose of leadership practices.

Regarding influence based on reason or emotions, Yukl (2006) states, that many recent conceptions of leadership emphasize the emotional aspects of influence much more than reason. According to this view, only the emotional, value-based aspects of leadership influence can account for the exceptional achievements of groups and organisations. "Leaders inspire followers to willingly sacrifice their selfish interest for a higher course" (Yukl, 2006, p. 5). The findings of this study were examined against rational and emotional processes of leadership.

2.4.1.2 Leadership and values

Regarding the second dimension, leadership and values, Bush (2003) states, that leadership may be understood as influence but this notion is neutral in that it does not explain or recommend what goals or actions should be sought through this process. Bush (2006) further notes that certain alternative constructs of leadership focus on the need for leadership to be grounded in firm personal and professional values. The key issue is the extent to which school leaders are able to modify government policy and develop alternative approaches based on school-level values and vision (Bush, 2003). Values grounded in leadership are linked to ethical leadership, where activities and decisions are based on an ethical code (Hayward, 2008). According to Hayward (2008), ethical leadership permeates a school by the

way in which everyone is treated and the manner in which everything is done. Leadership as a process should advocate consistency, even-handedness, fairness, honesty and principle. How ethical leadership permeates the school was examined against the findings of this study regarding SBTPD.

Hesburgh (1971) cited in van der Bank (2004) illustrates an inspiring definition of leadership, which displays some of the values that should be grounded in leadership

The mystique of leadership be it educational, political...or whatever, is next to impossible to describe, but wherever it exists, morale flourishes, people pull together toward common goals, spirits soar, order is maintained, not as end to itself, but as means to move forward together. Such leadership always has a moral as well as intellectual dimension; it requires courage as well as wisdom; it does not simply know, it cares (van der Bank, 2004, p. 19).

In light of this definition of leadership, the findings of this study were examined against the values that ought to be grounded in leadership.

Burns (1979) cited in van der Bank (2004) also includes morals and values in the definition of leadership. As such, leaders inducing followers to act for certain goals that represent values and the motivations, the wants and needs, the aspirations and expectations of both the leaders and followers...the genius of leadership lies in the manner in which leaders see and act on their own and on their followers' values and motivations.

This study, regarding the role of leadership and management in SBTPD explored how leadership displayed their moral and intellectual dimension in pulling people together to achieve TPD goals. In addition, the manner in which leadership represent and act on values and the motivations, the aspirations and expectations and the wants and needs of both leaders and followers were examined against the findings of this study.

2.4.1.3 Leadership and vision

Regarding leadership and vision, the third dimension of leadership as a process, Bush (2003), states that vision is an essential component of effective leadership and that the articulation of a clear vision has the potential to develop schools. In addition, the articulation of a vision implies much of the nature of leadership today, because a vision illustrates the desirable future state of the organisation, and relates to the intended purposes of the organisation, expressed in terms of values and clarifying the direction to be taken by the institution (Thurlow, Bush, & Coleman, 2003). Furthermore, Yukl (2006) states that leadership; with a clear vision of what an organisation could accomplish or become helps, people understand the purpose, objectives, and priorities of the organisation. A clear vision creates a positive, meaningful and encouraging atmosphere for people to work in. Hackman (1986) and Raelin (1989) cited in Yukl (2006) state that vision also guides the actions and decisions of each member of the organisation, which is especially important when individuals or groups are allowed considerable autonomy and discretion in their work decisions. The success of a vision being actualised depends on how effectively it is communicated. Therefore, the vision should be communicated at every opportunity and in a variety of ways (Yukl, 2006).

Thus, leadership entails articulating an appealing vision as well as convincing followers that the vision is feasible, by illustrating a clear link between the vision and the strategy for attaining it (Yukl, 2006). Followers must be made aware that they have a vital role in discovering the specific actions necessary for the vision to actualise (Yukl, 2006). Furthermore, a vision must be inspirational so that people in an organisation are motivated to work towards it with pride and enthusiasm (Thurlow *et al.*, 2003). Thus, "a 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" (Bush, 2007, p. 403).

The preceding discussion on leadership and vision suggests that articulating a vision and convincing followers that the vision is feasible is crucial for people in an organisation to be motivated to work effectively. How leadership articulates a vision for SBTPD was examined against the findings of this study.

Furthermore, this study acknowledges a shared vision as being vital for the school to succeed as a learning organisation because it provides the focus and energy for learning (Senge, 2006). “Visions are exhilarating. They create a spark, the excitement that lifts an organisation out of the mundane” (Senge, 2006, p. 194). A shared vision changes peoples’ relationships. A school is no more ‘their school’ but it becomes ‘our school’. A shared vision is the first in allowing people...to begin to work together and it creates a common identity (Senge, 2006). Furthermore, Senge, (2006) emphasises that shared visions compel courage so naturally that people do not even realise the extent of their courage. “A shared vision also provides a rudder to keep the learning process on course when stresses develop” (Senge, 2006, p. 195). Learning can be difficult for teachers and learners. With a shared vision, ways of thinking about SBTPD are exposed, personal and organisational shortcomings are recognised and TPD within a school may be enhanced to ensure improvement in learner achievement. A shared vision that is fostered by leadership regarding SBTPD was examined against the findings of this study.

Finally , Yukl (2006, p. 8) states that there is no single ‘correct’ definition that captures the essence of leadership and he uses the following to do so, which includes efforts to influence the functioning of an organisation but also considers future challenges:

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives (Yukl, 2006, p. 8)

Leadership understood as a process of influence based on clear values and beliefs and leading to a vision for SBTPD, was examined against the findings of this study.

Educational leadership is the process by which school managers direct and influence educators and learners to perform educational tasks. Leadership in a school context entails creating an environment to assist all educators and learners to work to their full potential. Thus educational leadership is largely about influencing behaviour or practices to achieve educational excellence (Bush, 2007).

Since this study focused on the leadership practices regarding SBTPD the following definition of school leadership shed light on the focus of this study:

School leadership is the identification, acquisition, allocation, co-ordination, and use of the social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning. Leadership involves mobilizing school personnel and clients to notice, face, and take on the tasks of changing instruction as well as harnessing and mobilizing the resources needed to support the transformation of teaching and learning (Spillane, Halverson, & Diamond, 2004, pp. 12-13).

After reading through a plethora of definitions of leadership, my understanding is that educational leadership entails being a visionary by mobilising and working with all stakeholders for the vision to materialise. Effective educational leadership entails creating a positive learning and teaching environment, understanding and dealing appropriately with people by “building and sustaining interpersonal relationships based on a philosophy of respect for human dignity” (Naicker & Waddy, 2002, p. 19). Thus, the role of leadership of SBTPD that emerges from the literature is that identifying and sharing a vision and providing a sense of mission is crucial to enable SBTPD (Steyn, 2012).

My understanding of transformation of teaching and learning that forms part of the definition of school leadership entails enhancing SBTPD, which may contribute to improvement in learner achievement. Leadership understood as a process of influence based on clear values and beliefs and leading to a vision for SBTPD, informed my research instruments in this study. Moreover, the widespread and intensifying list of definitions of leadership was of significance to this study and was therefore examined against the findings of the phenomenon of leadership of SBTPD.

2.4.2 Conceptualising the term 'management'

Since I use the terms leadership throughout this study to describe or discuss leadership-management of SBTPD, it is essential to discuss the term management. To commence:

The words manage, manageable, management and manager come from the Latin word *manus*, meaning "hand". Thus, to manage means literally "to handle";

manageable means capable of being handled; management is the handling of people such as staff and students or of business or political affairs; and a manager handles such affairs (Calitz, Viljoen, Moller, & van der Bank, 1992, p. 2).

Using the preceding explanations of the term manage, manageable, management and manager, Calitz *et al.* (1992) states that it is possible to get the basic meaning of management which, is illuminated in the following workable definitions of management:

Management is

- The skilful handling and supervision of people...by a manager in such a way that predetermined goals are reached within a certain time
- The universal process of efficiently getting activities completed with and through people
- The unifying and the co-ordinating activity which combines the actions of people into meaningful and purposeful group behaviour
- A process of getting things done by people

Similarly human resource management (HRM) is

A strategic, integrated and coherent approach to the employment, development and well-being of the people working in organisations. The overall purpose of human resource management is to ensure that the organization is able to achieve success through people. HRM aims to increase organizational effectiveness and capability – the capacity of an organization to achieve its goals by making the best use of the resources available to it (Armstrong, 2009, pp. 4,8).

These definitions of management and human resource management imply that management is a specific type of task which, is goal-orientated and is practised by people who are responsible, and takes place within an organisation (Calitz *et al.*, 1992) which, in the case of this study, is a school.

Calitz, *et al.* (1992), claim that the only difference between general management and school management is the objective of the organisation. In the case of a school the core objectives are: teachers educate, teach and train children to be good citizens and productive adults.

Similarly, Bush (2003) states that educational management is centrally concerned with the purpose or aims of education. He further notes that the principle of linking management activities and tasks to school aims and objectives is vital. The management process is concerned with helping the members of the organisation to attain individual as well as organisational objectives within the changing environment of the organisation (Bush, 2003). The process of deciding on the aims of the organisation is therefore at the nucleus of educational management (Bush, 2003).

The process of management comprises four basic principles. These are: planning, organising, leading and controlling (Calitz *et al.*, 1992). Firstly, according to Calitz, *et al.* (1992), planning is a process whereby a manager looks to the future and creates an action plan to tackle specific operations and execute them successfully. The management process in school will involve long term, medium term and short term planning. Calitz, *et al.* (1992) emphasises that the essential aspect of planning is to do it in advance. Secondly, “organising is the establishment of relationships between the activities to be performed, the personnel to perform them and the physical factors that are needed” (Calitz *et al.*, 1992, p. 10). Thirdly, leading is the process by means of which people direct and influence others to perform essential tasks by establishing an appropriate atmosphere. It is a process of influencing people to willingly and enthusiastically strive for the achievement of organisational goals. Finally, control entails a process of monitoring activities to determine whether individuals and teams within the school are working effectively and efficiently to accomplish their goals and objectives and, where this is not being achieved, corrective measures are implemented (Calitz *et al.*, 1992). In addition, Calitz, *et al.* (1992) emphasises that the Principal plays a leading part in school management and control and delegation of duties to teachers is an essential part of the management process in a school. The objectives must be measured for progress and reviewed for completeness and correctness (Calitz *et al.*, 1992). Conceptualising the term management assisted the approach to this study and against which the findings this study were examined.

2.4.3 The leadership-management interface

In seeking to explore the role of leadership and management in SBTPD, it is also essential to illustrate the relationship between educational leadership and management. Although it is possible to make a distinction between educational leadership and management a healthy and

strong, relationship exists between them and thus they cannot be separated. The processes of leadership and management have “an intimate connection” and “great deal of overlap” (Bush, 2003, p. 8). High quality management requires qualities and skills of leadership and high quality leadership requires skills and qualities of management. In contemporary South African schools, both qualities are required to ensure that SBTPD succeeds. In a school as in other organisations leadership and management functions can be performed by the same people and are “often regarded as essentially practical activities...the determination of vision, the allocation of resources and the evaluation of effectiveness all involve action” (Bush, 2003, p. 22).

Cuban (1988) provides the most succinct distinction, linking leadership with change and management with maintenance. Leadership is about influencing others’ actions in achieving desirable ends and the goals, motivations and actions of others are shaped. Frequently, change is initiated to reach existing and new goals. Leadership requires much ingenuity, energy and skill (Cuban, 1988). On the other hand, management is maintaining efficiently and effectively current organisational arrangements. Managing often exhibits leadership skills; however the overall function is towards maintenance rather than change. Both processes are equally vital in organisations such as a school, because different settings and times call for varied responses (Cuban, 1988). In practice, schools require visionary leadership and effective management. However, there is a need for managing towards clear educational purposes, rather than regarding management as an end to itself, which may lead to “managerialism, managing to excess” (Bush *et al.*, 2010, p. 6).

However, leadership and management need to be given the same status to succeed in their endeavours (Bush *et al.*, 2011), especially within the changing context of education. This is so, because

While a clear vision may be essential to establish the nature and direction of change, it is equally important to ensure that innovations are implemented efficiently and the school's residual functions are carried out effectively while certain elements are undergoing change (Bush *et al.*, 2011, p. 5) .

As such, this study explored how leadership and management were accorded equal prominence in terms of enabling SBTPD and this study's approach acknowledged that

Leading and managing are distinct, but both are important ... The challenge of modern organisations requires the objective perspective of a manager as well as flashes of vision and commitment, wise leadership provides (Bolman & Deal, 1997, p. xiii - xiv).

Moreover, those devoting themselves to the task of identifying and developing individuals who may need at some time serve as a manager or a leader should bear in mind that the majority will need to step into both roles (Forde, 2010).

The next discussion focuses on the theories of educational leadership and management. Amidst this discussion, highlighting existing knowledge on the roles of leadership and management in SBTPD is attempted. The theories of educational leadership discussed are the instructional; transformational; moral; distributed; and contingent. The theories of educational management discussed are the formal; collegial; political; subjective; ambiguity and cultural.

2.4.4 Some theories of educational leadership

A crucial issue to consider before I discuss the theories of educational leadership that informs this study is that:-

...school leaders in many countries increasingly work in a political context in which external 'restructuring' changes, initiated by national, state or local authorities to raise standards of achievement, exert priority over their own vision of desirable improvements. Their dilemma is, therefore, how to manage the implementation of an onerous external change agenda while simultaneously acknowledging the role of teachers as professionals and trying to promote school-initiated improvement and the associated professional development (Bush *et al.*, 2010, p. 90).

In South Africa, the DBE requires a regular submission of statistics regarding learner performance and achievement, strategies to improve learner performance curriculum coverage, attendance statistics, registration documents for ANA and the development and amendment of school policies. Much of the school day is taken up with such submissions,

involving several stakeholders such as the SMT, SGB and teachers. In this vein, this study explored how SBTPD was enabled given that the DBE requirements 'exert priority' on people at school level. The findings of this study were examined against this illumination of the various roles of leadership that are imbedded in the theories of educational leadership. Leithwood et al. (1999) identified six models of leadership which are regarded as approaches to school leadership. These are the instructional, transformational, moral, participative, distributed, managerial and contingent leadership, four of which are seemingly interrelated and most relevant to enable SBTPD.

2.4.4.1 Instructional leadership

Instructional leadership assumes that the critical focus of attention by leaders is “the behaviours of teachers as they engage in activities directly affecting the growth of students” (Leithwood, Jantzi, & Steinbach, 1999, p. 8). Embedded in this critical focus is one of the crucial roles of leadership which, is to ensure the monitoring of teaching practices that affect student achievement. Leithwood, *et al.* (1999) aptly states that, instructional leadership is leadership that puts instruction and learning at the centre of an organisation and that the Principal as leader participates strongly in classroom learning. Similarly, van der Bank (2003) states that instructional leadership is any leadership efforts to improve teaching and learning in their institutions, and she lists leadership activities that influence the instructional programme in a school as follows: defining school’s mission; managing curriculum and instruction; promoting a positive learning climate; observing teachers; providing feedback and assessing the instructional programme. A succinct illustration of instructional leadership in practice is when the “Principal attends to school conditions associated with teaching and learning, then there is potential for increasing leverage for learning results” (Bellamy, Fulmer, Murphy, & Muth, 2007, p. 101). Similarly, Steyn (2012) advocates that the role of leadership and management in SBTPD extends to establishing PD goals and objectives, designing a PD programme, implementing and evaluating PD programmes and finally to maintain and monitor PD programmes.

King (2002) cites the Institute for Educational Research (2000) who claim that as instructional leaders the "roles of Principals... and other educational leaders have expanded during the past decade to include a larger focus on teaching and learning, professional

development, data-driven decision making and accountability" (King, 2002, p. 2). King (2002) illustrates a few essential tasks that today's instructional leaders need to do differently from their predecessors. In this regard, the process of instructional leadership involves firstly the role of leading learning by participating in regular, collaborative and professional learning experiences to improve teaching and learning. Leadership is about working alongside teachers in adult learning activities. Secondly, the focus is on teaching and learning and the role of leadership is to maintain and model a focus on improving teaching and learning by helping teachers improve their instructional practices and by making student achievement their highest priority. Thirdly, the focus is on developing leadership capacity by devoting significant time to developing instructional leadership capacity in others, such as the teachers. Fourthly, instructional leadership focuses on creating conditions for professional learning, where an environment that fosters mutual cooperation, emotional support and personal growth as teachers work together to achieve what they cannot do so alone. Finally, the process of instructional leadership involves collecting and using data from a variety of sources to inform school decisions and to use resources creatively to support school improvement.

Similarly, Steyn (2012) suggests the role of leadership and management in enabling SBTPD is to provide teachers with opportunities to discuss case studies and good teaching practices. Steyn (2012) expands this role to encouraging experimentation because taking risks is less threatening when leadership and management encourage experimentation. In other words, teachers are encouraged to approach their work differently.

Instructional leadership is one of the lenses through which this study explored leadership and management practices regarding TPD in the selected school and how it contributes to improvement in learner achievement. King (2002) argues that there is no litmus test for the presence of instructional leadership, nor is there a definitive list of its characteristics or behaviours. In places where instructional leadership truly exists, it becomes integral, almost invisible, part of how a school community works, lives, and learns together. In this study, one critical question focuses on the TPD leadership and management practices. As such instructional leadership is one such practice that this sought to investigate.

2.4.4.2 Transformational leadership

Transformational leadership assumes that the central focus of leadership ought to be the commitment and capacities of organisational members (Leithwood *et al.*, 1999). In addition, Leithwood *et al.* (1999) claim that authority and influence are not the preserve of those occupying formal positions, but rather power is attributed to whomever is able to inspire their commitments to collective aspirations and the desire for personal and collective mastery of the capacities needed to accomplish such aspirations. Furthermore, transformational leadership “is about change, innovation, entrepreneurship and the capacity to move resources for greater productivity. Central to transformational leadership is change and adaptability” (van der Bank 2004, p. 25). Transformational leadership is needed to manage uncertainty especially when new policies emerge within the changing context of education in South Africa. For example, Curriculum 2005 was reviewed and changed to the Revised National curriculum Statement, now referred to as National curriculum Statement (NCS). The NCS has now been reviewed and the Curriculum Assessment Policy Statements (CAPS) have emerged from this review process. Seemingly, there is a need for transformational leaders to “persuade others to endure changes and show them how to adapt to these changes. They create a vision of change that a critical mass of employees will accept as desirable for the organisation” (van der Bank 2004, p. 25). Moreover, Bush (2011) argues that

The contemporary policy climate within which schools have to operate also raises the question about validity of the transformational theory, despite its popularity in literature. ... In South Africa, for example, the language of transformation is used to underpin the post-Apartheid education system. The policy is rich in symbolism but weak in practice because many school principals lack the capacity and authority to implement change effectively (Bush, 2011, p. 86).

Bearing in mind that the validity of transformational leadership theory has been questioned, but given the policy climate especially regarding the curriculum, within which schools in South Africa operate, leadership and management ought to provide PD that is purposeful and based on research where the mode of presentation should reflect findings on current field research (Steyn, 2012). Thus, it was crucial to this study to establish whether transformational leadership was practiced or not in enabling TPD at school level to implement changes. In addition, the apparent characteristics and benefits of transformational leadership is that it enhances leadership practices that foster an encouraging environment, conducive for enabling

SBTPD. Moreover, this study considered that "when transformational leadership works well, it has the potential to engage all stakeholders in the achievement of educational objectives" (Bush & Middlewood, 2013, p. 20).

2.4.4.3 Moral leadership

Moral leadership assumes that the critical focus of leadership is on the values and ethics of leaders themselves. Authority and influence are derived from defensible conceptions of what is right and good where moral leadership prevails. A political perspective on moral leadership focuses on the nature of the relationships among those within the organisation, and the distribution of power between stakeholders both inside and outside the organisation (Leithwood *et al.*, 1999). For example, the democratic or participative nature of the relationships among the DoE, schools and the unions enhances TPD activities that aim at improving learner achievement.

In addition, the illustration (refer to Figure 2.2) by Fullan, Hill and Crevola (2006) cited in Fullan (2007) demonstrates the moral purpose of leadership. School organisation, professional learning, intervention, assistance, and PLCs are embedded in the moral purpose of leadership. In this vein, leaders and managers ought to be a role model of commitment to PD by growing professionally and being enthusiastic life-long learners themselves (Steyn, 2012). I noted the significance of moral leadership in enabling SBTPD and therefore enquired about it and examined it against the findings of this study.

Figure 2.2 Moral purpose of leadership



(Fullan, 2007, p. 8)

2.4.4.4 Distributed leadership

Spillane very interestingly states that stories of leadership successes follow a familiar structure where

...a charismatic leader, often the CEO or school principal, takes over a struggling school, establishing new goals and expectations and challenging business as usual within the organisation. This leader creates new organisational routines and structures that with time transform the school's culture, contributing in turn to greater teacher satisfaction, higher teacher expectations for students, and improved student achievement” (2005, p. 143).

Spillane (2005) goes on to suggest that such stories in the "heroics of leadership" genre, however, are problematic for at least two reasons. Firstly, this type of comment equates school leadership chiefly with an individual leader typically the school principal. This is inaccurate because school principals, or any other leader for that matter, do not single-handedly lead schools to greatness; leadership involves an array of individuals with various tools and structures. The second problem is an inattention to leadership practice. Such stories dwell mostly on the "what" of leadership-structures, functions, routines, and roles- rather than the "how" of school leadership and the daily performance of leadership routines, functions, and structures (Spillane, 2005, p. 143). In addition, Spillane (2005) notes that, leadership practice centres not only on what people do, but how and why they do it. The term distributed leadership is often used interchangeably with the concepts shared leadership, team leadership, and democratic leadership. The term distributed leadership is used in a school context to indicate that school leadership involves multiple leaders. There is also the argument that leadership is an organisational quality, rather than an individual attribute. According to Spillane (2005) equating leadership with the actions of those in leadership positions is inadequate for three reasons. First, leadership practice typically involves multiple leaders, some with and some without formal leadership positions. It is essential, therefore, to move beyond viewing leadership in terms of superhuman actions. Second, leadership practice is not something done to followers. From a distributed perspective, followers are one of the three constituting elements of leadership practice. Third, it is not the actions of individuals, but the interactions among them, that are critical in leadership practice (Spillane, 2005). He argues:

Distributed leadership is first and foremost about leadership practice rather than leaders or their roles, functions, routines, and structures. A distributed perspective frames leadership practice in a particular way; leadership *practice* is viewed as a product of the interactions of school leaders, followers, and their situation. Rather than viewing leadership practice as a product of a leader's knowledge and skill, the distributed perspective defines it as the interactions between people and their situation. These interactions, rather than any particular action, are critical in understanding leadership practice (Spillane, 2005, p. 144).

As such, he succinctly emphasises that leadership practice is a product of the interactions between people and their institution and not that of the leader's knowledge and skill. It is this practice that defines distributed leadership.

Van der Bank (2004) argues that educational leaders are being asked to assume more and more diverse responsibilities, such as the building of strong cultures to foster collegiality, providing feedback and encouraging reflection. Moreover, she states that, if schools are to meet increasing demands and if they are to ensure high-quality education for all students...then school leadership needs to be redistributed in ways that share responsibilities across the school community, and that collaborative decision making is valued. In this way, distributed leadership calls on everyone in the school community to take responsibility for student achievement and:

...to assume leadership roles areas which they are competent and skilled...Leadership is no longer seen as a function of age, position or job title...Principals, superintendents and teacher leaders who practice distributed leadership know the people within their school and district well; know their areas of expertise, knowledge and skills; and are able to recruit the best person to take the lead in a particular situation...It is not one person's job to take on responsibility for students' success or failure (van der Bank 2004, p. 56).

I allude to an illustration by van der Bank (2004) of some of the common leadership strategies that are included in distributed leadership. First, part of the work of distributed leadership is to develop a shared vision with clear goals that focus on increasing student

achievement. The leaders' responsibilities are to provide direction and guidance for the implementation of that vision, to keep it constantly evident in their own words and actions as leaders, and to help the school community remain faithful to the vision in its daily practice. The second strategy in a school distributed leadership model is to determine clear priorities where everyone becomes accountable for learners' achievements. The role of leadership intimated here, is the creation of opportunities for PD at school level, because there is less resistance when teachers present PD programmes than when presenting PD is the exclusive privilege of top management (Steyn, 2012). The priority is to make available superior education for learners, necessitating an environment of brilliance and faith so that teaching is regarded as a passion rather than a lucrative service.

The third strategy of distributed leadership is to constantly upgrade teachers' skills and knowledge about current teaching and learning practices, to ensure improvement in learner achievement. This is possible through the provision of ongoing opportunities to assist them to gain competence over time. One effective way is to create dynamic PLCs. The fourth strategy is to link schools to the community in order to make use of the skills and knowledge of members of the community outside of the school. The fifth and final strategy is to provide a "strong accountability system. Good instructional practice is at the centre of improving student achievement and must be aligned with an ongoing, measurable and rigorous accountability system" (van der Bank 2004, p. 59).

Schleicher, (2012) suggests that school leaders share their tasks with deputy principals, heads of departments, co-coordinators and teachers with special duties. Schleicher, (2012) suggests further that unplanned teams using expertise as a criteria be formed to enable distribution of power among teachers. Schleicher, (2012) claims that, evidence is emerging where teachers who lead development regarding the curriculum and other matters in a school become more effective as teachers.

The discussion on distributed leadership informed my exploration of TPD practices in the selected school. This study examined how leadership was distributed effectively within school, and focused more especially, on how teachers were encouraged within the school to show leadership in relation to SBTPD. As such, the strategies and creativity employed to

enable SBTPD in the daily functioning of the school were explored against the findings of this study.

2.4.4.5 Contingent leadership

Contingent leadership focuses on how leaders respond to the unique organisational circumstances that prevail in a particular situation, (Leithwood et al., 1999) and provides an alternative approach to leadership. Here there is recognition of the diverse nature of school contexts and the advantages of adapting leadership practices to the particular situation, rather than adopting a “one size fits all” stance (Bush, 2003, p. 188). Effective leaders continuously read a situation and evaluate how to adapt their behaviour to that particular situation (Yukl, 2006). Contingent leadership is about "recognising that greater improvements are more likely to flow from head teachers and teachers making improvements to their prevailing practices at school level ... and who steadily improve existing methods" (Hoyle & Wallace, 2005, p. 190). Attributes of contingent leadership were incorporated in the research instruments for this study, because the review on TPD revealed that various forms of TPD are possible at school level, seemingly requiring leaders to adapt their leadership behaviours. It was therefore crucial to explore how contingent leadership practices enabled SBTPD.

I argued earlier (see 2.4.3) that it is important to distinguish between leadership and management, both of which are considered necessary. The terms Leadership and Management are often used interchangeably, but they are two distinctive and complementary processes. Apart from effective leadership practices, effective and efficient management practices are essential to enable SBTPD. The next section focuses on a discussion of the models of educational management that seemingly enable SBTPD.

2.4.5 Models of educational management

There is no single all-embracing theory of educational management, and to a certain extent this reflects on the diversity of educational institutions, ranging from small rural primary schools to very large universities and colleges. This also relates to the varied nature of problems encountered in schools, which require different approaches and solutions. The discussion of models of management that follows reflect different ways of managing schools

and are “analogous to windows offering a view of life in school, where each screen offers valuable insights into the nature of management in schools but none provides a complete picture” (Bush, 2003, p. 178).

2.4.5.1 Formal models of school management

Formal models assume that organisations are hierarchical systems in which managers use rational means to pursue agreed goals. Heads possess authority legitimised by their formal positions within the organisation and are accountable to sponsoring bodies for the activities of their institutions (Bush, 2011, p. 40)

Formal models of school management have several common features:

- They tend to treat organisations as systems
- Prominence is given to the official structure of the organisation
- The official structure of the organisation tends to be hierarchical
- Formal models typify schools as goal-seeking organisations
- Formal models assume that managerial decisions are made through a rational process, where decision-making is thought to be an objective, detached and intellectual process
- Formal models of management present the authority of leaders as a product of their official positions within the organisation
- In formal models there is emphasis is on accountability to higher authority
(Bush, 2011, p. 40-41).

Bush (2011) states that, the basic features of formal models listed above exist to a greater or lesser degree in five individual theories, which together comprise the formal models of school management. These are the structural, systems, bureaucratic, rational and hierarchical models. Bush states further that these theories overlap significantly and the main elements are often similar. Variations are emphasised but central components appear in most of the individual theories. Bush (2011) argues that the formal models have serious limitations in respect of schools and one such limitation is that the dominance of hierarchy may be compromised by the expertise possessed by professional staff. Regardless of these limitations, it would be inapt to regard formal models as irrelevant to schools, because hierarchy is the "vehicle for external control of school activities" (Bush, 2011, p. 67). Diagnosing and meeting the PD needs of teachers in a school enhances the knowledge and

skills of teachers, thereby increasing the potential for the attainment of the goals and objectives of the Department of Basic Education and the school district (Steyn, 2012). Furthermore, Steyn (2012) states that the creation of appropriate PD programmes are crucial to HRM within a school. This calls for leadership and management to firstly, ensure the implementation of DBE and district goals and objectives. PD goals and objectives originate from a country's educational goals and objectives and once written into policies they serve as guidelines for the creation of PD programmes. A discussion of some of the formal models of educational management in relation to SBTPD follows.

The practice of formal models of educational management is essential in school contexts and as such, this study inquired about the management practices in order to unearth how these formal management theories were used to enable SBTPD.

2.4.5.2 Collegial model

"Collegial models include all theories which emphasise that power and decision-making should be shared among some, or all members of the organisation" (Bush, 2011, p. 72). The major features of this model, when applied, promote democracy and thus improve the manner in which developmental needs of teachers are enabled. These features are as follows:

1. a focus on participation, where power and decision-making are shared,
2. a mutual understanding of objectives and authority of expertise,
3. a common set of values which are normative
4. the principal as leader acts as facilitator (van der Bank, 2003).

With this model teachers tend not to feel threatened by the seniority of individuals or the position of power they hold.

Collegial models assume that organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organisation who are thought to have a shared understanding about the aims of the institution (Bush, 2003, p. 64).

To illuminate this point, van der Bank (2003) emphasizes that the case of decision-making through consensus depends partly on the fair element of collegiality. It is most fitting for

teachers to be included when decisions about their individual lives are being made. Enforcing decisions on teachers is regarded as "morally repugnant and inconsistent with the notion of consent" (van der Bank, 2003, p. 62).

Two leadership theories discussed in section 2.4.4 are closely linked to collegiality. These are transformational and distributed leadership. Bush (2011) argues that transformational leadership is consistent with the collegial model in that it assumes that leaders and staff have shared values and common interests. Moreover, when it works well, it has the potential to engage all stakeholders in the achievement of educational objectives. The notion that collegiality is at the core of distributed leadership signifies that it involves vertical and lateral dimensions of leadership practice, suggesting link to formal theories of leadership (Bush, 2011).

Whilst collegial models of school management have been popularly proclaimed as a common practice in school development Bush (2011) argues that there are several flaws to collegial models that limit their validity in schools. Collegial approaches to decision-making are slow and cumbersome. The effectiveness of a collegial system depends in part on the attitude of teachers because active support may lead to success, whilst a display of apathy or hostility may lead to certain failure.

However, this study noted that collegial models contribute to the theory of educational management. These contributions were examined against the findings of this study in seeking to unearth which leadership and management practices enabled SBTPD.

2.4.5.3 Subjective model

The subjective model focuses on the belief and perceptions of individual members, where they treat structure as a product of human interaction. At times consideration of individual PD needs and expertise is required to enhance SBTPD. Satisfied/happy individuals make successful teams. This model of management is relevant when implementing IQMS because

individual and personal developmental needs among educators differ, therefore consideration of these needs should be prioritised. Van der Bank (2003) argues that the fundamental nature of the subjective model is the view that the individual participant is central to the organization and not, to be acknowledged merely as a component within the school. In other words, schools do not have an existence, which is isolated from the action and behaviours of their members of staff, students and stakeholders. In addition, any major policy or reform initiative must be accompanied by investments in PD (Fullan, 2009). Considering this, leadership processes should enable PD that meets the needs of the individual teacher, the learners and the school.

Bush (2011) argues that just as qualitative researchers seek the individual perceptions of participants, leaders and managers must be aware of the individual needs of their colleagues and stakeholders. The essence of the subjective model of education management informed the research instruments of this study, which sought to explore the extent to which the individual beliefs and perceptions of teachers are considered in the leadership and management of SBTPD.

2.4.5.4 Ambiguity model

Ambiguity models on management assume that turbulence and unpredictability dominant features of organisations. There is no clarity over objectives of institutions and their processes are not properly understood. Participation in policy making is fluid as members opt in and out of decision opportunities (Bush, 2011, p. 147)

In this model, consideration is given to how, when uncertainty and unpredictability in the way organizations operate prevail this may give rise to unplanned decisions. "The emphasis is on the instability and complexity of institutional life" (Bush, 2011, p. 147). Where organisational objectives are challenging institutions experience difficulty in ordering their priorities and decision-making occurs within formal and informal settings especially within the changing of context of education leadership and management in South African schools. Teachers are constantly being exposed to changes in, or amendment to, curriculum and assessment policies, therefore TPD needs may arise suddenly. Thus, this study sought to explore leadership and management practices when such changes are so unpredictable.

Furthermore, managers are at the forefront of accountability regarding implementation of such changes, therefore the study sought to explore their practices in handling such rapid changes through SBTPD.

2.4.5.5 Cultural model

Cultural models assume that beliefs, values and ideology are at the heart of the organisation. Individuals hold certain ideas and value-preferences which influence how they behave and how they view the behaviour of other members. These norms become shared traditions which are communicated within the group and are reinforced by symbols and ritual (Bush, 2011. p. 170).

The cultural model of management emphasizes informal aspects of an organisation, focuses on the values, norms and beliefs of individuals and how their perceptions result in shared organisational meanings (Bush, 2011). Moreover, offering intellectual stimulation, embracing the challenges of change, creating high performance expectations and strengthening the culture of the school are also key role functions that are crucial for the PD of teachers in a school (Steyn, 2012).

In order to promote teaching and learning, managers and leaders need to understand, promote, sustain and even change the culture within the school. Understanding the culture of the school is fundamental to the leadership and management of SBTPD. The intention of a school structure is to create and promote an environment that is conducive to learning and teaching. Bush (2011) states that, the trend towards decentralisation and self-management reinforces the notion that schools are unique entities. Therefore, the essential components of the cultural model are the empowerment of leaders, and their acceptance of responsibility

Bush (2011) proposes that the organisational culture model boasts four major features, which were explored against the findings of this study. As such the cultural model:

"Focuses on values and beliefs of members of organisations"

"Emphasises shared norms and meanings among individuals or subgroups, which eventually lead to behavioural norms that gradually become cultural features of the school".

"Culture is typically expressed through rituals and ceremonies to support and celebrate beliefs and norms. Schools are particularly rich in gatherings for assemblies, prize giving and highlighting awareness days.

"Organisational culture assumes the existence of heroes and heroines, and in practice only those whose achievements are consistent with the culture of the school are likely to be celebrated"(Bush, 2011, pp. 174-175).

In this study, I explored how the leadership and management processes sustain and promote the culture in the selected school. Teachers may have innovative ideas and expertise regarding SBTPD, which may lead to the improvement in the culture of the learning and teaching environment, and may thus lead to the school embarking on a process of re-culturing. This holds especially for schools since culture determines and reflects how all the other elements of school life develop.

In relation to the above discussion on the models of education management, I argue that managers must operate from a strategic point since applying one model cannot address all management issues in a school. An over-arching of the above models is advantageous to the management process. Therefore, understanding teachers, their motives and their motivation is crucial to meeting their developmental needs. An over-arching of the models of educational management is crucial to the leadership and management of SBTPD, which was examined against the findings of this study.

The next section discusses how SBTPD is the cornerstone to developing and sustaining successful schools

2.5 Successful schools are linked to teacher professional development

A common goal of all schools is high-performance and continuous improvement in learner performance. The common practice in South Africa is to label schools with high learner

achievement as ‘high-performing schools’. Based on this premise schools are named or shamed. The Government does so very subtly especially regarding the Annual National Assessments (ANA) by stating that, “Government does not support the use of ANA for the purposes of ‘naming and shaming’ those who do not perform well, at the same time, good performance should be recognised and lauded” (Department of Basic Education, 2011a, p. 6). For the purpose of this study the concepts ‘high-performing schools’ and ‘successful schools’ will be regarded as synonymous. Bergeson (2007) describes the characteristics of high-performing schools. In describing these characteristics, the inference is that schools that do not display these characteristics may be regarded as less-successful schools.

“Successful schools do exist. Despite reports of achievement gaps and low test scores, many schools have shown sustained progress in educating children” (Bergeson, 2007, p. 1). Bergeson (2007, p. 1) asks the questions. How are they doing it? Do similarities exist among those schools? Bergeson (2007) notes that in 2002, Washington state school improvement specialists from the Office of the Superintendent of Public Instruction (OSPI) reviewed more than 20 studies to answer those questions. The studies focused on schools with students who achieved at higher levels than their demographic characteristics would predict.

Having a clear and shared focus, high standards and expectations for all students, effective school leadership, high levels of collaboration and communication, curriculum, instruction and assessments aligned with state standards, frequent monitoring of learning and teaching, focused professional development, supportive learning environment and having high levels of family and community involvement characterises a successful school (Bergeson, 2007). Suffice to say that effective leadership in enabling SBTPD permeates these characteristics of successful schools. As such, this study explored the role of leadership in SBTPD.

Effective leadership is contended to be one of the characteristics of successful schools, I am deducing this to mean that it has a great influence on many related factors, especially regarding the enablement of focused professional development and the provision of a supportive learning environment. This explains why this study sought to focus on the role of leadership and management in SBTPD. According to Bergeson (2007) performance was usually measured in terms of high or dramatically improving scores on standardized tests,

often in spite of difficult circumstances such as high levels of poverty. In every case, there was no single factor that accounted for the success or improvement. Instead, the research found that high-performing schools tend to have a combination of common characteristics.

A case study regarding a whole school approach to professional learning, focusing on Oxenford State School in Queensland, and drawing on cases of similar schools which have undertaken a school-centred professional learning project indicate that such professional learning models and their attributes sustain a 'school of excellence'. Teachers' learning, reflection and collegiate work are usually part of the learning culture of the school. This philosophy drives both the subject matter, professional learning project designs and their management (Government of Queensland, 2004-2005). Oxenford State School has a philosophical or theoretical approach to learning based on Glasser's theories, which underpins the decision making, planning and learning activities in the school. Professional learning is part of the culture of the school (Government of Queensland, 2004-2005). However, the conclusion claims that the success of professional learning programmes at school level requires commitment, expert input and opportunities to own the project (Government of Queensland, 2004-2005). The author's claims regarding the characteristics of a 'school of excellence' informed the research instruments of this study against which the findings of this study were examined.

The next section focuses on guidance sought from other researchers' work seemingly related to SBTPD.

2.6 Seeking guidance from other researchers' empirical work

The objectives of a study by Boaduo (2010) were to identify an intervention strategy to enhance school-based professional teacher development (SBPTD) in Eastern Cape Province of South Africa. The findings of this study revealed lack all types of resources in varying degrees in urban and rural schools in that Province. In addition, the SMTs of the researched schools in the Eastern Cape Province are in support of school-based training and education of the teachers, which ought to be implemented as soon as possible. The teachers substantiated the necessitation for such training which was an opportune strategy to enhance their professional growth and development by comparison with other methods (Boaduo, 2010).

Moloi (2007) found that there was a "developing awareness of the significance in the management of teaching and learning in South African schools" (Moloi, 2007, p. 467). According to Christie (2005) cited in Moloi (2007):

learning is the central purpose of schooling and that it has four dimensions: student learning; teacher learning; organisational learning; and the Principal as the lead learner. Leading learning is very complex and challenging (Moloi, 2007, p. 467).

The inference in Moloi (2007) is that schools operate as learning organisations. In light of this, my study sought to explore the function of those who lead SBTPD and how the selected school operates as a learning organisation in achieving success.

Walsh (2010) examined how teams function and how they are supported in enabling professional growth of teachers and support staff. Hargreaves (2002) cited in Walsh (2010, p. 3) states that, "What we need to do is to enable institutions to build capacity to make the paradigm shifts that are necessary". Walsh (2010) succinctly describes the characteristics of leadership for future schools as follows:

Leaders must have a capacity for informed professional judgement by possessing a clear moral purpose, an understanding for models of learning and tools for teaching, the creation and transfer of professional knowledge, establishing professional learning communities and networking (Walsh, 2010 p. 6).

Walsh's (2010) argument above suggests that educational leadership should be about facilitating organisational learning. Walsh (2010, p. 3) reveals the skills needed for the leadership and management of the "future school" as follows:

Networking with other educational leaders will give teachers and head teachers the confidence to move their school in the right direction; having the ability to communicate a clear vision authoritatively and the capability to lead staff in a democratic and affiliative style; a coaching leadership style to develop capacity and commitment of staff and students to solve problems and having the tenacity to stick with the overall vision.

Grant (2008, p. 85) argues “for the critical importance of linking professional development initiatives with issues of leading”. Grant (2008) "explores specifically, teacher leadership in relation to a professional development initiative attended by educators in four schools in KwaZulu-Natal" (Grant, 2008, p. 85).

Grant suggests that there is a call for

...a radical reconceptualisation of leadership where leadership is understood as a shared activity involving a range of social relationships with educators acting as agents of change as they work towards the goal of improved teaching and learning (Grant, 2008, p. 85).

Grant (2008) studied professional development initiatives outside of the school context and suggests that when these professional development initiatives are designed, time should be allocated for discussions around teacher leadership and strategies for teachers to initiate professional learning communities when they return to school after attending these professional development initiatives. This study considers the advocacy of “distributed leadership in action” (Grant, 2008, p. 104).

Ntloana (2009) conducted a qualitative study using an in-depth case study design. The single case used was the National Curriculum Statement (NCS) PD orientation programme for intermediate phase educators. The study explored how a PD programme had reached its desired outcomes. The findings of the study by Ntloana (2009) revealed that participants alluded to continued, ongoing and well thought of follow-ups of the NCS orientation programme as the most important element that facilitated better understanding and improved implementation. Moreover, such PD programmes must be supported by on-the-job PD intervention programmes (Yukl, 1998). However, the findings of Ntloana (2009) have not indicated who is responsible for, and what practices are required to ensure that such on-the-job PD intervention programmes are implemented.

The findings of the study by (Hassen, 2010, pp. 50-51) regarding school-based professional development programmes revealed the following core issues, which have been considered in my study:

- There is a need for professional development to take place in the school to improve teachers performance.
- ...educators should be involved in designing and implementing professional development programmes.
- The top-down (cascading model) approach to professional development should be avoided and that the entire academic staff from Principal to level 1 educator should be involved in the development process.
- Professional development programmes should be evaluated to determine whether meaningful outcomes have been achieved or not, and continuous feedback should be given to educators.

Bialobrzaska (2007) researched approaches and strategies for school management to assist teachers at school level to deal with the issue of learners suffering with HIV and AIDS. The findings indicated that apart from the national/provincial strategies, there is not much school-based, systematised response to HIV and AIDS and its impact on schooling. School-based initiatives that do exist appear in most instances to be of an unplanned nature, and are thus often not sustainable (Bialobrzaska, 2007). The study found that the

“... lack of human resource capacity as one of the key stumbling blocks in the whole of sub-Saharan Africa... The status quo in our schools also suggests that it is unlikely that a two day training workshop and a manual are sufficient”. (Bialobrzaska, 2007, p. 43)

The question remains, what then, are the leadership practices that enable and sustain SBTPD? The next section focuses on international studies related to SBTPD.

In order to understand the current context of school-based teacher professional development in South Africa it was essential to review international trends about leading and managing

SBTPD. The summaries of these studies were examined against two issues: the SBTPD leadership and management practices and the responsibility thereof.

Increased workload, intensification and diversification of roles and increased expectations for teachers' social as well as intellectual influences upon pupils has an effect on their competencies and standards (Day, 2007). Therefore, this points to a direction of,

... re-professionalization, with increased emphasis upon, how young children and young people can best be served through new ways of working, and new forms of teacher-learner relationships as pupils are encouraged to become actively engaged in decisions about their own learning (Day, 2007, p. 1).

In addition, Day (2007) states that various strategies including continuing professional development to improve quality of teaching need to be founded upon what good teaching is all about. There has to be the acknowledgement that teacher effectiveness is underpinned by teachers who are able to do their best emotionally and intellectually over the course of a forty year professional life span in contexts of different policy initiatives to which they will have to respond. Day (2007) makes three assumptions, first is that teachers' intellectual needs can be refined and updated through formal CPD and in-school mentoring, coaching and critical friendship. Second, is the passion teachers have for their teaching, their students and their learning. Third, is that teaching requires both intellectual and emotional commitment. Such commitment is related to a teachers' sense of emotional and professional identity. A combination of the emotional and intellectual passion is what Day (2007) characterises as 'passion for teaching' (Day, 2007, p. 2). To teach effectively is not easy and to continue to teach effectively is even more difficult to achieve. Thus, Day (2007) advocates that to sustain such a passion for teaching teachers need to work in schools where leadership is supportive, clear and passionately committed to challenging teachers to sustain the quality of their commitment. Hence, this study notes that supportive leadership is required to sustain teachers' passion for teaching and as such, continuing professional development is an essential ingredient.

In addition, Day (2007, p. 1) states that various strategies including continuing professional development to improve quality of teaching "need to be founded upon what good teaching" is all about. There has to be the "acknowledgement that teacher effectiveness is underpinned by

teachers who are able to do their best emotionally and intellectually over the course of a forty year professional life span in contexts of different policy” initiatives to which they will have to respond (Day, p. 1). "A combination of the emotional and intellectual passion characterises a passion for teaching. To teach effectively is not easy and to continue to teach effectively is even more difficult to achieve"(Day, 2007, p. 2). Thus, Day (2007) advocates that "to sustain such a passion for teaching, teachers need to work in schools where leadership is supportive, clear and passionately committed to challenging teachers to sustain the quality of their commitment" (Day, 2007, p. 2). Hence, this study notes that supportive leadership is required to sustain teachers' passion for teaching and as such, continuing professional development is an essential ingredient.

Principals play a crucial and multifaceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children. Existing knowledge on the best ways to develop these effective leaders is however, currently insufficient (Davies, Darling-Hammond, LaPointe, & Meyerson, 2005). The multifaceted role that Davies *et al.* (2005) allude to is also crucial to the processes of leadership and management, especially regarding SBTPD. However, it is maintained that teachers should also be part of these processes of leadership and management.

A School leadership study: Developing successful school principals by Davies *et al* (2005) conducts a series of in-depth analyses of eight highly developed pre-service and in-service programme models in five states and tracks a group of graduates into the schools the principals lead. The study examined the conduct of the programmes, the perceptions of the participants, interviews and surveys amongst the graduates, and compares a sample of principals regarding their preparedness and practices. There were four key findings from this study. The finding most significant to my study highlights one of the essential elements of good leadership. This is that, "successful school leaders influence student achievement through two important pathways - the support and development of teachers and the implementation of effective organisational processes" (Davies *et al.*, 2005, p. 8).

Lieberman (1995) alludes to staff development that supports opportunities to learn from and with colleagues. Lieberman (1995) posits that PD in large groups outside the school where people learn is considered adult learning whereas; school-based learning is not regarded as fundamental adult learning. This study explored the processes of leadership at a school, and how, and by whom, practices are implemented to contest this conventional view about TD. Furthermore, Lieberman (1995) supports partnerships, coalitions and networking where professional learning takes place outside the school. However, the possibility of such school-initiated learning is largely dependent on leadership practices in a school.

The context of a study by Poskitt (2005) related to TPD was "curriculum objectives, special education assessment, school-based projects and school support services" (Poskitt, 2005, p. 138). She claims that "involvement in PD can be the result of various factors, such as school-wide innovation, requirements by the Education Review Office, senior management decree, ongoing teacher growth or the need to raise student achievement" (Poskitt, 2005, p. 138). Poskitt (2005, p. 136) states that, "the context in which schools and teachers work is a complex one". She thus "explores one part of this context, professional development of teachers" (Poskitt, 2005, p. 136). She notes that, "factors affecting the successful progress and completion of professional development initiatives include the attributes of the personnel leading the development, where consideration of knowledge, process and interpersonal skills is required" (Poskitt, 2005, p. 149). She proposes that a model for school-based teacher be developed in New Zealand. What then are the attributes of leadership that are required for successful TPD initiatives, which this study sought to explore?

The National Staff Development Council's (NSDC's) definition of PD illustrated in section two of this Chapter, calls for PD that "fosters collective responsibility for improved student performance" (Mizell, 2008, p. 5). Mizell (2008) emphasises that

this value of collective responsibility for improved student performance is the most profound concept of the definition. In practice the collective responsibility simply means that educators will collaborate in teams to make sure that all educators learn what they need for "improving teaching and assisting all students in meeting challenging state academic achievement standards (Mizell, 2008, p. 5).

Effective, and less effective educators will work together to determine what they need to learn to increase student achievement. The definition is based on NSDC's expressed confidence in teachers. "All teachers can learn. All teachers should learn. All teachers will learn if their school systems and schools provide them appropriate and sustained support" (Mizell, 2008, p. 5).

A study by Hinds (2007) focused on TPD in one high school in Ontario, Canada and explored how teachers perceived their emerging experiences as impacting on their practices. Key findings of this study revealed that a literacy initiative and mentoring for leadership programmes were successful in promoting professional development of teachers. However, the prevailing institutional teacher development programmes did not meet teachers' individual learning needs and had little or no sustained impact on their practices (Hinds, 2007). In addition it was noted that beginning teachers needed subject content and instructional strategies consistent with their assignments, mentoring and skills in mapping the curriculum; while mid-teachers needed training on inclusive classrooms, opportunities for collaborative work and career counselling; and experienced teachers needed challenges for renewal, mentoring in communications technology and student assessment, and opportunities for promotions. The study's findings contribute to an understanding of what constitutes effective PD for teachers. It explored the existing design and implementation of PD, and how it contributes to effective practices. This was researched through in-depth interviews, validation surveys and observations, and provides evidence of the effects that PD had on teachers' practices and student achievement. In addition, it suggests ways of connecting research, policy and practice (Hinds, 2007). Thus, the intimation is that research informs policy, which in turn informs practices regarding TPD within schools.

Sullivan (2010) explored the influence of school culture, goals, and teacher collaboration regarding teachers' attitudes toward their Professional Development Plans (PDPs). Data was generated on teachers' perceptions of the steps of the PDP process used to determine which steps had the greatest influence on teachers' attitudes toward their PDPs. One aim of the research project was to discover the extent to which PDPs conducted individually and PDPs conducted collaboratively differed on teachers' attitudes toward the PDP. Another purpose of

the research was to determine the extent to which PDPs were aligned with school goals. The findings of the study indicated that years of teaching, educator role, gender, level of educational attainment and teaching level did not influence teachers' attitudes toward the Professional Development Plan (Sullivan, 2010). These findings prompted me to ask about teachers' attitudes to PD.

Professional development related literature reviewed by Caena (2011) revealed that:

To help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, they must be offered more and more effective professional learning. Meaningful learning is a slow and uncertain process for teachers as well as for students, with some elements that are more easily changed than others, according to the interplay with teachers' deeply-rooted beliefs and attitudes (Caena, 2011, p.9)

Caena (2011) identifies five central characteristics of effective teacher learning and development as: "content focus; active learning; coherence; duration; and collective participation" (Caena, 2011, p. 9). She also explains that an approach to meeting all the criteria for PD is the PLC paradigm. Within this paradigm, teachers take part in "ongoing work and dialogue together, to examine their practice and student performance, develop and implement more effective instructional practices in their specific context, thus producing and sharing new knowledge and expertise" (Caena, 2011, p. 9). Emerging from the literature reviewed by Caena (2011, p. 9) is that professional learning, professional development and professional learning communities are closely linked. Overall, the fundamental criteria eminent were continuous professional development of teachers that was specifically aimed at ongoing improvement in learner performance.

2.7 Conclusion

The purpose of this chapter was to interrogate literature to explore what leadership and management practices enable SBTPD. The literature provided clarity on the concepts of PD,

TPD and SBTPD, a deeper understanding of PLCs, an in-depth understanding of the concepts and theories of leadership analogous with SBTPD. In addition, the chapter discussed how SBTPD is linked to fostering successful schools. The literature review also illuminated the findings of South African and international studies on SBTPD.

Overall, the concept of PD emerged as the growth or improvement of a skilled or trained person or an expert in a particular field of work or profession. In a broad sense, it is an ongoing self-activated process of reflection and review, which merges with performance management and engages with the needs of the individual and the institution. Thus, learning is a process of self-development that results in personal growth as well as developmental skills and knowledge. The concept of TPD emerged as learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. SBTPD emerged as an integral part of everyday's work; the central issue is that it is driven from within the school emphasizing the specificity of such professional development opportunities. It is growth orientated, as teachers should constantly be striving to improve in their profession. The teacher professional development programme should therefore be an important component of the school's formal and informal programmes. The forms of TPD implemented are determined by the needs of the learners and teachers at a particular school and though school-led, it may not geographically occur in the school context. Most importantly SBTPD is certainly not a once-off, add-on or peripheral activity.

In pursuing a deeper understanding of a professional learning community, the all-encompassing meaning literature revealed, that a PLC is as an organisation that has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning. In this vein, PLCs are comprised of continuous learners, who seek thoughtfully, and consistently to learn and strive for higher quality teaching practices, thus contributing to the success in learners' achievements. Continuous, holistic learning enables teachers to grow and develop in their profession as teachers. Moreover, sharing a vision, mission and goals; fostering collaboration and collective learning; shared and supportive leadership and providing an environment conducive to learning are crucial to the success of creating and sustaining PLCs, thereby emphasizing the vital link that exists between SBTPD and PLCs.

Furthermore as stated in the background to this study, the type of leadership and management determines the success or failure of SBTPD. In this vein, the literature review established that the processes of leadership are multifaceted and seemingly, various theories of leadership and management are essential for SBTPD to succeed. In contemporary schools, both leadership and management qualities are required to ensure that SBTPD succeeds. A deeper interpretation of the role of leadership and management of SBTPD was possible because the literature review established a combined overview of the theories and practices of leadership and management.

The literature also suggested that SBTPD is the cornerstone to developing and sustaining successful schools. Effective school leadership that focuses on professional development by providing a supportive learning environment and enabling high levels of collaboration and communication emerged as the core strategy to developing and sustaining successful schools.

The literature then sought guidance from other researchers' empirical work. National and international studies that were examined revealed the existing body of knowledge related to leading and managing SBTPD. Overall, knowledge gleaned from the South African studies examined was varied. In this regard, there was a recorded need for school-based in-service education and training programmes to improve teachers' professional growth and development, because of their convenience and cost effectiveness. The literature suggests that schools ought to operate, as learning organisations and that educational leadership should be about facilitating organisational learning because leading learning is very complex and challenging. Distributed leadership in action was advocated in order to enable teacher leadership of school initiated PD and to initiate PLCs. Externally driven TPD requires follow-up PD, which is an important element that facilitates improved understanding and implementation.

The international SBTPD related studies examined illuminated some core issues. In this regard, supportive leadership and continuing professional development is required to sustain teachers' passion for teaching. It was suggested, that teachers should also be part of the

processes of leadership and management, and that staff development ought to support opportunities for teachers to learn from, and with, colleagues. Moreover, the conventional view of staff development as a transferable package of knowledge, to be redistributed to teachers in bite-sized pieces needs radical transformation and rethinking. Importantly, a critical factor affecting the successful progress and completion of PD initiatives includes the attributes of the personnel leading PD, where consideration of knowledge, process and interpersonal skills is required. A second critical factor is the duration and timing of such PD. The literature also suggests connecting research, policy and practice because research informs policy, which in turn informs practices regarding TPD within schools. Moreover, the five core features of effective teacher learning and development are the following: content focus; active learning; coherence; duration; and collective participation and the approach suggested to meeting all the criteria for PD is the PLC paradigm.

Overall, the literature reviewed revealed a lack of knowledge as to which leadership and management practices are particularly associated with successful SBTPD. There appears to be a gap in literature regarding the clear role of leadership and management in driving TPD from within schools in South Africa. Furthermore, the literature reviewed is also limited in that it fails to pinpoint a clear structure (what, how, when, who and why) for a SBTPD programme within the school context.

The next chapter discusses the theoretical lens that guided this study.

CHAPTER THREE

THE THEORETICAL LENS

3.1 Introduction

In the preceding chapter, I examined relevant literature. The purpose of this chapter is to examine the theoretical framework through which I sought to explore the role of leadership and management in school-based teacher professional development. I recognise that a theoretical framework is a mechanism perceived to be under, rather than "out of the control of the researcher", and it is consequently of benefit to the quality of the study (Forde, 2010, p. 76). The 'school as a learning organisation', is the lens deemed appropriate for this study. This is because of the interconnectedness that emerged in the meaning and understanding of the processes of learning and development discussed in Chapter 2. The rationale for the use of this theory was to hone in on the manifold and resonant ways through which issues of school-based teacher professional development are constructed. I sought for the broad meaning and understanding of the concept 'a learning organisation' (LO), after which I sought to understand how a school as a learning organisation is nested in the broad meaning of a LO. Thereafter, I discuss the convergence of Senge's five disciplines that develop innovative learning organisations, wherein I discuss the specific elements (Davidoff & Lazarus, 1997) that are essential for a school to function effectively as a LO.

3.2 Learning organisations: Seeking meaning and understanding

As the world becomes more interconnected and businesses more complex and dynamic, work must become more learningful (Senge, 1990, p. 4). Thus, the concept of a learning organisation originated from the business world, as a response to the need for change and growth (Middlewood, Parker & Beere, 2005, p. 64). There is an illusion that the world is made up of separate, unrelated forces, but when this illusion is relinquished, then building a learning organisation (LO) is possible where

People 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 always learning how to learn together (Senge, 1990, p. 3).

Drawing from knowledge of the business world Senge founded the theory of a learning organisation (Senge, 1990, p. 4). Senge (1990) claims, it is insufficient to have one person learning for the organisation. Therefore, organisations that truly excel in the future will be organisations that tap peoples' commitment and capacity to learn at all levels of the organisation. Getting to know the skills, areas of knowledge, and paths for development of organisations, are efforts required to build learning organisations (Senge, 1990). Senge suggests that it is not only in the nature of people to learn, but that people love to learn. He posits that some time or another people in an organisation are required to be part of a great team, functioning together by trusting and complementing each others' strengths and compensating for limitations, sharing common goals rather than individual goals. As such, this belief, Senge (1990, p. 4) describes as "experiencing a learning organisation". Senge (1990, p. 14) further states that in every day 'learning' has come to be synonymous with 'taking in information'. However, taking in information is only distantly related to real learning. He suggests that "real learning gets to the heart of what it means to be human" and in this regard he provides the following illumination of real learning:

Through learning we re-create ourselves; ...become able to do something we were never able to do; ...we re-perceive the world and our relationship to it ...we extend our capacity to create; ...to be part of the generative process of life (Senge, 1990, p. 14).

As such, within each person there lies a deep hunger for this type of learning. Emerging from his beliefs of a learning organisation Senge provides the following basic meaning of a learning organisation:

... an organisation continually expanding its capacity to create its future. For such an organisation it is not enough to merely survive. 'Survival learning' or what is more often termed 'adaptive learning' is important and indeed necessary. But for a learning organisation 'adaptive learning' must be joined with 'generative learning', learning that enhances our capacity to create (Senge, 1990, P. 14).

Similar definitions of a learning organisation have emerged. They define or describe a learning organisation as an organisation:

"with an ideal learning environment, perfectly in tune with the organisations goals"(Frost, 2013, p. 1);

"that encourages and facilitates learning in order to continually transform itself to survive and excel in a rapidly changing ...environment" (Grimsley, 2014, p. 1);

“skilled at creating, acquiring and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights” (Garvin, 1993, p. 3)

From these emerge the understanding that a LO may be described as an organisation that is able to adapt to the changing contexts, develop and improve holistically to achieve the goals set for that particular organisation. In tune with this understanding, Eden (2014, p. 1) identifies several characteristics of learning organisations. First, the author says they thrive in situations of rapid change. This is understandable since it is during such times when an organisation needs to learn to cope with change. Second, learning organisations are flexible, adaptive and productive. This suggests that there can be many ways of doing things depending on the situation but the intended goals must be achieved. Third, they are future-focused. This is a reality because a learning organisation's survival is dependent on goal setting and developing strategies to achieve these goals. Next, the author says that learning organisations can "discover how to tap people's commitment and capacity to learn at all levels". This suggests that with effective leadership people can be motivated to learn and develop. Another characteristic the author says is a learning organisation continually expands its capacity to create a future with a fundamental shift of mind among its members. This suggests that people need to be aware of current issues in an organisation and refocus their thinking and ideas to keep abreast with such current issues. The sixth characteristic, is that a learning organisation provide tools and guides ideas to make sense of work. This suggests that people must have explicit ideas of how to develop the practical means to apply those ideas and must be constantly aware of the significance of the work they do. The final three characteristics Eden (2014) says are that learning organisations make people feel they are part of a great team, give people a sense of meaning in their work experience and they have people who talk about being part of something larger than themselves, of being connected, of being creative. These final three characteristics point to the significance of fostering teamwork and job-satisfaction to sustain growth and development in learning organisations.

In defining a LO, the constant reference to the word 'learning' draws attention to Chapter 2, (see 2.2.2) where I argued that, PD at its core is learning how to make a difference through learning how to bring about ongoing improvements and implementing PD through a systemic approach would promote the success of improvement efforts (Guskey, 2000). Moreover, I indicated that PD is striving to learn and experience growth and development in a compelling learning environment under conditions of complexity and dynamic change. In addition in section 2.3.1 in focusing on the understanding of PLCs the discussion dwelt on the term 'learning' which emerged as central to the concept of a PLC. Easton (2011, p. 3) emphasised that, "Learning is a matter, first, of consciousness. It requires paying attention, deciding what to notice. It demands a pace slow enough for people to reflect and process with others what is happening". Overall, as a point of departure features of a LO evolve as people learn continuously, collaboratively, in a flexible, adaptive and productive manner within a changing context with the intention of expanding the organisation to create its future.

In Chapter Two, I noted that learning leads to the ongoing growth and improvement of an individual. This study posits that leadership and management influences a number of facets of learning at all levels in an organisation. SBTPD is subject to such an influence. Senge (1990, p. 339) asserts that, creating and developing a learning organisation demands a "new view on leadership" and that such new leadership in a broad sense centres on "subtler and more important tasks". Thus, in a LO

leaders are designers, stewards and teachers. They are responsible for building organisations where people continually expand their capabilities to understand complexity, clarify vision and ...they are responsible for learning(Senge, 1990, p. 340).

Unless a stand is taken to build (create and develop) a LO then a LO will remain just a "good idea" (Senge, 1990, p. 340).This view on leadership where the capacity to build a LO is considered essential, supported and assisted me in the interpretation of the findings of this research. The definition and features of a learning organisation served to guide and support my exploration of the role of leadership in SBTPD, in terms of how SBTPD is enabled and how it contributes to building and sustaining the school as a learning organisation. Next, I move on to a discussion of the school as a learning organisation.

Drawing on the definition and features of a LO, the school as a learning organisation is nested in these definitions and features of a LO. In this vein, Silins, Zarins and Mulford (2002) assert that a school that is defined as a LO is one that provides various means to ensure professional development of teachers is continuous. Some of these are to employ processes of environmental scanning; develop shared goals; establish collaborative teaching and learning environments; encourage initiatives and risk taking; regularly review all aspects related to and influencing the work of the school; recognise and reinforce good work; and, provide opportunities for continuing professional development (Silins, *et al.*, 2002).

Van der Westhuizen (2002, p. 307), emphasises that for a school to operate as a LO everybody in the school context needs to "constantly look for ways to improve quality". To achieve this he advocates, "team discussions and analysis of every single process and method that affects outcomes and results" (Van der Westhuizen, 2002, p. 307). A climate should be created in which principals, teachers and learners are "empowered to continually evaluate and improve their own productivity and services"(Van der Westhuizen, 2002, p. 307). Thus a "so-called stable school is not one that maintains the status quo, but rather one that aims for continuous innovation and change" (van der Westhuizen, 2002, p. 307). As such, this study sought to explore the role leadership played in SBTPD in an attempt to improve quality by aiming for continuous innovation and change.

Middlewood, Parker and Beere, (2005, p. 47) emphasize that "school leaders will have to take on the conviction and enthusiasm if they are to create twenty-first century schools which embrace learning for all". This suggests the focus must be on learning in order to enhance performance, where teachers and learners will need to "reach levels of sophistication and expertise previously unimagined" (Middlewood, *et al.*, 2005, p. 47). Leaders are presented with the task of constructing and delivering a curriculum that will prepare this generation and the future generations holistically to cope with the demands of uncertainty and complexity in their environments (Middlewood, *et al.*, 2005). The intimation is that to pursue developing the school as a learning organisation and sustaining it as such there is a call for sound leadership. This study sought to explore how such sound leadership is linked to enabling the SBTPD.

O'Neil (1995, p. 1), in his conversation with Senge sought clarification on schools as learning organisations, and how "an organization's ability to learn may make the difference between

its thriving or perishing in the years ahead". The discussion that follows encapsulates Senge's responses, in an attempt to illuminate the theory of the school as a learning organisation. According to Senge, for schools to be considered as learning organisations they ought to emerge as

organisations in which people at all levels are, collectively, continually enhancing their capacity to create things they really want to create. Deep learning is a process that inevitably is driven by the learner, not by someone else. In addition, it always involves moving back and forth between a domain of thinking and a domain of action. The traditional approach to helping teachers learn has been to develop the skills of individuals to do their work better (O'Neil, 1995, pp.1-2).

Furthermore, enhancing the collective capacity of people to create and pursue overall visions is the required approach. Even though the educational endeavour is ultimately about children learning, systematic attention ought to be given to how teachers learn. Such teacher learning is not about teachers attending off-site conferences, though essential at times, but learning is always an on-the-job phenomenon. Learning always occurs in a context where you are taking action. Therefore, there is a need to find ways to get teachers working together to create an environment where they can continually reflect on what they are doing and learn more and more about what it takes to work in teams. This study sought to explore how leadership enabled SBTPD through efforts resembling on the job learning, creating an environment for collective learning continual reflection.

Regarding the difference between individual teacher learning and the notion of a team or entire organization learning, Senge likened this to "the difference between a bunch of individuals who are good basketball players, and an outstanding basketball team"(O'Neil, 1995, p. 2). He stated that, there is always a huge difference between "individual capability and collective capability, individual learning and collective learning" (O'Neil, 1995, p. 2). Since education is so highly individualistic, teachers and administrators ought to learn together, develop the capacity to really integrate and not to view the job of a teacher, as individuals teaching children. Moreover, a great deal of collaboration is required to bring about any kind of systemic change in education, rather than trying to improve what goes on in individual classrooms. Focusing on the larger environment in which innovation is

supposed to occur is essential, so that such innovations can be sustained. Teachers who successfully innovate should not be viewed as a threat to those they work with. This study sought to examine how leadership enabled SBTPD by making use of the individual capabilities of teachers who successfully innovate, to foster collaborative learning.

O'Neil's (1995) conversation with Senge further revealed that significant changes in the content and process of education require coordinated efforts throughout a school. For example implementing learner-directed learning, ought to be an approach applied not in one classroom but in all classrooms in a school. An attempt to create change on multiple levels is required. As such, there needs to be fundamental innovation in the classroom and support for teachers who are really committed to such innovation. Moreover, commitment to innovation is completely inadequate by itself, because working simultaneously to create a totally different environment in the classroom, in the school, in the school system, and eventually in the community is what defines the school as a learning organisation.

Senge's contributions (O'Neil, 1995) reveal that developing and sustaining the school as a learning organisation, is a colossal endeavour that involves people at multiple levels thinking together and creating significant and enduring solutions, and then enabling those solutions to transpire, pointing to the significance of leadership at all levels in the school context. Senge's contributions supported and guided this study to examine what teacher development leadership practices prevailed at the school and how these leadership practices were characterised to enable SBTPD. In the next section, the convergence of Senge's (1994) five learning disciplines (1994) is discussed.

3.3 Senge's five disciplines that converge to develop innovative learning organisations

Senge (1990) believes that there are five components that converge to develop innovative learning organisations. However, for an innovation in human behaviour he states that these components need to be perceived as 'disciplines'. He describes the meaning of a 'discipline' as:

A body of theory and technique that must be studied and mastered, to be put into practice. A discipline is a developmental path for acquiring certain skills or

competencies...some people have an innate 'gift', but anyone can develop proficiency through practice (Senge, 1990, p. 11).

Senge (1990, p. 11) emphasizes that "to practice a discipline is to be a lifelong learner...you never arrive... The more you learn the more acutely aware you become of your ignorance". Thus, intimating people that work in any organisation have to function as continuous learners. Senge (1990) identifies these five disciplines as, "1) Systems Thinking; 2) Personal Mastery; 3) Mental Models; 4) Building Shared Vision and 5) Team Learning" (Senge, 1990, pp. 375-376). He asserts that though these disciplines are developed separately, each discipline is critical to others' success. Convergence is essential in practicing the five learning discipline, because:

Systems thinking need the disciplines of building a shared vision, mental models, team leaning and personal mastery to realise its full potential. Building shared vision fosters a commitment to the long term. Mental models focus on the openness needed to unearth shortcomings in our own present ways of seeing the world. Team leading develops the skills of groups of people to look for the larger picture beyond individual perspectives and personal mastery fosters the personal motivation to continually learn how our actions affect our world (Senge, 2006, p. 12).

Each discipline "provides a vital dimension in building organisations that can truly learn and that can continually enhance their capacity to realise their highest aspirations" (Senge, 1990, p. 6). In addition, in "making the transmission from 'drive-by' staff development to a more generative development system, the five learning disciplines are critical" (Senge, *et al.*, 2012, p. 399). In practicing the disciplines in concert continually reminds us "the whole can exceed the sum of its parts"(Senge, 2006, p. 12), to sustain the growth and development of the school as a LO.

Senge's five disciplines converging to develop innovative learning organisations, served as guide for the production and analysis of data for this study. A discussion of Senge's (1990) five disciplines that served to support this study follows.

3.3.1 Personal mastery

The discussion that follows and which summarises the discipline of personal mastery that has assisted in interpreting the findings of this study is informed by Senge (2006, pp. 129-162). He asserts that personal mastery upholds the spirit of the organisation. Thus, "organisations learn, only through individuals that learn and individual learning does not guarantee organisational learning, but without individual learning, no organisational learning occurs" (Senge 2006, p. 131). Senge states that 'personal mastery' is the phrase he uses for personal growth and learning. In other words, the emphasis is on the individual, where people strive to continually expand their ability to create the results in life they truly seek, from their (individuals') quest for continual learning comes the spirit of the organisation (Senge, 2006, p. 131).

Mastery is a special kind of proficiency. It involves continually clarifying and deepening personal abilities and goals (Eden, 2014). The term mastery may suggest, "gaining dominance over people" (Senge, 2006, p. 132) but for the purpose of this study 'mastery' is understood as mastering a skill to ensure the best results emerge from whatever task is attempted. In becoming a developmental path for acquiring certain skills or competencies, personal mastery embodies two underlying actions. The first is to continually clarify what is important to the individual and the second is to continually see current reality more clearly. Individuals, in all aspects of their lives- personal and professional, should seek a special level of proficiency (Senge, 2006). Adey (2004) asserts that to alter teachers' implicit models of teaching and learning, the individuals' fundamental attitudes to teaching and learning and a whole school's commitment to change need to be addressed.

In this vein, the emphasis is on individuals creating a vision for PD and developing an understanding of the current reality regarding their capacity as teachers. Thus, the "juxtaposition between vision (what individuals want) and a current reality (where individuals are relative to what they want) brings about creative tension" (Senge, 2006, p. 132). The essence of personal mastery is learning how to generate and sustain such creative tension. "Creative tension is the gap between vision and current reality" (Senge, 2006, p. 132). However if there was no gap then there would be no need for action to move towards

the vision. It is this creative tension that teachers need to generate and sustain, regarding their professional and personal development (Senge, 2006).

"People with a high level of personal mastery share several basic characteristics. One such characteristic is they have a special sense of purpose that lies behind their visions and goals" (Senge, 2006, p. 132). This suggests that for teachers personal mastery may be linked to the holistic development of children in their classes. Another characteristic of personal mastery is that individuals view existing reality as a support and not as a challenge. This is so, especially regarding the changing context of education. People with high levels of personal mastery will strive to learn and develop in order to embrace change (current reality), instead of resisting change. In other words, such individuals have learned how to perceive and work with forces of change rather than resist those forces. These individuals are committed to continually seeing reality more accurately and they are acutely aware of their ignorance, incompetence and growth areas. This suggests that such individuals are willing to learn, take more initiative and responsibility for their ongoing growth and development, and are continually in a learning mode.

Hence, there is a rationale whereby organisations come to support personal mastery. They perceive it as being synonymous with their commitment to the personal growth of the people. Since people with a high level of personal mastery display more commitment, initiative, responsibility to their work, and learn faster, many institutions advocate a passion to nurturing personal growth among their organisations, believing that it will make the organisations stronger. Therefore, there is a call for leadership that is intent on fostering "a climate in which principles of personal mastery is practised in daily life" (Senge, 2006 p. 162). This requires building an organisation where it is safe for people to create visions, where inquiry and commitment to the truth is a norm and challenging the status quo as an intent to benefit people is allowed. Such a climate reinforces the notion that personal growth is truly valued in the organisation and creates a space for on the job training. Therefore, the most positive actions that organisations can take to foster personal mastery involve working to "develop all five learning disciplines in concert and the core leadership strategy is to be a model by committing one's own self to personal mastery, since action speaks louder than words" (Senge, 2006, p. 162).

3.3.2 Mental models

Mental models are deeply held assumptions, generalisations, pictures and images, which influence how people understand the world and how they take action. Mental models involve learning to unearth internal pictures of the world, to bring them to the surface and scrutinise them rigorously. Mental models include the ability to carry on learningful conversations that balance enquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. The essence of the mental models is the "love of truth and openness" (Senge, 2006, p. 386). Davidoff and Lazarus (1997) claim that values, the underlying norms and the overall ethos of a school, make up the culture of the school. In other words, it is how things are done and since

our behaviour and attitudes are shaped by our mental models...practising the discipline of mental models enable, people to ask questions to try and learn more about their own, and each other's, most deeply held attitudes and beliefs (Senge, *et al.*, 2012, p. 99-101).

Therefore, practicing mental models is crucial to developing the culture of the school.

Culture is about the way in which the learners are either involved or not involved in the life of the school, as well as the attitudes and patterns relating to parent participation in school life. In addition, culture involves the approach adopted to leadership and management, student discipline, teacher discipline in the classroom and in the school as a whole. Culture also relates to issues of punctuality, the way in which diversity is handled; the way in which the school does or does not promote the well-being of the school population and the value accorded by all members of the school community to the teaching and learning processes (Davidoff & Lazarus, 1997). In essence, these values and norms relate to the way in which the school environment either supports or hinders the teaching and learning process. Practicing mental models to develop the culture of the school is crucial because mental models allows for "reflection and conversational practice ...teaching people not to just ask questions but to learn from answers" (Senge, *et al.*, 2012, p. 101). The competencies of leadership of a school have a great influence on the subsequent culture of a school. The concept of the discipline of mental models supported my enquiry about how teachers were

enabled to expose their own thinking about their growth and development in relation to the culture of the school and to articulate such thinking.

3.3.3 Building shared vision

Building shared vision means, "Creating a shared picture of the future people seek to create and it fosters a sense of commitment rather than compliance" (Senge, 2006, p. 9). When there is a genuine vision, people excel and learn, not because they are told to, but because they want to. "A shared vision creates a sense of commonality that permeates the organisation and gives coherence to diverse activities and it provides the focus and energy for learning" (Senge, 2006, p. 206). Davidoff and Lazarus (1997, p. 23) advocate that "identity" is a core element that contributes to developing the school as a LO. They claim that, all schools share a particular identity determined by the core purpose of promoting teaching and learning. Each school develops its own identity or organisational character, for example, a school is known for its academic excellence or its sporting achievements. "Who are we and where are we going? becomes the central guiding question" with the 'who are we' referring to the identity and character of the school and the "where are we" relating to the vision, mission and broad aims of the school (Davidoff & Lazarus, 1997, p. 23). Developing a shared vision is crucial in creating an identity of the school, which involves a visioning process that fosters "sharing personal visions, listening to others, allowing freedom of choice and acknowledging current reality" (Senge, 2006, p. 386). Leadership is crucial in developing a particular identity of a school that promotes the culture of learning and teaching. This study explored how leadership fostered a shared vision for the school to enable SBTPD that contributed to developing a particular identity for the school.

3.3.4 Team learning

When teams in an organisation such as a school learn together, not only will there be good results for the organisation, but members will also grow more rapidly. This involves dialogue and the capacity of members of a team to suspend assumptions and enter into a genuine 'thinking together'. Team learning is a process of aligning and developing the capacity of a team to create results its members truly desire. Senge (2006, p. 219) claims that, there are three critical dimensions to team learning within an organisation. There is:

- a need to think insightfully about complex issues

- a need for innovative, coordinated action
- the role of the team members on other teams

The discipline of team learning involves mastering the practices of dialogue and discussion, learning how to deal creatively with the powerful sources of opposing productive dialogue, and discussion, in working teams (Senge, 2006). The critical dimensions to team learning within an organisation informed my enquiry about the role of leadership in SBTPD.

3.3.5 Systems thinking

Systems thinking is the cornerstone of the learning organisation, thus entails being able to understand and address the whole and to examine the relationships between the parts and the whole, as a dynamic process (Senge, 2006). "It is a framework for seeing interrelationships, rather than things and for seeing patterns of change rather than snapshots" (Senge, 2006, p. 68). Complexity that exists in organisations can easily undermine confidence and responsibilities. Systems thinking is the solution to overcoming such complexity. Systems thinking is called the fifth discipline because it is the cornerstone that underlies all five learning disciplines. It is a shift from "seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present in creating the future" (Senge, 2006, p. 69).

Informed by the theory of the school as a learning organisation, and in support of Senge's fifth learning discipline, 'systems thinking' Davidoff and Lazarus (1997), set out seven elements that form a framework creating an enabling environment that will support teachers in a lifelong process of personal and professional development. These seven elements- 1) culture, 2) identity, 3) strategy, 4) structures and procedures, 5) human resources, 6) technical support 7) leadership and management, are intertwined and interdependent in ensuring that the school functions effectively as a system. The greatness in systems thinking is seeing automatically that the problems or successes of a learning organisation arise from underlying structure rather than individual mistakes or individual successes (Senge, 2006). In what follows, I briefly discuss some of the elements listed above that are intertwined with systems thinking, because systems thinking leads to experiencing more and more of the interconnectedness of life and to seeing the whole rather than parts (Senge, 2006).

3.3.5.1 Strategy

Strategy is an important facet of systems thinking. This element of strategy involves strategic thinking and planning which involves a process of setting goals, setting criteria for measuring those goals, planning to achieve the goals set and ensuring that the processes are evaluated in an ongoing way. There are two important components to this element of school life-strategies to promote organisation and development and strategies designed to promote curriculum development. Teacher professional development, which is dependent on effective leadership, is encompassed within this element (Davidoff & Lazarus, 1997). The leadership will devise workable strategies to ensure that the school functions successfully as a learning organisation. With regard to staff development, goal setting is important. While broad aims and goals relating to the school and the curriculum need to be developed involving all stakeholders of the school, achievement of these goals is dependent on those involved in playing their respective roles in a collaborative effort to build a good school. TPD goals need therefore to be developed in the context of the broader goals of the school (Davidoff & Lazarus, 1997).

3.3.5.2 Structures and procedures

A potentially empowering insight to come from the field of systems thinking is that certain patterns of structure recur repeatedly (Senge, 2006). "These 'systems archetypes' or 'generic structures' embody the key to learning to see structures in our "personal and organisational lives" (Senge, 2006, p. 93). Structures and procedures in the daily operation of the school are characterised by four central aspects, 1) structural arrangements; 2) information flow/communication; 3) decision making and 4) accountability (Davidoff & Lazarus, 1997). The structural arrangements in the South African education system should reflect the principle of democracy, and the appropriate devolution of control and responsibilities as well as facilitating effective and efficient management (Davidoff & Lazarus, 1997). Sound leadership is one of the features that enable structures and procedures in a school. In this vein, the study explored 'how' structures and procedures were developed by leadership to enable SBTPD and what structures were developed.

3.3.5.3 Human resources

Systems thinking finds its greatest benefit in "sustaining the enthusiasm and commitment of its people" (Senge, 1990, p. 135), pointing to the human resource element of school life. The human resource aspect of school life involves issues concerning members of staff (managers, teachers and support staff), parents, learners, community leaders, education administrators and education support services. In addition, Davidoff and Lazarus (1997) recommend that the following five aspects of human resources in a school context be taken into account: 1) human resource utilisation; 2) human resource development and training, 3) personal and interpersonal relationships and dynamics; 4) service conditions and 5) psychosocial and learning support. The central issue is that the human being is the greatest asset in any organisation (school). Essentially, it is about how the human being is developed that determines the creation of human resources to become a liability or an asset to any organisation. Therefore, there is a need for sound leadership practices to enable SBTPD, a phenomenon this study explored.

3.3.5.4 The context or external environment of the school

The art of systems thinking lies in being able to see the increasingly "complex and subtle structures that contribute to sustain" the ongoing growth and improvement of a learning organisation (Senge, 1990, p. 126). As such, the context or external environment of the school may be seen as a complex or subtle structure, and it is therefore essential that this broader contextual element be taken into account in organisational development interventions. In other words, the social, political, economic, technological, legislative, ecological, physical, cultural and institutional dynamics should all be considered when addressing problems and finding solutions to problems in a school (Davidoff & Lazarus, 1997). Schools that succeed in harnessing the external environment to achieve their goals are largely dependent on the competencies of the leadership and management. Likewise harnessing the external environment to strengthen SBTPD is dependent on the type of leadership practices that prevail in a school, an issue this study sought to explore.

3.3.5.5 Leadership and management in a learning organisation

"The new view of leadership in learning organisations centres on subtler and more important tasks. In a learning organisation, leaders are designers, stewards and teachers" (Senge, 2006, p. 321). According to Senge (2006), "as designers, the leaders' task is to design the learning processes whereby people throughout the organisation can deal productively with critical issues they face, and develop mastery in the learning disciplines" (Senge, 1990, p. 345). "Leaders as stewards naturally see their organisations as a vehicle for bringing learning and change into society by placing the organisation's purpose, its reason for being, within a context of where we have come from and where we are headed" (Senge, 1990, p. 346). Leader as teacher is having the capacity to help people achieve more accurate, insightful and empowering views of current reality (Senge, 1990, 353). "It is about fostering learning, for everyone. Such leaders help people throughout the organisation to develop systemic understandings "(Senge, 1990, p. 356).

Leadership may be regarded as directing a school and management as holding the school, maintaining the wellbeing of the school and ensuring that the systems set in place are working well. However, leadership and management relate not only to those in positions of power, such as the Principals and HoDs, but also to the leadership and management capacity – the ability of all those in leadership positions to be creative and responsible leaders (Davidoff & Lazarus, 1997). According to Neuman and Simmons (2004) cited in van der Bank (2004, p. 55) “distributed leadership cultivates ownership of successes and problems, as well as responsibility for results... Leadership is the job of the entire education community, and learning becomes the focus and primary value of every member”. It is clear that this ‘distributed leadership’ style is a desirable requirement in schools. Leadership and management are elements that permeates all the other elements to ensure that the school's continuous growth as a LO is sustained.

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It is clear that this 'distributed leadership' style is a desirable requirement in schools. Leadership are elements that permeates all the other elements to ensure that the school's continuous growth as a LO is sustained.

3.4 Conclusion

This chapter explored the theory of the school as a learning organisation, as the guiding theoretical lens through which this study was undertaken. Through this theory, I was able to explore how a school expands its capacity to create its future by inquiring about the role of leadership and management in school-based teacher professional development. First, I explored the broad understanding of the school as a learning organisation and discovered that organisations that are predicted to truly excel in the future will be organisations that tap peoples' commitment and capacity to learn at all levels of the organisation. In light of this, the role of leadership in building learning organisations should be to get to know the skills, areas of knowledge, and paths for development of organisations. To this end, fostering teamwork, collaboration and job-satisfaction to sustain growth and development in learning organisations is of great significance.

Moreover, leadership should strive to create an ideal learning environment, perfectly in tune with the organisations goals, that encourages and facilitates learning in order to continually transform to survive and excel in a rapidly changing environment (Frost, 2013; Grimsley, 2014). In addition, leadership should endeavour to build the school as an organisation that is skilled at creating, acquiring and transferring knowledge to reflect new knowledge and insights (Garvin, 1993). As such, the role of leadership should be to provide opportunities for SBTPD that enables teachers to adapt to the changing contexts of education and to develop and improve holistically to achieve the goals set for that particular school.

The theoretical framework also explored the convergence of Senge's (2006) five learning disciplines that develop innovative learning organisations. I reported that practising the learning discipline, personal mastery fosters individual learning where people strive to continually expand their ability to create the results in life they truly seek, and from individual's quest for continual learning comes the spirit of the organisation. Practising the mental models, fosters the ability of people to carry on 'learningful' conversations that balance enquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others. Practising the learning discipline of building a shared vision enables the creation of a sense of commonality that permeates the organisation and gives coherence to diverse activities and it provides the focus and energy for learning. Team learning is a process of aligning and developing the capacity of a team to create results its members truly desire. Thus when teams learn together, not only will there be good results for the organisation, but members will also grow more rapidly. Systems thinking, the fifth discipline being the cornerstone that underlies all five learning disciplines, supported this study in exploring how leadership enabled SBTPD by shifting from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present in creating the future (Senge, 2006). The theoretical framework also espoused that in a learning organisation leaders are designers, stewards and teachers. (Senge, 2006).

The theoretical framework espoused that creating a learning organisation requires a deep rethinking of the leader's role. Leaders must see themselves as learning leaders responsible for helping schools develop the capacity to carry out their mission (Lashway, 1998). A crucial part of this role is cultivating and maintaining a shared vision for SBTPD. In addition, the vision provides focus, generating questions that apply to everyone in the organisation. Leading SBTPD becomes a collaborative, goal-oriented task. Leaders must tend to the organisational structures that support continuous learning, squeezing time out of a busy schedule, collecting and disseminating information that accurately tracks the school's performance. Leaders must view their organisations as learning communities, for teachers as well as students (Lashway, 1998). Foregrounding this study in the theory of the school as a learning organisation guided and supported the data generation and analysis of this study.

In the next chapter, I discuss the research design and methodology for the study.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

In the previous chapter, I focused on the theoretical framework of the study. This chapter describes and explains the research design and methodology I adopted. The chapter commences with broadly positioning the study in the qualitative research paradigm and specifically identifying it as a single case study design. Thereafter, I discuss how and why Malachi Primary School² became the research site. I then explain the process of gaining entry into the research site after which I provide a detailed explanation of how the participants were identified, including a brief description of the participants. This is followed by a discussion of the methods of data generation I selected, which includes interviews, observations and document analysis. Thereafter the data analysis procedures adopted are explained, followed by a discussion of the ethical issues that were considered in conducting this study.

4.2 Qualitative research approach

This study is located within the broad category of qualitative research, employing an interpretive paradigm to explore the role of leadership and management in SBTPD. Smit (2003) claims that, qualitative research methods and processes have greater flexibility. This type of design is in contrast to a pre-established design, which is applied in quantitative research (Smit, 2003). In deciding to adopt an emergent design approach, my role as the researcher took on a particular significance since I became immersed in the research project, whilst quantitative research would have kept me detached as a person (Slavin, 2007; Smit, 2003). Therefore, I was observing action and contexts, often intentionally playing a subjective role in the study, using my own personal experience in making interpretations (Stake, 2010). Although I embarked on this research with a flexible plan and created a structure for data generation in the field, I allowed for amendments to the structure as the data generation process unfolded (Henning, Rensburg, & Smit, 2004).

² Not the actual name of the school

The key questions driving this study were:

- i) What teacher professional development-related leadership and management practices prevail at the school?
- ii) How can teacher professional development-related leadership and management practices be characterised?
- iii) What is the role of leadership and management in school-based teacher professional development?

From a methodological perspective, qualitative research is an inquiry approach, which is useful for exploring and understanding a central phenomenon, with the intention of producing information on a given setting in its full richness and complexity (Creswell, 2008; Slavin, 2007). The central phenomenon I explored was the role of leadership and management in school-based teacher professional development (SBTPD). Qualitative research denotes the type of inquiry in which the qualities, the characteristics and the properties of the phenomenon are examined for better understanding and explanation (Henning *et al.*, 2004). The nature and form of reality (ontology) in qualitative research is characterised by the assumption that the world is made up of multiple realities, and these realities can be constructed (Cohen, Manion & Morrison, 2011; Smit, 2003). The participants and I constructed realities in the case of the role of leadership in SBTPD. Engaging in research actions such as interviews, observing the natural settings in which people were involved in PD activities and an in-depth study of some of the school's documents made the construction of realities a possibility.

Qualitative researchers "believe that the world is made up of people with their own assumptions, intentions, attitudes, beliefs and values, and that the way of knowing reality (epistemology) is by exploring the experiences of others regarding a specific phenomenon" (Maree, 2011, p. 4). I focused on how others constructed their realities of SBTPD by asking about it. The final structure of such research is flexible, and it manifests both the biases and the thoughts of the researcher (Creswell, 2008). The stories, experiences and voices of the

participants regarding SBTPD were the media through which I explored and understood (knew) reality (Maree, 2011).

The interpretive researcher believes that “the goal of science is to hold steadfastly to the goal of getting it right about reality or multiple realities even if we can never achieve that goal” (Henning *et al.*, 2004, p. 20). Within an interpretive paradigm "knowledge is not only constructed by observable phenomena, but also by descriptions of people’s intentions, beliefs, values, reasons, meaning-making and self-understanding" (Henning *et al.*, 2004, p. 20). These writers further noted that that the interpretive researcher has to look at different places and at different things in order to understand a phenomenon. In light of this synopsis, I considered the interpretive paradigm the most appropriate for this research because the goal was to explore, interpret and seek an understanding of the role of leadership and management in SBTPD. The role of leadership and management in achieving success in SBTPD is a complex matter. To develop an understanding of this complex matter, a process of meaning-making (Henning *et al.*, 2004) was necessary, hence the adoption of the interpretive research paradigm.

4.2.1 The research design: A case study

A single-case study design was adopted to explore the role of leadership and management in SBTPD. A case study is defined as:

An empirical inquiry about a contemporary phenomenon in-depth and within its real-life context-especially when the boundaries between phenomenon and context are not clearly evident (Yin, 2009, p. 18).

Smith’s (1978) notion is of a case being a bounded system and Stake (1995), cited in Smit, (2003) states that a case is an integrated system. So a case may be seen as “a thing, a single entity, and a unit around which there are boundaries” (Smit, 2003, p. 75). The researcher has the ability to ‘fence in’ (Smit, 2003, p. 75) what is going to be studied. In this study, the subject of the case was a specific school and the case was an exploration of the role of leadership and management in SBTPD. In this way, Malachi Primary School was a bounded system, in the sense that the participants are together for a common goal in trying to improve their practices as they engage in staff development activities towards realising this goal.

Sturman (1994) cited in Bassey (1999) claims that a case study is a generic term for the investigation of an individual, group or phenomenon. In addition, case study researchers believe that

to understand a case, to explain why things happen as they do, and to generalise and predict from a single example requires an in-depth investigation of the interdependencies of parts and the patterns that emerge (Bassey, 1999, p. 26).

In this regard, I interviewed individuals and groups, made observations and studied relevant documents to inquire deeply into, and to explore the role of leadership and management in SBTPD. Maree (2011) claims that

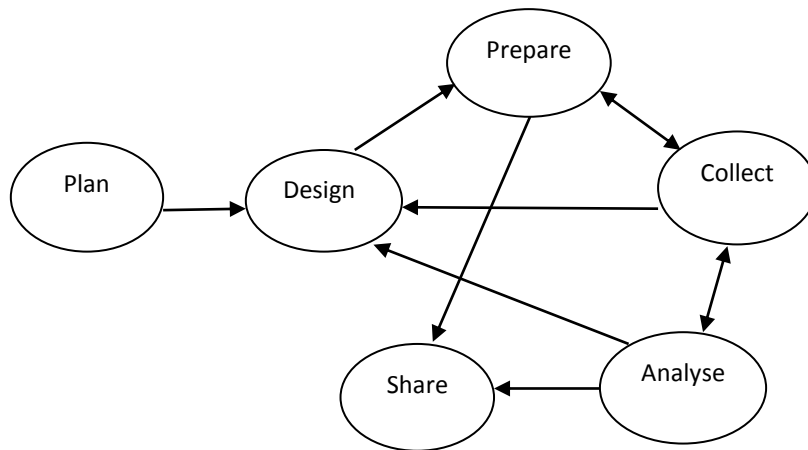
From an interpretive perspective; the typical characteristic of case studies is that they strive towards a holistic understanding of how participants relate and interact with each other in a specific situation and how they make meaning of the phenomenon under study (Maree, 2011. p. 75).

Case studies “open the possibility of giving a voice to the powerless and voiceless” (Maree, 2011, p. 75). In this study the teachers, managers and leaders were given an opportunity to report on their experiences regarding the role of leadership and management in SBTPD. Those involved had not been previously afforded any opportunity to make such comment, since a study of this nature had not been conducted at the school.

This study was a single case and provided a unique example of real people in real situations. The single instance is characterized as a concentration of the global in the local since a case study is incapable of providing a generalising conclusion (Cohen *et al*, 2011; Maree, 2011). A metaphor often used in the social sciences that aptly illustrates a case study is, “a well-selected case constitutes a dewdrop in which the world is reflected” (Maree, 2011, p. 76). Following the above, I concluded that a qualitative case study was fit for the purpose of this study, where information through rich, thick description served the intention of analysing and interpreting the phenomenon under study (Smit, 2003). A single-site case study design allowed me to seek a deep and rich understanding of the role of leadership in SBTPD. It is also explanatory as I asked ‘how’ and ‘why’ questions related to the inquiry (Yin, 2009). I relied on multiple sources of evidence, converging data in a triangulating manner to construct

a holistic representation of the role of leadership in SBTPD (Cohen, *et al.*, 2011; Maree, 2011; Yin, 2009). Figure 4.1 below illustrates a rigorous methodological path that had to be followed to conduct a linear but iterative case study research.

Figure 4.1: A linear but iterative process for conducting a case study research



(Yin, 2009, p. 9)

The path began with a thorough literature review and the careful and thoughtful posing of research questions or objectives (Yin, 2009). As illustrated in Figure 4.1 the design followed was linear but an iterative process because during each stage of the study there was a need to go back to previous stages of the study. For example, the data presentation and discussion stages had to be linked repeatedly to the literature reviewed and theoretical framework of the study.

4.3 Research site: How and why Malachi Primary School

First, convenience sampling was adopted (Cohen *et al.*, 2011). As such, among the schools that were reputable and identified by the DBE as schools of excellence, I selected the one that was most accessible to me. Second, purposive sampling strategy was used. This method of sampling is used where, "researchers handpick the cases to be included as participants on the basis of their judgement of their typicality or possession of the particular characteristics being sought" (Cohen *et al.*, 2011 p. 156). The type of purposive sampling I used was "reputational case sampling" - in which the samples are selected by key informants, on the recommendation of others or because the researchers are aware of their characteristics

(Cohen *et al.*, 2011, p. 157; Stake, 2010). In this regard, the school selected was based on its excellent learner-performance. I approached the Senior Education Manager (SEM) of the Chatsworth West Circuit in the Umlazi District in the Province of KwaZulu-Natal in South Africa regarding schools that were recognised as 'schools of excellence' based on the results of the Annual National Assessments (ANA). I sought to investigate the relationship between excellent learner results and the role that leadership played in enabling SBTPD. These results encapsulated the performance of primary school learners (Grades 1–6) in literacy and numeracy, as determined from statistics provided by the DBE. The SEM recommended a few schools. I chose Malachi Primary School as one of those recommended, and because convenience sampling was adopted.

Malachi Primary School is in an urban setting in one of the districts of KwaZulu-Natal. The intention of this study was to gain an understanding of the role of leadership and management in SBTPD. However, whilst this selection may have satisfied my intentions to explore the role of leadership and management in SBTPD in a school in KwaZulu-Natal, “it does not pretend to represent the wider population; it is deliberately and unashamedly selective and biased” (Cohen *et al.*, 2011, pg. 157).

4.4 Research site: Gaining entry

In order to gain access to the target group, it is critical for researchers to not only consider whether access is possible but also how access will be gained- to who does one have to go, both informally and formally (Cohen *et al.*, 2011). In this regard, I first approached the Principal of the selected school informally through a telephonic conversation. I explained the details of my research and how and why Malachi Primary School was selected for my research. My intention in informally approaching the Principal was to develop a rapport with her and the staff of the school in order to obtain valid and meaningful data (Slavin, 2007). At this stage, she assured me of her full support and acknowledged the significance of the study for myself. She indicated that she looked forward to knowledge that I would share with her about TPD.

Prepared with vital documents (see Annexure A-D, pp. 225-229) I confidently visited the school, and formally approached the Principal requesting her to grant me permission to conduct the study at the school. The details of the study were formally discussed with the Principal and all her questions regarding my research were addressed. Clarity was reached regarding the research instruments, participants, documents required, observations of TPD activities and time frames. I was then granted permission in writing, (See Appendix E, p. 229). At this stage, the Principal provided tentative timeframes for me to visit the school, meet with the other participants and secure written consent for interviews, observations and document analysis. A cordial and friendly conversation about some of our personal details and goals and pursuits in the educational context concluded our meeting.

Regarding access and acceptance, as arranged with the Principal during our preliminary discussion, I visited the school on three different occasions. During these visits, the Principal introduced me to the participants she had recommended for my research. She had briefed the recommended participants on my role as a researcher at the school, and as such the fostering of amicable relationships expeditiously with the participants was possible (Cohen *et al.*, 2011). At these preliminary meetings, I informed the participants of the nature, process and scope of my research.

These preliminary discussions placed me in a stronger position to discuss the proposed plans of my data generation in an informed, open and frank manner. The overall timeframes within which my research was to be encompassed was discussed with all participants in order to achieve goodwill and cooperation, which was especially important at this early stage (Cohen *et al.*, 2011). The details of the interviews, documents required and observation of PD activities and phase, staff and SDT meetings were discussed and clarified.

Consensus was reached regarding proposed dates and times for interviews. The process of the interviews was discussed with the participants. I drew up a written timetable and forwarded copies to the Principal and all participants as a reminder of their appointments. The participants had by this time assured me that they would be comfortable with my observing phase meetings, staff meetings, SDT meetings and other PD activities implemented. Planning for such observations was negotiated telephonically and was open to further changes, due to unforeseen circumstances in the field.

These preliminary discussions, though time consuming, gave the participants a good idea of their roles and what was expected of them during the study. Table 2.1 illustrates the process I followed to proffer conditions and guarantees for the research.

Table 2.1: Conditions and guarantees proffered for a school-based research project

1	All participants would be given the chance to remain anonymous.
2	All data would be given strict confidentiality.
3	Interviewees would have a chance to verify statements at the stage of transcribing (participant validation). Draft transcripts would be available.
4	A copy of the final transcripts would be available to all participants.
5	Permission for publication was discussed with participants
6	The research would bring or cause no harm to the school or the participants.

Source: Adapted from Bell, 1991 cited in Cohen *et al.* (2011)

Each preliminary discussion concluded with the prospective participants signing a letter of informed consent, illustrating the nature and scope of my research (see Appendix G, p. 231). The participants were informed that they were free to withdraw from the study, for whatever reasons at any time, once the research had begun. Such access and acceptance afforded me, as a researcher, the best opportunity to present my credentials as a serious researcher, and to establish my own ethical position with respect to my proposed research project (Cohen *et al.*, 2011). I then began the process of full-scale data generation and production which were open to further changes, should these occur due to unforeseen circumstances in the research field.

4.5 Identifying and describing the participants

I adopted purposive sampling to select the research participants. Purposive sampling entails selecting the participants satisfactory to the needs of this study. The aim of my study was to gain evidence from the SMT, the SDT and the teachers regarding the role of leadership and management in SBTPD.

The sampling frame chosen was reasonable to conduct an in-depth study about a specific context. In addition, a small sample size was legitimated because representative sampling cannot always be achieved in qualitative research because of the initially largely exploratory

nature of the research, problems of negotiating access, the weight of work and problems of gathering and processing data using only one set of eyes and ears (Woods, 2006). Reputational case sampling was the typology of purposive sampling used to select the Principal as she represented the core leadership at the school. In addition, the Principal as the key participant, and based on her knowledge of the willingness of teachers to give off extra time at the school, I requested that she recommend the other participants to be interviewed. To address potential biases the Principal might have had I informed the participants that confidentiality with regard to all data generated was guaranteed and that as participants, they were assured of total anonymity using pseudonyms (Cohen *et al.*, 2011). The primary sources for the data were the Principal, the Heads of Department (HoD), the Staff Development Team (SDT) and the teachers.

4.5.1 The Principal

The Principal being the leader of the school was included as a participant. She would be expected to have in-depth knowledge about the issues of SBTPD, by virtue of her professional role, power, and access to the expertise and experience of the teachers and managers and access to networks with the external school environment such as the DBE, parents and the community at large (Cohen *et al.*, 2011). The Principal has a direct responsibility for the quality of learning and teaching in the school. Working with all stakeholders, the Principal is expected to create conditions and structures to support effective teaching and learning for all. This implies setting high expectations, as well as implementing, monitoring and evaluating the effectiveness of SBTPD (Coleman & Glover, 2010). Principals are responsible for the holistic development of learners, and the continuous improvement of learners' achievements. One strategy utilised to fulfil this responsibility is to enable and encourage SBTPD. Such responsibility encompasses individual/personal learning and development, team/phase learning and development and organisational learning and development. This study attempted to generate in-depth data from the Principal to explore the role of leadership and management in SBTPD.

4.5.2 The head of department

The HoDs manage a team of teachers and one of the core duties and responsibilities of a HoD is to ensure the effective growth and development of teachers (Education Labour Relations

Council, 2003b). Moreover, the HoDs' constant interaction with the teachers in their teams by virtue of their professional role was deemed as being sufficiently knowledgeable to provide rich data regarding the focus of this study.

4.5.3 The Staff Development Team

One of the core responsibilities of the SDT is to promote and ensure the effective development and growth of teachers through the process of implementing Integrated Quality Management Systems (IQMS). According to the Education Labour Relation Council, (2003a), the IQMS Collective Agreement 8 of 2003 stipulates the roles and responsibilities of the SDT. These roles and responsibilities include:

- Coordinate activities pertaining to staff development
- Overseeing and mentoring the Developmental Support Groups (DSGs)
- Coordinates ongoing support provided during the two developmental cycles of teachers each year
- Monitor the effectiveness of Quality Management Systems and reports to the relevant persons
- Prepares and monitor the management plan for IQMS
- Linking the developmental appraisal of teachers to the School Improvement Plan and together with the SMT developing the SIP based on information gathered during the development appraisal of teachers
- Coordinates the internal Whole School Evaluation (WSE), and liaise with the external WSE Team to coordinate and manage the cyclical WSE process

The roles and responsibilities of the SDT clarify the intense involvement of its members in SBTPD. The SDT, in coordinating ongoing support for teachers' developmental cycles, is expected to identify teacher professional needs, plan TPD activities to meet such needs, identify internal and external expertise to provide TPD, and evaluate and provide follow-up TPD if needs be. In addition, its roles and responsibilities focuses on improving and sustaining the school as a learning organisation through the process of Whole School Evaluation. For these reasons, the SDT was selected as a primary data source for my study.

4.5.4 Teachers the key beneficiaries of School-Based Teacher Professional Development

The IQMS Collective Agreement 8 of 2003 stipulates that teachers are responsible for their own growth and development and need to develop their own personal growth plans (Education Labour Relation Council, 2003a). Teachers need to take on a leadership role in respect of the subject, learning area or phase, if required (Education Labour Relations Council, 2003 b). Teachers have differing PD needs at a personal or organisational level. This study explored the experiences of teachers regarding the role of leadership and management in SBTPD. The perspectives of teachers were deemed vital for in-depth data generation to address the focus of my study.

4.6 Pilot study

Once the semi-structured interview schedules for the individual and focus group interviews, document analysis and the observations were constructed, I conducted a pilot study in final preparation for the data generation process (Yin, 2009). The pilot study conducted was at a primary school where I am currently serving as a HoD. The school is situated in the Pinetown District in KwaZulu-Natal. The SMT, SDT and teachers were the participants. The pilot study assisted me in refining my data generation strategies. Where weaknesses in the research instruments were identified, these instruments were corrected. In addition, the pilot study provided important training for me as an interviewer and increased my level of confidence and interviewer skills (Slavin, 2007). My report on the pilot case study follows next.

The pilot case study revealed that my research instruments and processes were practical but with modifications to the interview schedules. The research process was generally successful. Adequate data was generated and transcribed from the individual and focus group interviews conducted for the Pilot Study. However, the duration of the interview was too long, exceeding the expected one-hour timeframe. Hence, the number of questions in the interview schedules required modification. Certain questions were amended or re-phrased when the reactions and responses of the pilot groups and/or individuals led the researcher to deem such changes necessary (Forde, 2010). The interview schedules were effective since all research questions were answerable.

The semi-structured observations generated an abundance of data. The observations of the two TPD activities (*Skills in developing and monitoring your PGP and Skills in teaching First additional Language phonic and reading skills*) as well as other formal forms of TPD such as observations of SMT, staff, phase, subject and SDT meetings also generated abundant, rich data for the pilot study. The observation schedule was effective in recording the data generated.

The documents reviewed generated adequate data for my study. However, the document analysis schedule was amended to accommodate the SBTPD related documents available. For example at Pilot School X there was no Staff development plan/ policy, so I generated data from the School Improvement Plan (SIP) and from the school improvement action plan that was made available. This prepared me for any similar challenges at Malachi Primary school.

Overall, the data generation process during the pilot study generated adequate data to address the research questions, and thus I confidently proceeded with the data generation process for the main research.

4.7 Data generation instruments

One of the strategies of qualitative research is to use more than one data generation methods. In this study, I used three data generation instruments, namely interview schedules, direct observation schedules and document analysis schedules. In using a multi-method approach to generate data my aim was to produce a coherent and compelling case study (Yin, 2009). In this regard, Stake (2010, p. 20) states that "observing, interviewing and examination of artefacts (including documents) are the most common methods of qualitative research". Moreover, Yin (2009) claims that various sources of data are highly complementary, and a good case study uses as many sources as possible. This is likely to contribute to the findings and conclusions of a case study.

My study applied data triangulation. Patton (2002) cited in Yin (2009) mentions four types of triangulation namely data, investigator, theory and methodology. My study applied data triangulation. I generated data from interviews, observations and documents and converged the evidence to support the phenomenon of the role of leadership and management in SBTPD. As a qualitative researcher, I was "interested in diversity of perceptions, even the multiple realities" (Denzin & Lincoln, 2008, p. 133) within which the participants lived and which they experienced. In this way, the data generation process sought to address the following three critical research questions:

1. What teacher professional development related-leadership and management practices prevail in the school?
2. How can teacher professional development-related leadership and management practices be characterised?
3. What is the role of leadership and management in school-based teacher professional development?

Next, I discuss the research instruments.

4.7.1 Interviews

The aim of qualitative interviews is to see the world through the eyes of the participants...by asking questions to generate data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants (Maree, 2011). Personal or one- on- one and focus group interviews were used in the research process. Interviews enabled the participants to report on their experiences and interpretations of the phenomenon and to express how they regarded situations and issues from their own point of view (Cohen, *et al.*, 2011). However, interviews whilst allowing considerable latitude, they were not treated as an everyday conversation (Dyer, 1995 in Cohen *et al.*, 2011). They had a specific purpose, were question-based and were constructed, rather than naturally occurring situations (Cohen *et al.*, 2011). In addition, it was crucial for me to keep uppermost in my mind the fact that the interview was a social, interpersonal encounter, not merely a data generation exercise (Cohen *et al.*, 2011).

Specifically for this study a semi-structured interview was adopted allowing me the freedom to modify the sequence of questions, change the wording, explain them or add to them and to probe for richer data (Cohen, *et al.*, 2011). Moreover, semi-structured interviews made it possible for me to "corroborate data from the other data sources" (Maree, 2011, p. 87). With the semi-structured interviews, an important step was to compile interview schedules that would guide my line of inquiry (Maree, 2011; Cohen *et al.*, 2011). I adopted the format suggested by Cohen *et al.* (2011) to compile the schedule, that is:

- the topics to be discussed,
- the specific possible questions to be put for each topic,
- the issues within each topic to be discussed, together with possible questions for each issue,
- a series of prompts and probes for each topic, issue, and question (Cohen *et al.*, 2011, p. 421).

The main aim of the interview data was to bring to my attention what participants think, feel, and do and what they have to say (Henning, *et al.*, 2004) about role of leadership and management in SBTPD. Furthermore, I was attentive to the responses of the participants in order to identify new lines of inquiry that were directly related to the phenomenon being studied and to explore and probe these responses (Maree, 2011). During the interviews, I used prompts and probes because they enabled me to:

... Ask respondents to extend, elaborate, add to, provide detail for, clarify or qualify their response thereby addressing richness, depth of response, comprehensiveness and honesty that are some of the hallmarks of successful interviewing (Cohen *et al.*, 2011, p.420).

Thus, in order to generate large amounts of data and to verify that what I had heard was actually what the participant meant I used three probing strategies, namely detail-orientated, elaboration and classification probes (Maree, 2011). The detail-orientated probes allowed me to understand the 'who', 'where' and 'what' of the answer given by each participant. The elaboration probes allowed me to get the full picture by asking participants to tell me more about certain examples or answers given. Classification probes were used to check if my

understanding of what has been said was accurate, often paraphrasing to confirm what was said by participants (Maree, 2011).

Recording the interviews increased the trustworthiness of the data, as the verbal aspects of the interview were effectively captured. The semi-structured interviews were audio-recorded in full with a digital recorder because it was my personal preference and because this provided a more accurate rendition of the interviews than any other method (Yin, 2009). In addition, the use of a digital recording permitted me to conduct the interview in a relatively relaxed way, without concern that key points would be lost. In conducting the interviews, I started with a pleasant chat before commencing with the actual interview (Woods, 2006) in order to make interviewees feel comfortable. I commenced the business of all interviews with a clear introduction as to how the interview was to be conducted. In concluding the interviews, all interviewees were given a final chance to add any comments. Participants were thanked for their involvement in the research. On two occasions participants made comments after the digital recorder was switched off. In this regard, Cohen *et al.* (2011, p. 422) claims that "often the 'gems' of the interview are revealed, or people may wish to say something 'off the record'...". Therefore, I sought permission from these participants to use this information in my research. The participants whom, I noted gave verbal consent. I made written notes of these 'off the record' comments before leaving the interview venue to capture as much data as possible (Henning *et al.*, 2005), instead of relying on memory.

4.7.1.1 Individual interviews

I prepared one semi-structured interview schedule for the Principal and one for the HoD. My ultimate goal with these interviews was to generate data from each participant regarding the role of leadership and management in SBTPD. These interviews were conducted in the each manager's office, which was a suitable and comfortable venue. As the interviewer I developed a comfortable rapport with the participants by once again reminding them about the purpose, scope, nature and conduct of the interview, the use to be made of the data and the expected duration of the interview (Cohen, *et al.*, 2011; Henning *et al.*, 2005). The participants were also reminded that there were "no right or wrong answers", some of the topics may be deep and they were invited to interrupt through questions or clarifications. In

these ways, I attempted to set an appropriate "scene" (Cohen, *et al.*, 2011, p. 426) for the individual and focus group interviews.

4.7.1.2 Focus group interviews

Focus groups are a contrived setting, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes (Cohen, *et al.*, 2011). Focus group interviews yield insights that might not otherwise be available in a straightforward interview (Cohen, *et al.*, 2011). Maree (2011) states, that the focus group interview strategy is based on the assumption that group interaction will be productive in widening the range of responses. This reliance on the interaction within a group yields a collective rather than an individual view (Cohen, *et al.*, 2011) about several perspectives on a series of semi-structured questions to cover the themes of the study: SBTPD policy framework; conceptions of SBTPD; forms of SBTPD and the approaches to SBTPD.

The contrived groups I focused on comprised of teachers and member of the SDT. The teachers' focus group comprised of four teachers and the SDT focus group comprised of four members. The interview setting was the staffroom. The duration of the teachers' focus group interview was for an hour and ten minutes, and the SDT focus group interview lasted for one hour. With each focus group interview, reliance was on the participants' interaction with each other rather than with the interviewer, such that participants' views emerged as predominant (Cohen, *et al.*, 2011).

To start the focus group interview I used the "funnel structure"(Maree, 2011, p. 91) format where I started with the broad and less structured questions, hearing general perspectives so as to ease the participants into the situation of discussing specific issues according to the themes of the research (Maree, 2011). The focus group interviews provided an opportunity for participants to add to or differ with each other's perspectives to provide in-depth data not achievable from an individual interview. "Unexpected comments and new perspectives" (Maree, 2011, p. 90) were easily explored within the focus group and added value to this study.

The more outspoken participants, and the challenge of assessing the viewpoints of the less assertive participants, may have biased the data generated from the focus group interviews through group processes such as domination of the discussion. However, to overcome such pitfalls my rapport with the participants enabled me encourage the less assertive participants to express their feelings and perceptions fully and honestly. Moreover, I allowed the dominant participants to complete their responses fully because the data focused on the topic and provided useful in-depth information. The non-verbal expressions and gestures of the other participants in the group indicated agreement (Maree, 2011).

4.7.2 Observations

Observational data allows the researcher to generate live data from live situations (Cohen *et al.*, 2011). This in turn, enabled me, as the researcher, to understand the context of the professional development activity, to be open-ended and inductive, to see things that might otherwise, be unconsciously missed (Cohen *et al.*, 2011). Accordingly, I was able to generate data relating to the physical, human, interactional and programme settings of professional development activities at Malachi Primary School.

I made notes of my reflections during my visits to the school. This minimised the risk of missing out important data because the transcriptions were constructed at a later stage (Blanche and Durrheim, 1999). My observation schedule incorporated an agenda of issues but was designed to generate data to illuminate these issues in a predetermined or systemic manner. Observations were conducted to triangulate the emerging findings, that is, they were used in conjunction with interviewing and document analysis to substantiate the findings (Smit, 2003).

The research strategy was for me to act as a complete observer (non-participant observer) because it was the least obtrusive form of observation (Cohen *et al.*, 2011; Maree, 2011; Slavin, 2007). Such direct observations (Yin, 2009; Stake, 2010) enabled me to gain an understanding of what, how, when and why teacher professional development activities take place at Malachi Primary School, and by whom such TPD were provided. Formal (scheduled TPD activity, phase and staff meetings) as well as casual conversations among teachers,

managers and leaders were observed. My observation of phase and staff meetings and other forms of TPD were scheduled, and confirmed, as per my telephonic communication with the Principal and the HoD. The participants concerned informed me of the forthcoming meetings that would be held. Thus, my visits to the school to observe these scheduled PD activities were dependent on my communication with the Principal and HoD. Observations enabled me to develop an understanding of the extent to which SBTPD was driven by the leadership and management and teachers of the school.

4.7.3 Document Reviews

Henning *et al.* (2004) asserts that any documents, which relate to the research question are a useful source of information and, if available, should be included in the research design. Documents constitute the policy or legal framework of a school or any other organisation. All documents relevant to explore the role of leadership and management in SBTPD were therefore analysed. The advantages of document reviews, as a source of evidence for this study, is that they were stable and could be reviewed repeatedly, they were unobtrusive and were not created specifically for the purpose of the study. They were precise because they contain the precise names, references and details of activities or meetings regarding TPD (Yin, 2009). Accordingly, analysing the documents added value to this study because they provided information, both of the professional developmental needs of the teachers, of the way in which these needs were identified and met. In addition, these documents provided information of school improvement needs and challenges regarding the professional development of teachers.

Relevant documents were analysed on an on-going basis. These included the school's vision and mission statement, the staff development policy, minutes of the staff, phase, SMT and SDT meetings, educators' personal growth plans (PGPs), the school's improvement plan (SIP) and the time management plan of the developmental support groups (DSGs). Written TPD information or articles and newspaper articles reflecting the school's achievements, were also reviewed. The Principal made copies of the relevant documents available to me. The data from the documents were studied and then transcribed according to focus areas and were then reviewed repeatedly (Yin, 2009). I found document analysis to be beneficial for the study because it revealed information regarding TPD driven at staff and phase meetings, and the policies and plans related to TPD at school level.

4.8 Data analysis procedures

The data collected was analysed in three phases as follows:

Phase 1: I commenced analysis during the data generation process, which is typical in qualitative research (Cohen *et al.*, 2011). At the end of each data generation day I made meaning of what the data revealed. For example, I made summaries of what I observed each day, since certain issues unfolded which informed me in the subsequent generation of data (Cohen *et al.*, 2011). I attempted to transcribe data generated each day. Phase one was a long and exhausting process.

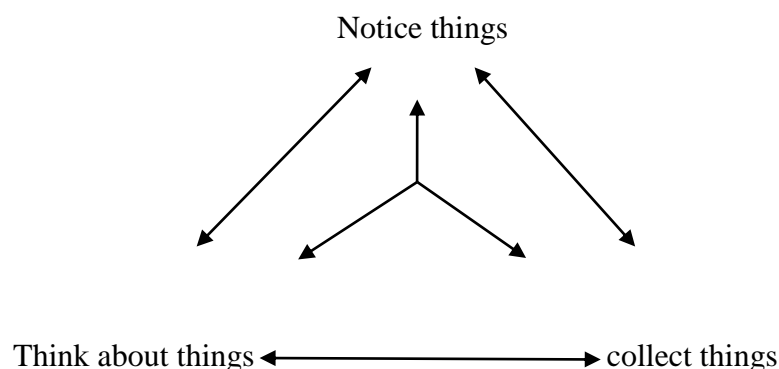
Phase 2: This stage involved many sessions of intense reading and study of the data generated from the various sources. During the initial readings, I sought to familiarise myself with the key elements of the phenomenon as seen or reported by the participants. I focused on the data from each method separately, before endeavouring to represent the combined incident of the phenomenon as experienced by the participants of the study. I highlighted, and colour coded, key words according to the meanings derived from the participants' responses (Cohen, *et al.*, 2011). It was necessary to go through the data many times to ensure consistency, refinement, modification and exhaustiveness (Cohen, *et al.*, 2011). Identifying the preliminary trends facilitated the organisation of the data into "meaningful chunks" (Vithal & Jansen, 2004, p. 27) by transcribing and coding the data. By coding, I was able to detect which codes were occurring most commonly (Cohen, *et al.*, 2011).

The codes were organised into broad categories. These categories were then narrowed and coded into broad themes. Through an interpretive lens, I made meaning of the findings that emerged through frequent, dominant or significant themes regarding the role of leadership and management in SBTPD in the selected school. The themes emerged from the critical questions namely: policy informing SBTPD, conceptions of SBTPD, TPD leadership practices and the role of leadership in SBTPD. Eventually, all information was analytically sorted and saved in four files on the computer.

Phase 3: I identified and categorised data according to the three critical questions. At this point, I decided on which quotations to select from the interviews. As such, I selected quotations that were "powerful, representative or illustrative direct statements from responses to a question in an interview" (Vithal & Jansen, 2004, p. 28) to re-present the data. At this stage, I sought to analyse the data, and write a related narrative of the case, which I generated from the individual and focus group interviews, observations and document reviews. Data generated from each of the sources was triangulated, and the findings were merged according to the major themes (Maree, 2011). From the analysis of the data, the main advocacies of the theory were identified, which involved explaining how the theory framing this study permeated the findings. The theory of the school as a learning organisation was used as the lens to make sense of the data. My objective was to use the theories, explain the findings and come up with new knowledge regarding the phenomenon of the role of leadership and management in SBTPD.

Overall, the qualitative data analysis was an ongoing and iterative process where I had to move repeatedly back and forth through the data, hence providing meaningful summaries of the large amounts of data. Generating, processing, analysis and reporting were intertwined (Maree, 2007; Vithal & Jansen, 2004). The iterative data analysis process I followed is illustrated in figure 4.1.

Figure 4.2: The data analysis process



Sourced from Seidel (1998) in Maree (2011).

4.9 Trustworthiness

Trustworthiness has to do with validity, reliability and objectivity (Smit, 2003). Firstly, to strive for credibility and validity information from various sources (interviews, observations and document analysis) was triangulated (Maree, 2011). This involved, checking information that had been generated from different sources for consistency of evidence across the sources of data (Smit, 2003). I developed an “audit trail” (Smit, 2003, p. 133) by explaining how I arrived at findings through coding and categorising the data. Furthermore, I presented some of the participants’ responses in their own words. In addition, interview transcripts were given back to the participants in order for them to verify the accuracy of what had been transcribed. Additions and amendments were made at this stage and were based on a consensus between the researcher and the participants. To strive for objectivity I minimised my influence as the researcher by working to be unbiased and open-minded when interpreting the data. I was explicit in how I generated, categorised, reconstructed and interpreted data from which only one meaning was derived (Smit, 2003). I had also conducted a pilot study which assisted me in refining my data generation plans with respect to both the content on the data and the procedures to be followed (Yin, 2009).

4.10 Ethical issues

Ethical considerations in research refer to what is right and wrong in the pursuit of gaining knowledge and understanding about a phenomenon (Cohen, *et al.*, 2011; Maree, 2011, Smit, 2003). When the research involves human subjects (participants), that is, if research participants form the basis of the investigation, it is essential that the rights of these participants be respected at all times (Smit, 2003). This implies that the participants be allowed to participate voluntarily in the research study; that they have the choice to withdraw from the study at any time; that they be fully informed about the aims and objectives of the study, that they be assured that their identity will be protected and that the information provided will be treated as confidential at all times. The demand is that, the research participant will be protected from any harm (Smit, 2003).

Clearance was granted to me by the University of KwaZulu-Natal subject to a set of conditions with which I had to comply with before going into the field (see p.iv). In abiding

with the ethical considerations, I was required to follow prescribed procedures for gaining access to the school. This required that I first submit a letter to the KwaZulu-Natal Department of Basic Education (DBE), to request permission to conduct research in schools (see Appendix C, p. 227). To conduct the research, I complied with ethical considerations by implementing the following procedures:

- Informed consent: I ensured that the informed consent of all the participants was received. Signed consent forms were treated with the utmost discretion.
- Consequences of the research: In obtaining the reasonable, informed consent of the participants, the consequences of the research were made clear to all participants, namely, that the findings based on the information provided by them, as participants, may prove useful in contributing to improved practices of leadership regarding SBTPD in the future. I also informed the participants that this research is being carried out in connection with my pursuit of a PhD in education.
- Confidentiality and anonymity: The participants were guaranteed of confidentiality and anonymity. They were fully informed about the research study in terms of which the interviews, observations and the information from the documents were analysed. I assured them that their privacy and sensitivity would be protected by the use of pseudonyms to identify both the participants and their institution. Furthermore, the participants were informed that tapes and transcripts would be stored and locked for safekeeping.
- Voluntary participation: As the researcher, I assured participants that their involvement was voluntary and that they were afforded the freedom to withdraw as participants in the research at anytime and without any prejudice to them.

Overall, the ethical considerations pervaded the whole process of my research. The pilot study I conducted was also useful for me to judge the effects of the research on the participants (Cohen *et al.*, 2011).

4.11 Conclusion

The chapter located the study within a qualitative research paradigm. As a naturalistic approach, qualitative research was appropriate because the study sought to explore the participants' understandings and experiences of, and responses to, the role of leadership and management in SBTPD. "Using case studies for research purposes remains one of the most

challenging of social science endeavours" (Yin, 2009, p. 3). Rigorous planning for the design of this qualitative case study was thus essential to minimise challenges. This chapter illustrated and explained how a rigorous methodological path was followed to achieve the objectives of this study.

This chapter defined the case to be studied. The selection of the research site was based on the DBE identifying schools as "schools of excellence" in KwaZulu Natal, South Africa based on learners' performance in the Annual National Assessments (ANA). I reported on how I gained access to the research site. Thereafter the chapter illustrates the type of sampling used to identify the participants by describing in detail how and why the participants of the study were selected. The chapter reveals that the study relied on multiple sources for evidence. The chosen methods of data generation were interviews, observations and document reviews, acknowledging the use of triangulation as one of the strengths in adopting the qualitative case study design and methodology. In keeping with the qualitative research approach, the chapter described how the data were analysed throughout the generation process as well as after it. The chapter unveiled the three phases adopted for data analysis procedures. Finally, the chapter closed with discussions of the trustworthiness and ethical issues that were considered to conduct the study.

In the next chapter I present and discuss one of two parts of the data namely, evidence of the policy, and conceptions of teacher professional development.

CHAPTER FIVE

POLICY AND CONCEPTIONS OF TEACHER PROFESSIONAL DEVELOPMENT: THE EVIDENCE

5.1 Introduction

This chapter makes up the first of two data presentation and discussion chapters. In this chapter, I examine the participants' interpretations of the teacher professional development (TPD) school policy and their conceptions of school-based teacher professional development (SBTPD).

This study explored SBTPD based on the premise that the type of leadership and management in a school is likely to be a key factor towards the success or failure of SBTPD. Data generated from three sources, interviews, observations and documents are converged on given themes as appropriate.

This chapter commences with a presentation of participants' biographical information. These are useful as tools to interpret participants' responses. How participants perceived SBTPD could be linked with their position in the school (Principal, Head of Department or Teachers). Thereafter, I dwell on the participants' interpretations of the policy framework and policy implementation for teacher professional development (TPD) at Malachi Primary School (MPS), since policy serves to inform people on the operational issues of a school, where they state and explain actions in explicit forms, focus energy and attention and provide guidance and continuity. Thereafter, the chapter deals with the participants' conceptions of PD, TPD and focuses more on their conceptions of SBTPD. Participants' conceptions are likely to determine their actions regarding SBTPD. The chapter closes with a discussion of the emerging issues. The role of leadership in SBTPD was central to my study. In this light, this matter permeates the entire discussion.

5.2 Participants' profiles

In keeping with research ethics explained in Chapter Four, participants are identified through pseudonyms. Abbreviations are utilised to present and discuss the data as follows: Principal (P), Head of Department (HoD), Staff Development Team (SDT) and teachers.

Table 5.1: Participants' profiles

Participants	Sex	Pseudonym	Teaching and other relevant experience	No. of years at MPS
Principal	Female	Mary	Teaching experience - 34 years. Principal: 2 years	12
HoD	Female	Beth	Teaching experience-25 years	20
Staff development team				
Participant 1	Female	Ann	Teaching experience 30 years	25
Participant 2	Female	Carol	Teaching experience 25 years	25
Participant 3	Female	Diane	Teaching experience: 20 years	2
Participant 4	Female	Eve	Teaching experience: 20 years	3
Teachers				
Participant 1	Female	Faith	Teaching experience: 20 years	2
Participant 2	Female	Grace	SGB appointed teacher: 3 years	3
Participant 3	Female	Hannah	Teaching experience: 5 years	5
Participant 4	Female	Ivy	Teaching experience: 5 years	5

Table 5.1 reveals that most of the participants in the study were experienced teachers with a teaching span of more than twenty years each except for three teachers who were comparative novice teachers. In addition, all participants had been employed at MPS for at least two years. This suggests that they would be reasonably informed about TPD at this school, thus enabling the generation of abundant, more valid and valuable data. Table 5.1 reveals that all participants in this study are females. The majority of the staff of the school is female apart from two males, one being the administration clerk, and the other a senior phase teacher who was not willing to participate in the research.

5.3 The policy informing teacher professional development

In addressing this theme, I have drawn on data largely from documents and interviews. Interviews enabled participants to discuss their knowledge and views of the TPD policies of the school. Documents provided significant written evidence regarding TPD policies that participants may not have been able to recall from memory. The following issues regarding

TPD policy are dealt with: stipulated policy framework, setting and achieving the goals, planning, implementing, responsibility of providing professional development, and considering technical support. The notion that, "Policy matters... creates frameworks of aspiration and expectation, it shapes resource allocation, and it invites detailed consideration for of implementation" (Lewin, Sayed, & Samuel, 2002, p. 363) prompted me to enquire about the nature of the TPD policy at MPS. Like any complex organisation a school needs rules and standard operating procedures to function effectively. Policies have to be established and applied so that expectations are fulfilled and the purpose of the organisation is fostered.

5.3.1 Official Policy framework for teacher professional development

The IQMS is the DBE stipulated policy framework that schools are mandated to implement. The main objectives of the IQMS are to ensure quality public education for all and constantly improve the quality of learning and teaching. IQMS advocates that each school must democratically elect a Staff Development Team (SDT) (Education Labour Relations Council, 2003a). The core responsibility of the SDT is to coordinate activities and support pertaining to staff development. I asked Mary (P) to describe the composition of the SDT. Mary said the following:

We have a staff meeting and ...SDT is elected by their peers...by their colleagues...one level one teacher from the Junior Primary and one from the Senior Primary and then... the heads of department and the Principal.

I also asked Mary if the school included other members into the SDT besides those stipulated in the IQMS collective agreement number 8 of 2003. Mary had the following to say:

Look at the end of the day although you say we have one teacher from each phase...we always say the more the better...more ideas will come forth. So we leave it to the house...if it stops there then we leave it at that. But we do motivate and encourage others to join... No, we haven't had that response where people join (laughs) voluntarily.

The sentiment of the SDT focus group in response to the same question was that the school tended to abide by the stipulated policy.

Overall, the participants' responses show that the DBE stipulated policy expectations were fulfilled. Thus, in terms of the SDT structure the school met the minimum requirements.

5.3.2 Goals for Teacher Professional Development at Malachi Primary School

For any policy endeavour to succeed the establishment of relevant goals is essential. School wide TPD goals may be informed by individual TPD goals. In this vein, Brown (2014, p.1) claims that a good plan to follow is the “**SMART**” plan. **SMART** representing as **S** stands for **specific**, **M** stands for **measureable**, **A** stands for **attainable**, **R** stands for **relevant** and **T** stands for **time limit**. TPD goals must be specific, measurable, attainable, and relevant and have time limits. In this vein, TPD goals must be **specific** and concise. Any goal should have a **measurable** outcome. For example, if the goal is improved reading scores, then reading scores on standardized tests should increase. Goals ought to be **attainable**. Thus goals set must be deemed as reasonable. Goals must be **relevant** and results-oriented. The teacher must not only focus on short-term goals, but on long-term ones as well. **Time limit** needs to be set for each goal. For example, a new teacher’s goal might be to read a professional journal entry and discuss it with his mentor each month.

I enquired from participants, about the TPD goals at MPS. In this regard, Mary’s comments suggested that the goals were to improve, motivate and enable teachers to learn from each other and to improve learners’ results each year. Mary explained as follows:

Sharing ideas with others ...improve... motivate educators. "To improve your learners’ performance at school". Meetings and workshops at school are held to enable teachers to learn from each other to assist slow learners

Beth (HoD) reported that achieving the best learners’ results was the core goal for TPD within her phase. In this regard, she had this to say:

...because we want the best results for our children they do their job in the classroom they have got to give off their best... if teacher’s as professionals do the right thing in the classroom, it benefits the learners at the end of the day.

Regarding setting TPD goals, the overall view of the SDT focus group revealed their intention of creating opportunities for teachers to attend externally provided PD. In this regard, one participant had the following to say:

...there's some very good workshops that are available like by NAPTOSA. Ikhwezi College seems to be always having a whole list every month. These are good workshops on very good topics, it would be a nice thing to arrange for teachers to attend these workshops.

Still focussing on what the TPD goals at MPS were, the overall picture from the teachers' focus group was similar to Mary (P)'s comment about teachers improving their teaching skills. In this regard one response was:

To improve our skills in teaching. If we are familiar with the CAPS document, aware of what is required. Then we can teach the children more effectively.

Two issues emerged from the participants responses. One is that TPD goals had been set to improve teaching skills and to motivate and enable teachers to learn from each other. The other was that TPD goals need to be targeted at the on-going improvement of learners' achievement. These two issues seemingly support the creation and maintenance of an environment that defines a learning organisation as exemplified in the theoretical framework. As such, a learning organisation was described as an ideal learning environment, perfectly in tune with the organisations goals (Frost, 2013).

Mizell claims that,

Effective professional development enables teachers to develop the knowledge and skills they need to address students' learning challenges. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs (Mizell, 2010, p. 10).

Emphasis is drawn to strategic planning for SBTPD. In the next section, I enquired about how TPD is planned at MPS.

5.3.3 Planning for teacher professional development

Planning for TPD is important and ought to be done "in concert with a strategy" (Lawlor, 2014, p.1). Such planning enables leadership and teachers to "proactively and successfully navigate through the turbulence" (Lawlor, 2014, p.1) created by the changing context of education. Without strategic planning, TPD in schools may just "drift and react to the pressure of the day" (Lawlor, 2014, p.1). Schools that do not plan for TPD may not achieve holistic school improvement when compared to those schools that plan and implement TPD well. For many school leaders, creating a vision, values, and a "strategic plan may be a daunting task for reasons like time, energy, commitment and lack of experience" (Lawlor, 2014, p.1). School leadership may be required to challenge the status quo, influence change in behaviours, implement new procedures, recruit different people, and put new systems in place in order to achieve TPD goals (Lawlor, 2014). In order to achieve individual or school wide TPD goals planning is therefore considered essential. National planning for implementation of TPD is embedded in the implementation plan advocated in the IQMS which is to "incorporate all the processes that will have to be designed to take the schools' year plan into account" (Education Labour Relations Council, 2003a, p. 3-5). I asked the participants how the school planned for TPD. Mary (P) had this to say:

TPD year plan? Here again at a staff meeting where all is transparent...I always tell them ...staff development...is important. It's indicated as professional staff development on the year plan.

Mary's response revealed that professional development is included in the school's year plan. In terms of structure, this school seems to be abiding by matters stipulated in the IQMS.

In response to the same question, Beth (HoD) explained as follows:

Look, we are involved when it comes to IQMS. Generally we sit together ... and discuss the school improvement plan. But, no, there is no structured plan for teacher development ...we are actually doing it as the workshops come up or maybe somebody attended a workshop or the Department invited them for a workshop, it's done. There is no like structured plan as such. Should we say like in the course of the year we got these two professional development workshops ...no.

Regarding formulating an official TPD year plan there was consensus within the SDT focus group that planning for TPD was included in the school's improvement plan. The overall view was evident in one participant's response as follows:

Yes, we have a school improvement plan (SIP) and looking at the SIP we work according to that ...Now as I told you we look at that Personal Growth Plans of teachers...

On the same issue, consensus prevailed in the teachers' focus group discussion. Planning for TPD was included in the school's year plan. In this regard, the responses from two teachers in the focus group were similar to the responses of the Principal and HoD.

One participant stated that:

We are all given responsibilities...In the beginning of the year we all are given duties which we can select from. Also, if we have anything to offer on teacher development or a workshop, we feel free to add it on to the year plan. It is an open door policy.

As the identification TPD needs is an important component of the planning process, I enquired about how TPD needs were identified. Mary (P) intimated that the needs and strengths of teachers are evident in the teachers' personal growth plans (PGPs). In this regard, Mary claimed that: "*Well we work, on teachers' personal growth plans (PGPs)*".

I probed further by asking Mary, how strategic planning for TPD occurs. Her response pointed to one of the ways in which TPD needs were identified. This was through a strengths, weaknesses, opportunities and threats (SWOT) analysis. Mary implemented the SWOT analysis approach through which the effective functioning of the school was analysed, intimating that teachers' weaknesses (PD needs) were considered. In this regard, Mary had the following to say:

... as a staff we do the SWOT analysis, and it's important ...if you look at your strengths everyone is happy with what they are good at but if you look at your weaknesses ...then you have to work on your weaknesses. As a staff...at the end of last year, we did a SWOT analysis

In response to the same question, Beth (HoD) reported as follows:

I don't send out anything written but I have mentioned at my meetings if they require any help in any aspect they are most welcome to approach me and we have a discussion and try to rectify the matter...not all teachers, mostly the newer teachers who are unsure about aspects approach me for clarity and assistance

I posed the same question to the SDT focus group. One participant responded as follows:

We have not done that...we will try that this year...we will do a SWOT analysis...but basically in the way our school is structured if any teacher has a problem, they go to a peer before they go to their HOD...so it's like a buddy system.

The group consensus was that the SDT also collated the PD needs and expertise of teachers using the information found in the teachers' PGPs. In this regard, one participant responded as follows:

...from the PGPs we get feedback from all the teachers... we utilise their strengths where they can help other educators. To assist those who have needs, as HoD's we go to that particular teacher especially the newer teachers. We develop them we demonstrate a lesson or go to the class and say this is how a lesson is supposed to be done.

Another participant said: "*Yes we meet the teachers personally, we talk to them, and we guide them I did a lot with Mrs ... last year*"

According to the Education Labour Relations Council (2003a), requirement, the IQMS indicates that the role of leadership and management is to ensure that teacher' PGPs are developed to address growth at four areas. These areas are for self-improvement; areas for which the Development Support Group (DSG) provides guidance; areas for which the DBE provides development and in the case where the teacher is unqualified or under qualified and needs reskilling. Evidence from an extract (illustrated below) of a teacher's PGP reflects the developmental needs of the teacher. However, the four areas of growth and development indicated, is not evident in the teacher's PGP. In addition, the strengths of the teacher claimed by one participant, "*we utilise their strengths ...where they can help other educators'*", are also not evident in the PGP.

According to the Education Labour Relations Council (2003a), the PGP of individual teachers are one of the crucial sources that inform the school improvement plan (SIP). The implication is that planning for TPD is integrated into the broad base planning (the SIP) and therefore emerges as MPS's formal plan for TPD. The key matters that emerge is that the school is largely dependent on broad based planning to enable SBTPD, and that the SIP serves as the formal structure or source of information to plan for TPD. In-depth strategic planning especially for SBTPD, is seemingly not considered.

Extract from a teacher's personal growth plan

Personal growth plan (PGP) 2012	
NAME OF EDUCATOR: _____	SCHOOL: _____
Prioritized criteria that needs attention	
The following areas urgently need to improve:	
1. Use of learning space	2. Participation in professional bodies
3. Computer skills	4.
5.	6.
I need to improve in the following areas	
<ul style="list-style-type: none"> ○ <i>I need to improve classroom arrangement.</i> ○ <i>I am a member of the SGB- hope to play a meaningful role to move school forward.</i> ○ <i>Assessment - Curriculum Assessment Policy Statements (CAPS)</i> 	
I need to assistance from the following structures/individuals	
<ul style="list-style-type: none"> ○ <i>Open to advice/sharing of ideas</i> 	
The following contextual factors are hampering my progress	
<ul style="list-style-type: none"> ○ Recording and assessment (gets in the way of teaching) ○ Time and manpower- I need assistance from people with know how 	

I asked Mary (P) how all role players contributed to planning for TPD in order to enable SBTPD. Mary had this to say

At a staff meeting we contribute to the staff development year plan. All is transparent...I always tell the staff...you can develop in various ways to contribute to school improvement...whether it's the school environment, behaviour of the learners, the staff themselves or the community. On my part when I read something interesting and if it pertains to the development of staff and I feel it will help our educators...then the last few minutes of the staff meeting ... becomes an open discussion about it.

I asked Mary about her role in the process of enabling SBTPD.

I'm very transparent, eh...and most of the time I consult my staff. I like to get my staff involved in decision making and to become accountable for decisions they take...I always feel if its unilateral you going to get some kind of resistance, but its democratic, and in a fair way, then we get them to buy-in to it

Mary continued to describe her practices as follows:

I'm transparent and democratic...eh...you know when suggestions are made...we sit together as SMT and staff and come up with ideas and suggestions regarding a problem or a challenge, we would like to work together to solve that challenge...

I asked the SDT how all role players are involved in formulating a TPD plan. There was group consensus that teachers and SMT members were fairly represented in SDT and contribute towards planning for IQMS. One participant had this to say:

Well obviously the Principal together with the staff, we are well represented because we have both the HoDS and a member of the senior primary phase team and a member of the foundation phase team... they represent the whole team. We have drawn up the IQMS implementation plan together.

As a policy or plan specifically for SBTPD was not available, I examined the school's IQMS implementation plan. The IQMS implementation plan reflected adherence to the prescribed DBE policies, as evident in Malachi Primary School's broad-based IQMS implementation plan (see Table 5.2), drawn up specifically to evaluate teachers' performance in practice and provide teacher support and development continuously at MPS. A phase specific plan for supervision and continuous development, support and mentoring of teachers is integrated into the broad-based IQMS implementation plan (see Table 5.2 item 6). The 'what' development and support of teachers seemingly emerges from MPS's IQMS implementation plan.

Table 5.2 Malachi Primary School: Implementation plan for IQMS

ACTION		TIME FRAMES
1	Conduct advocacy, training and planning at a full staff meeting	27/02/2012
2	Constitute staff development team	27/02/2012
3	Constitute Development Support Team (DSG) by each educator	
4	Classroom observation	May
	a) Record books: Foundation Phase Assessment and mark files Learners' busy books Daily lesson plan a) Record books: Senior Phase Assessment files/ Work schedules Moderation of assessment Educator and learner books Forecast and lesson plans	7 - 8/03/2012 5 - 9/03/2012 Weekly 6 - 9/03/2012 14/03/2012 15 - 19/03/2012 weekly
5	Self evaluation (Baseline) by newly appointed educators	02/03/2012
6	Summative evaluation (2011) baseline for serving educators	02/03/2012
7	Personal Growth Plans (PGPs)- submission to SDT	06/03/2012
8	Formulate school improvement plan and submit to District Office	12/03/2012
9	Continuous development, support and mentoring - Phase meetings - Supervision of educator/learners' books - Assess on weak learners/send referral forms to Psychological and guidance services	Ongoing
10	Self - evaluation against PGP and submit to development support group(DSG)	September
11	School- self-evaluation against SIP	September
12	Completed documents for performance management (summative scores)	October- November
13	Review performance management summative scores for accuracy and fairness	October -November
14	Submit performance management documentation to relevant office	November

In addition, I examined Malachi Primary 's SIP, illustrated on a template as prescribed by the DBE. The strategies to provide for the proposed support and development of teachers recorded in MPS's IQMS implementation plan were evident in the School Improvement Plan

(SIP) (see Table 5.3). The support and development of teachers is reflected as recommendations in the SIP and the proposed forms of TPD is illustrated as activities in the SIP. The target dates and times, for TPD is not specified. Seemingly, the implication is that strategic planning is not considered in the leadership of formal TPD. In Chapter Two (see 2.3), I argued that regarding the physical and structural factors, time is one of the most challenging factors schools face in initiating PD and creating a PLC. As such, developing a time management plan specifically for SBTPD has not been considered at MPS even though planning for TPD (discussed in Chapter Two) is a core function of management in a school.

The findings also reveal that logistic planning, such as identification and recruitment of human and physical resources have not been considered for TPD. Evidence of such logistical planning is not available in the documents analysed. Emerging from the findings is that the specific evidence of, 'how, who, and when' development, support and mentoring was to be implemented was not documented. I noted that TPD needs were prioritised and illustrated in the School's Improvement Plan (SIP) under the section on 'recommendations' (see Table 5:3 Malachi Primary's School Improvement Plan) as suggested by the following response: "*Yes, we develop a SIP and looking at the SIP we work according to that for the professional development of teachers*". It was also noted that teachers are used as facilitators (resources) to provide PD, intimating the use of teachers' expertise. However, how such teacher expertise was formally identified and selected did not emerge from the participants' responses or the documents.

Table 5.3 School Improvement Plan: Malachi Primary

RECOMMENDATIONS	ACTIVITIES	STRATEGIES	TARGET GROUP	RESOURCES	BUDGET	TIMEFRAME	INDICATORS	RESPONSIBILITY
School should continue to support and assist teachers i. r. o. CAPS	Attend workshops at school and outside school	Invite facilitators and hold workshops. Join cluster and support groups	Teachers	External facilitators	Nil	Ongoing	Enable teachers to be more confident when implementing CAPS	SMT and teachers
The school must encourage professional development-focus on areas that teachers need development	Workshops/ meetings	Invite facilitators and teachers from staff with certain expertise	Teachers	Teachers and facilitators	Nil	Ongoing	Staff will become more empowered and knowledgeable	SMT and teachers
School should provide support to slow learners and enlist parents to assist learners at home	Teachers to identify slow learners and submit names to Institutional Learner Support Team (ILST). Meet parents and teachers to identify slow learners . provide extra classes	Equip parents and teachers with different strategies	Parents and teachers	Teachers, worksheets and workbooks		Ongoing	To improve weak learners performance in areas identified. To equip slow learners and their parents with strategies to improve	SMT, teachers and parents
To embrace the concept of Quality teaching and learning the whole school should be fenced	Liaise with DBE and NGOs and embark on fundraising	Enlist help of businesses, NGOs, ex-learners, DBE subsidy	DBE, Businesses, community, ex-learners	Funds	R200 000	Ongoing	All stakeholders within the school will feel safe and secure	SMT, SGB, DBE and staff
The school must supplement the current Library Resource Centre (LRC) books with new ones	Discard old library books. Buy new ones encourage learners to borrow books from the library	Parents to assist with the set-up of the LRC. Educators to assist learners to borrow books from the LRC. Parents to sponsor books for the LRC.	Learners, parents and educators	Parents and library books	R 5000-00 per annum	ongoing	Improve reading Develop a love for reading	Parents, educators SMT and learners

Regarding the importance of organisational learning, Collinson and Cook (2007) state that without freedom to inquire, think independently and speak as equals, organisational learning is severely limited. Collinson and Cook (2007, p. 129) further add that, "schools in particular have a responsibility to model democratic principles that support learning, whether that learning is in classrooms, staffrooms or boardrooms'.

Moreover, Davidoff and Lazarus (1997, p. 159) describes democratic leadership as a “participatory, consultative, negotiating and inclusive style of leadership”. In the light of the above claims, seemingly people enjoy or desire involvement in decision making regarding their learning. It emerged from the responses that TPD planning is included in the school's year plan. Decisions about TPD activities to be included in the year plan are taken at staff meetings. In this way, the Principal, the HoDs and the teachers are involved in decision-making. They make suggestions to overcome challenges, and discuss ideas to enable them to work together with each other. Staff are involved in decision making in order to ensure accountability and reduce resistance to decisions. Thus, the leadership practice is to ensure that there has been transparency in decision making, with a consequent buy-in to the outcomes.

In-depth strategic planning especially for SBTPD as espoused by this study's theoretical framework is seemingly not been considered. Major structural and systemic changes regarding school-based policy development, planning and implementation, initiated by leadership, to enable SBTPD were not evident at MPS. Strategy discussed in the theoretical framework (see Chapter Three) is an important facet of systems thinking (Senge, 2006). The evidence of strategic planning specifically for SBTPD, which is a process of setting goals, setting criteria for measuring those goals, planning to achieve the goals set and ensuring that the processes are evaluated in an ongoing way (Davidoff & Lazarus, 1997) seemingly did not emerge. However, I noted that despite a lack of planning specifically for SBTPD, opportunities for development of teachers were created at MPS.

5.3.4 The responsibility of providing professional development

Any policy endeavour requires responsibility from people at all levels within an organisation. In this section, I address how the responsibility for providing TPD is assumed at school level. Effective management of PD at school level is crucial to the continuous growth and development of a teacher. PD serves various purposes within and beyond the classroom. Guskey and Huberman (1995, pp. 245-246) provide a brief overview of the purposes of professional development as follows:

- Continuing development and adaptation of a teacher's repertoire.

- Ongoing learning from experience, reflection and theorising about how best to meet the individual and collective needs of learners.
- Ongoing learning through mutual observation and discussion with colleagues.
- Continuing development of the capacity to contribute to the professional life of the school (e.g. policy making, internal reviews and management roles).
- Continuing development of the capacity to interact with all stakeholders both as a class teacher and on behalf of the school.
- Continuing proficiency in relevant, current subject matter and continuing development of ways to make it assessable to learners.
- Ongoing generation of evidence of practices in other schools.
- Ongoing access to educational thinking relevant to improving the quality of the school.
- Continuing access to relevant knowledge about the changing context of education and one's changing society.
- The need to gather intelligence about and later implement the decisions about the external policy makers who have jurisdiction over the school.

Guskey and Huberman (1995) argue that the success in implementing any PD is dependent on the quality of school management of the PD processes. There is a need for :

Time set aside for deliberation and review, collecting evidence from others on the effects of one's actions, providing opportunities for observation and alternative practice and access to feedback when significant change is being attempted is required (Guskey & Huberman, 1995, p.247).

Guskey and Huberman (1995, p.247) add further that there are several implications for school management. They will need to:

- incorporate PD in the way they deploy staff and allocate tasks;
- develop a learning culture focussed on learners' needs;
- learn how to take advantage of PD opportunities and how to support others engaged in the process;
- acquire current information about external networks and PD opportunities;

- learn how best to share and use current expertise of staff and knowledge acquired externally and;
- to expand the repertoire of PD ideas and to be aware of good PD practice in other schools.

The notion that the success in implementing TPD is dependent on the quality of school management provided the scope to enquire about how the responsibility for TPD permeates the school. I asked the participants, how responsibility for providing PD is taken. In this regard, Mary intimated that TPD in the school was considered as a team responsibility. She had the following to say:

The Principal and the management team go through personal growth plans and we have a discussion with the respective heads of department, and take it from there...so the SMT work together

I probed further by asking Mary to explain. Mary stated that she believed that teachers could be developed in various areas. She gave a detailed description of how she ensured that she met her responsibilities with regard to TPD as follows:

...You know you can develop your staff in various ways. Therefore, when I read something interesting and if it pertains to the development of staff and I feel it will help our educators...then I dedicate the last few minutes of my staff meeting to a special topic. I always have a handout ready for the staff. It becomes an open discussion.

In response to the same question, Beth (HoD) was of the view that various people at all levels were responsible for providing PD. In this regard, she had the following to say:

Look, I think it sometimes lies in the hands of the Department. They should be giving us on-going professional development...and even the leader of the school, the Principal can take it upon themselves to do that...eh...even just to keep that professionalism going or to organise workshops and maybe even the HoD's themselves and as much as we are busy with lots of work in the running of the school. I think that is very, very important especially to teach our younger teachers morals

and ethics and SACE has its own code of conduct as well which you can... well maybe even go briefly over those aspects.

In response to the same question, the teachers' focus group discussion ensued as follows:

One participant stated the following:

At the end of the day if teachers need more information and need to develop in an area...they need to make their voices heard and this goes to the Principal and obviously the Principal will do something to help us.

The next participant said:

We can also approach management, HoDs...like I have learnt this and like to share it with anyone else. If we want to use that approach we obviously have to go via management ...HoD or Principal and inform them of what we know or experience and it would benefit the others

The general view of the participants was that teachers, SMT and the DBE are responsible for providing TPD. Mary (P) expressed that it was a team effort, thus the SMT worked as a team to ensure the provision of TPD. Mary's view is seemingly consistent with Steyn's (2012, p. 227) advocacy that, "Principals are responsible for working with staff to determine their needs, and then to propose activities to meet those needs". The HoD expressed the view that people at all levels, such as the DBE, Principal and HoDs are responsible for the provision of TPD. Teachers expressed the possibility that they were responsible for their own development, and were free to approach the SMT should they want to lead, or should they need PD. These participant responses regarding who is responsible for TPD are consistent with the claim I made in Chapter Two, that by acknowledging the learner in ourselves at all levels of school, true PD of teachers is possible. In addition, we need to acknowledge that there is a wide range of opportunities for PD within the context of the school environment (Middlewood *et al.*, 2005). The findings also revealed that effective communication among people at all levels in the school enables on-going SBTPD. Fostering effective communication is a leadership practice that emerges from the findings and is consistent with the notion that effective communication is the focus of leadership procedures within a school (Steyn, 2007). At MPS the leadership practice is to understand verbal communication

associated with TPD, be active listeners and to act upon such communication (Steyn, 2007), as suggested by the one participant's response:

At the end of the day if teachers need more information and needs to develop in an area...they need to make their voices heard and this goes to the Principal and obviously the Principal will do something to help us.

5.3.5 Considering technical support for Teacher Professional Development

Planning involves considering technical support for TPD. Technical support is crucial in implementing SBTPD effectively. In this section, I report on and discuss issues of physical resources, financial implications and the administration of TPD. In terms of human resources, I asked Mary how expertise was recruited to provide TPD. In this regard, she had this to say:

HoDs expertise and some teachers' expertise are utilised, the DoE workshops and I provide development

I asked Mary, how the use of external human resources was considered to provide TPD. In this regard, she had the following to say:

We have eh... booksellers...like Macmillan and Oxford and so on...come to our school. They ...do have workshops in terms of assessments, work schedules and it's their expertise that has helped us in identifying books from the catalogue

Mary's (P) response revealed that she does consider the use of external expertise and has invited book-selling consultants to meet teachers and empower them on curriculum issues and the on the selection of learner teacher support material (LTSM).

In response to the same question, Beth (HoD) expressed her intentions of considering use of external expertise as follows:

I will get an outside speaker to come in if I know that there is a need in the department. I will probably plan a workshop for teachers, something that can improve our teachers and that can be of some assistance to them.

The SDT focus group discussion revealed that external expertise such as publishers, parents and DoE officials are recruited to provide TD. In this regard, the participants recalled external providers of PD as follows:

One participant had this to say: "*Ron (DBE official came and did a workshop on leave measures*".

Another participant confirmed Mary's (P) response as follows: "*We also had publishers that came in and did some workshops*".

The next participant commented: "*We also had parents who came and presented workshops...from the Durban Solid Waste (DSW), bus company and fire department*".

Overall, the participants' responses revealed that internal and external expertise were considered for the provision of TPD. In this vein, the leadership practice at the school has been an attempt to expand professional knowledge by recruiting external expertise, intended to "create an environment that facilitates and supports teacher learning" (Guskey, 1995, p 61).

In terms of physical resources, I asked Mary (P) about considering the use of premises besides the school as a venue to provide TPD. In this regard, she stated the following: "*No, we are invited out but we have not held any PD outside*".

On the same issue Beth, the HoD had this to say: "*Maybe it would be something different to consider*".

In response to the same question, there was consistency in the SDT focus group that using the school premises was convenient. This was evident in one response: "*So far it's always school...it's convenient*"!

Overall, regarding the use of external premises as a venue to provide TPD, the participants' responses revealed that thus far all school initiated TPD activities took place at the school, due to convenience. Mary (P) was quite clear in expressing that the school was the venue for all PD implemented by the school, even when other schools were invited over. However, the participants' responses revealed that the use of external venues to provide TPD should be considered.

Regarding administration of TPD, I asked participants how planning, preparing handouts, and compiling of minutes occur at MPS. In this regard, Mary (P) stated that there were no challenges as suggested by the following comment: *"Not really a problem, educators assist one another, and handouts are issued"*.

In response to the same question, Beth explained that the male members of the staff assisted them with technological issues. In addition, she also described the technical resources the school required and would benefit from, to ensure effective TPD.

Look we don't have a media centre at our school. We do have our secretary who would help us and Mr. ... He is actually the sports teacher ... they are very aware of technology and they know how to set up. As much as we don't have the resources that we do need in terms of technology such as smart boards and maybe even projectors to do slide shows and things like that. Those are the good things to actually have.

In response to the same enquiry, the teachers' focus group discussion revealed that except for time management there were no major challenges regarding the administration of TPD and the discussion ensued as follows:

The first participant said:

The staff meetings... we gather in the staff room and then if we have our foundation phase meetings we meet in the HoD's classroom. With senior primary, we meet in the classroom as well.

I probed about the need for finances to conduct PD activities. The responses were as follows:

One participant said: *"No, there is no need for finances... We use the photocopier in school and obviously the paper"*.

Another participant followed with this comment: *"We used the computer in school to type out stuff"*.

I probed and asked about challenges they faced and one participant responded as follows: *"...sometimes there is a shortage of time"*.

Another explained how they overcame the challenge regarding time as follows:

Time, yes. We couldn't just do it over a day it took some time to do it, whenever we were free she did her stuff and I did mine as well

I then asked about how they succeeded in getting the staff together when they realised the workshop was incomplete and one participant responded as follows:

The Principal asked us for a new date...we set a date we gave it to her and we met the teachers in the staffroom and completed the workshop in approximately an hour

Overall, emerging from the findings was that the interdependence among the members of the staff seemed to cater for the technical support essential for TPD. There seemed to be a yearning for TPD initiated by the school to be held at premises outside the school in order to enhance team building, implying that a change in environment may encourage teachers to be more enthusiastic about TPD.

In reflecting on the policy informing teacher professional development at MPS, the findings revealed that designing TPD programmes and planning for specifically for TPD, seen as crucial to enable effective TPD (Steyn, 2007) was not evident. Participants' interpretations of the policy for TPD at MPS, revealed a dependency on the broad based IQMS implementation plan prescribed by the Department of Basic Education (DBE) to enable SBTPD. Findings from the analysis of documents provided evidence of only the prescribed requirements by the DBE. This evidence confirmed participants' interpretations of TPD school policy. I argued in Chapter Two that leadership entails articulating an appealing vision as well as convincing followers that the vision is feasible, by illustrating a clear link between the vision and the strategy for attaining it. Followers must be made aware that they have a vital role in discovering the specific actions necessary for the vision to actualise. At MPS, such leadership practices regarding developing a TPD school policy appears to be absent. However, the dependency on the broad based IQMS implementation plan prescribed by the DBE to enable SBTPD emerged as a leadership practice sufficient to inform teachers and the SMT on the operational issues regarding TPD at the school. Some of the actions to implement TPD were stated and explained in the documents reviewed providing evidence of the attention, guidance and continuity accorded to SBTPD.

Regarding the setting of TPD goals, two views that revealed the intention of participants emerged. First, on-going improvement in learners' achievement emerged as a TPD goal. Second, the intention was to initiate and organise TPD using external expertise and to enhance team building. Regarding the responsibility for SBTPD, the general view of the participants is that teachers, SMT and the DoE are responsible for providing TPD. Fostering effective communication emerged as a leadership practice that prevailed to enable TPD at the school.

Time management emerged as a challenge in enabling effective SBTPD. The SDT focus group revealed their attempt at overcoming this challenge where TPD occurred informally during breaks and in the mornings before classes commence. The theoretical framework for the study espoused that developing and sustaining the school as a learning organisation involves people at multiple levels of thinking together and creating enduring solutions. Seemingly, the attempt by the members of the SDT reveal that TPD leadership practices supports collegial relationships. Teachers share their thoughts and ideas about their teaching practices.

One of the core elements emanating from the theoretical framework of this study in enabling the school to function effectively as a learning organisation was, strategy, a crucial facet in systems thinking (Davidoff & Lazarus, 1997; Senge, 2006). The element of strategy involves strategic planning which is a process of setting goals, setting criteria for measuring those goals, planning to achieve the goals set and ensuring that the processes are evaluated in an ongoing way. The findings reveal a lack of interrelating strategy for SBTPD with the other elements of the school. However, Mary's (P) opening comment regarding her conception of PD intimates that, perhaps at MPS, it may not be possible to envisage the context in which the school must function. Enacting leadership practices to provide resources for strategic planning for SBTPD emerges as a challenge. In this regard, Mary's (P) comment was as follows:

You know with the curriculum changing all the time we as educators need to be kept informed and obviously we can't be different from any other school... so we need to be on par ...know how to deliver lessons and with the curriculum changing all the time teachers need to be developed. Look at assessments for example...assessments have taken a new dimension and educators are feeling

overwhelmed...eh if we are developing them and if for example at a meeting if we ask teachers what would you like to be tabled for professional development...you know...and if they could give us some of their ideas or some of the topics

In Chapter Two, I argued that sound management is about making things happen. Policy implementation is about management. I noted conventional management practice at MPS, because the stipulated policy was implemented. Such management is seemingly significant in enabling SBTPD. However, even though sound management of SBTPD is occurring, leadership at MPS has not gone beyond that which has been stipulated in the DBE, TPD policy framework. Major structural or systemic changes, initiated by leadership, to enable SBTPD were not evident at MPS.

5.4 Interpreting participants' conceptions of development

In order to explore the nature of SBTPD it was essential to examine how participants conceived this phenomenon of SBTPD. In essence, the central nature of their experiences was directed towards their responses. Participants' conceptions took the form of descriptions and these descriptions moved from one concept (PD, TPD, SBTPD) to the other, and was unavoidable. However, the totality of their descriptions denotes "a kind of collective intellect of an evolutionary conceptualisation" (Marton, 1981, p. 177) of continual development of teachers. I report on the participants understanding of the concepts regarding development because from their conceptions one can learn about the role of leadership in SBTPD. In Chapter Two, I reported that a professional is a person who is an expert in his or her work...learned, experienced, knowledgeable, and proficient in a particular field of work or profession. PD in a broad sense is an ongoing self-activated process of reflection and review that dovetails with performance management and engages with the needs of the individual and the institution. Moreover, learning is a process of self-development that results in personal growth as well as developmental skills and knowledge (see Chapter 2). In Chapter 3 (Research design and methodology), I noted that the nature and form of reality (ontology) in qualitative research is characterised by the assumption that the world is made up of multiple realities, and these realities can be constructed. In this way, I explored participants' conceptions of PD, and within this, I touched on their conceptions of TPD. I focused more on their conceptions about SBTPD in order to enquire about their awareness that ongoing PD is an individual's responsibility and enables such individuals to remain and function in a world

that is constantly changing and developing. In concluding, this section of the Chapter I bring together the participants' conceptions and discuss how they understand SBTPD. My interpretation of the participants' conceptions of SBTPD illuminated my pathway of inquiry in addressing the critical questions of this study.

I asked participants to express their conception of PD and in this regard, Mary (P) had this to say:

PD...It's about the Principal, the deputy the entire staff of the school improving themselves in terms of the curriculum, the organisation of the school... the various aspects that embodies the improvement of the school. So often all this takes place in the staffroom during interval, among their peers, colleague. It is their time and if they have read something over the weekend...in the newspaper or got ideas from a colleague or from the schools their own children attend then they share these ideas...

In response to the same question, Beth (HoD) had this to say:

Teachers need to be prepared prior to going to the classroom ...the academic development as well ...obviously education has changed over the years. They need to keep themselves updated with the latest. We have CAPS now so they need to be knowledgeable about the curriculum and keep on updating themselves.

There was consistency amongst the SDT focus group in response to the same question. The overall view is evident in the one response as follows:

PD is where we help or we work together with the other people to check exactly what their weaknesses and strengths are and build on that. I think it's basically...dealing with the teacher itself, with the curriculum, the learners as well teachers personally developing to improve at all times.

In the teachers' focus group session, consistency prevailed regarding their conceptions of PD. The overall view is captured in the following responses:

One participant had this to say:

Professional development is the way you carry yourself, the way you treat your learners, the way you interact with your colleagues. It's also a learning process, I'm just a new teacher and I'm learning from the experienced teachers, Whatever you learn from others to me is development moving from one strength to the next and you continue like that... Coming to studies, now that I have completed my Honours I have come to understand that it is continuous research... by studying we are developing ourselves as professionals.

Another participant commented as follows: *"PD is about developing as a person, as a teacher and a school as a whole"*.

Overall, the findings revealed that the participants' conceptions of PD were similar. Participants responded in relation to their experiences as teachers, supporting the notion that, "teachers like most people, interpret new ideas through their past experiences and their established beliefs about learning and teaching" (Schleicher, 2012, p. 39). Participants' conceptions of PD are seemingly consistent to that which emerged from the literature reviewed (see chapter 2) that, PD is the growth or improvement of a skilled or trained person or an expert in a particular field of work or profession, and when "staff collectively demonstrate a commitment to longer-term, 'deep' development" (Piggot-Irvine, 2010, p. 242). Mentoring novice teachers; conversations; the sharing of ideas among teachers; upgrading academic qualifications; teachers' preparedness prior to classroom practice and keeping themselves updated on the changing context of the curriculum emerged as participant conceptions of PD. They further conceived PD as something required by everybody regardless of the position they held in the school. In this way, PD is recognised as significant for the SMT and teachers because improving people at all levels leads to improvement in the school as a whole. Bush and Middlewood (2013) suggest that if leaders and managers wish to enable staff learning to flourish, and the organisation to develop as a learning community there are many roles to fulfil. One such role is to recognise the importance of all staff as individual learners (Bush & Middlewood, 2013) and the need to create opportunities for ongoing PD.

In Chapter Two, I reported that TPD is an ongoing process, using a systemic approach to keep teachers abreast of new knowledge and understanding and that teachers at all levels would be continuous learners throughout the entire span of their professional career. This study argues that such a formal and systemic approach to PD is not the only means to promote personal and professional growth of teachers. In Chapter Four (Research design and methodology), I stated that qualitative researchers believe that the world is made up of people with their own assumptions, intentions, attitudes, beliefs and values, and that the way of knowing reality (epistemology) is by exploring the experiences of others regarding a specific phenomenon. Therefore, I specifically explored the participants' conceptions of TPD to delve and get an in-depth understanding of how participants conceived their needs as individual teachers and whether they know what they do not know, which they need to know.

I questioned participants regarding their conceptions of TPD. Mary (P) conceived TPD as, 'teachers meeting in groups and engaging in discussions related to curriculum issues'. In this regard, Mary had the following to say:

You know with the curriculum changing all the time we as educators need to be kept informed and obviously, we can't be different from any other school. ... Therefore, we need to be on par, know how to deliver lessons. With the curriculum changing all the time teachers need to be developed...I always say to teachers... meet as a group and after the discussion we can say...when curriculum documents are sent to us...if we can make it user friendly...work around it so that it does not become overwhelming.

I asked Mary to expand on her conception of TPD and this is what she had to say :

Most of them have been improving themselves eh... I see there's a teacher on my staff who is doing her Masters, quite a few of them have completed their BEd and lots of them are computer literate. They have been going for extra ...their own private classes.

Mary's use of the expression 'we as educators' implies that she considered herself as part of the learning process and was practicing "being a role model as a learner" which Bush and Middlewood (2013, p. 232) claim is one of the roles of leadership that is crucial to enable TPD. Mary's conception of TPD also points to one of the factors Cushway (1994, p. 101) claims that may influence TPD, that of "changes in curriculum". Mary also recognised PD as

involving, teachers improving their academic qualifications and sharing knowledge to enable growth and development of the organisation as a whole.

I asked the SDT focus group about their conceptions of TPD and in this regard, the discussion ensued as follows:

One participant conceived TPD as follows:

Its weaknesses and strengths...it's about developing those weaknesses. Solving those problems that you know you as the teacher is having.

Another participant conceived TPD as follows:

...some teachers might have a problem at home. They may have an emotional problem. So you need to develop the teacher with certain strategies to know how to cope because some teachers maybe going through a divorce ... other problems that we can assist them with ...because we want to develop the teacher holistically not just with regards to the school work because that doesn't make a teacher...

Other participants in the SDT focus group concurred with these views.

In Chapter Two, I reported that one of the lenses through which this study was undertaken was leadership as a shared influence, where different people who influence what a group does, how it is done, and the way people in the group relate to each other. In this vein, the outcome of the SDT discussion regarding their conceptions TPD was twofold. Firstly, TPD is conceived as focussing on the weaknesses of teachers and enabling the development to overcome such weaknesses. Secondly, members of the SDT conceived TPD as creating strategies to assist teachers to cope with personal problems and as such focussing on the holistic development of teachers.

The teachers' focus group discussion regarding their conceptions of TPD ensued as follows:

The first participant commented as follows:

It means improving in our own profession, like when it comes to leadership and classroom management, everything is constantly being updated and we need to

familiarise ourselves with these updates ...with CAPS... Its new... We are all responsible for developing ourselves.

The next participant perceived TPD as follows:

Adapting to new situations, the transformation in the education itself...we have to adapt, go out and research. We can't go into a class and teach when we don't know about the new curriculum, so that's TPD... we have to develop ourselves.

Another view was:

At the end of the day ...especially now with teacher shortages and with moving teachers from foundation phase to senior phase, obviously teachers need more information and need to develop in that area. It is not that they are incapable... I'm learning from the experienced teachers and...whatever you learn from others is development ...if a teacher needs more information, they need to make their voices heard and this goes to the Principal and obviously the Principal will do something to help us.

The session with the members of the teachers' focus group regarding their conceptions of TPD revealed general agreement. They conceived TPD as teachers improving their practices and staying updated on current educational issues, teachers changing and adapting to new situations and seeking more information. The teachers' conceptions of TPD can be linked to the notion that PD is learning sought and experienced by the teacher in an induced learning environment under conditions of complexity and dynamic change (Guskey, 2000) (See Chapter 2). The findings suggest the participants in the study believe that teachers are responsible for and ought to lead their own development. In addition, teachers have to make PD happen as suggested by this participant's response: "*Adapting to new situations, the transformation in the education itself...we have to adapt, go out and research...that's TPD... we have to develop ourselves*".

In Chapter Two, I reported that, there is a need for a radical reconceptualisation of leadership where leadership is understood as a shared activity involving a range of social relationships with educators acting as agents working towards the goal of improved teaching and learning

(Grant, 2008). Grant (2008), advocates distributed leadership in action. In Chapter Two, I also reported that there should be collective responsibility for PD, where teachers collaborate in teams to make sure that all teachers learn what they need for improving learning and assisting students. Thus, all teachers can learn and will learn if their school systems provide them with appropriate and sustained support (Mizell, 2008). It can be deduced from the findings of the conceptions of TPD that the leadership practice ought to be to create opportunities for teachers to share new information and discuss strategies to adapt to changes. The findings imply that distributed leadership at MPS would enable successful TPD at all levels. I noted that the participants' conceptions of TPD reflected their experiences of TPD in an informal and unstructured way pointing to a loose and open structure for TPD. Perhaps this practice of a loose and open structure of TPD at MPS implies that one of the roles of leadership in SBTPD is to foster collegiality among teachers. Perhaps where collegial relationships are fostered effective TPD may thrive. A spirit of collegiality influences how teachers get to know what they do not know that they need to know, as suggested in the following comments by participants:

"If a teacher needs more information, they need to make their voices heard" (member of teachers' focus).

"TPD is where we help or we work together with the other people in your staff to check exactly what their weaknesses and strengths are and build on that" (SDT member).

"I'm learning from the experienced teachers and...whatever you learn from others is development" (member of teachers' focus).

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In what follows next, I focus on the participants' conceptions of school-based teacher professional development (SBTPD). To this end, Mary (P) had this to say:

...We need to empower others...so they can grow... If teachers look at the areas for development and if teachers work towards it after a workshop or meeting that was held...we are going to improve our learners' results for the next year. It is important to know that some learners struggle to cope and meetings/workshops at school will also enable teachers to learn from each other to assist these slow learners

I asked Beth, (HoD) what her conception of SBTPD was and she stated the following:

There are many ways in which you can develop teachers...maybe there is an aspect...that your school requires maybe more development in and then with IQMS it is about developing yourself or... also bringing an outside source as well. There are at professional people that have expertise in the field that can come to school and maybe even give the teachers a talk and organize PD, ...maybe in the afternoons to develop teachers professionally...

In the discussion with SDT focus group regarding their conceptions of SBTPD, there was group consensus on the issues that emerged. One participant responded as follows:

The expertise of teachers...we were talking about strengths and weaknesses like maybe I am ...an expert in Maths...if anyone has a problem...I can help them in that area ...some teachers who are studying and some of them are doing remedial work so that's their expertise... now that is school based...they going to help the teachers and well as the learners in school to develop...

Another participant had this to say :

Also attending workshops on various aspects that normally trouble teachers...that is professional development as well, maybe like issues pertaining to teachers often like difficulty with learner discipline and teaching reading.

I asked the teachers' focus group participants about their conception of SBTPD. In this regard, one participant had this to say:

Over a cup of tea at lunch break, we discuss, hey! This is what I learnt today about discipline and we go and try it in our class...it works yes!

Another participant had this to say:

Probably looking at your learners assessment results. If the entire class is doing badly in certain sections, then you know as a teacher you are not teaching using the correct method. Maybe we need help, network with other teachers or other schools and find out how they are doing other sections, then you go back and re-teach

The next participant stated: *"We do have these teacher development issues covered at our phase meetings by our HoDs".*

There was consensus regarding the teachers' responses about their conceptions of SBTPD. SBTPD was informed by the performance of learners in assessments. I noted that the teachers also initiated TD by seeking help and networking with other schools in order to improve their practice. In addition, the management (HoDs) play a role in implementing SBTPD at phase meetings.

The outcome of my enquiry about the participants' conceptions of SBTPD was as follows:

1. SBTPD is about teachers using skills learnt at workshops or meetings held at the school to improve their practice which in turn contributes to improving learners' results;
2. Teachers sharing and assisting each other to improve the progress of learners who are under-achieving;
3. Harnessing internal and external expertise to develop teachers and learners and informal learning and development among peers.

Emerging from the findings is that SBTPD is conceived as those activities initiated by the school for the teachers (at all levels, including SMT) of the school. The implication for leadership that emerges from the findings is to create ongoing opportunities for school initiated TPD.

In exploring how TPD needs were identified several inherent conceptions of SBTPD emerged. Steyn (2007) claims, that there are various ways of determining the PD needs of teachers. Purvis & Boren (1991) cited in Steyn (2007) state that the following methods could be used in identifying the PD needs of teachers: staff meetings, informal discussions, structured interviews, questionnaires, educator observations, staff appraisal and learner surveys. A priority list of TPD needs can be drawn up after use of any or several of the above. I enquired from participants regarding the various ways in which TPD needs were identified at the school.

Mary (P) stated that her observation through managing by walk about (MBWA) informs her of teachers' PD needs. In this regard, she said:

Yes besides the IQMS I walk around the school...yes management by walking about...mmm you call it...MBWA...so I do that a lot, I make my observations and I address my observations at my staff meetings.

Mary told me that she is also involved in the supervision of teachers and learners' work. In this regard, she had the following to say:

I am involved in the curriculum itself, checking the teachers' work...the lesson plan. Not all the time, but I do call for it and pen my signature to have a look at teachers' work, assessments that go on and even evidence of children's' work. I like to mark the learners' books ...to see if educators are marking the books, if there is follow up of analysis, remedial work and so on

The Employment of Educators Act 76, of 1998 (p. C-64) stipulates that:

One of the core duties and responsibilities of the job of the Principal regarding personnel is to guide, supervise and offer professional advice on the work and performance of staff in the school.

Mary revealed that through supervision and MBWA, she fulfilled one of her core duties and responsibilities. However, to some teachers Mary's (P) approach may seem like surveillance of their practices or some kind of inherent mistrust of their work, as suggested in this comment that Mary (P) made, "*checking the teachers' work... I do call for it and pen my signature...even evidence of children's' work... to see if educators are marking the books*"

Regarding identifying teachers' PD needs, Beth (HoD) claimed to be informed about teachers' PD needs through her observation of teachers. In this regard, she stated the following:

Basically if I do see that there is a need in a certain area where there is an aspect that needs to be developed then I would generally have a meeting

I probed, and asked Beth to expand on how teachers' needs were identified in this way. She stated that the school has a system in place for formal supervision of learners' books and

teachers' books which allowed her to have access to the identification of TPD needs. Beth stated:

You can see it. We do check the learner's books and teachers' records as well. We work on a system at our school. At the end of the first term, teachers books obviously ...the lesson preparations are supervised every week. The records of learners' progress are supervised once a term. The learners' books are supervised at the end of the first term. The learners' workbooks are supervised, so we have a fair idea of how the teacher is working.

Beth's response is consistent with the evidence that emerged from Malachi Primary School's Integrated Quality Management System implementation plan that I reported on in Section 5.3 of this Chapter which was, *continuous development, support and mentoring is implemented through phase meetings, supervision of educator/learners' books and assessment of weak learners...*

Regarding the identification of teachers' PD needs, the SDT focus group discussion, revealed the Principal's role in this. The discussion generated the following comments:

The first participant's remark, "*Most definitely!*" emphasised that the Principal played a role in identifying teachers' PD needs.

The participants' comments that follow illustrate an open rapport with the Principal. One participant said: "*I think ...so many years we spent time together*".

Another participant said: "*We know each other very well*".

The comment that followed was: "*We know what teachers are good at and where they may need help*".

A strong confirmation of the above comment was: "*That's it!*"

Adding to the discussion was a participant who said: "*The Principal is constantly coming into our classrooms and giving us encouragement and things*".

The final participant interjected in a seemingly protective tone: "*Not in a bad way...in a good way*".

The SDT focus group discussion about the Principal's role in identifying teachers' PD needs revealed a deeper meaning. Perhaps, the participants viewed the Principal's unannounced, informal visits to their classrooms as intrusive, similar to a policing approach. One participant used the word '*constantly*'. Another participant interjects protectively with '*not in a bad way...in a good way*'. The implication in the Principal's approach emerges as one of surveillance or mistrust of teachers' work. On the other hand, the responses of the participants could mean a strong confirmation of Mary's support in enhancing PD through her supervisory/surveillance approach. The South African education system views the purpose of IQMS as being, among other things "to identify staff members' specific needs, to provide support for continued growth and to evaluate a staff member's performance" (Education Labour Relations Council, 2003 a, p. 1). Mary's practice of informally observing teachers in class as suggested by one participant, "*the Principal is constantly coming into our classrooms and giving us encouragement and things*", is a leadership strategy to informally evaluate teachers' performance and provide support for continued growth. This practice would be consistent with the following stipulation: the "Principal has a duty to guide, supervise and offer professional advice" (Employment of Educators Act 76, of 1998, p. C-64). Thus, it can be deduced from the findings that formal and informal observation of teachers in practice as well as supervising and monitoring teachers' lesson preparation, record keeping and checking learners' written work emerged as an inherent conception of SBTPD.

Regarding the identification of teachers' PD needs the SDT focus group discussion on this issue ensued as follows:

One participant commented as follows: "*Informally, by talking to each other the teachers communicate their needs*"

The next participant emphasised open communication with peers:

... I think basically the way our school is structured. If I am having a problem with a certain issue I will go to ...my peer and say you know what, I'm having a problem

with this before they come to the HoD. This is not working or something like that, so it's like a buddy system

One participant's comments that follow revealed the collegial process in making TPD needs known: *"I think the manner in which it's done. The approach... so nobody gets angry... it's a learning experience"*.

The SDT focus group discussions revealed TPD needs were informally identified through open communication which enabled sharing among teachers. For example, one participant said: *"I think the good relationship that we've got... it's more like constructive criticism"*. In addition, collegial relationships that teachers share enable teachers to seek assistance and development as suggested in the final response of one participant of the SDT focus group discussion, *"we can talk to each other, and just help each other along"*. This is consistent with the collegial model of educational management. As such, one of the main features of the collegial model of educational management is when:

...decisions are reached through a process of discussion, leading to consensus. The belief that there are a common set of values and shared aims leads to a view that is both desirable and feasible to resolve issues by agreement (Bush & Bell, 2002, p. 21).

The role of leadership of SBTPD that emerges, is to foster open communication and collegiality among teachers.

The question about how teachers identified their needs stimulated the following comments from the teachers' focus group discussion:

One participant had this to say:

We bring it up at a phase meeting...I just go to ma'am (the Principal) and I say that I need assistance. I am in my 3rd year in teaching. So whatever assistance I get is very helpful. I would not want to do something wrong. I rather be well informed.

Another participant concurred as follows: *"It's the same approach... go to management and ask... We ready for it, we want to do it, and we want to get together and do it"*.

Another participant interjected as follows: *"In conversation, informally..."*

The next view was: *"Also at foundation phase meetings we are informed of the requirement of us as teachers"*.

Another participant continued the discussion as follows:

The HoD also advises us on what we need to do. Maybe certain files need to be done by a certain date and these are the things that need to be done. The teacher's files and the learner's books...

The same participant went on to explain her experience of how her PD needs were identified by the Principal as follows:

...three weeks ago I made a chart...The Principal came pass my class and looked at it. After school, she gave me advice and support. She advised me to make the writing a little bigger because the children from that other side of the class might have a problem reading the chart. She said that she did not mean to offend me but was willing to help me because I was still learning. So I said...I am always willing to learn.

Inherent conceptions of SBTPD emerged from the findings regarding how teachers identified their own needs, such as approaching SMT for assistance and support, informal conversations, discussions at phase meetings, observing teachers in practice and providing hands on advice and support.

In reflecting on the findings, teachers' needs were identified and made known in a number of ways. The Principal observed teachers in practice and one of her practices is to *"manage by walk about"* (MBWA). Her observations were then addressed at staff meetings, intimating how she conceived SBTPD. Moreover, SBTPD was conceived as HoDs advising teachers by observing teachers in practice, discussions at phase meetings and supervision of teachers' and learners' work. Collegial relationships such as informal conversations and communication at

all levels in the school to identify TPD needs which resulted in teachers helping each other emerged as participants' conception SBTPD. Moreover, teachers communicating their expertise to leadership with an intention of sharing such expertise with the staff indicating how they conceived SBTPD.

I noted that, in her responses, Mary's (P) use of words such as "*checking, pen my signature and to see if*", may suggest inherent mistrust within an atmosphere of policing or surveillance of teachers. However, the comment by a teacher: "*she is constantly coming into our classrooms...*", whilst confirming the Principal's policing/surveillance practice adds a positive tone to such policing when she says "*...and giving us encouragement and things*". Either the teachers do not want to portray the Principal in a negative light or they genuinely appreciate the support the Principal provides. The Principal's practice appears to depict this constant microscope of being viewed, but the viewed (teachers) do not know when this would happen. Such an intrusive mode to diagnose TPD needs and then provide support is opposed to a more respectful approach. The findings that emerge in this matter begs the question, How is this mode of teacher surveillance or inspection relevant to SBTPD? SBTPD is complex concept. While a school attempts to implement the identification of teacher professional development needs, this may involve processes of inspection and other processes foreign to sound professional development procedures. In exploring how TPD needs at school-level were identified, participant responses disclosed more entrenched conceptions of SBTPD. Informal and formal observation of teachers in practice and supervision of teachers' and learners' work emerged amongst the understanding of SBTPD by several participants.

On reflecting, general agreement emerged regarding the participants' conceptions of PD, TPD and SBTPD. I noted that participants' conceptions revealed that they felt they were growing and developing in various ways and situations. The findings reflected their experiences in the working context and shed light on the meanings they associated with SBTPD. One participant responded that: "*PD is where we help or we work together with the other people in your staff to check exactly what their weaknesses and strengths are and build on that*". This points to SBTPD. The participants' conceptions also referred to the role of leadership in SBTPD. For instance, leadership moves beyond the obvious, as evident in the following response: "*if a teacher needs more information, they need to make their voices*

heard and this goes to the Principal and obviously the Principal will do something to help us". The evidence reveals the practice of personal mastery as a learning discipline. It was reported that teachers display commitment, initiative and responsibility to their work by seeking PD. The implication then is that leading SBTPD is enabled through effective verbal communication, because communication is "the transmission of ideas, information...that produce some response" (Steyn, 2007, p. 28).

It is not enough to just articulate, what PD, TPD or SBTPD are - the practice of each of these is crucial in this study as a definition. The evidence illustrates that the combination of what people say and what they do gives us a good sense of how they understand PD, TPD and SBTPD. Leading and managing SBTPD are about what is done and not who is doing it. PD is an activity undertaken by all involved within the school context and cannot happen without sound leadership. The synergy and the harmony in the participants' conceptions reveal that the relevant leadership practice regarding PD is the nurturing of effective communication among teachers. Such communication allows for the sharing of knowledge and identification of expertise. Collinson (2008, pp. 448-451) claims that:

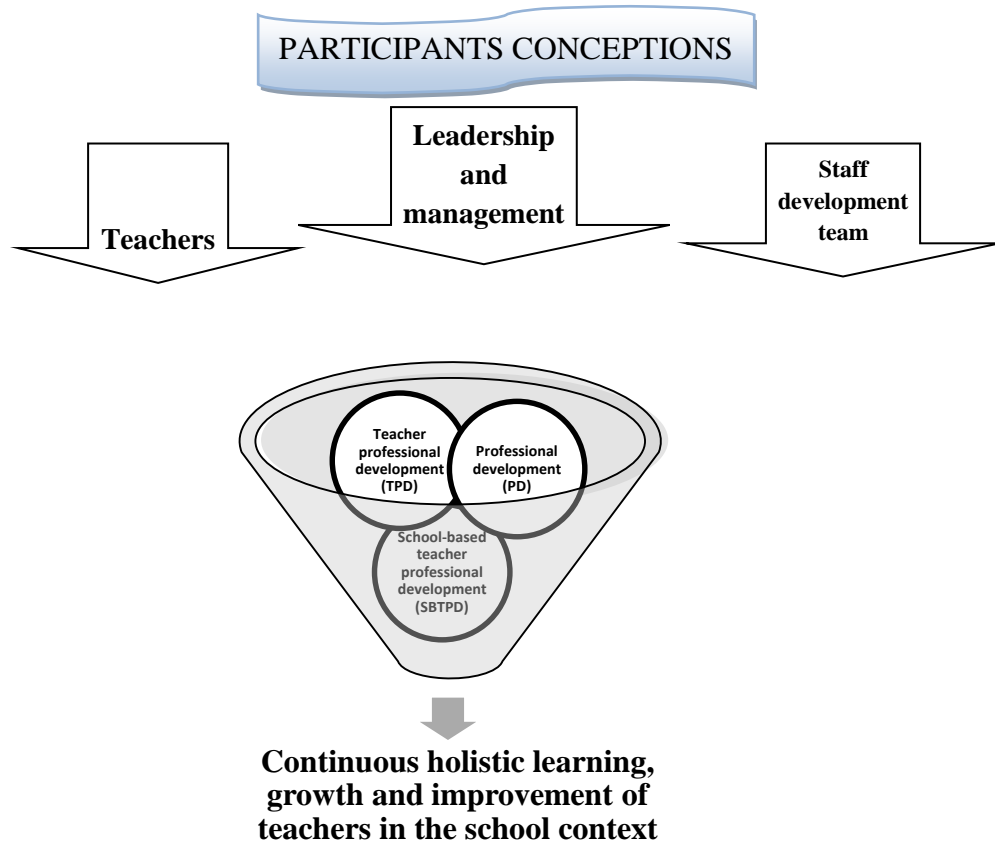
Individual learning is not enough...Organisational learning requires all members to learn and contribute...and understand how their own conceptions and behaviours influence their environment.

Fostering informal conversations, discussions at phase meetings, and observations of teachers in practice, followed by a provision of hands on advice and support, emerged as TPD leadership practices at MPS. Participants' conceptions are reflected in the following statement about the PD of teachers: "Only when we know what learning is for, or what people think it is for can we know and imagine what teacher development might be for" (Guskey & Huberman, 1995, p. 13).

Participants' responses often reverted to school life experiences, an overlapping and interrelatedness of participants' conceptions of PD, TPD and SBTPD emerged. These responses espoused the essence of the mental models learning discipline, which is the love of truth and openness, as explained in the theoretical framework of this study. Participants' views gave the impression of their responses brewing harmoniously. The combined

understandings of these concepts had to be filtered and merged into a completely meaningful understanding, which brought into essence the conception of SBTPD as 'continuous holistic learning, growth and improvement of teachers in the school context' as illustrated in Figure 5.1.

Figure 5.1 A synthesis of participant' conceptions



5. 5 Conclusion: An overall conflation of the themes

This chapter presented a descriptive analysis and discussion around two themes. The first theme dealt with the policy framework that informs TPD at MPS. In this regard, I inquired about how the TPD policy was formulated, and how TPD planning occurred at MPS. Previously, in Chapter Two, I reported that the main objective of IQMS is to constantly improve the quality of learning and teaching (Education Labour Relations Council, 2003 a). The findings revealed that the school is operating successfully within the Department of Basic Education's, teacher professional development and evaluation policy framework. Moreover, in Chapter Two, I reported that sound management is about making things happen. The evidence shows that Malachi Primary School is operating within the parameters of the

stipulated DBE, TPD policy framework, pointing to a contrived arrangement for SBTPD. Sound leadership of SBTPD is occurring. Evident at MPS is effective leadership, because the school is abiding by the stipulated TPD policy. Thus, such leadership is significant in enabling successful SBTPD at MPS.

However, I argue that there appears to be an illusion of a effective leadership of TPD, because, there was a lack of evidence regarding how the leadership went beyond that, which was stipulated, in the existing TPD policy framework. Providing a strategic plan or programme specifically for the teacher development are crucial. As argued in Chapter 2, leadership entails articulating an appealing vision as well as convincing followers that the vision is feasible, by illustrating a clear link between the vision and the strategy for attaining it. Followers must be made aware that they have a vital role in discovering the specific actions necessary for the vision to actualise. The following understanding was deduced from the findings regarding the policy framework for TPD: that lack of a constructively formulated written TPD policy framework does not mean that TPD is not ongoing at the school.

The second theme addressed the participants' conceptions of professional of PD, TPD and SBTPD. Participants' conceptions were made apparent in the discussions of their experiences of PD in the education context drawing mainly from the schooling landscape. The central issues that emerged from the findings were teachers using skills learnt at workshops or meetings held at the school to improve their practice, which in turn contributed to improving learners' results. Moreover, teachers sharing and assisting each other to improve the progress of learners who are under-achieving; harnessing internal and external expertise to develop teachers; continuous development of novice teachers who require assistance; conversations and sharing of ideas among teachers emerged. In addition, using knowledge gained when teachers engage in academic improvement to help teachers and learners develop emerged as a conception of SBTPD. The implication in this conception of SBTPD is that using teachers' expertise to implement SBTPD is unveiled as one of the key roles of leadership in enabling SBTPD.

Emerging from the data presented and discussed in the two themes is the practice of two of the five learning disciplines as espoused in the theoretical framework of this study. Personal mastery fosters the personal motivation to continually learn how our actions affect our world. Personal mastery is evident at MPS because teachers expressed their commitment to learning and developing. They were able to develop an understanding of their current reality regarding their capacity as teachers. Willing communicating their TPD needs and expertise was a natural occurrence. The learning discipline of building a shared vision fosters a commitment to the long term, and in this regard, Malachi Primary School focused on teachers sharing and assisting each other to improve the progress of under-achieving learners.

The following understanding was deduced from the findings regarding participants' conceptions of SBTPD. Professional development is more than the number of self-help or self-improvement information one reads; more than the number of conferences; workshops and meetings one attends; more than the number of mentors or mentees one has and even more than an excellently constructed SBTPD policy framework. Professional development involves the growth, improvement and development of an individual both personally and professionally through a series of experiences, whether planned or unplanned, formal or informal. It emerged from the findings that teacher development leadership practices at Malachi Primary School might be described as creating spaces for sharing educational and personal teaching experiences, enabling the availability of time for collegial collaboration and enabling effective verbal communication at all levels.

The next Chapter presents and discusses data on the remaining two themes.

CHAPTER SIX

FORMS OF TEACHER PROFESSIONAL DEVELOPMENT: THE EVIDENCE

6.1 Introduction

This second chapter on the findings of this study, expanded over two themes. The chapter examines the way in which TPD within a school context is more effective when the development and learning of people influences improvement in the school as a learning organisation. The first theme captured the forms of TPD at Malachi Primary School. This theme is signposted according to eight sub-themes. Here, participants informed the researcher of their involvement in TPD by either engaging in or leading TPD at school level. The second theme elucidated the approaches to school-based teacher professional development. The participants' interpretations on the approaches to SBTPD shed light on how sharing information, observing teachers in practice, providing feedback, self-development, teamwork and empowering teachers through distributing leadership enabled SBTPD. The role of leadership in enabling SBTPD that emerged from the findings was embedded in the data presented and discussed. The inclusion of both the terms (leadership and management) in this Chapter signals the researcher's view that effective management is just as crucial as visionary leadership (Bush & Middlewood, 2013) if effective SBTPD is to be successfully enabled. However, each term is given prominence in its use depending on the context from which the findings emerge and may subsume each other. Finally, the chapter closes with a discussion of the issues that emerged from the main research question, as well as from the two themes.

6.2 Forms of professional development activities at Malachi Primary School

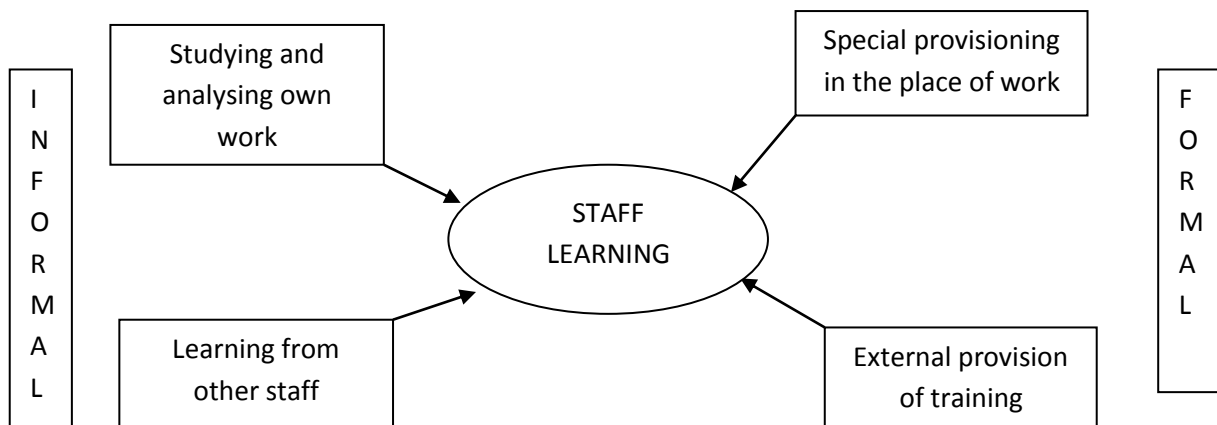
The findings of the forms of TPD provided at MPS are presented according to seven sub-themes, which emerged from the data analysis. Together they constitute the role of leadership in SBTPD and how such TPD contributes to improving the school as a learning organisation. The sub-themes emerged as follows:

- School-based policy formulation
- Teacher professional development aimed at enhancing learner discipline
- Teacher professional development aimed at compliance to Education Laws
- Enhancing curriculum implementation through teacher professional development

- Meeting the developmental needs of phase specific teachers
- Teacher professional development aimed at improving teacher morale and
- Sporadic teacher professional development to meet individuals' needs

Figure 5.1 is a diagrammatic representation of the different means by which staff learning can occur (Bush & Middlewood, 2013).

Figure 6.1: Different means by which staff learn



(Bush & Middlewood, 2013, p. 231)

There is an increased focus on school improvement based on learner performance. Therefore, the Department of Basic Education (DBE) has developed strategic goals and strategic objectives (see Chapter 2: 2.2.3) to address the underperformance of learners in schools. These strategic goals and objectives advocate effective development of human resources through continuous professional development. Leithwood, Harris & Strauss (2010, p. 113) claim that

Building confidence, resilience and persistence of staff to face challenges in improving schools is the goal... successful school leaders provide professional support and encouragement for their staff ...even when they face immediate challenges.

6.2.1 School-based policy formulation

A sub-theme that emerged from the data is that of school-based policy development to ensure the effective functioning of the school. I asked participants what TPD activities were implemented at the school. In this regard, the following illustrates Mary's (P) involvement in TPD:

If you look at policy we have reviewed our code of conduct policy for learners, we have implemented our cell phone policy and we have looked at dress code for our learners, we have come up with a dress code policy which was ratified with the Governing Body and we have sent these policies to all parents

I probed and asked Mary to elaborate on how these policies were formulated in terms of staff involvement. In this regard, she had this to say: "*The staff met ...we had a discussion...everybody sanctioned it. It then went to the School Governing Body for ratification*".

I asked Mary about more PD activities implemented at school level. In this regard, Mary described a PD activity implemented by her at a series of staff meetings after she had identified a need for PD regarding financial accountability. Mary described how she provided a development activity to meet the needs of teachers as suggested by the following response:

Ok... finance, what I found was that there had to be a little more accountability on the part of teachers...in terms of planning an income and expenditure statement at the end of each fundraiser. It was mentioned at staff meetings...so after having gone through a series of staff meetings, I found that this still was a challenge. I then came up with a policy regarding submission of money to the secretary...and discussed it with staff. Everybody knows the requirements now. So PD is not only about the curriculum, it's all aspects...

According to Bush & Middlewood (2013), the role of leadership is to recognise how PD occurs, by reflecting on one's own practice, be it a teacher or a member of the SMT, and sometimes undertaking a systemic analysis of a process undertaken. In this regard, Mary's responses revealed that formulating new policies was one form of PD at MPS that enabled

the effective functioning of the school. As a leader, Mary realised that reviewing or formulating new school policies was part of SBTPD, and as such, the staff and the SGB were involved in policy formulation. Meetings held with the teachers and other stakeholders to involve and empower people on policy development and implementation may be regarded as formal, and where special provisioning is made for staff learning in the work place (Figure 6.1). In Chapter Two, I reported that PD as an intentional process is a consciously designed and deliberate effort, guided by a clear vision of purposes and planned goals. In this regard, Mary's responses about her initiatives of providing PD related to school-based policy formulation provided evidence that TPD was an intentional process. This is so, because Mary's practice was a conscious design and deliberate effort focused on reviewing one school-based policy (learners' code of conduct and discipline policy) and formulating a new one (financial accountability) that benefitted the learners and teachers and more importantly, such practice intended improving learning at different levels within the school. Mary acted in response to a TD need that she had identified and thus, attempted to meet strategic goal two of the DBE (see Chapter 2, table 2.1) which involves the improvement of a school's functionality and educational outcomes at all levels.

6.2.2 Improving learner discipline

In response to a question on how teachers learn about improving their practice Mary (P) described PD implemented by her for teachers at a staff meeting. Mary's strategy was to use the second half of staff meetings for PD. Mary's (P) practice also supports the claim that, "At the school level Principals set aside time for PD activities during staff meetings" (Leithwood, *et al.*, 2010, p. 118). She explained her practice as follows:

You can develop your staff in various ways. Be it the school environment, behaviour of the learners, the staff themselves, the community, ...the parents. When I read something interesting and if it pertains to the development of staff and I feel it will help our educators...then I use the last few minutes of my staff meeting for such development. I always have a handout ready for the staff.

Mary (P) gave an example of TPD implemented to assist teachers with improving discipline of learners at MPS. She responded as follows:

I did PD on discipline with my teachers. On previous occasions for such petty offences, learners were sent to the office, but that has stopped, it means that PD on learner discipline has helped...

I observed a staff meeting held at the school. The above PD activity illustrated by Mary (P) was conducted at the end of this staff meeting. General matters on the agenda, pertaining to the functioning of the school were discussed. Thereafter, the Principal commenced with a short workshop titled '*Discipline in the classroom*'. She commenced by sharing the need for the workshop and in this regard she stated the following, "*I hope the workshop will assist teachers to improve the management of discipline of learners, and the behaviour of learners will improve*". Mary explained the need to share useful ideas in order to improve the discipline of learners. She first gave the staff the handouts, and then began to unpack the contents thereof. I perused a handout that Mary (P) provided for the teachers. The contents of the handout included the following core issues regarding '*Discipline in the classroom*':

- ✓ *What is discipline in the classroom*
- ✓ *Causes of unacceptable behaviour*
- ✓ *Principles underling good discipline*
- ✓ *Rules for good classroom management*
- ✓ *Effective discipline tips*

The handout served as a tool of reference for teachers and supported the content delivered by the Principal regarding discipline of learners. However, it appeared to me that teachers were a bit restless, and seemed to want the workshop to conclude hastily because it was past the time of school closure.

I studied an article that Mary had given teachers a few weeks after the workshop was conducted. I noted that, in an attempt to reinforce the teachers' commitment to the implementation of the knowledge and skills derived at the workshop held regarding '*Discipline in the classroom*' Mary (P) had provided teachers with an article regarding further strategies to deal with discipline. The title of the article was:

"Teachers' food for thought: Dealing with discipline in the classroom" (author not named).

I asked the teachers focus group about the school-based PD activities that were implemented to handle the new developments in education and how these were brought to the attention of teachers. The responses revealed how Mary (P), as a member of the SMT was involved in leading TPD. In this regard, the group consensus was consistent with one participant's response as follows:

...Whenever the Principal had information... such as on discipline, she would present it to us at a staff meeting. Recently we had PD about discipline and if she comes across other articles eg. The one on 'teachers as role models' then she makes copies and gives it to all of us.

The data generated from documents (minutes of staff meetings) unveiled evidence of TPD aimed at enhancing effective discipline of learners. The minutes of the staff meetings revealed evidence of constant reminders, for teachers to monitor or improve the discipline of learners, as suggested by the following quotations:

Minutes of one staff meeting revealed the following:

Dangerous games (choking games): Teachers to keep a watch for learners playing these games and report these learners to the office immediately

Minutes of another staff meeting revealed the following:

- ✓ *Teachers to be vigilant and to take care of respective classes to maintain effective discipline of learners whilst the assembly is in progress*
- ✓ *Late coming to classes after interval- teachers to ensure learners arrive to classes on time. The Principal appealed to teachers to forward strategies or solutions to eliminate the problem. The Principal suggested the buzzer be sounded at 10:55 (5 minutes earlier than normal)*
- ✓ *Dismissal of learners: Learners are to be dismissed appropriately and in order because learners tend to run when they are dismissed. This could lead to serious injuries.*

The 'school as a learning organisation' (see Chapter Three) is the theoretical lens through which this study was undertaken. The theoretical framework espoused that values, the

underlying norms and the overall ethos of a school make up the culture of the school (Davidoff & Lazarus, 1997).

In other words, it is how things are done and since,

our behaviour and attitudes are shaped by our mental models...practising the discipline of mental models enable, people to ask questions to try and learn more about their own, and each other's, most deeply held attitudes and beliefs (Senge, *et al.*, 2012, p. 99-101).

I noted TPD leadership was enacted through constantly attempting to improve the discipline of learners. This supports the notion of continuously improving the culture of learning and teaching. The value that emerges from the evidence is to improve learner discipline. Thus, in essence Malachi Primary School's environment seemingly supports the teaching and learning process. Emerging from the findings is that leadership practice is to ensure that SBTPD focused on enhancing the culture of learning and teaching and as such improving discipline of learners was one form of TPD that was the contributing factor at MPS.

6.2.3 Compliance with Education Laws

I asked Mary how teachers were involved in leading PD. Mary (P) drew attention to a PD workshop delivered by a teacher as follows:

...the education laws workshop we had...all of us are aware that corporal punishment is banned, but when this teacher did this PD on education laws ... she did cover ways to discipline learners apart from corporal punishment and verbal abuse and so on. Teachers did pose questions to her and she was able to answer....

I asked Mary how the culture of TPD is perpetuated through evaluation of TPD. In this regard, she stated that a discussion takes place after a PD activity

At the end of that discussion eh...we realised that we needed that PD workshop so badly because many of our studies have taken place a long...long... while ago and

whatever is happening now is current and she is studying it currently and she has highlighted a lot of interesting facts and because it was current it made sense to us.

I asked the SDT focus group what forms TPD were implemented at MPS. The discussion commenced with a discussion of a PD workshop conducted by teachers, that confirmed the Principal's response about teachers' involvement in leading SBTPD aimed at compliance with Education laws. In this regard, there was consistency in the group and the overall view was evident in one participant's response as follows:

Two teachers got their honours and they presented a workshop on corporal punishment and managing learner discipline.

I asked the teachers' focus group the same question. The first participant's response revealed that teachers also implemented PD, and as such, she confirmed the Principal's and SDT's responses about teacher led PD aimed at abiding by Education Laws. The participant substantiated this as follows:

Grace and Ivy did a PD at our school on the corporal punishment and discipline of learners... We prepared booklets, delivered the workshop, gave them booklets and followed up from there

At MPS, TPD leadership was characterised as attempts to developing teachers to improve the discipline of learners. The South African Schools (Act 84 of 1996 p. B-8) clearly states that corporal punishment is prohibited and that any person who is found guilty of contravening this law is guilty of an offence and liable on conviction to a sentence, which could be imposed for assault. TPD leadership was enacted through implementing PD aimed at compliance with the law. As such, providing '*ways to discipline learners apart from corporal punishment and verbal abuse*', as reported by Mary (P) was a priority. Moreover, the data from documents (minutes of a staff meeting) also revealed a reminder for teachers to comply with the law as suggested by the following quotation:

"Corporal punishment and verbal abuse of learners is a No No!" (Staff Meeting, 14 October 2014).

The theoretical framework, the school as a learning organisation that guided this study, advocated that, one of the five learning disciplines, building a shared vision, means creating a shared picture of the future we seek to create. In such an environment people excel and learn where a sense of commonality permeates the organisation, gives coherence to diverse activities and provides focus and energy for learning. Evidence suggests that at MPS, teacher professional development focussing on the continuous improvement in the discipline of learners emerged as part of the vision for SBTPD.

6.2.4 Improving curriculum implementation

I reported in Chapter Two (see 2.2.2) that PD is an ongoing, joy embedded process and every day presents a variety of learning opportunities for teachers. These opportunities occur every time a lesson is taught, an assessment is administered, a curriculum reviewed, a professional journal or magazine is read, a classroom activity is observed, or a conversation takes place with another teacher (Guskey, 2000). I asked Mary (P) what TPD activities took place in school in terms of curriculum implementation.

You know in the ANA in 2011 our school was placed in the category of 'School of Excellence'. We are now trying to maintain that. To be identified as school of excellence speaks for itself. Teachers have spent hours collaborating. They even have a programme put in place for remedial work and after school lessons, just to accommodate the weaker learners. That has enabled us to be placed in that category. It's a sacrifice on the part of educators...

Mary also explained how she supported the HoD regarding curriculum matters.

...the HoDs informed me last year that teachers found the assessment overwhelming. That is because they were doing it on their own and by just reading the manuals, documents and guides and so on. So I told the HoD that she needs to meet the department (phase) as a whole and each teacher should shed light on how they are doing assessment in their classes and help each other.

I asked Mary to elaborate on the outcome of her advice to the HoD. She said the following:

Teachers sat together and came up with some good ideas on assessment for PE, Creative Art and so on... it was just one teacher's idea and shared as the need arose.

I asked Mary to clarify if such TPD took place because of the HoD's communication with her and her suggestion of collaboration. In this regard, she responded as follows:

The HoD was quite happy with that ...communication is very important at all times and at all levels...

Mary's response implied that through verbal communication and collaboration, TPD regarding curriculum matters was enabled.

I asked Beth (HoD) the same question. She described the curriculum related TPD activities that she was involved in providing, as follows:

At our general foundation phase meetings, PD occurred. Last year the implementation of CAPS commenced. We had to prepare new reports ...we engaged a lot with the CAPS document, discussing and clarifying with teachers regarding what is required of them.

Beth (HoD) also described the curriculum related PD activities initiated by the Principal at a staff meeting. She had this to say, "Assessment techniques... these were discussed at length last year because of the changes that we have had...".

In response to the same question, there was consensus with the SDT focus group. The group consensus was evident in one participant's response as follows:

...all our teachers have gone for the CAPS workshops...over the holidays most of the teachers were otherwise engaged so when we came back.... we worked as a team and each one took a learning area and we said okay we'll go to that learning area and cascade the information. When we came back, we held workshops everyday for each learning area and the teachers did that complete workshop with all the teachers

I probed and sought clarity on who conducted the workshop and one participant responded as follows: "*...the person who attended...and because I had gone to all the workshops, I was able to help them as well...*"

I probed and asked how the curriculum content was cascaded. One participant's view summed up the group's consensus view on the matter as follows:

Yes, we discussed the curriculum content and implementation and then we had a meeting with the community... the parents because we had to tell them exactly what we would be implementing this year...

The next participant contributed by describing some of the details shared with parents at a meeting held at the school. Group consensus was evident in the following response:

...we cascaded that information to the parents. We had to tell them exactly what we were doing...the times and the different learning areas had changed. Our choice of first additional language was an important...because we had chosen Afrikaans. The parents chose Afrikaans in the foundation phase. The intermediate and the senior phase had to continue with same first additional language. So, we had to meet with parents and get that information across to them, and the parents agreed.

I asked the SDT focus group how teachers' expertise was used in implementing TPD at school level. Consistency prevailed in the group and the overall view was evident in one participant's response as follows:

I love Maths I am an expert in Maths. If anyone has a problem with that I can help them in that area ...some teachers who are studying, and some of them are doing remedial work so that's their expertise now that is school based...they are going to help the teachers as well as the learners in school to develop.

I also asked the teachers focus group what PD activities related to curriculum policy implementation occurred at MPS. The agreed response was as follows: "*...Department of Basic Education CAPS orientation workshops*"!

I probed and asked about school initiated CAPS workshops. One participant responded as follows:

...we had one at school to bring everyone on board, we had one Foundation phase workshop and some Senior Phase teachers, not all, were invited to attend and we attended Senior Phase CAPS workshop

I probed further asked about other TPD activities that teachers engaged in. The discussion pursued as follows:

One participant said the following: "*Sports meetings within the school*".

Another participant reported: "*Chatsworth and Districts Sports Association meetings held outside the school and we hold feedback meetings with our staff and then arrange sporting fixtures and so on*".

I then asked about the type of teacher learning that occurs at these feedback meetings...perhaps a new idea, a skill or new administration techniques. The group agreed response was as follows:

Yes, we were informed about how the zones work and how the schools need to work together as teams. We learned how to form an entire sporting community. Because of these meetings, I know what CADSA means, and what it is all about and why we have inter-school sports

Another participant described her involvement in providing feedback at school level. She stated the following:

I even went for an elocution meeting. I did not know what it is all about. I also learnt a lot because this is just my third year of teaching and in these three years, I learnt a lot. So I got the information, came back and had a meeting with teachers, discussed what is expected of them, gave them handouts, shared ideas on what needed to be done and that is how I dealt with issues of the elocution contest.

The data generated from the documents (minutes of staff meetings) revealed evidence of constant reminders for teachers to focus on the improvement of the performance of learners with special educational needs (LSEN). The minutes revealed that the staff elected an Institutional Learner Support Team (ILST). Furthermore, statistics of LSEN forwarded to

respective HoDs were revealed in the minutes of one staff meeting. The following quotations from the minutes of staff meetings revealed such evidence as follows:

The minutes of one staff meeting (19 June 2013) revealed the following:

LSEN: learners with learning difficulties- teachers to record and maintain evidence of class work, remedial measures and evidence of parents' visits when referral of a learner is done.

At a staff meeting (22 July 2013), teachers were again reminded about a remedial programme for learners in the Senior Primary Phase as suggested by the following quotation:

"Remedial programme: Teachers in the Senior Primary Phase to submit remedial programme to ..."

The minutes of another staff meeting (13 August 2013) revealed the following:

- ✓ *Remedial programme for learners in the Senior Primary Phase to be developed and implemented as soon as possible".*
- ✓ *ILST: is crucial to monitor LSEN. Teachers are required to submit names of weak learners to respective HoDs to in an attempt to overcome challenges facing weak learners*

The minutes of another staff meeting (2 September 2013) revealed the following:

- ✓ *Institutional learner support team (ILST): Learners making slow progress to be managed and supported at school level*
- ✓ *ILST: to monitor progress of and provide support to learners making slow progress*

The participants' responses provided evidence of TPD aimed at promoting curriculum implementation. In Chapter Three, the theoretical framework the school as a learning organisation espoused that strategy is an important facet of the fifth discipline, systems thinking. As exemplified by the theoretical framework, there are two important components to this element of school life, namely, strategies to promote organisational development and strategies designed to promote curriculum development. I further reported that TPD, which is dependent on effective leadership, is encompassed in this element. Moreover, in Chapter

Two (see 2.2.3) I reported that leaders in schools are responsible for designing effective professional development programmes that will help their staff update their skills and increase their effectiveness in their work. However, at MPS there is an absence of a formal plan, programme or strategies designed for TPD as discussed in section 5.3.3 of Chapter Five. In the absence of a formally planned and structured SBTPD programme, I noted that TPD leadership was enacted through the provision of ongoing curriculum related TPD.

Regarding, curriculum related TPD Mary (P) explained that teachers found assessment of learners overwhelming because they worked in isolation. She therefore suggested collaboration of teachers in their teams. Such collaboration assisted teachers in overcoming challenges regarding assessment of learners, and as well as in developing strategies to improve performance of learners who are underachieving. As such, the practice of collaboration and teamwork is consistent with the notion that one of the means through which staff learns is, 'learning from other staff' (see Figure 6.1). Beth (HoD) confirmed the Principal's involvement in curriculum related matters and she indicated that TPD in the form of discussions at phase meetings to clarify what is required of teachers regarding curriculum issues also enabled effective implementation of the curriculum.

The SDT focus group discussions revealed that follow-up workshops within teams enabled the curriculum related TPD. In Chapter Two (see 2.4.1), I argued that any member of the social system may exhibit leadership at any time, there is no clear distinction between leaders and followers. Seemingly, such TPD was enabled by teachers for teachers, the content thereof covering issues relating to specific subjects as suggested by one participant's comment, "*teachers did that complete workshop with all the teachers*". Moreover, the SDT focus group discussions revealed that meetings were held with parents to discuss the implementation of the curriculum. I noted MPS considered it crucial for parents to be involved in curriculum implementation. In this vein, the criteria for the choice of the First Additional Language were discussed with the parents to reach consensus. At MPS, evidence revealed that, teachers and the SMT enacted leadership of TPD. In line with how I interpreted leadership, different people who influence what the group does, how it is done, and the way people in the group relate to each other (see 2.4.1) carry out various TPD leadership functions. Some such functions are, to provide opportunities for staff to discuss...good teaching practices, to

provide forms of TPD that are purposeful and to work for change by means of school initiatives (see Chapter two).

The teachers' focus group discussion revealed that Phase meetings enabled curriculum related TPD. I noted that there was inter-phase sharing and development at these meetings with Senior Phase teachers being invited to a Foundation Phase curriculum related workshop. The findings that emerged from the discussion is consistent with the notion, that, leadership is the process of making sense of what people are doing together so that people will understand and be committed (see 2.4.1). At MPS, teachers from two different phases got together and collaborated over curriculum implementation. TPD leadership practice was characterised through a focus on sport and extracurricular activities that teachers engaged in, as is evident in one participant's response, "*We learnt how to form an entire sporting community*". Moreover, another participant's response regarding co-curricular (sports) activities revealed PD that involved learning, development and sharing as the outcome of externally provided TPD. Such learning is consistent with the notion that staff learning occurs by means of 'external provision of training' (see Figure 6.1). Formally, at staff meetings the Principal, constantly reminded teachers, to collaborate and develop programmes in order to monitor the progress of LSEN. Such evidence is consistent with the notion that leadership is the process of inspiring the activities of structured groups to achieve goals (see Chapter, 2.4.1). TPD leadership practices is characterised through forms of TPD aimed at co-curricular and extracurricular activities thus, targeting the holistic development and progress of learners at MPS.

6.2.5 Meeting the developmental needs of phase specific teachers

I asked Mary (P) about how TPD needs were met through phase activities. Her response revealed advice and guidance provided to the HoD. In this regard, Mary claimed that she advised the HoD on using a strategy to meet a particular PD need (strategies for learner assessment) of teachers within a phase. As such, Mary said the following:

So I told the HoD that she needs to meet the department (phase) as a whole, and each teacher should shed light on how they are doing assessment in their classes and help each other

In her response to implementing curriculum, related TPD activities Beth (HoD) intimated that such TPD activities occurred within a phase, as suggested by the following response:

At our general foundation phase meetings PD occurred. Last year implementation of CAPS commenced. We had to prepare new reports ...we engaged a lot with the CAPS document, discussing and clarifying with teachers in the foundation phase, of what is required of them.

The responses of Mary and Beth revealed that certain TPD activities were implemented within a phase. At a meeting of Foundation Phase teachers, I observed an example of implementation of such TPD. The meeting involved discussions of general Foundation Phase related matters on the agenda such as:

- 1. Responsibility of the Institutional Learner Support Team (ILST)*
- 2. Tracking of learners' performance*
- 3. Continuous teacher professional development (CPTD)- requirements of a process managed by SACE*
- 4. Instrument used to monitor the use of DBE provided learner workbooks*
- 5. Tracking of assessment tasks- a report was to be submitted to DBE each month*

Thereafter, the HoD proceeded with the following PD activity, "Feedback of workshop attended at school X". This PD activity was a feedback collaboration session, a discussion ensued and various participants contributed. Teachers shared information and reached consensus on the following issues:

- ✓ Learners required an exercise book for each subject to record their written work.*
- ✓ Effective use of DBE provided learners' workbooks- concepts are to be taught, learners complete tasks and books to be marked effectively.*
- ✓ Physical Education (PE) lessons - use of PE content cards will guide teachers to enable effective delivery of PE lessons.*
- ✓ Mathematics-learners to be encouraged to read word problems before using the 'identify the calculation and solve the problem method'.*
- ✓ Creative writing- use of different methods to motivate learners to improve writing skills, for example writing about pictures, invitations, stories and letters.*

The findings of my observation of the meeting of Foundation Phase teachers revealed that items on the agenda emphasised curriculum requirements and submissions. In Chapter One, I reported that that training of teachers should not be one-off events that are disconnected from the core work of schooling... coined as the term, 'drive-by' staff development. I stated that external trainers like the DBE selected trainers in South Africa do not know specifically what the teachers of each school already know, the problems they face or anything else about the school. I noted that MPS attempted to apply strategies or skills gained from a workshop attended through collaboration among teachers. As such, the TPD leadership practice was to improve teaching practice and enable improvement in curriculum implementation within the school context. In Chapter One, I reported that, "while once-off workshops, visits and external courses complement and enhance professional learning, they have also been associated with teachers' learning that is individualized, episodic and weakly connected to the priorities of the school" (O'Donoghue & Clarke, 2010, p. 87). The leadership practice that emerges from the findings is to enable the provision of follow-up TPD connected to the priorities of the school, which is crucial to the success in achieving school improvement.

6.2.6 Improving teacher morale

Sharing of teachers workload seemingly improves teacher morale as is evident in Mary's response that follows:

The curriculum changing all the time is threatening to a teacher, but we have no choice, we can't negotiate it so we have to make it work, We work together as a team, make our work lighter by sharing our workload. Obviously learner achievement has improved but teacher morale has improved as well, because at the end of the day, the teacher has that large number to contend with and so on. So by us going into the staff meeting, motivating them and encouraging them their morale improves

Parental involvement in improving the progress of learners was another strategy to assist teachers with their workload. Sharing of such workload being extended to the community where parental involvement contributed to enabling improvement in learners' progress in reading contributed to improving their morale. Mary explained how parents were involved as follows:

I initiated the creation of a reading room to assist learners to improve their reading skills because teachers are so burdened. We had a meeting with parents and many mothers offered to help the learners. The teachers showed these mothers how to assist learners to improve their reading skills. Now we have a few mothers each day on duty to help and the teachers are so happy with that. We call them 'reading mums'

In terms of improving teacher morale through TPD, this is how Beth (HoD) expressed the practices at phase meetings:

Basically in terms of our general meetings every week it keeps on uplifting the spirits of teachers and keeping them updated on what is happening with the CAPS curriculum

I asked the teachers' focus group how they were motivated to participate in TPD. The outcome of the teachers' focus group discussion regarding being motivated to participate in PD was a general discussion on how they were motivated as teachers in practice and not particularly related to their participation in PD. Improving teacher morale seemingly emerged from the responses. The discussion ensued as follows:

One participant had this to say:

With our Principal she is always pushing us...She is always urging us to do our best...whatever is new she wants to try it.

Another participant said the following:

The first attempt was when I had to be the MC for the Grade R Debs ball. I was a bit hesitant... but ma'am (Principal) said no try it...you know when it comes to leadership...I was nervous...the whole moment went well and then I was done. The Principal gave me a hug and said thank you because it was a job well done...you know that gives you a good sense.

Overall, the participants' responses revealed that the SMT engaged in informally improving teacher morale through communicating praise and gratitude to individual teachers or at general phase meetings. Beth's comment intimated that TPD occurring at phase meetings seemingly improves teachers' morale.

6.2.7 Sporadic teacher professional development to meet individuals' needs

Developing an acting HoD and novice teachers emerged as sporadic PD activities. I asked participants how individual teachers PD needs were met. Mary (P) intimated that capacitating teachers to develop as individuals created job satisfaction. Mary (P) elaborated as follows:

Having been a HoD for 13 years, it was my duty to capacitate the level one teacher to assume the role of HoD. Eventually I was proud of her because she was there during the transition from NCS to CAPS the new curriculum...she actually took it forward...my assistance to her was ...how to manage her phase in terms of holding meetings...I also told her she must network with HoDs from other schools...that's how you grow...I've done that and I have grown so I have given her that idea

This was a once-off PD initiated by Mary in order to capacitate a newly appointed Acting HoD, pointing to a display of instructional leadership practices on Mary's (P) part. Moreover, Mary unconsciously acted upon an occurrence of "role ambiguity, when an individual is uncertain about the precise nature of the role at any given time...particularly for teachers undertaking management roles for the first time without any specific preparation for their new responsibilities" (Bush & Middlewood, 2013, p. 80). As such, Mary attempted to support and guide the Acting HoD to overcome the challenge of "ubiquitous presence of role strain" (Bush & Middlewood, 2013, p. 80).

Developing novice teachers emerged as a sporadic TPD activity, where Mary displayed an ethic of care as she described in detail her involvement as a leader in classroom teaching and instruction.

...we had a very new educator on our staff employed by the School's Governing Body... She was qualified but it was the first time she got into a school situation and all the teachers were very busy in the classroom and nobody could make the time to actually assist her... Therefore, I told her I would rather come into your class and do a lesson. I would teach and she could sit and observe. So because I taught in the foundation phase for over 30 years, I just took her lesson plan, I walked into the class and told her not to worry. She told me no its ok it's going to help me and I taught the entire lesson and she observed

Mary also gave novice teachers an opportunity to observe their colleagues in practice, by using school-based expertise of teachers to provide development for novice teachers. In addition, Mary provided the means to do so by serving as a relief teacher as suggested in the following expression:

...I had a grade 2 teacher who conducted a lesson for SGB employed teachers and it was excellent. It was in her class, and when the SGB employed teachers went to observe I served relief in their classes because I gave them an opportunity to observe.

I asked Beth (HoD) how individual teachers PD needs were met. In her response, she intimated the development of novice teachers:

Look, especially the younger teachers you find that quite often they are not sure of how to go about doing things. I think with the years of experience that we have that we are able to go in and assist them and tell them this is how it can be done you know in order for them to see better results, you know.

I asked Mary (P), to describe leadership involvement in classroom teaching. In this regard, her response intimated meeting the development needs of an individual teacher. She responded as follows:

I had an educator who came from another school... Having come to my school after 19 or 20 years, she has not done assembly once in her teaching career. I told her to start in a small way ...get learners prepared on any topic, one child to just say the prayer, and use the children you prepared to present on the chosen topic, thereafter just thank them for participating ... she did a fantastic job.

In response to the same question, Beth (HoD) had this to say:

Look if you think it's (individual TPD) going to benefit everybody, that particular aspect is shared with all. But if everyone else is fine with it and it's only these two teachers that have the need then obviously you need to address it with just those two. But if you think that it's going to benefit everybody then why not.

In response to the same question, there was consistency amongst the SDT focus group participants. One participant explained and the others concurred with her response.

We do that as HoD's. We go to that particular teacher especially the newer teachers. We provide development for them. We ask them to come and sit in on a lesson that is being taught, and demonstrate a lesson, or go to the class and say this is how a lesson is supposed to have been done. We meet the teachers personally, we talk to them, and we guide them I did a lot with Mrs ... last year.

Mary's (P) responses revealed her involvement in meeting the development of individuals according to the PD needs that she identified. She describes her initiative in developing a HoD and a novice teacher. Similarly, the SDT focus group discussion revealed that individual needs were met on a one to one basis as and when the needs were identified. The HoDs provided the required development. Mary's and the HoDs' practices are seemingly consistent with the organisational socialisation theory, where the individual is taught, and learns "the ropes" of his or her role in the organisation (Guskey, 1995, p. 101). Moreover, in considering individualised learning and development, the SMT and SDT revealed their practice of mentoring, and is consistent with the notion that mentoring is where "one person provides individual support to another professional" (Bush & Middlewood, 2013, p. 188). However, the problem with providing PD for individual teachers is that the other teachers are not aware of such development. Perhaps they too could have benefitted from such PD.

Overall, the interviews with the SMT revealed the presence of an ethic of care for teachers at the school. I noted that their concern was to ease the burden on teachers by initiating parental involvement and for novice teachers to grow and develop in their practices as teachers. In addition, Mary enabled the development of novice teachers by using school-based expertise (MPS's experienced teacher) to implement PD. In Chapter Two, I reported that instructional leadership assumes that the critical focus of attention by leaders is on the behaviours of teachers as they engage in activities directly affecting the growth of students. Moreover, I reported that the process of instructional leadership involves maintaining and modelling a focus on improving teaching and learning by helping teachers. Leadership involves working alongside teachers in adult learning activities and focuses on creating an environment that fosters mutual cooperation, emotional support and personal growth as teachers work to achieve what they cannot do so alone (see 2.4.5). Instructional leadership is evident in Mary's (P) and Beth's (HoD) practices even though these practices emerge as once-off PD activities.

In this vein, they reveal their involvement in developing novice teachers to grow in their capacity and practices as teachers. In Chapter Three the theoretical framework espoused that leaders as stewards, designers and teachers are responsible for building organisations where people continually expand their capabilities to understand complexity and clarify vision...leaders are responsible for enabling learning at all levels. Evidence shows that the SMT, through instructional leadership practices is attempting to expand the capabilities of teachers. However, whilst it can be argued that instructional leadership practices enabled effective SBTPD, the SMT have seemingly relied upon a deficit model in which an expert imparts knowledge and information to teachers. According to this model, teachers have been assumed to be deficient and in need of experts to teach them (Jones, 2014).

6.2.8 Reflection on the forms of teacher professional development

Emerging from the findings is that MPS did implement different forms of TPD and relied on sustainable and sporadic TPD activities. The findings revealed that TPD does happen at MPS where teachers learn, either informally and formally, through ongoing and once-off PD activities, such as learning from other staff members, studying and analysing their own work, special provisioning in the workplace and external provision of training. The forms of TPD implemented at MPS focused on school-based policy formulation; improving learner discipline; TPD aimed at compliance to Education Laws; improving curriculum implementation; sharing information; improving teacher morale; and providing sporadic PD to improve growth and development of managers and novice teachers.

The evidence shows that people at MPS share a basic characteristic of the learning discipline, personal mastery as espoused by the theoretical framework for this study. As such, SBTPD that focused on policy formulation and compliance to Educational Laws exemplified the TPD leadership characteristic of view existing reality as support and not as a challenge (Senge, 2006). The leadership practice at MPS was to see teachers' needs for development as an opportunity for creating a space for teacher learning and development and not as teacher weaknesses.

Various authors such as Guskey & Huberman (1995); Guskey (2000); Adey (2006) & Steyn (2007) emphasise the need for developing a design, plan or programme to implement and

evaluate TPD. However, I noted that, the varying forms of TPD that emerged from the responses of the participants were not evident in any available written documents as a policy, plan, priority list or programme for SBTPD. Participants in response to the inquiry about the forms of SBTPD they were involved in revealed their experiences in engaging in the forms of SBTPD as implementers as well as recipients of such SBTPD. In the absence of a formal, structured or systemically designed SBTPD programme or plan, SBTPD does happen at MPS. Furthermore the forms of SBTPD implemented at MPS are seemingly consistent with at least five of the seven major models of professional development described by Sparks & Loucks-Horsely (1989) and Drago-Severson (1994) cited in Guskey (2000, p. 22). These models are:

- Observing teachers in practice and providing feedback is aligned to the "observation and assessment model";
- School-based policy formulation is aligned to the "training model";
- Improving curriculum implementation is aligned to the "development and improvement model";
- Sporadic PD to improve growth and development of managers and novice teachers is aligned to the "individual guided activities model and the mentoring model".

The evidence revealed the TPD leadership practices that prevail at MPS. The forms of SBTPD implemented at MPS supported the notion that:

Professional development is not an event that is separate from one's day-to-day professional responsibilities. Rather professional development is an ongoing activity woven into the fabric of every teacher's professional life (Guskey, 2000, p. 38).

Incorporating the forms of TPD into the school's normal structures and procedures emerges as the nature of SBTPD at MPS, thus exemplifying the practice of the five learning disciplines in concert as espoused in the theoretical framework of this study. At MPS, the forms of TPD provided revealed that TPD leadership practices may be characterised through the provision of individual and collaborative teacher learning and development. This attests that there is an attempt in "making a transmission from drive-by staff development to a more generative development system" (Senge, *et al.*, 2012, p. 399).

In the next section, I present and discuss the data regarding the approaches to SBTPD.

6.3 Approaches to school-based teacher professional development

My understanding of the participants' expressions of the policy framework for TPD at MPS, their conceptions of SBTPD and the discussions of forms of TPD that occur at MPS illuminated my path as I journeyed into the terrain of the approaches to SBTPD. This section presents and discusses the data under five sub-sections. I report on the data generated regarding the approaches to SBTPD such as enabling TPD through sharing information; observing teachers in practice and providing feedback; enabling self-development of teachers; meeting teacher professional development needs through teamwork and teachers leading SBTPD. In this section of the Chapter, I have drawn largely from the documents studied and the individual and focus group interviews.

6.3.1 Enabling teacher professional development through sharing information

The role of the Principal in life-long learning and developing staff involves practices such as informing teachers of current trends and issues and providing resources to promote development (Steyn, 2007). Some of the documents I studied revealed that teachers were also developing through sharing of information. In this regard, some of the articles I perused that Mary (P) forwarded to the teachers as a form of SBTPD were:

- ✓ *Creating a pleasant school*
- ✓ *Ten ways to stay motivated*
- ✓ *Happy pupils are eager pupils*
- ✓ *How to build your child's self-esteem*
- ✓ *Creating the best relationship with your child's teacher*
- ✓ *How to fire up an unmotivated child*
- ✓ *Why some kids listen*

Mary's(P) practice illustrates her role in SBTPD and supports one of the approaches to the process of leadership of SBTPD, which is, informing teachers of current trends and issues in teaching (Steyn, 2012).

I asked participants how teachers share what they know and discuss what they want to learn. In this regard, Mary (P) responded as follows:

So often all this takes place in the staffroom during interval...among their peers...their colleagues...it's their time and if they have read something over the weekend...in the newspaper or they have heard something from a colleague...or they got some ideas from the schools their own children attend then they share these ideas. To formalise that they will take it to their department (phase) and the heads of department will come to me and if it needs some kind of direction ... I provide it and if it's a programme that needs to be put in place then it's taken from there.

Mary (P) added that there were some of the unwritten rules such as articulating or sharing knowledge and ideas. In this regard, she had this to say:

When teachers get together, in school or out of school wherever they meet they always talk shop. It is always about school. So it does not matter what the topic is about, and if they find that something good is going to come out of it, they share it.

Data generated from documents (minutes of staff meeting) revealed that teachers were given the opportunity to share crucial information that pertained to awareness programmes. One such example was a teacher who attended an 'Anti- Drug' awareness workshop who shared information at a staff meeting about how the 'Anti- Drug' awareness programme was to be implemented at MPS. The minutes of the staff meeting (27 February, 2013) revealed that, this drug awareness programme entailed the following:

- *Formulating a Smart club with learners from grade 7.*
- *Random checks for drugs by the Smart club members.*
- *Generation of 5 cent coins to raise funds for the rehabilitation of drug users in the community.*

In response to the same question, Beth (HoD) articulated how such sharing takes place:

...the Principal gives us (SMT) a handout, and sends it out to all staff... Sometimes in our staff room we chat and share information...

Regarding how teachers share what they know and discuss what they want to learn, there was consistency with the SDT focus group. The overall view was evident in one response as follows:

We work as a team in the Senior Phase. If we doing English...we meet and the English teachers discuss what we are doing and if someone knows something we share it with each other

The TD related articles that Mary (P) shared with teachers is revealed the vision that the leader has for the teachers and learners at MPS. In Chapter Two (see 2.4.1), I reported that the success of a vision being actualised depends on how effectively it is communicated. Therefore, the vision should be communicated at every opportunity and in a variety of ways. A shared vision also provides a rudder to keep the learning process on course when stresses develop (see Chapter Two, 2.4.1). Mary's (P) response implied that teachers have the courage to share ideas and communicate such ideas to her. She therefore is able to provide direction for such ideas to be implemented, as is evident in her response "*So often all this takes place in the staffroom during interval...among their peers...their colleagues to formalise that...the heads of department will come to me and if it needs some kind of direction ... I provide it*". Mary's response is also consistent with the notion that "A shared vision is the first in allowing people...to begin to work together and it creates a common identity" (see Chapter Two, 2.4.1). Sharing ideas and information about improving teaching practices characterised TPD leadership at MPS.

6.3.2 Observing teachers in practice and providing feedback

I asked participants how they were involved in observing teachers in practice and providing feedback. Mary stated that one of her practices to ensure that the culture of TPD is perpetuated and monitored is that of observing teachers in practice. One of the strategies used to observe teachers in practice is 'managing by walk about' (MBWA). In this regard, Mary had this to say:

Yes besides the IQMS I walk around the school...yes management by walking about...you call it MBWA...so I do that a lot, I make my observations and I address my observations at my staff meetings

Mary expanded on this issue:

That's part of the IQMS...but you know eh...some teachers are resistant to classroom observation. They feel that they have many... many years of experience, they are very

seasoned people and they have a fear of somebody coming into the classroom and listening and watching them teach. I don't know why. I had an educator who came from another school and for IQMS purposes she had to be assessed, ...observed in the classroom ...observe teaching practice. It took me a lot of convincing to finally get the teacher to be observed in a class and she eh... and we finally had it done and it wasn't so bad after all...

In response to the same question Beth (HoD) had the following to say

Look, especially the younger teachers you find quite often they are not quite sure of how to go about doing things. I think with the years of experience that we have that we are able to go in and assist them and tell them this is how it can be done you know in order for them to see better results, you know. So, on a one- to-one obviously if you realize that teachers need assistance

Beth explained further as follows:

Well formal observations are done for IQMS. Also, indirect supervision happens when you passing their classroom, you listen and you have a fair idea of what's going on. I then pop by, not at the same time, but I will at any other time of the day and kind of...not in a way that is going to offend the teacher in a way that will help her to handle that situation better the next time she is teaching...So I would be subtle.

The SMT's leadership practices are seemingly consistent with one of the foci of instructional leadership as reported in Chapter Two that instructional leadership involves generating and using data...to inform school decisions ...to support school improvement (see 2.4.5). Mary, after informally observing teachers in practice, addresses her findings at a staff meeting. However, Mary also experienced constraint, and described a teacher's resistance to formal classroom observation. Mary expands on how she was able to influence the teacher oblige to being assessed in practice. Beth through informal and formal observations of teachers in practice provides development in an unobtrusive, subtle and supportive manner. The TPD leadership practice enacted at MPS was observing teachers in practice and providing feedback.

6.3.3 Teacher professional development through self-development

I asked participants how TPD needs were met through self-development. In this regard, Mary proudly described a teacher's initiative regarding overcoming a challenge with subject (Technology) content to enable the completion and submission of a major project by grade seven learners.

Teachers were not sure how to implement, and assess, a project that was to be completed by our grade seven learners. Even the subject advisor was not helpful. A teacher read, 'googled' and came up with a plan. It was a success. The subject advisor then appealed to the teacher to have a workshop with the cluster of schools to share this vital information

Mary's response provides an example of a teacher's self-development, and how such self-development initiatives enabled SBTPD. Moreover, such TPD was extended to the broader learning community through networking.

In response to the same question Beth (HoD) had this to say:

...the newer teachers...are unsure about aspects. They do approach me and to know or to find out how can they do something.

In response to the same question, the teachers' focus group discussion ensued as follows:

The first participant's comment was:

We set goals. Everyone sets goals... personal in terms of our practices...if we improve then they can improve...even our academic goals.

The next participant added: "*We know like by certain date we got to achieve certain things...*"

Another participant stated that she engages in self-development as follows: "*I Google search. That's the easiest for me*".

I probed and asked about reading and researching, to improve their practices, the response was as follows:

One participant said: "*I use the internet; I go to the library, whatever resource I get. Sometimes, information from the newspaper*".

Another participant explained in detail as follows:

Also, because I am at the university and I meet teachers who are much more experienced than me, who have a lot more knowledge about teaching than me. We learn a lot from them. When I sit in lectures and we hear about other teachers experiences and I say I have the same experiences. I learn from them... how to handle such issues.

The teachers' views reflected an attitude of commitment to their own learning and development, and are consistent with Knowle's (1994) notion cited in Guskey (1995, p. 96), "adults may also be proactive and self-directed in searching for new learning opportunities and resources to apply to those learning opportunities". Beth's response intimated that novice teachers are willing to approach her should they need to learn. At MPS, TPD leadership practice was to assist teachers to search for new learning opportunities and resources to apply to their current teaching practices. Such a leadership practice supports the notion that teachers are compelled to look critically at their own performance and set targets and timeframes to improve (Education Labour Relations Council, 2003a).

6.3.4 Meeting teacher professional development needs through teamwork

Bush and Middlewood (2013, p. 137) state that, "Teams have become widespread in schools...because leaders and staff feel that teamwork has its advantages over individual activity". They add that, "teams are valuable in coping with increasing workloads and in promoting professional collaboration" (Bush & Middlewood, 2013, p. 140). In this vein, I asked the participants about meeting PD needs through working in teams, which stimulated the following responses from the teachers' focus group session:

One participant said: "*We get along well, I think because sometimes I feel in teams ...you get a different perspective from another teacher, it helps you at times*".

Another participant said the following:

The teams are not the same, there is always a mixture. This year this team consisting of those teachers then the following year it will consist of another. So we are getting to work with all the teachers not just working with the same people all the time.

The teachers focus group responses revealed that task or job rotation is implemented at MPS "to enable them acquire new skills and knowledge" (Steyn, 2007. P. 239). In addition, the teachers' focus group discussion supports the notion that teamwork confers benefits on individuals and the organisation. Teamwork enhances teacher morale because collegial support improved teacher morale by reducing absenteeism and stress. Teacher learning is enhanced because teamwork provided teachers with opportunities to learn from each other (Bush & Middlewood, 2013).

Mary advocates teamwork as suggested by the following response:

So they sat together and came up with some good ideas on assessment for PE, Creative Art and so on Yes it was just one teacher's idea and shared as the need arose

On the same issue, Mary expanded as follows:

You know eh...the curriculum changing all the time is threatening to a teacher. ...they always say '...when we just understood and got to working with it, here it changed, but we have no choice, we can't negotiate it so we got to make it work ,but as I said earlier if we could work together as a team, make our work lighter by sharing our workload

The teachers' focus group discussion revealed that teachers enjoyed working in teams and such collaboration was strengthened due to the rotation of members in each team each year. Rotation of members in a team, leads to new job descriptions and such job rotation improves the capacity of teachers (Steyn, 2007) for teachers. Job rotation can be closely linked to empowerment. According to Steyn (2007, p. 149), "empowerment, is the fundamental, voluntary transfer of authority and ownership of a task". Thus, each time a teacher gets into a new team, tasks or duties change, and seemingly development of new skills and responsibilities of teachers are enabled. In addition, teacher learning is enhanced because teamwork provided teachers with opportunities to learn from each other as suggested by the following comment made by one participant: "*We get along well...in teams ...you get a different perspective from another teacher, it helps you at times*". Mary's response about teamwork intimated that teamwork assisted teachers in embracing changes to curriculum and teamwork reduced the workload of teachers. Overall, the participants responses regarding teamwork at MPS is consistent with the notion that "teamwork is likely to lead to 'better' and more widely accepted decisions" (Bush & Middlewood, 2013, p.129). Team learning at MPS

supports the notion that "when teams learn together, not only will there be good results for the organisation, but members will also grow more rapidly" (Bush & Middlewood, 2013, p. 129), as exemplified in the theoretical framework of this study. Enhancing teamwork and collaboration emerged as a TPD leadership practice that prevailed at MPS.

6.3.5 Providing opportunities for teacher learning

I asked Beth (HoD) how teachers improve their practices through learning. In this regard, she explained as follows:

Look there are generally workshops that are conducted by the Department. We...attend those workshops and whatever information is disseminated at those workshops, we are updated with what is going.... we normally have a feedback meeting when we get back. So, that is generally the case... It always comes down to us relaying the information to our teachers

I also asked the teachers' focus group, how teachers improve their practices through learning. One participant reported as follows:

Probably looking at your learners' assessment results. If the entire class is doing badly in certain sections, then you know as a teacher you are not teaching using the correct method, maybe we need help, network with other teachers or other schools and find out how they are doing other sections, then you go back and re-teach...

I asked the participant to expand on this issue and she said:

We are trying to understand and found that CAPS in the first term... there were skills needed. I just googled and gave them the website. I told them to print out the whole Life Skills for the first term, so at least you become familiar with what is going on.

The view of the teachers' focus group discussion regarding opportunities for teacher learning was an acknowledgement that teachers do need assistance in improving their practices. For example, when an entire class of learners do not perform well in a section that was taught,

teachers seek help by networking with other schools. Such practice suggests that teachers at MPS may be viewed as people who are actively willing to learn and develop strategies to improve their learners' performance. The last participant's comment describes how teachers go about seeking assistance to improve, by searching on the internet.

I asked the SDT focus group, how teachers improve their practices through learning. In this regard, one participant commented as follows and the other participants concurred:

Okay huh... all our teachers have gone for the CAPS workshops and when we came back... we worked as a team and each one took a learning area ...we'll come back and we will cascade the information. So when we came back we held workshops everyday for each learning area (subjects)and the teachers did that complete workshop with all the teachers... because I had gone to everyone (all workshops) I was able to help them as well you know (laughs).

The SDT focus group's view about enabling opportunities for teacher learning is that after teachers attended learning area (curriculum related) workshops provided by the Department of Basic Education, follow-up workshops were held at school level. In this regard, a series of workshops were held at school level. Those teachers who had attended the workshops were tasked with cascading the contents of the workshop they attended down to the remaining teachers, intimating that not all teachers were compelled to attend various subject workshops provided by the DBE. Two issues emerge from here: firstly, teachers were given the opportunity to learn and lead PD. Secondly, an SDT member in her capacity as HoD attended all the workshops provided by the DBE and was thus able to assist the teachers in providing development at the workshops held at school level.

The findings revealed that TPD leadership practices at MPS were characterised as creating opportunities for teacher learning. Follow-up workshops at school level, teachers being informed of the results of the learners' performance levels and individual teachers' initiative on seeking clarity on issues regarding the curriculum were some of the opportunities that enabled teacher learning.

6.3.6 Teacher leadership: Empowering teachers through distributing leadership

I asked Mary (P) how duties and responsibilities were shared among all members of the staff.

In this regard, her response was as follows:

...both heads of department are in charge of the curriculum. I always say the Principal cannot abdicate his or her responsibility...obviously we need to oversee that the curriculum is driven...that's our core function, but the heads of department manage the curriculum from their side. Apart from the curriculum...eh we have the sports coordinator who coordinates the sport, and he has an assistant and all teachers are in charge of various codes of sport.

I asked Mary to explain further and she responded as follows:

The HoD delegates...in a school you have so many activities...excursions...so she delegates to teachers and its important because you are empowering your colleagues...as a Principal I empower the SMT...the HoDs...so they must empower the teachers...because everyone is aspiring for promotion these days ...you know so for upward mobility you need to empower the educators

Mary's response suggested that duties and responsibilities are shared among all members of the staff. Moreover, she intimated that delegation of duties and responsibilities empowers teachers and such empowerment is important for teachers' future career aspirations.

I asked Mary to describe how delegation of duties and responsibilities benefitted teachers. She said the following:

...when it comes to leadership roles ...eh mmm... eh what I found is that if we give our level one teachers an opportunity to chair a committee, or to be a secretary of a committee, it empowers them and they really go out of their way...they want to show us they can be better than the previous chairperson...they come up with new ideas, they liaise with colleagues from other schools, they bring new ideas to the meetings...eh...its worked well for us

Mary's response revealed that giving teachers leadership roles empowers, makes them competitive and motivates them to do their best.

I asked Beth (HoD) what the role of the teacher was in leading and providing SBTPD. In this regard, she explained how teachers made their expertise known to leadership and were thus given the opportunity to lead PD at school level as follows:

...there are those two educators who did the actual workshop... One was from my phase and one was from senior primary ...Both teachers had done the workshop with the entire staff

I probed and asked Beth (HoD) what her role was in enabling teachers to lead PD. In this regard, she had this to say:

At the beginning of this year, we had our planned orientation meeting (parents). I said let us do it a little differently, and I said to them to think about something that you would like to discuss... So one teacher said to me ma'am I want to cover this aspect. Another teacher wanted to share a different aspect with parents to determine how they can help their children at home...

I asked Beth to clarify if it was through her intervention, or if teachers just volunteered to lead PD. She responded as follows:

No! I said to them I would like different teachers to do different aspects for this meeting...Yes! They were provided the opportunity, and they said to me no ma'am this is what I would like to do. Therefore, we had different teachers doing different aspects of that.

I asked the teachers focus group how they are involved in leading PD at school level by organizing, delivery and providing the resources required. In this regard, the discussion ensued as follows:

One participant had this to say: "...we [Participant 2 and Participant 4] *did a PD for our school, one on parent involvement and the other on discipline of learners*".

Another participant agreed as follows: "*Yes we prepared booklets, delivered the workshop, gave them booklets and followed up from there*".

The next participant described another PD activity led by teachers as follows:

...we had a curriculum related workshop at school to bring everyone on board. We had one Junior Primary workshop, and some senior primary teachers, were invited to sit in and we sat in at their CAPS workshop

I probed regarding who led or provided the workshop and the group concurred with one participant who responded as follows: "*The teachers who attended the DoE workshops led the workshop at school and they prepared handouts*".

Emerging from the findings is that TPD leadership was enacted through providing teachers the opportunities to lead TPD pointing to distributed leadership practices. As such, teachers were provided opportunities to lead TPD and were thus responsible for implementing PD activities at school level. Teachers' expertise was used to deliver presentations at a meeting of parents. In this regard, duties and responsibilities were shared among teachers. Teachers were empowered and responsible for leading a committee and providing SBTPD on specific matters.

6.3.7 Reflections: Approaches to school-based teacher professional development

The findings regarding sharing information as an approach to SBTPD, revealed that the TPD related articles Mary shared with teachers focused on a variety of ways for teachers to improve their practices regarding some core issues. These issues were, managing learner discipline, teacher motivation, creating a pleasant school environment, etc. In sharing TPD related information Mary set the tone for teachers to buy-in to her vision. Teachers displayed courage in communicating their TPD ideas with her and she was therefore able to provide direction for such ideas to materialise. TPD leadership practice might be characterised as sharing information and ideas with teachers to improve their teaching practices.

Emerging from the findings was that observing teachers in practice and providing feedback was an approach that allowed managers an opportunity to provide hands-on TPD either formally or informally. However, leadership experienced some resistance to observing

teachers in practice, but were able to influence teachers to agree to formal observation of teachers in practice and provide feedback. The findings regarding enabling self-development of teachers as an approach to SBTPD revealed that teachers showed commitment to their own learning and development. Moreover, novice teachers were willing to approach management for support and development.

In terms of meeting TPD needs through teamwork, the findings revealed that teachers enjoyed working in teams. Each member of a team holds different areas of expertise, skill, personalities and abilities and when harmonised, these qualities offer greater opportunities for the developing creative ideas, overcoming challenges and achieving goals. Such teamwork provided teachers with opportunities to learn from each other and thus enabled the development of new skills and responsibilities. Regarding providing opportunities for teacher learning the findings revealed that such opportunities were created at school level. At MPS, follow-up workshops at school level, being informed by learner performance and individual teachers' initiative on seeking clarity on issues regarding the curriculum were some of the opportunities that enabled teacher learning.

Regarding teachers leading SBTPD, the findings revealed that teachers were provided with the opportunities to lead TPD. Duties and responsibilities were shared among teachers. Teachers' expertise was used to implement PD and teachers were seemingly responsible to lead such TPD activities. The theoretical framework for this study advocated that one of the most potentially empowering insights to come from the field of systems thinking is that certain patterns of structure recur repeatedly and are key to learning to see structures in our "personal and organisational lives" (Senge, 2006, p. 93). Structures and procedures are crucial in developing a school as a learning organisation. The four central aspects of this element of school life are, "structural arrangements; information flow/communication; decision-making and accountability" (Davidoff & Lazarus, 1997, p. 89). In this regard, I reported that within the context of the South African education system, the structural arrangements should reflect the principle of democracy, and the appropriate devolution of control and responsibilities, as well as facilitating effective and efficient management. Since TPD is part of school life, and focuses on improving the quality of teaching and learning, the 'structural arrangements' for implementing TPD should reflect democracy, where control and responsibilities for leading and implementing TPD is shared. The principle of democracy is

evident in the leadership practices of TPD at MPS. For instance, 'devolution of control and responsibilities' of leading and implementing TPD emerged from the findings regarding teachers leading TPD.

6.4 Conclusion: An overall illumination of the themes

This chapter presented a descriptive analysis and discussion of two themes. The first theme unveiled the forms of TPD at MPS. In Chapter Three, I reported that the school as a learning organisation was the lens I used to explore the role of leadership in SBTPD. I argued that, the central goal of education is to create an enabling environment which will support teachers in a lifelong process of personal and professional development which in turn will create a supportive environment within which children are both able to learn and to develop. Bush and Middlewood (2013, p. 224) claim that “A learning organisation may be seen more realistically by leaders and managers as an aspiration; working towards that which will help a school ...achieve the outcomes that it desires for all its people”. The findings revealed that the TPD leadership practices at Malachi Primary School emerged as enabling the implementation of various forms of TPD. Some of the guidelines offered to Principals by Fullan and Hargreaves for effective professional development cited in Guskey and Huberman (1995, p. 265) are: “value your teachers; promote their professional growth, extend what you value and express what you value”. Enacting TPD leadership through implementing various forms of TPD at MPS seemingly illuminated these guidelines and therefore brings to life the following claim illustrated in Chapter Two, “PD is the sum total of formal and informal learning pursued and experienced by the teacher...”(Guskey & Huberman, 1995, p. 265).

The second theme presented and discussed the data regarding the approaches to enabling SBTPD. The findings revealed the multi-faceted and interconnectedness of the leadership practices in enabling SBTPD. Some of the following approaches to SBTPD underpin the undoubted success in the TPD leadership practices at Malachi Primary School: sharing information; observing teachers in practice and providing feedback; enabling self-development of teachers; fostering teamwork; providing opportunities for TD and fostering teacher lead PD at school level. The discussions regarding teachers leading SBTPD revealed that, the leadership practice at MPS was to provide teachers with opportunities to lead TPD.

As such, democratic leadership practices regarding TPD emerged as one of the structural elements of organizational learning and development at MPS. Such democratic practices at MPS support the notion that "providing support and responsibility for teachers to fulfil tasks that interest and excite them is important in building a healthy organisational life" (Davidoff & Lazarus, 1997, p. 165).

This Chapter allowed me to extrapolate how leadership plays a role in enabling successful SBTPD. In the Chapter that follows, I discuss my learning from this research journey.

CHAPTER SEVEN

LEARNING FROM THE JOURNEY

7.1 Introduction

This chapter will review the findings that have emerged from the study, in response to the three critical questions that were posed in an attempt to explore the role of leadership in school-based teacher professional development at Malachi Primary School. Teaching is at central to the schooling system. The quality of teachers' professional practices is at the root of the quality of schooling, and the development of these practices is a continuing process that lasts for the duration of the career of a committed professional teacher. Continuing professional teacher development is therefore an essential component of a comprehensive teacher education system of high quality, as envisaged in the Minister of Education's National Policy Framework for Teacher Education and Development of 2007 (Department of Education, 2007). Schools are the answer to enabling effective teacher professional development. As such, leadership practices determine the success in enabling such teacher professional development at school level. This is so because leadership involves a process whereby one person exerts intentional influence over other people to guide, structure and facilitate activities and relationships in a group. In this way, growth and development of teachers in the school as a learning organisation is sustained.

Against this setting, this study explored the role of leadership in SBTPD. The study revolved around three critical questions:

- 1. What teacher professional development-related leadership and management practices prevail in the school?**
- 2. How can teacher professional development-related leadership and management practices be characterised?**
- 3. What is the role of leadership and management in school-based teacher professional development?**

Chapters five and six presented the findings that address these three research questions. Drawing on these findings, in this chapter I provide a synopsis of the research journey. Thereafter, I present a holistic picture of what I have learned from the research journey. Acknowledging literature, leadership may be characterised in various ways within the context

of education. In the context of this study, the hallmarks involving leadership that enables SBTPD are explained. In my articulation of the issues underlying these hallmarks, the answers to the three critical questions are interlocked. As I move along, I clarify issues that resonate with answers to each of the critical questions and are robustly definable to Malachi Primary School. Then I discuss the conclusions of what I learnt from this journey. Here, I attempt to illuminate the significance of the deductions made about the role of leadership in SBTPD, from which emerges the thesis produced by the study.

7.2 A synopsis of the research journey

This section provides a reminiscence of the journey undertaken thus far in order to appreciate the final destination. Simply stated, a recap of the main findings and sub-conclusions of each chapter is illuminated. Chapter One was born out of my desire to explore the apparent failure of many schools in enabling successful SBTPD. In South Africa “under-performance in schools, especially schools serving the poorest communities, is a widely acknowledged problem” (Department of Basic Education, 2011 b). One of the reasons is believed to be insufficient training and development of teachers. The Kwazulu-Natal Department of Basic Education's (DBE) vision is "A well educated, skilled and highly developed citizenry" with a mission "to provide equitable access to quality education for the people of KwaZulu-Natal" (Department of Basic Education, 2010, p.11). In this vein, there is an emphasis on the continuous professional development of teachers. The Department of Basic Education (DBE) is initiating various teacher professional development (TPD) programmes especially regarding curriculum related matters. One of the problems associated with such TPD initiatives in South Africa is that the needs of a particular school are not considered. Enabling SBTPD seems to be the way forward. However, while all South African public schools are expected to run SBTPD, most of them do not seem to succeed in this regard. This study proposed that the quality of leadership and management in a school has a strong influence on the success or failure of SBTPD. However, there is currently a lack of knowledge as to what leadership practices are associated with enabling successful SBTPD. This study therefore sought to explore the role of leadership and management in SBTPD.

In seeking what is currently known this study interrogated literature (Chapter Two) regarding the critical issues mentioned. The literature provided clarity on the concepts of PD, TPD and SBTPD, a deeper understanding of PLCs, an in-depth understanding of the processes of

educational leadership in relation to SBTPD and the theories of leadership analogous with SBTPD. The literature review established that the processes of leadership are multifaceted, and seemingly, an overlapping of the various theories of leadership is essential for SBTPD to succeed.

Some of the studies I examined established that there was a need teacher development initiatives to be implemented within the context of the school because of convenience and cost effectiveness. The literature suggests schools ought to operate, as learning organisations and educational leadership should be about facilitating organisational learning because leading learning is very complex and challenging. Distributed leadership in action was advocated in order to enable teacher leadership of school initiated PD, and to initiate PLCs. Moreover, supportive leadership is required to sustain teachers' passion for teaching and continuing professional development is an essential ingredient in sustaining teachers' passion for teaching. The literature also suggested connecting research, policy and practice because research informs policy, which in turn informs practices regarding TPD within schools. Overall, the literature reviewed revealed a lack of knowledge as to what leadership practices are particularly associated with successful SBTPD. Furthermore, the literature reviewed is also limited in that it failed to pinpoint a clear structure to enable SBTPD.

In Chapter Three, I examined the theoretical framework that provided the lens to explore the role of leadership in school-based teacher professional development. Through the theory of the school as a learning organisation, I was able to explore how a school expands its capacity to create its future by inquiring about the role of leadership in school-based teacher professional development. The theory disclosed that organisations that truly excel in the future would be organisations that tap peoples' commitment and capacity to learn at all levels of the organisation. In this vein, the framework espoused that the role of leadership in building learning organisations should be to get to know the skills, areas of knowledge, and paths for development of organisations. In addition, leadership should attempt to develop the school as an organisation that is skilled at crafting, obtaining and transmitting teacher learning experiences, and at changing its actions to display new skills and capacities teachers employ in their practices (Garvin, 1993). As such, leadership practices should be to provide opportunities for SBTPD that enables teachers to adapt to the changing contexts of education

and to develop and improve holistically to achieve the goals set for that particular school. Thus, organisations develop through individual and collaborative learning.

The theoretical framework also explored the convergence of Senge's (2006) five learning disciplines that develop innovative learning organisations. The framework revealed that each discipline provides a vital dimension in building organisations that can truly learn, and that can continually enhance their capacity to realise their highest aspirations. Systems thinking, the fifth discipline, being the cornerstone that underlies all five learning disciplines, supported this study in exploring how TPD leadership practices enabled SBTPD by shifting from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present in creating the future.

Moreover, the theoretical framework espoused that in a learning organisation leadership practices are about designing, stewarding and teaching. Designing the learning processes, enables people throughout the organisation to deal productively with critical issues they face. Stewarding naturally sees organisations as a vehicle for bringing learning and change into society by placing the organisation's purpose, its reason for being, within a context of 'where we have come from and where we are headed'. Teaching is having the capacity to help people achieve empowering views of current reality by fostering learning for everyone. Therefore, TPD leadership practices of designing, stewarding and teaching requires a shared vision for SBTPD and encompasses setting TPD goals, creating and developing strategies to achieve such goals.

I located this study within the broad category of qualitative research, within an interpretive paradigm to explore the phenomenon (Chapter Four). Such a naturalistic approach was appropriate because the study sought to explore the participants' understandings and experiences of, and responses to, the role of leadership in SBTPD. The research being a case study, rigorous planning was essential to minimise challenges normally associated with social science endeavours related to the design of a qualitative case study (Yin, 2009). Thus, I became immersed in the research project (Slavin, 2007; Smit, 2003), observing action and contexts, often intentionally playing a subjective role in the study, using my own personal

experience in making interpretations (Stake, 2010). A single-case design allowed me to produce a strong argument to the effect that leadership plays a crucial role in SBTPD.

Moreover, within an interpretive paradigm I was able to construct knowledge through observable phenomena, and by descriptions of people's intentions, beliefs, values, reasons, meaning-making and self-understanding (Henning *et al.*, 2004). The interpretive paradigm was appropriate for this research because the goal was to explore, interpret and seek to know of the role of leadership in SBTPD (Henning *et al.*, 2004). The role of leadership in achieving success in SBTPD is a complex process. To develop an understanding of this, a process of meaning-making (Henning *et al.*, 2004) was necessary. Adopting an interpretive research paradigm enabled such meaning making.

In Chapters Five and Six the research findings were presented and discussed thematically based on the data generated through the interviews, observations of PD activities and documents reviewed. In the first theme, regarding the policy framework that informs TPD at Malachi Primary School, I reported that, strategy as exemplified in the theoretical framework that guided this study is an important facet of systems thinking (Senge, 2006). The evidence of such strategic planning specifically for SBTPD was lacking. As such, the process of setting goals, setting criteria for measuring those goals, planning to achieve the goals set and ensuring that the processes are evaluated in an ongoing way (Davidoff & Lazarus, 1997) did not emerge. However, it was noted that SBTPD fits into the normal functioning of the school. Leadership practices attempt to ensure that teachers are continually learning and developing within the school context.

The second theme addressed the participants' conceptions of professional PD, TPD and SBTPD. Participants' conceptions were illuminated in the discussions of their experiences of PD in the education context drawing mainly from the schooling landscape. Since participants' responses often reverted to their school life experiences, an overlapping and interrelatedness of participants' conceptions of PD, TPD and SBTPD emerged. Thus, these responses seemingly espoused the essence of the mental models learning discipline, which is the love of truth and openness, as exemplified in the theoretical framework of this study.

The third theme (Chapter Six) captured the forms of TPD implemented at MPS. In this vein, emerging from the findings was that varied forms of TPD were implemented. These forms of TPD focused on school-based policy formulation; improving learner discipline; TPD aimed at compliance with Education Laws; improving curriculum implementation; sharing information; improving teacher morale; and providing sporadic PD to improve growth and development of managers and novice teachers. As exemplified in the theoretical framework, 'the school as a learning organisation', the central goals of education is to create an enabling environment which will support teachers in a lifelong process of personal and professional development which in turn will create a supportive environment within which children are both able to learn and to develop. The findings revealed that the leadership practices at Malachi Primary School are enabling the implementation of various forms of TPD, intended at creating a supportive learning environment for teachers and learners. Action orientated leadership at MPS regarding SBTPD, supports the notion that to value teachers, promoting their professional growth and development is essential (Guskey & Huberman, 1995). Leadership practices in enabling the implementation of various forms of TPD at MPS brings to life the claim (see Chapter Two), that PD is the sum total of formal and informal learning pursued and experienced by the teacher.

The final theme (Chapter Six) discussed the approaches to enabling SBTPD at MPS. Here I found that sharing information, observing teachers in action and providing feedback were approaches that characterised TPD leadership practices where an opportunity to provide hands-on TPD, either formally or informally, were created. Meeting TPD needs through teamwork, devolution of control and responsibilities to teachers in leading and implementing SBTPD emerged as approaches to enabling SBTPD at Malachi Primary School. As such, democratic leading and managing practices regarding TPD emerged as one of the structural elements of organisational learning and development at the school. Such democratic practices support the notion that providing support and responsibility for teachers to fulfil tasks that interest and excite them is important in enabling SBTPD and thus contributes to building a healthy organisational life (Davidoff & Lazarus, 1997).

7.3 Learning from the research journey

The findings that emerged from the data presented and discussed helped me deduce the hallmarks of SBTPD at MPS. In this section, I examine the findings with the intention of discovering the role of leadership in SBTPD. As I move along, I discuss issues within the hallmarks that are robustly definable to MPS and resonate with answers to each of the critical questions, and which serve to crystallize what I learnt from the research journey.

7.3.1 Relationships and communication

Enabling a relaxed atmosphere, that allows people to be amenable to learning, characterised TPD leadership practices at MPS. In such a relaxed context, relationships work and are significant for SBTPD to succeed. Most schools are extremely hierarchical, respect structure and follow an organogram. The type of leadership practice at MPS is one where people are relaxed and valued without a focus on any position held (Critical Question [CQ] one). In this vein, collegial relationships and informal communication through, chats among teachers in the staffroom, the Principal chatting with teachers and conversations during any other available moment led to new ideas and teaching strategies being shared, thus enabling SBTPD (CQ one). The staff share open relationships that have been entrenched over time. Therefore, people feel free to converse about current issues regarding teaching and learning. Even those people not in formal leadership positions were provided opportunities to lead SBTPD. Moreover, such practices, espoused the practice of the mental models learning discipline exemplified in the theoretical framework. Mental models influence how we understand the world, by unearthing peoples' internal pictures of the world around them and then taking action. It includes the ability to carry out meaningful conversations creating a steady flow between access to information and support, where teachers disclose their thinking effectively and such thinking is intended to persuade other teachers willingly (Senge, 2006).

Furthermore, such practice supports the notion that with the collegial model

...structures are flattened and communication tends to be lateral rather than vertical, reflecting the view that all teachers should be involved in decision-making and own the outcomes of discussions. Authority is based on professional expertise rather than formal position (Bush & Middelwood, 2013, p. 73).

The Principal was receptive in that she was a good listener who responded when TPD ideas were shared with her during informal conversations with teachers (CQ two). The key leadership facet that emerged was that of responding to the ideas shared, thereby creating opportunities for non-positional leadership of PD. Such TPD was directly linked to strategies to improve learners' discipline, as well as, strategies to improve curriculum implementation and learner achievement.

In seeking to learn about participants' conceptions of SBTPD the evidence revealed that professional development involves an individual growing, improving, and/or developing both personally and professionally at school level through a series of experiences whether planned or unplanned, formal or informal. Emerging from the findings was that leadership of TPD was enacted through creating spaces for sharing educational and personal teaching experiences (CQ three). This is so because the context of the school determines the type of PD required by teachers. The conceptions of SBTPD revealed a call for leadership that is intent on fostering a climate in which the principles of personal mastery are practiced in daily life. As espoused in the theoretical framework, such a climate requires building an organisation where it is safe for people to create visions of SBTPD, where enquiry and commitment to the truth is a norm and challenging the status quo is regarded as intent to benefit people.

At MPS, teachers' commitment to school improvement and learner improvement seems to motivate teachers to engage in PD, and supports the notion that "the quality of teaching is at the heart of student learning outcomes" (Schleicher, 2012, p. 11). The Principal's hermeneutic understanding (CQ two) allows her to accommodate teachers' personal issues especially regarding time management, and lack of confidence. This understanding influences teachers positively and creates an enthusiasm in teachers to engage in PD. In addition, the leadership practice of influencing teachers through personal interaction has motivated them to develop (CQ three). Although, MPS is low on funds in terms of providing monetary benefits or incentives for teachers' efforts in enhancing the school as a learning organisation, the leadership practice of lauding teachers individually, at staff meetings and publically at school events and celebrations (CQ two) characterised TPD leadership practices. Teachers were also motivated and inspired amongst themselves to learn, grow and develop because of the

collaborative and collegial nature of their relationships. The collegial nature of the relationships among teachers supports the notion that, such relationships are defined as those that "connect with what is happening in the school and the strategies required to enhance the quality of student learning" (O'Donoghue & Clarke, 2010, p. 106).

7.3.2 Individual learning

For a school to function effectively as a learning organisation there should be opportunities for learning for all teachers as individuals. The TPD leadership practice that emerged from the findings was the provision of PD to meet the needs of individual teachers, such as enabling the growth development of novice teachers and a newly appointed HoD (CQ one). Such leadership practices are consistent with the organisational socialisation theory (see Chapter two), where the individual is taught, and learns the ropes of his or her role in the organisation (Guskey, 1995). Moreover, in considering individualised learning and development, TPD leadership practice was characterised by way of the mentoring of teachers (CQ two), and is consistent with the notion (see Chapter two), that mentoring is where "one person provides individual support to another professional" (Bush & Middlewood, 2013 p. 188). There emerges a drive to tailor make PD to suit the context and needs of teachers at MPS. Therefore, when individuals learn an attempt is made for organisational learning, because the relaxed atmosphere created, provides spaces for effective communication and collaboration, which in turn brings teams together to benefit from individual learning, a dimension that emerges as novel to MPS (CQ two). Moreover, (see 2.4.5) a focus on improving teaching and learning by helping teachers, by working alongside teachers in adult learning activities, and a focus on creating an environment that fosters mutual cooperation, emotional support and personal growth as teachers work to achieve what they cannot do so alone emerged. (CQ three)

7.3.3 Teamwork and collaboration

The significance of team learning, as espoused in the theoretical framework, exemplifies the difference between the individual teacher learning, and the notion of a team or entire organization learning. Senge (2006) likened this to the difference between a bunch of individuals who are good basketball players and an outstanding basketball team. Moreover,

strategy is a significant element in sustaining the school as a learning organisation as espoused in the theoretical framework of the study. There are two important components to this element of school life, namely, strategies to promote organisational development and strategies designed to promote curriculum development. Emerging from the findings is that teamwork and collaboration enabled TPD regarding curriculum matters. The teacher development initiatives of the DBE do not consider what the teachers at MPS "already know, what challenges they face in educating the young children of their community, or anything else about the school" (Senge, *et al.*, 2012, p. 397). Therefore, teamwork was a strategy used (CQ one), for reflection, conversations and discussions providing "guiding ideas" (Senge, *et al.* 2012, p. 351), to implement the Department of Basic Education's teacher professional development initiatives befitting the context of the school. At MPS teachers do not work in isolation. Ideas and responsibilities are shared, thus enabling collaborative learning. Such collaborative learning sustains the school as a learning organisation (CQ two).

At Malachi Primary School the leadership practice was to focus on enabling curriculum related TPD. Such TPD emerged as formal and informal PD activities, which were made possible through communication and collaboration (CQ one). As such, the practice of collaboration and teamwork is consistent with the notion that one of the means through which staff learns is, learning from other staff (Bush & Middlewood, 2013). Teamwork even extended to the parent components of MPS (CQ two). As such, teamwork enabled parents to be developed to serve as reading mums, illuminating a concern for improvement in learner achievement. The evidence suggests that, fostering collaboration and providing supportive leadership (CQ two) promotes and sustains the learning of all professionals in the school community with the collective purpose of enhancing pupil learning, thus revealing the existence of a Professional Learning Community. Fostering teamwork and collaboration emerged as a crucial role of leadership in SBTPD. (CQ three)

7.3.4 Celebrating and utilising teachers' excellence

Influencing and motivating teachers to participate in and provide TPD at school and district level characterise TPD leadership at MPS. The Principal celebrated the expertise of teachers at school level (CQ one) and the utilisation of such teacher expertise (CQ two) was expanded to the district level. Teachers who went beyond their call of duty to develop innovative ideas

regarding curriculum implementation were given the accolade at school level. Moreover, the leadership practice of utilising school-based teacher expertise at district level supports the suggestion of the Task Team on Education and Management Development, regarding making the best use of human resources (Department of Education, 1996). Recognising competence, managing people to balance individual performance, attitudes and aspirations with the overall goals, culture and values of the organisation, developing people to improve the effectiveness of each individual, is significant in sustaining the school as a learning organisation. Moreover, the leadership practice at MPS supports the notion that all schools share a particular identity determined by their core purpose of promoting teaching and learning for the purposes of achieving the aims of education (Davidoff & Lazarus, 1997).

The Government has recognised and lauded MPS as a school of excellence because of excellent learner performance in the Annual National Assessments (ANA) (Department of Basic Education, 2011). The TPD leadership practice at MPS was to motivate and enable teachers to collaborate and develop remedial programmes for learners who are underperforming in these ANA as a strategy for ongoing improvement in learner performance (CQ one). In sustaining the school as a learning organisation, TPD leadership practices at MPS are succeeding in developing the school's own identity or organisational character. MPS is therefore being identified as a school known for its effective curriculum implementation and learner achievement (CQ two). In this vein, motivating and supporting teachers to persevere when confronted with curriculum challenges emerged as a role of leadership in SBTPD (CQ three). Malachi Primary School's TPD leadership practices are consistent with the notion that paying attention to how teachers work, and making an effort to articulate gratitude, increases dedication and enthusiasm in teachers (Davidoff & Lazarus, 1997).

7.3.5 'Aha' moments in leadership

Emerging from the findings is that TPD does not have to be always formal and can arise from the day-to-day activities, as was the occurrence at MPS. The Principal responded to several "aha" moments (Senge, *et al.*, 2012, p. 414), such as identifying incidental individual TPD needs, and responded by enabling development of individual teachers, providing demonstration lessons for novice teachers and often sharing teaching and learning related

media articles as support material (CQ two). Emerging from the findings was TPD leadership was enacted through sharing information with teachers to improve their practices (CQ three). Some core information shared were issues related to managing learner discipline, teacher motivation, and creating a pleasant school environment. In sharing TPD related information, a tone was set for teachers to buy-in to a vision for growth and development. Moreover, TPD leadership practice was characterised by responding to teachers who displayed courage in communicating their TPD ideas by providing direction for these ideas to materialise, as such attesting to the practice of the learning disciplines of mental models and personal mastery (CQ three). Leading SBTPD in this context is about drawing on the daily experiences of teachers and which, becomes important content for TPD. At MPS, the resilient character of the Principal allowed her to proceed with TPD issues and not depend on formal processes to enable teacher learning.

However, the problem with such practices is that the Principal may be viewed as being over-enthusiastic, as if she has all the answers and is not bound by the formal processes of leading. On the other hand, such leadership practices support the incidental learning theory, which according to (Guskey & Huberman, 1995, p. 100) is learning that "takes place in everyday experiences ...under conditions of surprise, and non routine circumstances" (CQ two). The incidental learning theory confirms that learning is enhanced by development of specific capacities such as proactivity, critical reflection and creativity. Creativity characterises the TPD leadership practices at MPS because non-positional leadership of TPD where ideas were considered on their merit rather than on the basis of the originator's status or position was enacted (CQ 2).

7.3.6 Focus on learning

In maintaining and modelling a focus on improving teaching and learning by helping teachers improve their instructional practices (King, 2002) the TPD leadership practice was to provide demonstration lessons for individual teachers when the need arose, providing feedback and addressing issues that arose from observing teachers in practice. In order to create conditions for professional learning, where an environment that fosters cooperation, emotional support and personal growth as teachers work together to achieve what they cannot do so alone (King, 2002), phase meetings were held to collaborate on curriculum related issues (CQ two).

Staff meetings were used as a strategy to implement ongoing TPD, and emotional support was provided for individual teachers who needed to be motivated to perform at their full potential (CQ three).

Moreover, managing by walk about was used as a strategy to informally observe teachers in practice, identify their needs, provide development, and support accordingly (CQ one). Such a TPD leadership practice seemingly illuminates the three-minute walkthrough (TMW) model of supervising teachers as conceptualised by Downey, *et al.* (2004). The goal in practicing the (TMW) model is to generate valuable data in a short space of time and thereafter provide feedback to teachers (Downey, *et al.*, 2004). As such, the leadership practice was to create and provide opportunities for teachers to lead SBTPD (see 7.3.7). 'Focusing on learning' was a leadership practice that emerged as successful at MPS (CQ three) because working alongside teachers in adult learning activities was evident, thus supporting the notion that,

...the crux of the Principal's job today is not, as it was in the recent past, to sit at the apex and attend to administrative tasks, but to work collaboratively and unleash potential. Whether forming a vision for a school, or encouraging teachers to help one another burnish their classroom skills, the effective Principal is a guide along the path to better instruction (Mendels, 2012, p. 11).

In devoting considerable time to developing the leadership competence in others to focus on learning (King, 2002) the TPD leadership practice was to provide PD for individuals such as novice teachers and HoDs. As such, individual needs were met on a one-to-one basis as, and when the needs were identified. However, whilst it can be argued that focus on learning as a leadership practices enabled effective SBTPD, such practices have relied upon a deficit model in which an expert imparts knowledge and information to teachers (Jones, 2014) (CQ two). According to this model, teachers have been assumed to be deficient and in need of experts to teach them (Jones, 2014).

7.3.7 Non-positional leadership

Emerging from the findings was non-positional leadership of SBTPD. As such, curriculum related follow-up workshops within teams; developing programmes in order to monitor the

progress of learners with special educational needs; and curriculum related presentations for parents emerged as SBTPD initiatives that were enabled by teachers (CQ one). At MPS, teachers from different phases collaborated to lead curriculum implementation and the HoDs (managers) fostered such teacher led school-based professional development (CQ two). Moreover, external provision of TPD created the opportunities for non-positional leadership SBTPD related to co-curricular and extracurricular activities. Teachers initiated and ensured effective leadership of such SBTPD.

Emerging from the findings is that teachers leading school-based professional development enabled learning, growth and development of teams that contribute to sustaining MPS as a learning organisation. Such evidence is consistent with the Rauch and Behling's (1984) notion, cited in Yukl (2006, p. 3) that leadership is, “the process of influencing the activities of an organised group toward goal achievement”. The goal implied in the evidence is, to enable forms of TPD aimed at co-curricular and extracurricular activities thus, targeting the holistic development and progress of learners at MPS (CQ one), and non-positional leadership was attempted in achieving this goal. Moreover, responsibilities for such teacher led curriculum related PD was distributed among teachers, supporting the notion of distributed leadership as exemplified in the literature reviewed that, leadership involves a range of individuals with various tools and structures. (CQ one)

The findings made known that the role of leadership is to foster and sustain teacher leadership in enabling follow-up TPD regarding co-curricular and extracurricular activities (CQ three). In Chapter One, I reported that external trainers like the DBE selected trainers in South Africa do not know specifically what the teachers of each school already know, the problems they face or anything else about the school. MPS attempted to apply strategies or skills gained from externally provided TPD through distributing leadership of TPD (CQ one), as an attempt to improve teaching practice and enable improvement in curriculum implementation within the school context. Enabling non-positional leadership of follow-up TPD connected to the priorities of the school emerged as a role of leadership in SBTPD. (CQ three)

7.3.8 An emerging professional learning community: Varied forms of teacher professional development

Emerging from the findings is that TPD does happen at MPS. The forms of TPD identified in the literature reviewed are evident in the findings. At Malachi Primary School, the TPD leadership practice was (see Chapter Two) to respond to TPD opportunities that arises. These opportunities arise every time a lesson is taught, an assessment is administered, a curriculum reviewed, a professional journal or magazine is read, a classroom activity is observed, a conversation takes place with another teacher or administrator, discussions among work colleagues, independent reading and research, observations of a colleague's work, or learning from a peer (Guskey, 2000; Mizell, 2010).

In this vein, the forms of TPD implemented at MPS focused on school-based policy formulation; improving learner discipline; compliance with Education Laws; improving curriculum implementation; sharing information; improving teacher morale; and providing sporadic PD to improve growth and development of managers and novice teachers. Participants revealed their experiences in engaging in the forms of SBTPD as implementers as well as recipients of such SBTPD (CQ two). Such practice, supports the notion (see Chapter Two) that effective professional learning communities have been defined as having, the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupil learning. Reflecting on the literature reviewed various authors such as Guskey and Huberman (1995); Guskey (2000); Adey (2006) and Steyn (2007) emphasise the need for developing a design, plan or programme to implement and evaluate TPD. However, it was noted that, the varying forms of TPD that emerged from the responses of the participants were not evident in any available written documents as a policy, plan, priority list or programme for SBTPD. At MPS, the leadership practice is to drive TPD, in a context where leadership is distributed and the organisational structure is not strictly adhered to, showing that people are not enslaved by structure (CQ three). The evidence of the forms of TPD revealed that planning for TPD did not really matter because TPD was ongoing. The ultimate goal of a PLC (see Chapter Two) is student learning, but it can only be achieved through adults who learn how to become effective. PLCs are comprised of continuous learners, who seek thoughtfully, and consistently to learn and strive for higher quality teaching practices so that students are learners that are more successful. As such,

Malachi Primary School is emerging as a PLC (CQ two), as was evident in the varied forms of TPD implemented by people at all levels within the school context.

Figure 7.1 Hallmarks of SBTPD entrenching the role of leadership and management



In making meaning of what I learnt about the role of leadership in SBTPD at MPS, I found that TPD fits into the normal functioning of the school day. Teacher professional development opportunities are created. Teachers are continually learning and developing as a person and or team within the school context and were enthusiastic about either receiving or leading SBTPD. The provisions of such school-based teacher professional development opportunities are largely dependent on the creativity and efficiency of the leadership at the school. Evidence from the study has revealed that a combination of SBTPD hallmarks characterises teacher professional development at Malachi Primary School. See figure 7.1. The hallmarks revealed that leadership in practising the five learning disciplines Systems Thinking; Personal Mastery; Mental Models; Building Shared Vision and Team Learning in concert (Senge, 2006) were able to tap into the commitment, proficiencies, initiative and willingness of teachers to learn and develop holistically with the focus on ongoing improvement in learner achievement.

7.4 Limitations of the study

A discussion of the limitations of this study that follow acknowledges that limitations empower those reading the reports to "appreciate what constraints were imposed on the study, and to understand the context in which the research claims were made" (Vithal & Jansen, 2004, p. 35).

The entire study illuminated the female perspectives regarding the phenomenon of the role of leadership in SBTPD, yet in most South African schools there are male and female practitioners. Had there been male participants different perspectives of the phenomenon may have been unveiled. However, gender was not considered in the selection of the school, therefore the lack of male perspectives in this study was beyond my control.

The dimension, physical setting and constitution of the convenience sample do not allow for adequate representation of the population. Therefore, "caution will need to be taken by the reader in the reading of the reports to ensure that these limitations are considered, and that no generalisations are deduced", as none were intended (Forde, 2010, p. 118).

Upon self-reflection, my inability to activate one of the participants in the teachers' focus group to speak was a constraint because; she was a kind of a 'passenger' in the focus group discussions. In accommodating this constraint, I depended largely on her facial expressions and body language, which I had to constantly make a written note of. However, this constraint did not call for any radical decisions.

In addition, access to the school during school hours for collecting data was a challenge. This was especially regarding observations of ongoing TPD at the selected school. Had there been opportunity for greater access, I perhaps would have yielded more data.

7.5 End of my journey

In ending this arduous journey of exploring the role of leadership and management in SBTPD, it must be born in mind that:

Quick shots of desire can be administered through single workshops, but their benefits are rarely permanent. If passion and desire are to be stimulated and supported among many teachers over long periods of time, they must be attended to in the ongoing conditions and cultures of teachers' working lives. What we want for our children, we should also want for our teachers...that schools be places of learning for both of them and such learning be suffused with excitement, engagement, passion, challenge, creativity and joy (Guskey, 2000. pp. 27-28).

The 'we' encompasses non-positional and positional leadership and the hallmarks of SBTPD that emerged from this study bestow a possibility for such.

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APPENDIX A TURN-IT-IN REPORT

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APPENDIX B
EDITOR'S REPORT

DR. R.DUDLEY FORDE

19 BALMORAL DRIVE, COWIES HILL, KZN, 3610

Phone 021-7093088 Cell 0836331135 E Mail forde-ch@mweb.co.za

30th November 2014

To whom it may concern:

This is to certify that I have read and edited the draft Doctoral Thesis:

EXPLORING THE ROLE OF LEADERSHIP AND MANAGEMENT IN
SCHOOL-BASED TEACHER-PROFESSIONAL DEVELOPMENT

Submitted to me by:

SARASVATHY MOODLEY: STUDENT NUMBER: 208524982.

It is reported to me that all recommended amendments and alterations proposed by me have been considered for the final presentation of the Thesis for examination.



R.Dudley Forde
NTSD; BCom (Natal), BA Hons cum laude (Natal),
MA (UKZN); PhD (UKZN).

APPENDIX C

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KWAZULU NATAL
DEPARTMENT OF EDUCATION PRIMARY SCHOOLS**

**UNIVERSITY OF KWAZULU-NATAL
Edgewood Campus**

20 Naran Place, Harinagar
Shallcross
4093
7 October 2011

Sibusiso Alwar
Research Unit
Resource Planning
KwaZulu Natal Department of Education

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN PRIMARY SCHOOLS IN KWAZULU-NATAL

I, Mrs. S. Moodley (student no. 208524982), currently a Head of Department in the Foundation Phase request permission to conduct research at the above schools. As part of my professional development, I am presently enrolled for a PhD in Education at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to do a dissertation.

My research will focus on exploring the role of leadership and management in school-based teacher-professional development (SBTPD). My study entails interviewing teachers, managers and leaders at the schools. Interviews will be audio-recorded. Furthermore, this research also entails analysing some of the schools' documents that relates closely to my study as well as observation of a teacher professional development activity at the schools. Before conducting my research written consent would be obtained from the Principal and all the other participants at the schools. The schools and the participants would be ensured of confidentiality, privacy and anonymity during all stages of the research. Participants will be free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data collected. Data collected will be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio cassettes. I am also of the view that the information received from this study will contribute to improvement in the leadership and management of school-based teacher-professional development and learner performance. The information from this research will be used purely for the purpose of this study.

I hope that you will consider my request favourably and grant me written consent to conduct my study.

Thank you in advance for your time and consideration.

Yours faithfully

S. Moodley(Mrs.)

Tel. no. 031-4093140
Fax: 031-7062353

Cell no. 083 5187 184

Supervisors details:

Dr. Vitallis Chikoko
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Edgewood Campus
Tel. No. 031-2602639/ 0763767836

APPENDIX D

PERMISSION GRANTED TO UNDERTAKE THE STUDY AT 3 SCHOOLS IN THE KWAZULU-NATAL DEPARTMENT OF EDUCATION



kzn education

Department:
Education
KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/172

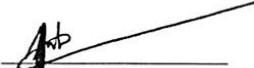
Mrs. Sarasvathy Moodley
20 Naran Place
Harinagar
Shallcross
4093

Dear Mrs. Moodley

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **Exploring the Role of Leadership and Management in School Based Teacher – Professional Development (SBTPD)**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The Period of investigation is limited to the period from 01 April 2012 to 30 April 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
 - 10.1 Mariannpark Primary School
 - 10.2 Beaconridge Primary School
 - 10.3 Montford Primary School


Nkomo S.P. Sishi, PhD
Head of Department: Education

25/04/2012
Date

...dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa

PHYSICAL: Office G 25, 188 Pietermaritz Street, Metropolitan Building, Pietermaritzburg 3201

TEL: Tel: +27 33 341 8610 | Fax: +27 33 3341 8612 | E-mail: sibusiso.alwar@kzndoe.gov.za |
Web: www.kzndoe.gov.za

APPENDIX E

REQUEST TO THE FOR PERMISSION/CONSENT FROM THE PRINCIPAL

**UNIVERSITY OF KWAZULU-NATAL
Edgewood Campus**

The Principal: _____
School: _____

Dear sir/madam

Re: Request for permission to conduct research entitled: Exploring the role of leadership and management in school-based teacher-professional development

I, Mrs. S. Moodley (student no. 208524982), currently a Head of Department in the Foundation Phase request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a PhD in Education at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to do a dissertation.

My research will focus on exploring the role of leadership and management in school-based teacher-professional development (SBTPD). My study entails interviewing teachers, managers and leaders at the schools. Interviews will be audio-recorded. Furthermore, this research also entails analysing some of the schools' documents that relates closely to my study as well as observation of teacher professional development activities at the school.

Written consent has been obtained from Department of Education and Culture. The school and the participants are ensured of confidentiality, privacy and anonymity during all stages of the research. Participants are free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data collected. Data collected will be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio cassettes. The information from this research will be used purely for the purpose of this study. I am also of the view that the information received from this study will contribute to improvement in the leadership and management of school-based teacher-professional development and learner performance. I hope that you will consider my request favourably and grant me written consent to conduct my study at your school.

Thank you in advance for your time and consideration.

Yours faithfully

S. Moodley(Mrs.)

Tel. no. 031-4093140
Fax: 031-7062353
Cell no. 083 5187 184

Supervisors details:

Professor Vitallis Chikoko
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Edgewood Campus

Tel. No. 031-2602639/ 0763767836

Student no. 208524982

APPENDIX F
INFORMED CONSENT OF PRINCIPAL

UNIVERSITY OF KWAZULU-NATAL
Edgewood Campus

Permission/Consent form (Principal)

I hereby confirm that I understand the contents of this document and the nature of the research project. I consent to participate and I consent to the managers and teachers at the school participating in the above research project. I understand that my participation is voluntary and that I am at liberty to withdraw from the project at any time should I desire. I consent to the interviews being audio-recorded, documents to be analysed and observations of a school-based professional-development activity.

Principal: (Print name): _____

Signature: _____

Date: _____

Researcher: Mrs. Sarasvathy Moodley

Signature: _____

Date: _____

Address: 20 Naran Place Harinagar
Shallcross
4093

Telephone: Cell: 0835187184 (H) 031-4093140 (W) 031-7062353

Supervisor (Print name): Professor Vitallis Chikoko

Signature: _____

Date: _____

Faculty of Education, Edgewood Campus
Private Bag X03
Ashwood
3605

Telephone: (W) 031-2603438 (FAX) 031-2603423

Mrs. S. Moodley

Student no. 208524982

APPENDIX G

SAMPLE OF REQUEST FOR CONSENT OF PARTICIPANTS

UNIVERSITY OF KWAZULU-NATAL
Edgewood Campus

Request for consent (manager/teacher)

Dear sir/madam: _____

School: _____

RE: REQUEST FOR CONSENT TO PARTICIPATE IN RESEARCH: EXPLORING THE ROLE OF LEADERSHIP AND MANAGEMENT IN SCHOOL-BASED TEACHER-PROFESSIONAL DEVELOPMENT

This letter invites you to participate in research. I, Mrs. S. Moodley (student no. 208524982), am currently a Head of Department in the Foundation Phase. As part of my professional development, I am presently enrolled for a PhD in Education at the University of KwaZulu-Natal. In order to successfully complete my studies I am required to do a dissertation.

My research focuses on exploring the role of leadership and management in school-based teacher-professional development (SBTPD). My study entails interviewing teachers, managers and leaders at the schools. Interviews will be audio-recorded. Furthermore, this research also entails analysing some of the schools' documents that relates closely to my study as well as observation of teacher professional development activities initiated by the school.

Written consent has been obtained from the Department of Education and Culture. As one of my selected respondents you and the school would be ensured of confidentiality, privacy and anonymity during all stages of the research. You will be free to withdraw at any stage of the research. I give you my undertaking that I will follow research ethics in handling all data collected. Data collected will be locked in a cabinet for five years as per university rules and will be later destroyed through a process of shredding of printed copies and incineration of audio cassettes. I am also of the view that the information received from this study will contribute to school effectiveness and school improvement.

I hope that you will consider my request favourably and grant me permission to harness your participation for various aspects of the study.

I look forward to your kind reply and thank you for your time and consideration.

Yours faithfully

S. Moodley (Mrs.)

Tel. no. 031-4093140
Fax: 031-7062353
Cell no. 083 5187 184

Student no. 2085249

Supervisors details:

Professor Vitallis Chikoko
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Edgewood Campus
Tel. No. 031-2602639/ 0763767836

APPENDIX H
SAMPLE OF FORM SIGNED BY PARTICIPANTS CONSENTING TO PARTICIPATE IN THIS STUDY

UNIVERSITY OF KWAZULU-NATAL:Edgewood Campus
Consent (manager/teacher)

I (Full name)
hereby consent to participate in the above research. I understand that my participation is voluntary and that I am at liberty to withdraw from the project at any time should I desire. I consent to the interviews being audio-recorded, documents to be analysed and observations of a professional development activity. I understand that some of the things I say may be directly quoted in the text of the final dissertation, and subsequent publications.

Signature: _____

Date: _____

Researcher: Mrs. Sarasvathy Moodley

Signature: _____

Date: _____

Address: 20 Naran Place Harinagar
Shallcross
4093

Telephone: Cell: 0835187184 (H) 031-4093140 (W) 031-7062353

Supervisor (Print name): Professor Vitallis Chikoko

Signature: _____

Date: _____

Faculty of Education, Edgewood Campus
Private Bag X03
Ashwood
3605

Telephone: (W) 031-2603438 (FAX) 031-2603423

Mrs. S. Moodley

Student no. 208

APPENDIX I

SEMI-STRUCTURED INTERVIEW SCHEDULE: PRINCIPAL

Title: Exploring the role of leadership and management in school-based teacher-professional development (SBTPD)

“Good day to you! Thank you for being a participant in my study. The purpose of this interview is to generate information on what teacher development related leadership and management practices prevail at this school. This interview will also generate information on the role of leadership and management in SBTPD. I will take you through a series of questions which by the end would have taken us on a journey through the processes of leadership and management of TPD at this school”.

CONCEPTIONS OF PROFESSIONAL DEVELOPMENT (PD)

1. How do you understand PD within the education context?
2. Who is responsible for providing or promoting TPD?
3. What TPD activities took place in the last year or so at your school?
4. How do teachers learn about improving their practices?

POLICY

5. How would you describe the composition of the Staff Development Team (SDT)?
6. How is an official staff development year plan/policy formulated?
7. What are the TPD goals?
8. How is technical support considered for TPD?

ORGANISATIONAL STRUCTURE

9. How would you describe the organisational structure in relation to TPD?
10. How do you enable/motivate teachers to participate in PD?
11. How do you persuade teachers to endure and adapt to changes?
12. How are teachers empowered through sharing/distributing leadership roles, such as being appointed as chairpersons or coordinators of a particular committee/team?
13. How would you describe leadership involvement in classroom teaching/instruction?
14. How are teachers given an opportunity to communicate their PD needs?

15. How has TPD initiated and implemented succeeded?
16. How would you describe the information flow/communication; decision making and accountability regarding PD?
17. How are personal and interpersonal relationships and dynamics managed?
18. How is external environment harnessed to achieve TPD goals?

ORGANISATIONAL CULTURE

19. What are the key features of the vision and mission of the school?
20. How does TPD form part of the vision and mission of this school?
21. How the individual beliefs and perceptions of teachers considered when their developmental needs are identified?
22. How would you describe the existing culture of this school regarding TPD?
23. How is the culture of learning and teaching supported and promoted?
24. During changes and/or amendments to curriculum, how are teachers encouraged to develop?
25. Do teachers resist PD? If so, how do you manage this resistance?
26. How do leadership processes ensure that teachers are given the opportunity to
27. What attempts have been made to develop the school as a professional learning community (PLC) regarding some of the following?

OTHER: IDENTITY OF THE SCHOOL

28. How do people (DoE and neighboring schools) on the outside perceive your school in terms of TPD
29. To what extent has the expertise of the teachers in terms of PD brought recognition to the school (District, provincial or National levels)
30. Finally, are there any further contributions, closing remarks or comments?

CLOSURE

1. Thank the participants.
2. Request permission from the participants for further contact to clarify certain issues if necessary.

APPENDIX J

SEMI-STRUCTURED INTERVIEW SCHEDULE: HEADS OF DEPARTMENT (HoD)

Title

Exploring the role of leadership and management in school-based teacher-professional development (SBTPD)

“Good day to you! Thank you for being a participant in my study. The purpose of this interview is to generate information on what teacher development related leadership and management practices prevail at this school. This interview will also generate information on the role of leadership and management in SBTPD. I will take you through a series of questions which by the end would have taken us on a journey through the processes of leadership and management of TPD at this school”.

CONCEPTIONS OF PROFESSIONAL DEVELOPMENT (PD)

1. How do you understand PD within the education context?
2. Who is responsible for providing or promoting TPD?
3. What TPD activities took place in the last year or so in your team/phase or at school?
4. How do teachers learn about improving their practices?

POLICY

5. How are you involved in developing the TPD year plan policy for the school?
6. How are the goals for TPD in your teams determined?
7. What are the TPD goals for your team/phase?
8. In attempting to meet the TPD goals set, how is it ensured that teachers in your phase/team
 - Share what they know
 - Discuss what they want to learn
 - Connect new concepts and strategies to their own unique contexts?
9. How is technical support considered for TPD?

ORGANISATIONAL STRUCTURE

10. As HODs of your respective teams one of your core functions is to cater for the PD of teachers. Discuss how you go about

- **Planning** for the TPD in your teams to meet the needs you identified
- **Organising** the TPD activities: How do you handle the logistics of PD for your teams?
- **Leading** TPD activities: How do you determine who provides PD to meet the needs of teachers in your teams?
- **Coordinating** TPD: How do you monitor, assess, provide feedback and arrange follow-up activities?
- **Controlling**:
 - ✓ How do you cater for adhoc PD needs of teachers?
 - ✓ How does this fit into the formal /official TPD plan or policy of the school/respective teams?

11. How are leadership roles distributed/shared in your respective teams?

12. To what extent are you involved in classroom teaching/instruction

13. Who/how are the TPD needs identified in your teams?

14. When prioritising the PD needs how is consensus reached in your teams and/or across teams?

15. How are the individual PD needs of teachers in your teams catered for?

16. How does the SDT support you in the PD of teachers in your teams?

ORGANISATIONAL CULTURE

17. What do you understand as your role in enhancing PD at this school?

18. How would you describe some of the PD activities that teachers have engaged in.

19. How are you stimulated and inspired to ensure TPD is ongoing in your respective teams?

20. How has TPD initiated and implemented at this school succeeded?

21. How are teachers persuaded to endure and adapt to changes (curriculum policies, inclusive education)?

22. How are teachers in your teams engaged to higher levels of commitment to endure or adapt to changes to
23. How are teachers enabled/motivated to participate in PD in your respective teams?
24. To what extent does the school operate as a professional learning community (PLC) regarding some of the following issues?
25. Finally, are there any further contributions, closing remarks or comments?

CLOSURE

1. Thank the participants.
2. Request permission from the participants for further contact to clarify certain issues if necessary.

APPENDIX K

SEMI-STRUCTURED INTERVIEW SCHEDULE: STAFF DEVELOPMENT TEAM STAFF DEVELOPMENT TEAM (SDT) FOCUS GROUP

TITLE

Exploring the role of leadership and management in school-based teacher-professional development (SBTPD)

“Good day to you! Thank you for being a participant in my study. The purpose of this interview is to generate information on what teacher development related leadership and management practices prevail at this school. This interview will also generate information on the role of leadership and management in SBTPD. I will take you through a series of questions which by the end would have taken us on a journey through the processes of leadership and management of TPD at this school”.

CONCEPTIONS OF PROFESSIONAL DEVELOPMENT (PD)

1. How do you understand PD within the education context?
2. Please describe some of the TPD activities that took place in the last year or so at this school?

POLICY

3. How would you describe the composition of the SDT.
4. How do policy/policies determine your roles and responsibilities as the SDT
5. How is the school TPD year plan/policy formulated?
6. What are the aims and objectives (vision and mission) of TPD?
7. In attempting to meet the goals set, how is it ensured that teachers
 - Share what they know
 - Discuss what they want to learn
 - Connect new concepts and strategies to their own unique contexts?
8. How does the DoE leadership influence/motivate the SDT to ensure that teachers are given the opportunity to
 - observe other teachers teaching

- plan and confer with colleagues
- work with their mentors
- reflect on their own teaching

ORGANISATIONAL STRUCTURE (IMPLEMENTING SBTPD)

9. How would you describe the organisational structure regarding TPD?

10. How are teachers empowered to initiate PD at this school?

11. What is the approach to TPD in terms of?

- Individual needs
- Group needs
- Organisational development

12. How are TPD needs identified?

- Formal/Informal
- Individual TPD needs/Teacher groups/phases

13. Who identifies TPD needs?

14. Please explain the management of TPD in terms of

- **PLANNING FOR SBTPD**
- **ORGANISING** the TPD activities: How do you handle the logistics of PD for your teams such as, time, venue, resources, budget and facilitators?
- **LEADING SBTPD ACTIVITIES:** How do you determine who provides PD for teachers?
- **COORDINATING** TPD: How does the SDT
 - Oversee mentoring and support by the DSGs
 - Monitor PD,
 - Assess resources (human and physical)
 - Provide feedback and arrange follow-up activities?
- **CONTROLLING/MONITORING:**
 - ✓ How is the SDT empowered to cater for adhoc PD needs of teachers?
 - ✓ How does this fit into the formal /official TPD plan or policy of the school/respective teams?
- **EVALUATION AND MONITORING**

ORGANISATIONAL CULTURE

15. How would you describe the existing culture of this school regarding TPD?
16. Please, explain how some recent TPD activities may have contributed to the following:
 - Improvement in the performance level of learners
 - Teacher morale
17. How are you supported in recruiting expertise for SBTPD?
18. How is the SDT supported to ensure that SBTPD is prioritized?
19. How are you guided and supported in the implementation of the staff development year plan?
20. How has TPD initiated and implemented at this school succeeded?
21. Finally, are there any further contributions, closing remarks or comments?

CLOSURE

1. Thank the participants.
2. Request permission from the participants for further contact to clarify certain issues if necessary.

APPENDIX L

SEMI-STRUCTURED INTERVIEW SCHEDULE: FOCUS GROUP-TEACHERS

Title: Exploring the role of leadership and management in school-based teacher professional development (SBTPD)

“Good day to you! Thank you for being a participant in my study. The purpose of this interview is to generate information on what teacher development related leadership and management practices prevail at this school. This interview will also generate information on the role of leadership and management in SBTPD. I will take you through a series of questions which by the end would have taken us on a journey through the processes of leadership and management of TPD at this school”.

CONCEPTIONS OF PROFESSIONAL DEVELOPMENT (PD)

1. How do you understand PD within the education context?
2. Who is responsible for providing or promoting TPD?
3. How would you describe the SBTPD that you have been/are involved in.
4. How do you learn about improving your practices?

POLICY

5. How are you involved in developing the TPD year plan/policy for the school?
6. How are the goals for TPD determined?
7. How would you describe some of the TPD goals?
8. In attempting to meet your PD goals set, how do you
 - Share what you know or discuss what you want to learn
 - Connect new concepts and strategies to your own unique contexts?
9. How is technical support considered for TPD

ORGANISATIONAL STRUCTURE (IMPLEMENTATION OF SBTPD)

10. How are your professional development needs identified?

11. How are you involved in initiating PD at this school?
12. How is your expertise utilized in SBTPD?
13. How do you commit to working in on-going processes to achieve better results for learners and improve as a team, and the school?
14. Regarding on-going development how
 - How are you given the opportunities to observe other teachers in practice?
 - How do you plan and confer with colleagues?
 - How do you work with mentors and reflect on your own teaching?
15. How are you involved in the planning, organising and guiding/leading and controlling of TPD at this school?
16. How are changes at this school articulated to teachers?
17. How have the leadership and management processes attempted to make the school a professional learning community related to the following:

ORGANISATIONAL CULTURE

18. How would you describe the culture of this school in relation to TPD?
19. How is the culture of learning and teaching promoted?
20. Please explain how teachers' learning, reflection and collegiate work part of the learning culture of the school?
21. How does SBTPD contribute to learner performance?
22. Please explain some challenges you may be experiencing regarding your professional development?
23. How are you informed of your shortcomings as a teacher at this school?
24. How are you given an opportunity to communicate your professional development needs?

25. How are your individual beliefs and perceptions considered when your development needs are identified?

26. How are you motivated regarding your professional competence and personal development?

27. Finally, are there any further contributions, closing remarks or comments?

CLOSURE

1. Thank the participants.
2. Request permission from the participants for further contact to clarify certain issues if necessary.

APPENDIX M: DOCUMENT ANALYSIS SCHEDULE

NO.	DOCUMENTS	FOCUS AREAS
1	The school's vision and mission statement.	1) Is attempting to identify and meet the PD needs of teachers' part of the school's vision and mission? 2) Is continuous improvement in learner performance part of the vision or mission of the school?
2	School year plan	1) How frequent are TPD activities? 2) What are the forms of TPD feature in the year plan?
3	Staff development policy	1) Criteria for identifying the PD needs of teachers. 2) Steps taken to meet those needs. 3) Prioritising of professional developmental needs. 4) Opportunities for innovation. 5) Use of internal and external expertise
4	Minutes of phase meetings, general staff meetings and development team meetings	1) Evidence of PD needs of teachers that have been identified. 2) Decisions taken with regards to measures set in place to attempt to meet developmental needs. 3) Who are the providers of TPD?
5	Educators' personal growth plan	1) PD areas that need improvement/support 2) Areas for which the teachers can exercise self-improvement. 3) Areas for which the peer or manager can provide PD. 4) Those areas for which SBPD may be implemented 5) Reskilling needs of teachers
6	The school's improvement plan	1) Prioritising of goals regarding the PD needs of educators. 2) People who need support and who is responsible for providing such support. 3) Target dates for completion 4) Monitoring
7	Time management plan of Developmental Support Groups (DSG).	1) Reasonability of target dates
8	Teacher development related articles	1) What is the content of the articles? 2) How often are the articles shared with teachers?

**APPENDIX N
OBSERVATION SCHEDULE**

Observation of school-based teacher-professional development activity

Critical question: What is the role of leadership and management in school-based teacher professional development?

No.	Activity observed	Focus areas
1	<p><u>Meetings</u></p> <ul style="list-style-type: none"> ○ Phase ○ General staff ○ Staff development team 	<ol style="list-style-type: none"> 1. Who is chairing these meetings? 2. What dominates the agenda of such meetings? 3. What is the level of collaboration and enthusiasm regarding matters that concern teachers? 4. How are decisions taken? 5. What evidence of planning emerges regarding TPD? 6. What are the developmental areas that they focus on? 7. How are target dates set? 8. How are TPD activities discussed, assessed or monitored?
2	Professional development activity	<ol style="list-style-type: none"> 1. What are the date, time and venue? 2. Who is facilitator/presenter? 3. Who is the coordinator? 4. What is the target group? 5. What is the content/form of TPD presented all about? 6. What is the level of participant involvement? 7. What is the quality of the content and delivery? 8. How is the activity evaluated/reflected upon? 9. What are the resources and how effectively are they used?
3	Opportunities for development	<ol style="list-style-type: none"> 1. How do teachers approach/relate to each other? 2. How do teachers approach/relate to the Principal? 3. How do teachers approach/relate to the HoDs? 4. What is the attitude of learners and teachers towards the Principal's walk about?

