

Exploring the role of the principals in promoting professional development activities in schools: A case study of three secondary schools in Pinetown district.

By

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ABSTRACT

Democratic changes in South Africa necessitated a new curriculum which was going to redress the past inequalities through improving the quality of education; although research points to the direction that the cascade model of professional development is ineffective, the department of education, apparently for the sake of expediency, relies on the workshops to convey information on curricular changes. Research also suggests that there is a need for principals to work together with all stakeholders to come up with professional development activities in a school context which are going to address problems identified by teachers; this will put teachers in a position to develop one another and contribute meaningfully to curriculum development. The department of education in collaboration with Higher Education Institutions designed Advance Certificate in Education (ACE: SL) to, as one of its purposes, capacitate principals to run their schools as learning organisations. The hallmark of a school which is a learning organisation is professional development, the aim of the study was to explore if principals who completed ACE: SL between 2007 and 2009 promoted professional development activities in schools that they head.

Three schools which were headed by principals who completed ACE: SL from 2007 to 2009 were purposively sampled due their close proximity, the principals were the main participants, HoDs and teachers were interviewed for the purpose of triangulation and to get a balanced view. Semi-structured interviews and document review were used as methods of data collection. The information which was collected during the interviews was audio recorded and transcribed verbatim; participants were requested to supply documents i.e. minutes of the meetings for the years 2012 and 2013. The method of data analysis that was employed was content analysis. Data was classified into the nine main themes.

The findings were that schools could not produce policies on PD, there were no formal induction and mentorship programmes, there were very few workshops which were organised in a school context and their focus was also limited to computer literacy, filing and classroom management; teachers wanted to do PD during normal teaching time, there was little collaborative teaching and learning.

DECLARATION

I, Kenneth Khulekani Khoza declare that

- i. The research reported in this dissertation, except where otherwise indicated, is my original work.
- ii. This dissertation has not been submitted for any degree or examination at any other university.
- iii. This dissertation does not contain other person's data, pictures, graphs or other information unless specifically acknowledged as sourced from other persons.
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Signed Date

Statement by the supervisor

This dissertation is submitted with/without my approval

Signed Date

DEDICATION

- To my late grandmother Grace Mzamose Khoza
- To my parents, my father Mgwaqo and my late mother Makhosazana Mirriam Khoza
- My aunts Norah Gumede, Ella Mkhize and Edna Maphumulo for all the assistance they gave during my studies at primary, secondary and tertiary institutions; may God bless them.
- My wife Nonhlanzeko Purity MaNgcobo Khoza
- My daughter Nkosazana Mphoentle Khoza

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ABBREVIATIONS

ACE: SL	Advanced Certificate in Education School Leadership
DoE	Department of Education
HoD	Head of department
PLC	Professional Learning Community
SMT	School management team
PD	Professional development

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This dissertation reports the findings of a qualitative study that was conducted in three secondary schools in the Pinetown District between January and June 2014. This chapter provides an introduction to the study. In introducing the study, it begins by providing a background to the problem; the statement of the problem as well as the rationale for conducting the study. This is followed by a discussion of the significance of the study; the specific objectives; the research questions; key concepts underpinning the study; delimitation of the study; the outline of the entire study and ends with a chapter summary.

1.2 Background to the study

There are many changes that have been effected to the school curriculum since 1994. These changes have resulted in a shift from a teacher centred to a learner centred approach to teaching and demand for more accountability on the side of the teachers. After twenty years of democracy it appears that teachers in previously disadvantaged schools are not yet fully equipped to meet various aspects and requirements of these changes. The department of education has tended to rely heavily on workshops to cascade information regarding teacher development, sometimes to the exclusion of school principals. In spite of the popularity of this model on the side of the government departments, apparently because of its expediency, many researchers seem to agree that this approach to professional development is not effective (Peer, 2001; Kennedy, 2005; Mkhwanazi, 2007; Lumpe, 2007, Mokhele & Jita, 2010). Schools send teachers to the workshops with the hope that they will come and workshop others, however the information is not cascaded properly or not cascaded at all.

There is a need for school principals to work in collaboration with their staffs to come up with creative ideas to develop themselves in a school context in order to improve the quality of education in schools and contribute meaningfully to the changes in the curriculum. For instance, Steyn (2013) argues that although individual professional development should be encouraged but there is a need for collective ‘on the job’ professional development in South Africa. This scholar writes that teachers must not work in isolation but that they must work

together in Professional Learning Communities because that benefits learners by improving their performance.

In response to all these changes, the Department of Education (DoE) has embarked on a number of training initiatives that were meant to enhance the capacity of school managers and leaders to cope with these changes. One of such training was the Advanced Certificate in Education: School Leadership (ACE: SL) programme which provided leadership training to school managers, particularly those who aspired to become principals. However, during the initial stages of this programme, only those school principals that had already been formally appointed were admitted to the programme. One of the principles of learning and leading was that of democracy and collaborative learning in the form of professional learning communities. It was an expectation of that ACE: SL programme that principals should be able to promote professional development among their teachers in the schools. This study therefore, seeks to explore how school principals who had completed Advanced Certificate in Education: School leadership (ACE: SL) promoted professional development activities in schools that they head.

The schools where I have taught are previously disadvantaged schools because they are located in the areas which were reserved for Black South Africans in terms of Group Areas Act of 1950, they also have inadequate infrastructure, their enrolment and their staffs are 100 per cent African. I am currently a head of department and have observed that while literature emphasises on-site professional development and collaborative teacher learning (Sargent & Hannum, 2009; Steyn, 2010; Steyn, 2013), teachers work in isolation and there are very few Professional development (PD) activities that take place in a school context.

The PAM document states that teachers must spend at most 80 hours in PD activities in a year (Personnel Administrative Measures, 2003). The challenge for teachers is that those hours should be outside formal teaching time, that is, after school, weekends and vacations. The National Policy Framework for Teacher Education and Development in South Africa (2006) states that in order to address the legacies of apartheid and meet the needs of democracy teachers must engage in life-long learning by choosing PD activities which have been approved by South African Council of Educators (SACE) so that they can earn PD points. It argues that the aim of PD is to have educators who are knowledgeable on the

content of the learning areas they offer. These educators must be skilled to effectively deliver knowledge and skills to the learners and should be specialists in different forms of assessment and should also engage in curriculum development.

Although the focus of this study is PD activities which are initiated by the school and the teachers I think it is worth mentioning that the document also identifies other three categories of PD activities. Such activities include those that are identified by the DoE, programmes which earn one qualification and programmes that are offered by NGOs, teacher unions, faith based organisations and private companies. Teachers will be rewarded for earning 150 PD points in a three year cycle and those who fail to earn these points in two three year cycles will be deregistered by SACE. This programme has not yet been implemented in all schools. For all the points raised above, the school principal plays a critical role in ensuring that teachers are provided with an environment in which they can develop professionally (Bhengu, Naicker & Mthiyane, 2014).

1.3 Statement of the problem

The PAM document states that one of the responsibilities of the school principal is to ascertain that teachers are appraised in order to ensure that they are well equipped to provide quality education. Principals also have the responsibility of ensuring that such quality education can be achieved and they have to give teachers opportunities to attend training programmes outside the school and also school based programmes; they are also expected to evaluate the effectiveness of the programmes and assist inexperienced teachers (Personnel Administrative Measures, 2003, p.8). The Department of Education expects the principals to play a pivotal role in school improvement by ensuring that schools provide quality education (Naicker, 2011), and as a result it worked in conjunction with the Higher Education Institutions in designing Advanced Certificate in Education School Leadership (ACE:SL) programme to, as some of its purposes, capacitate the principals to reflect on their practices and to lead schools as learning organisations (Department of Education, 2008; Berkhout, Heystek & Mncube, 2010); hence the focus of the study is on principals who completed ACE leadership programme that was offered by the University of KwaZulu-Natal between 2007 and 2009.

Stoll *et al.* (2006) argue that the principal must ensure that there is learning for both the teachers and the learners. The principal and the senior members of the staff must provide what Stoll *et al.* (2006) term enquiry minded leadership in order to promote research at school (DuFour, 1999; Stoll, *et al.*, 2006). It is also worth mentioning that, although this is not the focus of this project, Stoll *et al.* (2006) also argue that because the principal deals with people it is very important for him to be emotionally intelligent. The problem therefore, centres on the extent to which the principals who completed ACE leadership programme initiate and promote professional development activities in their school. Thus far, there is no empirical evidence to suggest that principals who completed ACE: SL, do promote professional development and that they engage teachers in PD activities which can ultimately lead to them accumulating required PD points. More importantly, it is not clear if these principals enable their teachers to deliver quality education as contemplated in the PAM document of 2003.

1.4 Purpose and rationale of the study

The main participants in this study are principals who completed Advanced Certificate in Education School Leadership (ACE: SL) programme that was offered by the University of KwaZulu-Natal between 2007 and 2009. However, the HODs and teachers were also included in the study so that I could corroborate information from the principal and obtain a balanced view about the extent to which school principals were promoting professional development in their schools. The main purpose is to understand whether school principals who had completed ACE: SL programme were promoting professional development in their schools. Therefore, school who had completed ACE: SL programme are the main participants in the study. Studies emphasise the central role that principals must play in professional development (Hord, 1997; DuFour, 1999; Stoll, *et al.*, 2006; Sargent & Hannum, 2009; Marishane & Botha, 2011).

South Africa is celebrating 20 years of democracy. A lot has been done to craft the curriculum which redresses the legacy of Bantu education, but more still needs to be done because there are complaints from local researchers about poor performance, in previously disadvantaged schools in particular, which is reflected in Annual National Assessment results in English and Mathematics (Kennedy & Dempster, 2007; Spaul, 2012). The Department of

Basic Education is celebrating the annual improvement in the National Senior Certificate results but some sceptics are complaining about their quality.

The end of apartheid and 1994 elections ended the period of isolation and resulted in countries lifting sanctions against South Africa. This posed many challenges for teachers, especially those who were trained during the period of apartheid. We have become part of a global village, and there are many curricular changes which are aimed at redressing the past inequalities and put South African learners on par with their international counterparts. These changes demand that the principals work together with their staff to create the institutions which are proactive and adaptive to change. However, anecdotal evidence generated through informal conversations with teachers and my own informal observations seem to suggest that principals have not fully embraced collaboration with their staff members and have not come up with innovative strategies to help teachers to implement changes in ways which are context sensitive.

The secondary school where I am currently stationed is in a township and it does not consistently produce good matric results. As a HoD I have noticed that there are very few internally organised workshops in schools, teachers do not work collaboratively and are very reluctant to have their lessons observed. The study on professional development activities in schools is worth doing at this point in time because researchers argue that focus on PD is new in South Africa (Mokhele & Jita, 2010). Research also points to the fact that most African schools have problems. Spaul (2012) argues that Annual National Assessment results reveal that South Africa has two education systems, namely, that of the previously advantaged and the previously disadvantaged. Spaul (2012) further argues that the majority of previously disadvantaged schools (black or African schools) are dysfunctional. Dempster and Reddy (2007) also argue that learners from African schools perform poorly in annual assessments in Mathematics and Science due to their limitations in understanding English. Although their study focuses on English as a barrier in Mathematics and Science it can be argued that this applies to other learning areas as English is used as a language of learning and teaching in most schools in South Africa. Mkhwanazi (2007) argues that the members of the SMT are not well equipped to implement the FET curriculum because in workshops the DoE invites teachers for training and excludes SMT members who must play an important role in implementation. Mestry and Singh (2007) argue that ACE: SL has a potential to assist in capacitating South African school principals in leading and managing schools. Research

studies have proved that professional development does have a positive impact in places where it is implemented (Sargent & Hannum, 2009; Tsotetsi, 2013). Bush and Middlewood (2005) argue that teachers must be given opportunities to develop professionally because “pre-service training, however effective, is insufficient for a career that might last for 40 years” (Bush & Middlewood, 2005, p. 27).

In my literature reading on teacher professional development I have identified a gap in the studies on professional development in South Africa. I have noted for instance, that most of them are conducted on participants who have attended workshops which are facilitated by experts (Steyn, 2010). There are very few studies on professional development activities which are initiated by principals in conjunction with their staff in a school context. I acknowledge that professional development outside school is important but for the purpose of this study my focus will be mainly on professional development activities which take place in a school context and also on how teachers adapt the information from outside to suit their context. Therefore, this study has the potential of contributing to knowledge regarding the manner in which school principals promote and do not promote professional development in their schools, in particular those schools in the category of previously disadvantaged school, and also those that are managed by principals who completed ACE: SL programme.

1.5. Objectives of the study

The broad purpose of the study was to understand how school principals who had done and completed ACE: SL had transformed their school, for instance, by initiating programmes that aimed at professionally developing staff members in the schools.

The specific objectives that underpinned the study are the following:

- To explore the role that principals play in promoting professional development activities in their schools.
- To explore the way they promote professional development activities.
- To explore challenges principals encounter when promoting professional development.

1.6. Critical Questions

The study will ask the following critical questions:

- What role do principals play in promoting professional development activities in their schools?
- How do principals promote professional development activities in their schools?
- What challenges do principals encounter when promoting professional development in their schools?

1.7 Clarification of key concepts

There are two key concepts underpinning this study. The first one is professional development and the second is professional learning communities. These two concepts are briefly discussed below.

1.7.1 Professional development

Different writers use different terms for the concept professional development; some of the terms that are associated with professional development include teacher development, professional growth, teacher learning, lifelong learning, staff development, in-service training, capacity building, professional development and continuous professional development. Evans (2002) argues that the concept teacher development is not clearly defined in the literature and therefore that there is a need to have clear definitions in order to avoid confusion when writing and doing research on the concept. Kelly (2006) defines continuing professional development as “planned opportunities for teacher learning” (Kelly, 2006, p.505). Therefore, there seems to be a view which suggests that professional development is a combination of two concepts, namely, professional and development.

The National Policy Framework for Teacher Education and Development in South Africa (2006) writes about development of educator who have IPET (Initial Professional Education of Teachers) although it is a known fact that there are teachers who are underqualified but for the purpose of this study a professional is someone who has, at least, an initial teacher

qualification. The definition also adds that it is someone who continuously learns in order to keep themselves abreast of what is happening in their field of expertise. I think that this is very important in the South African context where many changes have been effected in the area of education, its management, governance and curriculum.

1.7.2 Professional learning communities

Professional development cannot be discussed in isolation from the concept of professional learning community (PLC). In fact, professional development can be regarded as the hallmark of a PLC (Hord, 1997). There is no single definition of the PLCs which is accepted by all writers but there seem to be an agreement on the activities which take place in PLCs like continuous interrogation of practice, collaborative teaching and learning and reflection on practice (Stoll, Bolam, McMahon, Wallace & Thomas, 2006). The genesis and the evolution of the concept PLC can be traced from the concept learning organisation which appeared in Senge's book entitled *The Fifth Discipline* which was published in 1990 (Hord, 1997; Thompson, Gregg & Niska, 2004). It is important to mention Senge's five disciplines because they have a strong influence in PLC literature, that is, the notion of systems thinking, personal mastery, mental models, shared vision and team learning (Thompson, et al., 2004).

1.8 Delimitation of the study

The study was conducted in three secondary schools which are headed by principals who had completed ACE: SL programme through the University of KwaZulu-Natal between 2007 and 2009. The participating schools were all located in the Pinetown District and they served learners from previously disadvantaged background. The learners and teachers in these schools were 100% African and they spoke isiZulu as their home language.

1.9 The layout of the study

This study will be divided into five chapters and each of these chapters is summarised below.

Chapter One

This chapter is an orientation to the study. It provides the background to the problem and outlines the motivation and rationale for the study. The statement of the research problem, as well as, the research questions that underpin the study is presented.

Chapter Two

This chapter presents a detailed discussion of the literature review and theoretical framework for the study. This focus of the literature is on professional development and it discusses different professional development models.

Chapter Three

This chapter presents a detailed discussion of the research design and methodology that was used in carrying out the study.

Chapter Four

This chapter presents the data in the form of themes that emerged from the analysis of the data. On the basis of the emerging stories, findings are made and are discussed in the following chapter, namely, Chapter Five.

Chapter Five

This is a concluding chapter which presents the findings of the study as generated from the data chapter. These findings are presented using the research questions as headings that provide structure to the presentation. The chapter ends by presenting recommendations that are drawn from the findings.

1.10 Chapter summary

This chapter has introduced the study by outlining the background to the study; presenting the research questions; the rationale and motivation for the study; introducing the research problem as well as the key concepts underpinning the study. The following chapter provides a detailed discussion of the literature reviewed and the theoretical framework of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

In the previous chapter, the background to the study was presented which included discussing the research problem, rationale, statement of the problem, research questions and the elucidation of key concepts. This chapter takes the discussion further by focusing on literature review and theoretical framework. In discussing the literature review, international and local literature on professional development activities in schools is reviewed. The main concept that is discussed is professional development and two twin concepts of learning of service and learning in service.

2.2 Learning of service and learning in service

Kelly (2006), arguing from a social constructivist perspective, coined these two terms, namely, 'learning of service' and 'learning in service' programmes. Learning in service refers to programmes that take place at school, sometimes referred to as on-site developmental programmes (Kelly, 2006). Learning of service refers to programmes which do not take place at school such as workshops which are organised by the Department of Education or other service providers such as NGOs, teacher unions, tertiary institutions and private companies. Kelly (2006) further argues that most programmes which are designed to develop teachers are learning of service programmes and are usually designed by people who operate from the cognitivist perspective. Their assumption seems to be that it is possible for an educator to apply knowledge from another context to their own context. Kelly (2006) further argues that in some cases people who conduct these workshops have never been in a classroom context. Therefore, this approach to professional development has limitations mainly because knowledge resides in educators who are involved in teaching on daily basis (Kelly (2006). By working collaboratively with one another they can come up with practices which are appropriate for their contexts. In other words, Kelly (2006) seems to recommend learning in service programmes. These concepts are important because the focus of this study is on professional development in a school context i.e. learning in service programmes rather than on learning of service programmes.

Vescio, Ross and Adams (2007) argue that due to the increase on the demand of accountability in education, there is a need to introduce the type of professional development which is going to shift from just helping educators to acquire new knowledge and skills. These scholars advocate professional development which involves teachers in reflection about their practices and collaborating with their colleagues in order to come up with approaches which are relevant to their contexts and which will ultimately benefit the learners by improving their performance. They also argue that educators who are exposed to professional development are more learner-centred which is what the new curriculum demands. Furthermore, Steyn (2013) argues that although individual professional development should be encouraged, there is a need for collective ‘on the job’ professional development in South Africa. In terms of this approach, teachers must not work in isolation but they must work together in Professional Learning Communities because that benefits learners by improving their performance (Steyn, 2013).

2.3 The role of the principal in professional development

Various pieces of literature (DuFour, 1999; Sargent & Hannum, 2009; Marishane & Botha, 2011) stress the central role that must be played by the principal in professional development. However, for the principal to effectively play his or her role in professional development, there are certain elements that must be considered that are crucial in facilitating this professional development role. These elements are discussed in the section that follows.

2.3.1 The leadership style

The principal’s leadership styles which create the environment where professional development (PD) activities thrive are supportive, shared leadership or distributed leadership (Hord, 1997; Stoll, et al., 2006); transformational and collaborative style of leadership (Huffman & Jacobson, 2010). It is evident from the above mentioned statement that for PD to flourish leadership can no longer remain a monopoly of the principal and the school management team (SMT). Therefore, teachers must be given opportunities to take leadership roles in enquiries which are going to lead to school improvement (Stoll, et al., 2006). They also emphasise the importance of trust and respect, teachers are more likely to allow classroom observation in the environment where there is respect and trust (Stoll, et al., 2006).

2.3.2 Shift in the principals' mind-set

DuFour (1999) argues that teacher development demands a shift in a principal's mind-set; there is a need for a principal who listens to the teachers and create the environment which is conducive to teacher development. Principals must shake off the view of themselves as omniscient and omniscient because that prevents them from developing themselves and also involving their staff in decision-making (Hord, 1997). They must also painstakingly work hard to create schools which react positively to change. Hord (1997) talks about change ready schools and refers to them as "those that value change and seek changes that will improve them" (Hord, 1997, p.4). She cautions that principals must be patient because this takes time; therefore, they must avoid, what she terms, 'quick fix' approaches or 'micro wave oven theories' (Hord, 1997, p.6) because they do not work in school improvement; instead, they should create an enabling environment where teachers can learn continuously.

2.3.3 Shared values and vision

DuFour (1999) argues that it is important for the staff to do research and finally, after discussions, come to an agreement on what they want their school to be like. He argues that principals should give their staff data and work with them to craft the common vision and shared values (DuFour, 1999). This approach also empowers educators by giving them opportunities to develop and to also participate in structures which contribute to the improvement of the school (DuFour, 1999). He further argues that "principals should lead through the shared vision and values rather than procedures" (DuFour, 1999, p.13). On the same vein, Stoll *et al* (2006) argue that although teachers are the primary members of the PLC, other stakeholders must be involved in designing the vision of the school. In other words, they must craft a vision, mission, values and attitudes which are owned by everyone.

2.3.4 Creating a learning culture

Stoll *et al* (2006) argue that it is impossible to improve the school without changing its culture as an organisation. The leadership of the principal and the school management team plays an important role in changing the school culture by communicating openly and being approachable.

2.3.5 Time and space

Promoting professional development is one of the strategies of turning schools into professional learning communities. However, as good as achieving such a milestone can be, there are some challenges that school leaders encounter along the way. For instance, Stoll *et al.* (2006) raise the issue of time and space as some of the challenges that leaders face. Time to hold regular staff meetings and discuss research must be created; teachers must continuously have opportunities to plan, reflect, implement and discuss classroom observations and assist one another to improve teaching (Stoll, et al., 2006). Therefore, there is a need for professional development days in a school calendar and, if possible, the school structure must be organised in such a way that teachers from the same department are placed in close proximity so that they can sometimes discuss teaching even over a cup of tea (Stoll, *et al.*, 2006).

Studies that were conducted in England also point to the direction that teachers felt that time was insufficient in such a way that the English government entered into an agreement with one of the teacher unions (ATL) on the issue of time (Stoll, et al., 2006). The concept of PLCs also involves change, and some people resist change. In view of this factor, there is a need for principals who undertake or intent to introduce PLCs, to use strategies which will ensure that the majority of the staff sees the importance of PLCs. This may also assist in solving the problem of contrived collegiality which usually results when teachers are forced to work together without them seeing the need to do so (Stoll, et al., 2006).

2.3.6 PD policy

There is also a need for PD policy in a school. Peer (2001) found that most principals see the need for PD but all the schools which participated in her study had no policy on PD. There are various models in the literature about how teacher professional development happens and some of them are briefly discussed below.

2.4 Models of Professional Development

Kennedy (2005) who writes about PD activities in Scotland, identifies nine models of professional development, and these include training; award-bearing; deficit; cascade; standards-based; coaching/mentoring and action research. These PD models cannot be discussed in isolation from the issue of power because there is always someone who wields power and who decides what needs to be done and how it must be done (Kennedy, 2005). In this section training, award-bearing, deficit and cascade models are going to be discussed. Sheard and Avis (2011) improvement and innovation paradigms is going to be discussed. The rest of Kennedy's models will be discussed under professional development activities

2.4.1 The training model

Kennedy (2005) argues that the prevalent model of professional development is a training model. This model is characterised by a top-down approach because teachers are simply trained to update their knowledge and skills outside the school context. The programme is usually determined by the experts without consulting the implementers, namely, the teachers. In other words, facilitators in the workshops impart knowledge to the passive participants who, in our case, are the teachers. Kennedy (2005) further argues that the workshops which are conducted under this model are usually not effective. Kennedy (2005) argues that the method is associated with centralisation and standardisation. This is relevant to the South African context because the workshops are used as vehicles to convey curricular changes designed by experts from the Department of Education; teachers as implementers are not consulted to contribute beforehand. During their presentations, facilitators also regurgitate what they were trained to convey and they do not encourage teachers to actively participate by asking questions; they are only expected to take what they are told and implement it. Mokhele and Jita (2010) argue that there is a need to involve teachers in planning PD activities so that they can be relevant to them. In a school context teachers need to discuss the information from the department and implement it in a way which is context sensitive.

2.4.2 The Award bearing model

Although this model is outside the scope of this study I think it is worth mentioning because the main participants of the study are school principals who did Advanced Certificate in Education: Leadership (ACE: SL). That programme is an example of award bearing model.

In that regard Kennedy (2005) maintains that award bearing programmes involve doing a practically orientated award bearing programme which is usually validated by a tertiary institution like a university.

2.4.3 The deficit model

Kennedy (2005) argues that PD can be done with the intention to address the deficit on the side of teachers. In this model people who are in power usually make decisions about what is lacking and how it can be addressed. In the South African context people who are in power decide to implement changes in the curriculum because they feel there are some shortcomings to be addressed on the current one. The problem with this model is that it apportions the blame for failure on the individual and fails to look at other factors which may have contributed to under-performance such as timeous delivery of textbooks by the department, overcrowded classrooms and many others.

2.4.4 The cascade model

In the South African context the Department of Education relies heavily on workshops to convey information on the changes in the curriculum; however, research has shown that the cascade model is not effective (Peer, 2001; Kennedy, 2005; Mokhele & Jita, 2010). Kennedy (2005) argues that the information from the workshop does not usually help to improve teaching and learning. Peer (2001) also argues that workshops which are organised by the Department of Education are not effective because of limited time. Usually, these workshops take one or two days and they do not take into consideration different school contexts; they are not evaluated and there is also no support which is given to educators during implementation. Studies reveal that teachers like to work with one another (Mokhele & Jita, 2010).

2.4.5 Improvement and innovation paradigms

Sheard and Avis (2011) conducted a study in North England which focused on the intervention which was about involving the community in improvement initiatives. North England can arguably be described as characteristic of many places in third world countries like South Africa; it is “a region characterised by high level of social disadvantage and low participation rates in higher education” (Sheard, & Avis, 2011, p. 84). The two interventions

were termed Building School for the Future (BSF) and Innovation Unit for Schools Next Practice Innovation. The ideas that can be viewed as useful in their article are two paradigms, namely, the improvement and innovation paradigms; they differentiate between the best practice and the next practice; in best practice one relies on tried and tested methods and apply them in one's context on the other hand a person who operates on the next practice approach takes what is tried and tested in other contexts and modifies it to suit their context. The terms they use to describe this is that best practice is adoptive and next practice is adaptive. The position for this study is that school must shift from improvement to innovation paradigm by taking information from workshops and books and incorporate it into good practices and adapt it to their context.

In schools innovation and experimentation must be encouraged (Stoll, et al, 2006). An environment for diverse ideas, beliefs and strategies must be provided and the organisation must have democratic ethos and positive principles, ethics, and values. Similarly the principal is expected to practise democratic, transformational and collaborative style of leadership where creativity, innovation and change which is going to benefit the learners is encouraged (Huffman & Jacobson, 2010).

2.5 Professional development activities

In this section some of the professional development activities that are undertaken in schools are discussed. These PD activities include induction, mentoring, coaching, training, facilitation, critical friendship and counselling.

2.5.1 Induction

Induction is one of the most important phases of the development of any professional person as she or he embarks on the chosen career. It is the first and foremost phase of employment; its ultimate goal is the acquisition of expertise in one's field and to perform to the maximum potential (Bush & Middlewood, 2005). It is the duty of the school management team to ensure that teachers are properly inducted into the teaching profession and the school life. People who are candidates for induction are novice teachers and also teachers who are promoted to management positions such as HoDs, deputy principals and principals. The study acknowledges that there are induction programmes that take place outside the school context which include seminars, workshops, university courses and many similar activities. However,

all such activities are meant to focus on what is done in the schools. Bush *et al.* (2009) writes that sometimes if teachers are promoted from the same school there is a tendency to think that there is no need to induct them because they know about the school; these scholars argue that everyone who takes a new position must be inducted including a person who has also taken a new post in the organisation through internal promotion because one may have experience on the school with a culture which needs to be questioned. Bush *et al* (2009) write that research indicates that teachers who are inducted into the profession are more likely to stay longer than those who are not inducted.

In the past in South Africa there was a probationary period where the new educator was monitored for about three months to make a final decision about their employment. Bush *et al* (2009) identify three purposes of induction and the first one is socialisation; this is meant to integrate or assimilate the new employee to the new institution; socialisation is further divided into two forms, namely, the professional socialisation which is meant to prepare someone for the role, and organisational which is meant to prepare someone for the context where the role will be performed. In professional socialisation we talk about the job description, policies that guide that job, injunctions, duties and so forth. In most cases induction programmes that take place outside the school context focus on professional socialisation because they cannot have information on different contexts.

The second purpose is to help one to achieve competent performance. A new employee needs to learn some new skills and integrate them with his or her learned skills in order to apply them in his or her new job. Bush *et al* (2009) mention three stages in achieving competent performance. The first is about getting used to the place; the second one entails relearning new skills and also applying learned skills and the third is about becoming effective by applying the new behaviour and integrating it with the learned behaviour. The last purpose is to understand the organisational culture, that is, to understand the core values and beliefs of the institution.

2.5.2 Mentoring and coaching

The concepts mentoring and coaching are closely related; mentoring is a long term relationship between someone who is experienced and one who has less experience; the aim is to help the less experienced teacher (mentee) to acquire more skills and knowledge in order

to improve their teaching. Although the mentorship of the principals fall outside the scope of this project it is worth mentioning that there is a need to mentor principals so that they too, can be good mentors to teachers in their schools (Msila, 2012). Msila (2012) argues that ACE: SL is well positioned to serve that purpose in the South African context. Mentors must be carefully chosen and trained (Bush & Middlewood, 2005). In all the posts below the principal it is possible to find a mentor in the institution where one works but not the principal because his or her immediate senior is someone who is not in the school but in the circuit office. The mentor, in case of the principal, may be the principal who has retired, a principal from another school or the circuit manager. Some of the countries which have good mentorship programmes for the principals are England and Singapore (Bush & Middlewood, 2005).

Coaching also is intended at helping individuals acquire some skills which are useful in their job. There is also co-mentoring and co-coaching where the relationship is between people who are on the same level (peers) and they assist one another to improve their teaching. The advantage of co-coaching and co-mentoring is that there is no issue of power as people who are in a relationship see each other as equals; teachers can also coach and mentor one another (Bush, *et al.*, 2009).

2.5.3 Collaborative teaching and learning

There are different interpretations of what collaborative teaching and learning really is. For the purposes of this study, I argue that collaborative teaching involves planning together on the side of teachers, observing one another's lessons as critical friends whose goal is to help the one who is observed to develop. Ono and Ferreira (2010) write about lesson study which started in Japan and which involved observing a lesson and giving feedback in order to help the lesson presenter to improve. Bush *et al* (2009) write that a critical friend or co-mentor in professional development is someone who assists the educator by giving them feedback as an equal. Teachers must regularly and collectively engage in joint studies and interact in order to come up with creative ways of improving their teaching (Tanja & Hannum, 2009). They must work collaboratively and supportively in order to come up with strategies which are going to improve their teaching and ultimately, pupil learning.

Teachers must continuously search for information, analyse and implement data that can improve their teaching in order to improve learning on the side of the learners (Stoll, *et al*, 2006). They must stop working in isolation and do what Stoll *et al* (2006) call a 'reflective dialogue' and the 'deprivatisation of practice' because teachers collectively reflect about teaching and learning, discuss educational issues, identify problems, do research, come up with solutions and implement them in a collaborative manner. Stoll *et al* (2006) argue that although teachers have anxiety about being observed at the beginning of this process, but as time goes on, they become enthusiastic about collaboration as they become used to it.

Professional development is known to instil confidence and belief in the teachers' skills and abilities to exert positive impact on the learning outcomes. This also results in enhanced job satisfaction on the side of the teachers. They also become more motivated to go to classes and teach. Creativity and innovation is encouraged. The concept 'reflective dialogue' is similar to the third discipline in Senge's five discipline called mental models. Mental models are "deeply ingrained assumptions and generalisations that influence how we understand the world and how we take action" (Thompson, *et al.*, 2004, p.3). While mental models offer huge positive elements, there are some negative elements as well; for instance, mental models sometimes prevent people from accepting and adapting to change; teachers must reflect continuously in order to be conscious of one another's assumptions. Such transformation is likely to thrive in a positive environment where there is trust and collegial relationship among staff members as dysfunctional relationships have a negative effect (Stoll, *et al.*, 2006).

Tanja and Hannum (2009) add that the second role of teachers in a PLC must be to do research, produce knowledge and publish it. I think that the last point poses a big challenge to the teachers because not many teachers have the skills of producing knowledge. I include myself in that category of teachers, in spite of my 21 years in the teaching profession, I still have not fully acquired research skills. I also think teachers are well positioned to write about teaching because they are foot soldiers who have first-hand information about teaching and learning.

2.5.4 Networking

Networking involves working with other people in a similar context. Stoll *et al.* (2006) argue that schools cannot do it alone; they need other partners outside the school such as parents,

local community members, social services agencies, teacher unions, NGOs, neighbouring schools, businesses, tertiary institutions and so forth. In keeping with this reality, the school must therefore seek relevant external connection and support from district office. For instance, Hoffman and Dijkstra (2010) emphasise the importance of networking between different schools and other stakeholders. It is believed that through networking, educators can get a chance to share their views on the curriculum and counter the top-down approach. Educators are therefore encouraged to collaborate in deciding the content of what is taught because they know, for example from their experiences, what is relevant in their contexts. In networks teachers share with one another the knowledge that they have gained through their daily interaction with other stakeholders in the learning environment; this knowledge is termed social capital.

In South Africa neighbouring schools work together as clusters, some clusters set common papers to ensure that neighbouring schools cover the work they are supposed to cover. Advanced Certificate in Education (School Leadership Programme) is one example of a South African leadership programme which encourages networking because it includes cluster learning. From the above discussion we can deduce that programmes which take place outside the school are not enough, the school needs to initiate its own programmes and also adapt information from outside to suit its context.

2.5.5 Integrated Quality Management System

According to the Department of Education Training manual for IQMS (2003), an agreement was reached in 2003 between the government and the union representatives to implement performance measurement (IQMS) in education. This framework for performance measurement has three goals. The first one is developmental appraisal; the second one is performance measurement which aims to assist when deciding salary increase and the third one is whole school evaluation; the third goal is to assist in the improvement of effectiveness in schools because through it, school improvement plans which are meant to address identified weaknesses will be drawn. This discussion focuses mainly on developmental appraisal because my argument is that if IQMS is properly implemented it can help in teacher development. This argument is based on the fact that, some steps in the IQMS processes have the potential to make the teachers reflect about their strengths and weaknesses during the

pre-evaluation activities like self-evaluation and also in post evaluation discussions with the developmental support group (DSG).

Nkambule (2010) writes that Schedule 1 of Employment of Educators Act (EEA) No. 76 of 1998 stipulates that school principals, deputy principals, HoDs and post level one educators must undergo performance appraisal. First the School Development Team (SDT) must be elected. This is a structure which oversees the implementation of IQMS. Developmental appraisal is intended to be a fair and transparent approach to the assessment of educator's strengths and weaknesses. The educator chooses his or her peer who constitutes the (DSG) together with his or her immediate superior. Educators, particularly those who are new in the system must be trained before they choose their DSGs. Self- evaluation, where the educator identifies his or her strengths and weaknesses, is done before lesson observation. After the observation the DSG sits down with the educator and discusses his or her scores and suggest some areas where improvement is needed. The educator writes his or her personal growth plan which is submitted to the SDT and is used, together with PGPs from other educators, to decide the school improvement plan.

Teacher development is very important because it serves as a vehicle through which school improvement and school effectiveness can be realised. My view is that if the IQMS process is properly implemented it can assist in educator development. IQMS has not achieved the goals it was set to achieve, particularly in previously disadvantaged schools, that is, to appraise educators to perform well and to do the whole school evaluation in order to improve school functionality. Educators' focus is on the lesson observation and scoring and the peer is also there to give good scores, which is very important because performance measurement is linked to salary increment. However, very little attention is paid to other stages of the process which are very important for IQMS implementation; for instance, lesson observation addresses only four out of seven performance standards which are on the instrument which is used to assess educators; there is a need to observe the educator outside the classroom and documentary evidence must be provided for other performance standards.

Weber (2005) argues that after 1994 the newly elected democratic government engaged in some programmes which were designed to transform South African education. The original aim was to decentralise some of the functions which were previously centralised by the apartheid government, and shift towards people's education. In addition, the South African

Schools Act, No 84 of 1996, took some steps towards decentralisation when it enabled parents and learners to be actively involved in school governance, but performance measurement, IQMS in particular, is a remarkable shift towards centralisation because teacher organisations were not involved in its designation, and it borrows heavily from the concepts which are used internationally in performance measurement discourses (Weber, 1996). This scholar further argues that it deprofessionalises the teachers because of its top-down and prescriptive nature; in every stage teachers are told exactly what to do and there is no contribution expected on their side (Weber, 1996). He makes some very good observations which need to be taken into consideration when designing developmental programmes in future, namely, the involvement of teachers because if they are involved in designing the programme, they are highly likely to own it and be willing to make it work.

Weber (2005) also raises some problems with the IQMS. He maintains that first it operates on the deficit model because it focuses on the accountability of the employees (educators) and fails to explain how the government will be accountable. In other words, there is nothing to account for on the side of the government. This, according to Weber (2005), is its shortfall because it must be clearly stated what role the government will play especially on the issue of making the resources available and also in addressing the development plans that will emerge from the IQMS process. Findings of a research that conducted in three primary schools in Mpumalanga on IQMS implementation revealed that educators in their self-evaluation did not identify their weaknesses and they also submitted inflated scores (Nkambule, 2010). This research provides conflicting views about whether the circuit management should be involved or not. This is because circuit management personnel stopped monitoring teachers after protests against such a practice had been intensified by the teachers and their teacher unions, particularly SADTU. They objected to it because, in their views, the process was too judgemental and did not do anything to develop educators. In the same manner, Nkambule (2010) believes that some educators feel that IQMS can be improved by the involvement of departmental officials.

It is impossible for South Africa to escape performance measurement because it is an international trend that requires modification in order to accommodate contextual differences. Apple (2005) highlights the rise of the culture of performance measurement and accountability in the United States (US). It is evident that IQMS has a potential to contribute to leadership development in schools because it has the qualities of action learning which is

going to be discussed below. It also has a co-mentor or critical friend element who is someone who assists the educators by giving them feedback as equals (Bush, Bell & Middlewood, 2009). A peer who is chosen by the educator when forming the DSG is similar to a critical friend or co mentor and the immediate senior plays the role of a mentor as well. This shows that IQMS has many concepts which are found in professional development literature.

2.6 An Example of Professional Development activity in South African context

Prew (2009) writes about a project which was a partnership between the district office, the NGO called Link Community Development (LCD) and 96 schools at Soshanguve. The project had three innovations; the first one was involving communities in crafting school development plans; the second one was encouraging fundraising by involving parents and pairing the South African school with another school in England, this means that a South African school was paired with another school in England which gave it the same amount of money they had accumulated through fundraising; the third innovation was improved classroom management practices, to achieve this, teachers were observed during their lessons by the inspectors from the district and the members of the NGO and they were asked to explain about their methods at the end of their lessons.

At the beginning of the study qualitative and quantitative methods were used to establish the baseline position of the participating schools. Summative evaluation was done after three years. It also involved networking because the schools worked in clusters. The aim of the project was also to ensure the functioning of the district and the circuit. What differentiates this school development project from the Western ones is that it involved the community and all stakeholders in designing school development plans (SDPs). The school development plans had a wide range of priorities. They did not prioritise teacher development like most SDPs from the West. The findings of that study were invaluable in terms of informing decisions and approaches that could be adopted in addressing a number of problem areas in the schools.

The results of SSDP were that educators began to cooperate with their inspectors because they realised after lessons observations that they were there to assist them. Cooperation between the parents and the teachers improved due to fundraising activities; schools came up with innovative ways to raise funds which resulted in the creation of job opportunities for some members of the community. Parents' attendance of the meetings which was a problem before the project improved, parents began to show interest and their attendance increased. There was also an increase in the enrolment in township schools because some learners who were in city schools decided to come back to township because they realised that learning was taking place. The culture of learning and teaching was restored in many schools. In schools where the SDP was developed with community members there was a noticeable decrease in crime levels directed at schools.

2.7 Theoretical framework

To examine the issue of principals' role in promoting professional development activities in schools, I chose two theoretical models i.e. the Action Research Teacher Development model and DuFour's model of a Professional Learning Community (PLC). The two models were preferred because they touch on key issues that are addressed by this study, namely, the professional development of teachers, team work and the role of school leaders and managers in realising this goal.

2.7.1 Action Research Teacher Development model

Cohen *et al* (2011) mention Kurt Lewin and Corey as some of the founding fathers of action research and they argue that from its inception action research aims to change the lives of disadvantaged groups. They further argue that it is a form of participatory and emancipatory research and can be used as a continuing professional development model for the teachers. It usually uses the form of case study. It is also compatible with qualitative research because it allows different viewpoints to be discussed. Action research bridges the gap between the researcher and a practitioner because in this model the practitioner becomes a researcher. In the context of education, it involves teachers working collaboratively and researching some ways in which improvement in their work can be brought about (Kennedy, 2005; Cohen, *et al*, 2011). It contributes to the empowerment of the teachers and has a potential of solving the problem of implementation because if teachers are researchers they will identify issues which

are relevant to them and it is highly likely that they will own the research and implement it (Cohen, *et al*, 2011).

Action research helps the participants to come up with the knowledge and methods which are suitable for their context and shifts the teachers from being the passive consumers of information produced by others to being the active producers of information and this makes them proactive (Kennedy, 2005). Bush *et al* (2009) and Schutte (2001) mention three elements in the action learning cycle, namely, planning, reflection and implementation. Cohen *et al* (2011) add observation as another element to the action research cycle. Therefore, their cycle comprises planning, implementing, observing and reflection. The cycle suggests that action research is continuous; teachers must always plan, reflect, implement and observe and if something does not go well they can always go back and plan again. For action learning to take place the principals should operate on the transformational model because they need to create the environment which is conducive to leadership development. They also need to encourage the members of their staff to develop themselves. Collaborative teaching is also needed because in this approach everyone opens himself or herself to criticism by others. In planning the group looks at its past pitfalls and decides how to prevent them in future. They implement their programmes and after implementation they reflect in order to improve in future. They can have a facilitator from outside to monitor their progress and give assistance if there is a need.

2.7.2 DuFour's Professional Learning Communities model

The second model that I discuss is DuFour's model of a PLC; DuFour (2004) writes that there are three big ideas that must be found in a PLC; the first is that of ensuring that students learn; the second is that of ensuring the culture of collaboration and the third is the focus on results. Ensuring that students learn means that it is not enough to teach but educators must also ensure that students learn what they teach and if there are learners who experience some difficulties in the process of learning, they must be assisted (DuFour, 2004). DuFour (2002) argues that his position on principals has evolved; originally his argument was that principals should be instructional leaders but now he argues that they should be learning leaders because they need to ensure that there is learning in schools they head. The second big idea which is the collaborative culture means teachers stop working as individuals in silos but work as teams who assist one another to improve their work and also discuss information from the

department of education in order to adapt it to their context. The third big idea emphasises the importance of focusing on results; this means that teachers must continually look at the results, share the methods which produce good results and always strive to improve them; the principal must also analyse results continually and compare them with previous ones and also with those of neighbouring schools in order to improve them (DuFour, 1999).

Stoll *et al.* (2006) concur on the issue of results and they also argue that the principal and the staff must also meticulously collect, analyse and compare all forms of data that will give them a clear picture of the learner's performance and possible intervention; some examples of the data include the learners' internal and external assessment results, neighbouring schools results, school inspection reports and other similar reports. Sargent and Hannum (2009) argue that there are two activities that must exist in PLC, firstly teachers must interact, plan lessons collaboratively, engage in peer observation and discuss teaching, and secondly they must produce knowledge about teaching.

2.8 The importance of the theoretical framework

These two theoretical models were chosen because they are compatible with each other because they both stress the importance of a teacher as a researcher, collaborative teaching and learning and improvement. They serve as lenses through which I can examine how the principals create the environment which is conducive to continuous professional development in schools and how educators work together in planning, implementing and reflecting on their work. These models will enable me to look at what educators do with information from the workshops i.e. how do they cascade it? Do they adapt it to their contexts? These models will also enable me to look for some evidence of collaborative teaching and learning amongst the teachers with the intention to come up with practices which are suitable in their context?

2.9 Chapter summary

In this chapter the role of the principal in professional development has been discussed. Professional development models and professional development activities have also been discussed. Examples of professional development in a South African context were also provided and analysed. Literature on local and international spheres regarding professional

development was also reviewed and the theoretical framework that underpins the study was discussed. The next chapter will focus on research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In the previous chapter, local and international literature on the role of the principals in promoting professional development was discussed. The focus of this chapter research is on research design and methodology. Research paradigm, approach, methods of data generation as well as data analysis and sampling are discussed.

3.2 Qualitative approach

The approach to research was qualitative which means that numbers were not used to quantify the findings; instead, direct quotations were used as evidence of the emerging findings. The focus of the study was on the principals but HoDs and the teachers were interviewed in order to corroborate information from the principals and for the purposes of triangulation. De Vos *et al* (1998) mentions different types of triangulation i.e. data triangulation, investigator or observer triangulation, methodological triangulation and theory triangulation. In this study three types of triangulation were used i.e. data triangulation, methodological triangulation and theory triangulation, in data triangulation the researcher used different sources of data, in this study the sources of data were principals, HoDs and teachers from three different schools. In methodological triangulation the researcher uses more than one method to generate data, in this study two methods were used to collect data i.e. semi-structured interviews and documentary analysis. In theory triangulation two models were used as lenses in the analysis of data i.e. Action research teacher development model and DuFour's PLC model. According to my reading (Cohen, et al., 2011) qualitative research focuses on the experiences of people, in this study the focus was on the qualitative experiences of the principals, HoDs and teachers on the principals' role in promoting professional development in their schools.

3.3 Research paradigm

The research is located under the interpretivist paradigm, the approach to the study will therefore be qualitative. Cohen, Manion and Morrison (2011, p.17) argue that ‘the central endeavour of the interpretive paradigm is to understand the subjective world of the individual’. These scholars further argue that the view of reality (ontology) under this paradigm is that it is multiple and that knowledge (epistemology) is socially constructed (Cohen, Manion & Morrison, 2011). In this study the knowledge on professional development is constructed from the principals’, HoDs’ and teachers’ perspectives as they are the participants. Data was generated by asking the participants to give their perceptions or views of the reality. The aim is to understand from the perspective of the participants. This paradigm allows for multiple truths held by the school principals, the HoDs and the teachers as they have their own subjective realities.

3.4 Sampling and participants

Purposive sampling method was used in selecting school principals, HoDs and teachers. The main criterion was that the principal must have studied and completed (ACE: SL) course offered by the University of KwaZulu-Natal from 2007 to 2009 and their schools must have been within the jurisdiction of the Pinetown district due to their close proximity (Mack, *et al.*, 2005). The criterion which was used to select the HoDs and the teachers was the number of years they had spent at school. I chose the HoDs and the teachers who had been at school for more than five years. The method which was used to sample the documents was the years; I used the documents for 2012 and 2013 (a period of two years after the last cohort of ACE: SL students had graduated). I chose secondary schools because I am also a HoD in a secondary school and it is easy for me to relate to what is happening in other secondary schools.

3.5 Profiling of schools and participants

The study was done in three secondary schools in Pinetown district of KwaZulu-Natal, South Africa. Principals who participated in the study had completed Advanced Certificate in Education School Leadership programme that was offered by the University of KwaZulu-Natal between 2007 and 2009. Profiles of the three schools and the participants are given below.

3.5.1 Apple Secondary school

This was a big township school with a double storey building. It had a principal (Hadebe), two deputy principals, 4 HoDs and 37 teachers. It was classified as Quintile 4. It had 2 computer laboratories with 30 computers in the first one and 15 in the second one. The second computer laboratory was for Engineering and graphics design. It had a library which was partially functional. The enrolment for 2014 was 1320 learners. They had five classes in grade 8, five classes in grade 9, eight classes in grade 10, six classes in grade 11 and seven classes in grade 12. The National Senior Certificate pass percentage was 81% in 2012 and 95% in 2013. Participants in this school were Hadebe, who had been the principal at the school for 8 years, Khanyile, who had been a HoD for 15 years, Ntengu, who had been a teacher at school for 8 years. Hadebe was doing M.Ed. at the time of the study.

3.5.2 Pear Secondary School

The area where the school is located can be classified as a rural area which is not far from the city. Their traditional leader was Inkosi, usually known as the chief but there existed democratically elected councillors within the Traditional Council. Their roads were tarred and they had access to electricity and tap water. The principal of this school was Moodley. It was a small school with no deputy principal, 2 HoDs and 12 teachers. It had a partially functional science laboratory and computer laboratory which was also used as a staffroom and there was no library. The enrolment in 2014 was 383 learners. The school was classified as Quintile 3. Pass rates in the National Senior certificate was 73% in 2012 and 89% in 2013. The school had 5 classes, one for each grade i.e. Grade 8 to Grade12. The participants were Moodley, the principal; she had been a principal at the school for 17 years, which meant the school was also 17 years because she was the first principal of the school. Mkhize, an HOD, who had been in that position for 13 years; both Ms. Moodley and Mkhize were doing Bachelor of Honours degrees in education respectively at the time of the interview. The third participant was Mnkwanyana, a teacher, who had taught at Pear Secondary School for 7 years.

3.5.3 Orange Secondary School

The school was also in a rural area which was distant from the city but there was transport in form of mini bus taxis. They had a traditional leader in the form of Inkosi (chief) and also democratically elected municipal councillors, the roads were tarred and they had access to electricity and tap water. The school had a principal, 2 deputy principals, 4 HODs and 32 teachers. They had four classes in grade 8, 9, 10 and 11 and three classes in grade 12. The school was classified as Quintile 3. It had 2 computer laboratories with 20 computers in each. The other computer laboratory was for Engineering and Graphics design. The participants were Naidoo, who had been the principal at the school for 15 years, Mseleku who had been a HoD for 11 years and Xaba who had been a teacher at the school for 21 years. Xaba was also a branch Chairman of one of the teachers' unions. The National Senior Certificate pass rates were 74.5% in 2012 and 40% in 2013 respectively. Naidoo's highest qualification at the time of the study was M.Ed.

3.6 Methodology

The methodology that was used in this project was case study because it allowed an in-depth study of the participants and their organisation. The case was three secondary schools which were headed by the principals who had completed Advanced Certificate in Education School Leadership (ACE: SL) programme offered by the University of KwaZulu-Natal from 2007 to 2009 and the study was on promotion of professional development activities in their schools.

3.6.1 Methods of generating data

The methods of data generation were semi-structured interviews and documentary analysis, semi structured interviews were conducted among three principals, three HODs and three teachers from the three participating secondary schools. The semi-structured interview method was preferred because it allowed the interviewer to get thick data by asking probing questions if there was information that needed clarification (Mack, et al., 2005). The interviews were tape recorded and transcribed. I also requested some supporting documents such as the minutes of the staff meetings and schools' vision and mission statements.

3.6.2 Data analysis

All the semi-structured interviews were digitally recorded and thereafter transcribed *verbatim*. The method of data analysis that was employed is content analysis; Cohen *et al* (2011) defines content analysis as “the process of summarising and reporting written data” (Cohen *et al*, 2011, p.563). He argues that before content analysis data must be reduced into manageable chunks. This is done by classifying data into categories i.e. coding or tagging. During the coding process I organised the data into various themes or categories, and nine themes emerged. They are presented and discussed in the next chapter.

3.7 Ethical Issues

One of the ethical requirements is that a researcher has to get permission from various gatekeepers such as ethics committee in the university and the departments to which potential participants belong. In the context of this study, I applied for ethical clearance from the University of KwaZulu-Natal. In addition, I applied to each school principal as gatekeepers as the provincial education department had delegated that function to the school levels.

MacFarlane (2009) highlights some ethical principles which must be observed in qualitative research and these include respect for others, informed consent, confidentiality, anonymity, voluntary participation, beneficence, non-maleficence or avoidance of harm, justice and integrity. Some of the ethical issues that were observed include the principle of non-maleficence, namely that no harm will be caused to the participants due to their participation in the study. I ensured that there were no questions which might hurt the participants emotionally and all the information they gave was treated in strictest confidentiality and they were also assured of that. In addition, I ensured that the identity of the participants was kept anonymous in order to avoid any possible harm or prejudice. Research participants were informed that their participation in the study was voluntary and they were not promised any financial rewards for agreeing to participate in the study. I hope that although the research may not have direct benefit to the participants but it may be of benefit in further studies on professional development (beneficence). The letters were written to the participants requesting them to participate in the study and they were informed about the purpose of the study and they were assured of confidentiality and anonymity. When reporting about the research findings *pseudonyms* were used and this was done in order to hide the participants’

real names. Participants were also made aware that they were not forced to participate in a research and that they could withdraw at any stage of the research.

3.8 Trustworthiness

Guba and Lincoln's (1985) framework of trustworthiness was used. These scholars argue that trustworthiness is what persuades others to take your results seriously. Guba and Lincoln (1985) use the concept credibility for internal validity in quantitative data. They further mention that some of the methods which are used to achieve credibility are member checking, triangulation of methods, that is, using more than one method of data generation and sources. Prolonged engagement and persistent observations are some of the techniques that can be used to enhance credibility of the findings.

In the context of this study I also used a competent critical reader to read my study and comment on it. In addition, in each school I interview the principal and also one HoD and one teacher in order to corroborate what was said by the principal. I also triangulated the data generation methods by using more than one method. For instance, I requested the principal in each school to give me documents such as the minutes of the staff meetings and any other relevant document that the school might possess that could shed light on professional development activities which were taking place. I also made sure that the lines of communication remained open after the interviews and I talked to the participants in order to ensure that my conclusions were the true reflection of what they said. This process is commonly known as member checking.

The interviews were also recorded electronically using audio-recorder and this was meant to ensure that accurate record of the content of the interviews was kept. Guba and Lincoln (1985) further argue that in qualitative research external validity is replaced by transferability, in order to make transferability possible a researcher must provide details about the context and time where the study was done. This was done and it is discussed in the preceding section where sampling strategies are discussed. Although the aim of the study was not transferability but in case some researchers want to replicate the findings in other contexts the paper trail in terms of data gathering instruments and data analysis will be provided.

3.9 Limitations of the study

The limitation of the study is that because it was done under qualitative approach and also the method of sampling was purposive and therefore it will not possible to generalise to other contexts; nevertheless, attempts were made to provide thick descriptions of data and also of the context so that people who want to transfer the results to their contexts can do so with full understanding. The study sampled purposively three principals from previously disadvantaged schools who completed ACE: SL programme offered by the University of KwaZulu-Natal from 2007 to 2009. The schools were chosen from Pinetown district due to close proximity. I think that is a limitation because there are principals in other schools who might be doing a good job who did not do this course. The sampling method which was used did not also give everyone the opportunity to be part of the study; nevertheless, an attempt was made to ensure that the findings are not generalised to the entire population of principals in the Pinetown District. I also ensured that whatever emerged from the data is directly linked to the studied schools only.

3.10 Chapter summary

In this chapter research, all relevant issues relating to research design and methodology and ethical issues have been discussed. The next chapter is going to focus on the data which was generated from the field and its analysis.

CHAPTER FOUR

STORIES EMERGING FROM THE FIELD

4.1 Introduction

The preceding chapter focused on issues of research design and methodology. This chapter presents a detailed discussion of the data that emerged after the analysis of interview transcripts and the review of various documents kept in the three schools. The methods that had been used to generate data were semi-structured interviews and documentary review. The main research participants in the study were the school principals. The HoDs and the teachers were also interviewed in order to corroborate information from the principals. As explained in the previous chapter, in order to preserve anonymity the names of the participants which are used in this chapter are *pseudonyms*. The information has been divided into the nine main themes i.e. the importance of professional development, common vision and mission of the school, the role of the principal in PD, collective and individual responsibility, professional development activities in schools, analysis of the results, IQMS as a tool for PD, challenges that principals face when promoting PD and solutions thereof. These themes are presented in the following section below.

4.2 The backbone of teaching and learning

There was unanimity of views in all three schools about the importance of professional development. The participants argued that professional development was important in ensuring efficiency and effectiveness on the side of teachers and improved quality of the results on the side of learners. It was also highlighted that PD was important, particularly, in the South African context because teachers needed to keep themselves abreast of the many changes that had taken place and continue to take place:

There are so many changes currently and people have to be on par with what is happening in the education sector generally and in schools in particular (Moodley, Pear Secondary School.)

Moodley's words were echoed by Hadebe, a principal of Apple Secondary School who averred that there was a lot of information which demanded that teachers should develop themselves:

I think it is essential to be professionally developed all the time because there is quite a lot of information that comes out all the time and as professionals we need to be abreast of the latest things that impact on our profession (Hadebe, Apple Secondary School).

Ms Naidoo, a principal of Orange Secondary School went further and argued that PD was the backbone of teaching and learning because teachers who were professionally developed would do their work efficiently and effectively and would also produce quality results. She also argued that both the old and new the teachers needed to be professionally developed. This is what she had to say in this regard:

Professional development is important because people need to grow from strength to strength in order to be able to be effective and efficient in the execution of their duties and responsibilities because we find that both the old and the new teachers need to be developed in their profession (Naidoo, Orange Secondary School).

The extracts from the participants in the above sections seem to be in line with findings by other researchers in the past. For instance, Peer (2001) argues that there is apparently a need for PD at this time because of continuous curricular and policy changes since 1994. Other researchers also argue that professional development has a positive impact in places where it is implemented (Sargent & Hannum, 2009). Mkhwanazi (2007) argues that there is a need for professional development for both the SMT and their subordinates. Scholars also emphasise the point that it is the responsibility of the principals, working together with their staff, to create schools which are ready for change (Hord, 1997). Although there was an agreement on the need for PD policy amongst the participants (principals, HoDs and teachers) in all three schools, none of the schools was able to produce a written policy when they were asked to do so. When asked about policy on PD, Moodley and Hadebe declared that there were no policies on PD in their schools. In Orange Secondary Naidoo argued that, although she could

not produce a written document but there was a policy they agreed on as a staff, but, somehow it got lost in 2013 while she was away from school for about 5 months. This is how she explained the loss of the policy document:

There is a policy that we agreed upon, but if you ask me to produce it, there is no paper. Something happened while I was away for five months. Policy documents were stolen (Naidoo, Orange Secondary School).

The presence of the policy could not be corroborated because Mseleku, an HoD from the same school, Orange Secondary, said that her department did not have a policy on PD. Xaba, a teacher and also a member of the SDT at the same school did not give a clear answer because he argued that the school improvement plan was a policy. This is what he had to say:

Yes, we do but that will be in terms of school improvement plan (Xaba, teacher, Orange Secondary School).

Peer (2001) argues that there is a need for PD policies in schools. However, the position that these schools have taken on this matter is questionable. It does not make sense that while there was unanimous agreement among all participants on the importance of PD but there was no written policy on it. Research has also shown that although principals agree that professional development is important they do not have any policy to back up what they say (Peer, 2001). This study did not confirm those findings because in two schools principals conceded that there were no policies but in one school the principal argued that there was a policy they agreed on.

4.3 Common vision and mission of the school

The focus of the first question was on school vision and mission. It appeared that in all schools principals did not differentiate between a vision and a mission statement. When they were asked to give a vision and a mission statement they only gave a vision statement. It appeared that there was only one secondary school where the staff and the principal had a similar idea of a school vision and a vision statement, and that is, Orange Secondary School. In the other two schools, it appeared that the participants did not differentiate between the vision and the mission, they talked about them as if they were one and the same thing. It appeared that the members of the school management team on one hand knew some parts of the school vision and mission, while on the other hand members of the teaching staff did not. For instance, at Pear Secondary School, the school documents revealed that what the

principal and the HOD gave as a vision statement was in fact a mission statement. In all three schools the participants argued that the vision and mission were crafted collectively by all stakeholders, namely the parents, the teachers and the learners. However, in Apple and Orange Secondary Schools respectively, the vision was crafted before the incumbent assumed office as school principals. In Orange Secondary School the principal conceded that the vision and mission statements were old and needed to be reviewed. In Pear Secondary School, due to the fact that the school was not very old, the current principal was the first principal; she was therefore part of the collective effort that crafted the mission and the vision of the school. The principals were also aware of the importance of the vision of the school:

In fact the vision is important in the sense that it acts as a guide towards the achievement of goals and objectives of the institution; where there is no vision there is no direction (Naidoo, principal, Orange Secondary School).

The response from the principal at Pear Secondary School was that she could not remember the mission statement but knew the main message of the vision statement, and this is what she had to say:

Our vision is to equip learners to be compliant with the twenty first century needs (Moodley, Pear Secondary School).

The head of department who was interviewed also gave the same vision. The educator did not remember it. When the documents were checked it became evident that what they had provided as a vision statement was in fact a mission statement. What is written in the mission of the school documents was as follows:

To encourage learners to be independent, self- reliant, empower them with skills and knowledge to be marketable and compliant to the twenty first century needs.

The real vision of Pear Secondary School which appeared in the document with a school vision was:

...To contribute meaningfully to the development of the community, to be of service to the community, providing knowledge and skills.

In Apple Secondary School the principal and the HoD gave different parts of the school vision. The principal argued that he did not know the school vision word by word; he could only remember its pillars and this is what he had to say:

I know what the pillars of it are like to ensure that our learners are receiving education that is geared towards technology (Hadebe, Apple Secondary School).

The HoD from Apple Secondary School gave the following as the vision statement of the school:

Our school vision is to teach learners holistically (Khanyile, HoD, Apple Secondary School).

Ntengu, a teacher at Apple Secondary School could not give the vision of the school; his view was that such a question about a vision should not be directed to him but it should be directed to the school management. What emerged at Apple and Pear Secondary Schools respectively was that the members of the SMT knew some parts of the vision while the teachers on the other hand did not. In Orange Secondary School, although they did not use the same words, it looked like they all knew what their vision statement was, and the principal had this to say:

Our vision is in line with the vision of the Department of Education which is to develop learners to their full potential in order to be able to fit in their rightful place in the society (Naidoo, Orange Secondary School).

Similarly, Ms Mseleku, an HOD from the same school echoed the words of the principal in describing the vision of the school and this is what she said:

The vision of the school is to assist learners to become competent when they go to the outside world (Mseleku, HOD, Orange Secondary School).

When I asked her to elaborate on what she meant by competent she added that she meant:

To be able to fit in any institution and in any place of work and to be able to compete with learners who come from more advanced schools (Mseleku, HOD, Orange Secondary School).

The views that were expressed by the principal and the HOD from Orange Secondary School were shared by the teacher in describing the vision statement of the school. In fact, this teacher went to share his understanding of the relationship between the vision and the mission statement. This is what he had to say:

Our vision is related to our mission; we intend to produce learners who will be acceptable in the broader market and who will be technologically advanced or astute as life demands today. You can't fit in the modern world if you do not have technological skills (Xaba, teacher, Orange Secondary School).

The study revealed that the school vision and mission was not reviewed and that the principals did not see it as a tool which could be used to promote professional development by rallying teachers around it. Such a view was not in line with the leadership literature, particularly in relation to vision and mission statement construction. In terms of various scholars, school principals need to work together with the staff to craft the common vision and shared values (Stoll, *et al*, 2006). The principal and the staff are the primary members of the PLC and, for the mission and vision to be owned by everyone, it is incumbent upon them to involve other stakeholders in its crafting (DuFour, 1999; Stoll *et al*, 2006). In other words they must craft a vision, mission, values and attitudes which are owned by everyone within the school. DuFour (1999) further argues that “principals should lead through the shared vision and values rather than procedures” (DuFour, 1999, p.13).

4.4 The role of the principal in professional development

This theme speaks to the first question of this study; in all three schools it appeared that, to some extent, principals played a leading role in creating an environment which was conducive to professional development. They created such an environment by employing leadership styles which encouraged participation by all stakeholders in decision-making; motivate teachers as individuals and as groups; raising the issue of professional development in staff meetings; working together with the staff in identifying areas where they needed assistance; setting times and dates for PD activities; setting up and also supporting structures that ensured that professional development took place. These elements are discussed below.

4.4.1 The principal's leadership style

In all three secondary schools it appeared that the principals involved staff members in decision-making processes. The HoDs and the teachers seemed to be happy with the principals' leadership styles in all three schools. In Pear and Apple Secondary Schools the principals did not mention any one particular leadership style. They argued that they employed different leadership styles depending on the situation at hand. For instance, in Pear

Secondary School, Ms Moodley argued that her leadership could be described as situational because hers displayed a combination of two styles, namely, distributed and autocratic leadership. She argued that she generally implemented distributed leadership but there were some situations where she thought that as a principal she also needed to be autocratic. This is what she had to say in this regard:

I think I implement distributed leadership because I always ask people to do certain tasks, but sometimes you have to be autocratic (Moodley, Pear Secondary School).

The staff also seemed to be happy with her leadership style. For instance, Mnkwanyana, the teacher at Pear Secondary School described her as “*professional*”. In Apple Secondary School, Hadebe, the principal, also argued that he did not have one leadership style; he employed different leadership styles depending on the situation:

I do not have one leadership style; I employ a number of styles depending on the situation and it depends on what we are addressing at a particular moment (Hadebe, Apple Secondary School).

However, the principal of Orange Secondary School seemed to favour a collective approach to leadership. This is what she had this to say about her leadership style:

I am a person who believes in working together with people because I value input of other people (Naidoo, Orange Secondary School).

The leadership style used by the principal was well received by the teachers. For instance, when I talked to Xaba, a teacher at Orange Secondary School, this teacher believed that Ms Naidoo was a good principal and had this to say:

The school has got a good SMT; the principal in particular, she is very good; she is an academic; if you play by the book you won't encounter a problem. She just wants things to be done in a correct way; she also has pastoral care (Xaba, teacher, from Orange Secondary School).

There is a need for a shift in principals' mind sets; they need to learn to listen to their staff members (DuFour, 1999) and also to involve them in decision-making (Hord, 1997). In addition, Hord (1997) and Stoll *et al.* (2006) argue that for PD activities to thrive, principals must practise supportive or shared leadership or distributed leadership. In terms of Action research and Professional Learning Communities framework that underpinned this study, the

principal is also expected to involve all staff members in decisions about professional development (Sargent & Hannum, 2009).

4.4.2 The motivational role of the principals

It emerged from the data that the principals of all three schools maintained that they encouraged teachers in their school to develop themselves professionally. They used various modes to motivate them such as talking to them individually, raising the issue of professional development during staff meetings, encouraging teachers to attend workshops and also to register for various courses in the tertiary institutions; for instance, Moodley, the principal of Pear Secondary School argued that she talked and encouraged teachers to develop themselves professionally by, for example, learning to use computers and also to register for courses offered in tertiary institutions. She mentioned that there were four teachers in her school who were currently registered with tertiary institutions.

Normally we talk with them. That is where you can see where people need development. I always recommend that whatever they do should be typed and I also always recommend that people should register in tertiary institutions (Moodley, Pear Secondary School).

These views were shared by Hadebe who also argued that as a principal he encouraged teachers to enrich themselves by engaging in activities that would develop them professionally; in addition, he also modelled professional development by furthering his own studies. He also emphasised that, as a school principal, he cannot not do more than playing the role of encouragement to the teachers; it was up to the individual to use the opportunities which were created by the school for PD activities. This is how Hadebe put it:

I do encourage people to enrich themselves in certain activities that are going to develop them professionally. I think that the principal has to encourage teachers and maybe set aside some time for the teachers to engage in professional development if it's within the capacity of the school to do so. Other than that, I don't think there is much that we as a school can do except to encourage people to develop themselves by enrolling in courses that are going to upgrade their skills and so on (Hadebe, Apple Secondary School).

Similarly, Naidoo from Orange Secondary School also mentioned that she motivated the teachers to register with institutions of higher learning; she also added that as a principal she needed to motivate teachers to embrace PD as some of them were reluctant to engage in PD activities outside normal teaching time. She said that she worked together with the SMT and the SDT in encouraging the teachers to attend workshops and also by organising workshops to address their needs and also supporting them. This is what she had to say in this regard:

I promote professional development through encouraging educators to attend various workshops including those organised by the DoE. I also work in close collaboration with the SMT and the SDT to organise people to come and workshop us on some areas identified through IQMS process (Naidoo, Orange Secondary School).

The discussions above section have indicated the futility of embarking on PD activities without changing the mind-set. Therefore, it is important that before PD takes place there is a need for change in attitude. This issue is emphasised by Evans (2002) who argues that attitudinal change results in teachers who are motivated to develop themselves. Discussing the same issue, Thompson (2004) uses the concept mental models which are deeply embedded assumptions and generalisations that influence the way we act and view the world. Thompson (2004) argues that mental models sometimes prevent people from accepting and adapting to change. Principals must play a role of assisting the teachers to question some of these assumptions if they impede them from developing themselves professionally.

4.4.3 Identifying areas of development

The participants argued that in order to engage in PD activities there was a need to identify areas where teachers needed to improve. It appeared that schools used two methods to identify areas of professional development. The first one was through the IQMS process and the second one was through staff meetings. In case of IQMS, after undergoing the IQMS process teachers compiled their personal growth plans (PGPs) which were used by the SDT to design the SIP (school improvement plan). Xaba had this to say regarding the use of IQMS process:

As the Chairperson of the SDT, I sit with the secretary if other members are busy. We design the school improvement plan but before designing the school improvement plan, we look at individual PGPs (Xaba, teacher, Orange Secondary School).

Similar views were shared by other participants; for instance, Ms Moodley at Pear Secondary School emphasised the use staff meetings and teachers' PGPs to compile the school improvement plans which were used as tools to guide them in deciding areas for PD activities. Moodley had this to say:

We first plan for the year and identify areas in which we want educators to be developed. They do identify the areas and then we start making a plan to implement professional development. Also when we are doing IQMS, that's where people identify their needs and then we combine that to our school improvement plan and strategy (Moodley, Pear Secondary School).

When the minutes of staff meetings at Pear Secondary School for the years 2012 and 2013 were reviewed, there was no evidence of a meeting where the teachers identify areas for development; no agenda item on this issue was found; nevertheless the issue which appeared on the agenda was that relating to the preparation for IQMS; for instance, on the meeting dated 14 August 2013, IQMS was discussed and teachers were told about its importance, namely, the identification of the needs of educators and school; the provision of support and growth, as well as the promotion of accountability were some of the items on the agenda. Naidoo felt that the principal should not dictate to the teachers but should work with them in identifying areas of development. This is what she suggested should happen:

The principal must play a leading role in promoting PD activities and must also give support to structures that are there to promote PD. Giving support to them would not be like dictating to them who will facilitate these but being open and let them discuss the areas that have been identified. In addition, they should also be asked to indicate the areas where they need assistance and ask them to make input by identifying people whom we can invite to come and assist in developing (Naidoo, Orange Secondary School).

Mokhele and Jita (2010) emphasise the importance of involving teachers in planning PD activities because, if teachers are involved, PD becomes meaningful to them. In addition, it is believed that they will be more likely to have interest and also co-operate in the implementation phase. Shutte and McLennan (2001), Bush, Bell and Middlewood (2009) identify three stages of the action learning cycle i.e. planning, implementation and reflection. Drawing from Bush *et al.* (2009) and Shutte and McLennan (2001) it can be concluded that identifying areas where teachers need to be developed is the first stage of the action research

cycle. It appeared that there were problems with the next two stages of the cycle, namely, the implementation and reflection. For instance, Naidoo argued that they tried to implement school improvement plan although they experienced challenges which will be discussed later in this study.

4.4.4 Setting aside times and dates for PD activities

In all three schools it appeared that principals and their staffs set dates and times for PD activities in their school calendar, however, there is no evidence of success. The data seems to suggest that dates and times for PD activities were not honoured and in some cases, although some PD activities occurred, this was mainly done on *ad hoc* basis. Hadebe for instance, argued that the school set times and dates but these were not honoured:

Yes, in a year plan we've got dates for the SDT but they are not really honoured. We do it on a very small scale; and most of the activities are geared towards IQMS and you find that most of the time they are not utilised as they should (Hadebe, Apple Secondary School).

The views expressed in the above extract were also shared by other participants. For instance, Naidoo of Orange Secondary School also conceded that although they set dates and times but they were sometimes not utilised:

Yes, we do, especially when it comes to the implementation of SIP; the school improvement plan but you will find that sometimes it doesn't really happen as it should be (Naidoo, Orange Secondary School).

The views expressed in the extract above were shared Moodley of Pear Secondary School. There is a need for professional development days in a school year planner (Stoll, *et al.*, 2006). The PAM document states that teachers must spend at most 80 hours in PD activities in a year (Personnel Administrative Measures, 2003). It is clear from the data that these hours are not used in the studied schools.

4.4.5 Creating structures for PD activities

The principal as a manager at the school has a responsibility to ensure that all structures are in place and that they function to the benefit of the school. In all three schools when

principals were asked if there was a structure in place for promoting professional development they mentioned two structures, namely the school management team (SMT) and the staff development team (SDT) which is part of the IQMS processes. The SDT is the mandatory structure by the Department of Education (DoE) which ensures the implementation of IQMS in schools. Similarly, the SMT is a structure that is mandatory created by the DoE to ensure that leadership is shared in schools. However, various participants were of the view that the SDT was not doing enough to promote professional development in schools. For instance, Moodley from Pear Secondary School argued that the SDT was the structure which was also responsible for PD activities.

Yes, we have a structure for PD; for example, when performing IQMS, we first have a structure like a school development team (SDT). This is the main structure which is responsible for PD (Moodley, Pear Secondary School).

Similar views were held in other schools. For instance, Hadebe of Apple Secondary School said they had the SDT as a structure to ensure that PD took place but it was not operating as efficiently and effectively as they would have liked. This is what Hadebe had to say on this issue:

The SDT is there but I don't see them playing any meaningful role in terms of PD. But we do have SDT which amongst other things is tasked to see to the professional development of educators but they have not been effective from what I have observed (Hadebe, Apple Secondary School).

Hadebe's words were echoed by Ms Khanyile, an HOD and also a member of SDT at the same school. Khanyile also argued that the SDT structure which was created for PD was not doing enough. To address the problem of the SDT, at Orange Secondary School, Ms Naidoo argued that in her school they decided not to confine the SDT to IQMS processes but to broaden its scope. Naidoo had this to say:

The SDT is not only designated to look at the things that have to do with IQMS; we do not interpret it like that. If there are some things that could not be identified through IQMS, we agreed that we would have a meeting with SDT so that we organise the workshop for the staff (Naidoo, Orange Secondary School).

This dimension makes the SDT to be involved in some management activities. The DoE expects the principals to ensure that there is quality education in schools (Berkhout, Heystek

& Mncube, 2010; Naicker, 2011). Studies emphasise the central role that principals must play in professional development (Hord, 1997; DuFour, 1999; Stoll, *et al.*, 2006; Sargent & Hannum, 2009; Marishane & Botha, 2011). For instance, DuFour (1999) argues that the principal must create the environment which is conducive to professional development. Similarly, Shutte and McLennan (2001) argue that for action learning to take place principals must create the environment which is conducive to leadership development and they should also encourage the members of their staff to develop themselves.

4.5 Individual and collective responsibility for professional development

Although principals encouraged teachers to develop themselves professionally, there was agreement amongst all the participants that it was not the responsibility of the principals alone to promote professional development at school. They argued that the staff development team (SDT), the school management team (SMT), subject heads and the whole staff should play a role in promoting their own professional development. The HoDs as specialists in their departments were also identified as responsible for capacitating teachers in their various departments. This is what Xaba a teacher from Orange Secondary School had to say about the HoDs:

Their responsibilities also include professional development because there are some issues on which they capacitate each educator (Xaba, teacher, Orange Secondary School).

The notion of inclusive structures that are responsible for PD activities in the schools was also witnessed in Orange Secondary School where a structure that involved school management and teacher union structures was created; for instance, they utilised the services of a member of the Chairperson of the BEC (Branch Executive Committee) and a site steward of the teachers' union. The principal argued that utilising the services of these individuals in PD activities was beneficial for the school. This is what the principal of Orange Secondary School had to say:

Fortunately we have people who are playing a leadership role in teacher unions, and we roped them in to help us in some aspects of PD as they have requisite expertise and experience (Naidoo, Orange Secondary School).

The view expressed in the extract above was also shared by the participants from other schools. For example, the involvement of the unions was highlighted during the interview with Mkhize, a HoD from Pear Secondary School. He argued that the unions should be involved in developing teachers professionally. Mkhize's views were also shared by Moodley who argued that teachers should collectively identify their needs. This is what she had to say:

We have a team that manages that, but in general everybody is responsible because you cannot try to develop people when you do not know where they are lacking. So they first identify what their needs are and the team takes up (Moodley, Pear Secondary School).

The above views were also found in the other two schools (Apple Secondary School and Orange Secondary School) respectively.

Hord (1997) acknowledges that change starts from the individual (personal mastery). Other systemic thinkers such as Thompson et al. (2000), and Fullan (2010) share similar views about change and the role of individuals in it.

4.6 Professional development activities in schools

This theme speaks specifically to the second research question of this study. PAM document makes it abundantly clear that the aim of PD is to have educators who are well informed on the content of the learning areas they teach and who are skilled to deliver it to the learners. These persons are also regarded as specialist in different forms of assessment and can engage in curriculum development. One of the questions that the research sought to answer was about the professional development activities which were initiated by the principals and their staff within their schools. Professional development activities which were identified in schools were workshops that were organised internally in the schools; staff and departmental meetings; external workshops usually organised by the DoE and NGOs; induction programmes; mentorship programmes; class visits; joint lesson planning; team teaching; networking and reading books on good practices. The discussion of these activities follows in the next section.

4.6.1 Internal workshops

The importance of internally generated PD activities has been credited for sustainable and effective professional development. Despite this, research has shown that not all schools have the capacity to conduct training internally. For instance, in Apple Secondary School, Mr Hadebe argued that they did not conduct any workshops at the school. On the same vein, the principals of Pear and Orange Secondary Schools maintained that they used workshops to develop teachers. However, data suggests that no workshops had taken place on the year of the study. It appeared that workshops which took place in schools did not focus on the knowledge of the content, skills in delivering the content and assessment. Evidence from the data suggests that the topics which were prevalent in the studied schools were restricted to filing, classroom management and computer literacy.

In Pear and Orange Secondary Schools, principals claimed that they used internal workshops to develop the teachers professionally. In the context of Pear Secondary School, Ms Moodley said that she encouraged teachers to always type their work because the school had been given a digital projector and a laptop. So, without typing and other IT related skills, digital projectors and laptops cannot be used. Teachers were encouraged to use these gadgets in class. Therefore, workshops which usually took place at her school were mainly focused on computer literacy. Another topic that was covered in internal workshops at Pear Secondary School was filing. The interview with Mkhize, an HOD from Pear Secondary School, revealed that workshops on using a smart board were still on the pipeline:

Since we bought a smart board and also received laptops from the DoE it is important that our teachers most of whom are technologically challenged, receive training in IT related skills. Most of them expressed that they would like to use smart boards but they have never used them. So as part of development we have a workshop that we are going to conduct for all teachers next month (Mkhize, HOD, Pear Secondary School).

Unlike the positive stories reflected in the above extract, Hadebe from Apple Secondary School said that his school did have scheduled dates for IQMS activities, unfortunately, these were usually not honoured. He added that as a school, they did not have any internally organised workshop as it was the case with Pear Secondary School. Nevertheless, there were external agencies that provided training for the staff members. Hadebe mentioned workshops which were organised by an external agency. This is what he had to say in this regard:

We've had an outside agency that was giving our teachers some IT skills and you could see from there that very few people were consistent in terms of attending those workshops (Hadebe, Apple Secondary School).

The above extract depicts both the positives and the negatives of what is happening in some schools. It is evident that attempts are being made to build capacities among the teaching staff on areas where they require support in terms of technical skills. There is also a disturbing story about some teachers not showing willingness to attend such sessions and receive skills they so desperately need. Similarly, Naidoo from Orange Secondary School maintained that although she felt that not enough training had been done in the school, the SMT and the teachers were being encouraged to identify teachers from the school or invite people from outside to facilitate workshops. Such a trend was also noted in the other schools that participated in this study. The importance of internal workshops cannot be overemphasised. Steyn (2013) encourages collective 'on the job' professional development in South Africa.

4.6.2 Staff and departmental meetings

In all three secondary schools the principals argued that staff and departmental meetings were held and such meetings were also used to develop teachers professionally. For instance, at Pear Secondary School, Moodley argued that they mainly used staff meetings to develop teachers. The same view was shared by Hadebe from Apple Secondary School who argued that they used staff meetings and departmental meetings as platforms to discuss developmental issues. This is what he had to say in this regard:

We have staff meetings and that's where we discuss professional issues. There are no clear cut PD activities but through departmental meetings and general staff meetings, we include issues directly related to PD or give them feedback from workshops (Hadebe, Apple Secondary School).

The same view was shared by Ms Naidoo from Orange Secondary School who argued that in their departmental and staff meetings they always provided a slot for PD.

Teachers hold departmental meetings and we have made it our policy to have a slot in their meetings that covers development of teachers no matter how short it is. In the staff meetings that we hold; in the SMT meetings that we hold, we make sure that

cover aspects that we think are important for professional development of those members in that particular meeting (Naidoo, Orange Secondary School).

Similar views were shared by various participants from the three secondary schools. For instance, Xaba, a teacher from Orange Secondary School said that in staff meetings teachers shared ideas and became capacitated. He also added that morning briefings were also used for PD because teachers utilised them to reflect on what they had done the previous day.

4.6.3 External workshops

The focus of this study is on professional development activities which are initiated by principals in a school context but in all three schools principals stressed that they encouraged teachers to attend workshops outside school rather than do it themselves within their schools. They also used the cascade model to pass information to the relevant members of the staff. The study also acknowledges the importance of utilising external workshops while retaining interest and preference for the notion of adaptation of the information from external workshops to suit a particular school context. It appeared that there was no attempt to discuss information from the workshops and adapt it to their context. Participants maintained that it was not information from all workshops that needed to be cascaded to the staff; there were some workshops with information which pertained to the whole staff. Examples of these include workshops which were organised by the teacher unions where topics like leave, stress management and similar issues were discussed. There were also workshops which were subject-specific; in the former category of workshops, teachers were expected to report back to the staff as it affected all of them. However, with regards to the latter category where information pertained to a particular learning area a teacher would liaise with their respective HOD and cascade it to the relevant teachers. Commenting on this issue, Moodley from Pear Secondary School had this to say:

It is always recommended that they should come and share information. In most cases most of the workshops that they attend are subject related so they don't give feedback to the entire staff; they just submit documents (Moodley, Pear Secondary School).

Views expressed in the extract above were also shared by other participants from other schools. For instance, both Mkhize, an HOD from Pear Secondary School and Hadebe from Apple Secondary School shared similar views. On this regard, this is what Hadebe had to say:

There is a template where, besides reporting back to your department on the meeting, you also jot down a few details relating to when the workshop was held, what it was about, what you may have learned and what the important issues are (Hadebe, Apple Secondary School).

Besides the positive commentaries regarding the value of external workshops, there were also negative comments about their value. For instance, Ntengu, a teacher from Apple Secondary School argued that some of the workshops organised by the DoE were irrelevant. He labelled them as ‘*money making schemes*’ and ‘*a waste of time*’ and he did not think that there was a need to attend them.

Similarly, Ms Naidoo from Orange Secondary School concurred with principals from other schools that teachers attended workshops and cascaded information and she argued that documents which were given to the workshops belonged to the school. Therefore, that they should be filed properly so that other educators who could not attend the workshop could be at liberty to use them. In that way more people can benefit from the workshops that may have been provided to just one person per school. To this end, Ms Naidoo had this to say:

They come back and cascade information. If it is subject related, they also bring documents because documents belong to the school. Copies are then made and distributed to the teachers with whom they share if ever that teacher has not attended a workshop; other copies are kept in the files (Naidoo, Orange Secondary School).

The notion of teachers attending workshops outside the school is also supported by literature. For instance, Peer (2001) argues that schools encourage educators to attend seminars, conferences, workshops outside the schools organised by the Department of Education, tertiary institutions, teacher unions, NGOs and others. However, this scholar also argues that such workshops and seminars tend to be insufficient. Peer (2001) also mentions a number of limitations for the external workshops. These limitations include the fact that they are usually of short duration and that they have no follow-up support. Another limitation is that they do not cater for individual needs as their topics are not selected by the teachers, therefore, they do not take into consideration different school contexts.

4.6.4 Induction programmes

All principals agreed that although there were no written documents to show what they were doing in their schools, but they were running induction programmes in their schools. Their responses to my questions revealed that they did not differentiate between orientation and induction because they did not talk about assisting teachers who had difficulties with teaching such as lacking in skills, content and assessment. After the initial induction which sounded like the orientation they handed the teachers to the HODs. In that regard, Moodley used two teachers who had recently joined the school as examples of her assertion:

The first thing I did as a manager is that I took them around showing them the toilets, the science laboratory and all the classes and then their HODs took over to give them their files and tell them what is expected in the files and how to mark registers, and time allocation for each period and they are also given time tables. They are also told where to submit their files and they are also told if they've got problems they should report to their respective HoDs (Moodley, Pear Secondary School).

When Moodley was asked about what they did if there was a teacher who had difficulties with teaching, her answer was, “Currently there is no educator who has said that they have difficulties” (Moodley, Pear Secondary School). Similarly, Hadebe also replied positively on the question of induction programmes; he said that in his school it was the responsibility of the deputy principal (academic) who gave the new member a welcome pack. This is how he put it:

The welcome pack contains the following information: school hours, the guidelines for leaves and leave forms, the term plan, holidays, duties for the class managers, previous year's results, the rules for the educator, as well as the non-negotiables in terms of the Department of Education (Hadebe, Apple Secondary School).

When the issue of teachers who had difficulties in teaching was raised, he argued that after their initial induction the teacher would be handed to the HoD and they only checked after about a month if he or she had settled well and then from then onwards the teacher became the responsibility of the various HoDs. Similar stories emerged from Orange Secondary School where Naidoo agreed that the school had induction programme but also that it was not well prepared that year. She conceded that it needed to be reviewed saying for instance, that she also saw induction as a responsibility of the HoDs. This is what she had to say in this regard:

When there is a new teacher who has joined the staff we have two deputy principals and HoDs who report to these deputies. So, obviously the educator is introduced to the SMT and the staff; I normally sit down with the educator, give him or her a little background about the school; talk to the teacher about policies, and then I hand him or her over to the HoDs to do the rest (Naidoo, Orange Secondary School).

Bush and Middlewood (2005) argue that teachers must be given opportunities to develop professionally because training in tertiary institutions is inadequate. Bush, Bell and Middlewood (2009) write about learning new skills and integrating them the already learned skills which means that even teachers who are from tertiary institutions need to be inducted.

4.6.5 Mentorship programmes

Mentorship is regarded as one of the ways in which professionals can be assisted in their personal development. However, the data suggests that despite the positive role that mentorship does or can play in professional development, mentorship programmes in the researched school did not appear to be formalised or even documented. Where there was semblance of mentorship, it appeared to be largely informal and haphazardly done where teachers were allocated informally to people who would assist them. For example, Moodley argued that they did not have a formal or documented programme but new teachers were always attached to some experienced teachers who could assist them. This is what Moodley had to say:

We don't have mentorship as a programme; if you are new, we just allocate you to any experienced teacher to help you should you come across any problem in your subject (Moodley, Pear Secondary School).

Similarly, Mkhize, an HOD from the same school confirmed that there was no mentorship programme at school. Similar views were expressed by Hadebe from Apple Secondary School. This is what he had to say:

We got a teacher that joined us in April. She is new from a university and is teaching Geography. We have assigned one of the Geography senior teachers to take responsibility of her professional development. This teacher provides guidance in terms of setting papers and other related matters (Hadebe, Apple Secondary School).

Issues around inefficiency of mentoring programme dominated the discourse in the three researched schools. For instance, Naidoo from Orange Secondary School was not happy with the kind of mentorship provided in her school. She raised the issue of the age gap between the mentor and the mentee. She said that she had noticed that young teachers were sometimes unwilling to work with old teachers. She also said that they did not have it as a formal programme in the school with clear policies guiding its operations. She had this to say:

We also have mentoring but it's not as effective as mentoring programme should be because I know what mentoring entails. It's not as effective as it should be done, but we do allocate teachers to the mentees; we suggest their mentors (Naidoo, Orange Secondary School).

Xaba also corroborated what Naidoo said. Bush, Bell and Middlewood (2009) write about a critical friend or co-mentor in professional development, which is someone who can assist the educator by giving them feedback as an equal. They must also engage in joint studies (Tanja & Hannum, 2009).

4.6.6 Collaborative teaching and learning

In all three schools it emerged from the data that teachers worked in isolation and there was very little collaborative work in terms of sharing information and also in terms of observing one another's lesson and giving feedback. Teachers only planned together if they shared the grade and there was little communication across the learning areas in order to share about skills. More details on this aspect are provided elsewhere in this report where issues relating to networking and joint planning are discussed.

4.6.6.1 Lesson observations or class visits

In all three schools principals argued that although they viewed class visits as one of their responsibilities, they did not observe many lessons. Such a responsibility was left with the HoDs who work closely with the teachers in their respective departments. It was also revealed that very few teachers seemed to be willing to have their lessons observed outside of IQMS processes. Naidoo argued that as a principal, it was one of her responsibilities to observe lessons:

I should also observe lessons, but this year I haven't observed any lesson, but the HoDs do conduct class visits (Naidoo, Orange Secondary School).

There was consensus about the application of class visit policy; it is the HoDs that were doing it; for instance, Mseleku, a HoD from Orange Secondary School, said that she did two class visits per term; one of them was announced (expected) and the other one was unannounced (unexpected). The issue of the class visits appeared on the minutes of meeting dated 20 February 2013. In that meeting, teachers were reminded that the policy stated that there should be one class visit per term which was for developing the teacher and had nothing to do with IQMS. There were conditions for unannounced visit; they were only done when learners were not doing well. However, it is not clear as to why there was unannounced visit since the policy does not allow that. In case of announced visit a HoD had to give the checklist of what he or she would be looking for beforehand.

Xaba, a teacher at Orange Secondary School and branch chairman of the union had a different view on class visits. His view is that any class visit that is done should be within the framework of IQMS process. This is what he had to say:

Yes, they do class visits but that is against policy because the school policy says it is only through IQMS processes that there can be a class visit. The unions will fight you if you visit any class (Xaba, teacher, Orange Secondary School).

When asked to give union's position on class visits he argued that according to the union class visits should be done for the purposes of capacity building and appraisal; therefore, they should not be done in a punitive way but should always be a corrective process. Contrary to what Mseleku had said, Xaba argued that there were no surprises or unexpected class visits at Orange Secondary School and there were very few lesson observations which were done outside the IQMS process. In support of his assertions, Xaba had this to say:

We have never experienced a surprise class visit. When there is a class visit an educator will be informed in time that there will be such a visit (Xaba, teacher, Orange Secondary School).

Furthermore, Xaba described himself as '*the lucky one*' because teachers liked to come and observe his lessons, but he said very few invited him to their classes. Overall, the notion of class visits was experienced in the same way. Participants in Pear Secondary School and also from Apple Secondary School highlighted the view that class visits were conducted at regular intervals, and invariably, these observations were done as part of IQMS process. The issue of class observations is supported in literature. For instance, Ono and Ferreira (2010)

emphasises the use of lessons that are observed so that feedback can be provided and so that teachers' work can be improved.

4.6.6.2 Joint lesson planning and team teaching

Professional development generally and professional learning communities in particular emphasise the notion of learning together and working collaboratively. However, you will find that sometimes teachers who teach the same learning area in the same grade do not plan together to ensure that they do the same thing. Sometimes one also finds that there is little or no communication between teachers who teach junior grades with those who teach senior grades; consequently, when the learners reach higher grades teachers sometimes complain that those who taught junior grades did not lay a good foundation. As part of the focus of this study, it sought to also understand if there was a good communication between teachers who shared the grade and also between teachers across the grades. In Pear Secondary School for instance, the principal argued that there was no joint lesson planning taking place in her school. She cited the small size of the school as the main reason for the lack of collaborative planning. To this end, Moodley had this to say:

I think the reason with us is that we have got a small school and the enrolment is not as large as compared to other schools (Moodley, Pear Secondary School).

The scenario outlined in the extract above was also found to exist at varying degrees in other schools such as Apple Secondary School. For instance, Hadebe argued that teachers who shared the same grade did joint lesson planning but he had never seen teachers who teach the same learning area in different grades discussing what they taught. In short, some kind of joint planning happened although at a very limited scale. This is how Hadebe, the principal of Apple Secondary School, put it:

No, I haven't noticed that, unless they are sharing the same grade, but there is no time that is set aside for them to do joint lesson planning (Hadebe, Apple Secondary School).

The views expressed in the above two extracts were shared by participants from the other schools where there were mixed stories of joint planning happening in some respects. Naidoo the principal of Orange Secondary School maintained that in her school, joint planning by teachers who shared a grade was entrenched. This is what she had to say in this regard:

If they share the grade, in fact it's a policy that they have to plan together. They hold meetings, they plan together; they work together on regular basis. It's not planning for the whole year but it's also about sitting down to check how far one has gone. They share even the class exercises because we believe that if they share the grade what has been done in Class A must also be done in Class B (Naidoo, Orange Secondary School).

She also added that although there was good communication between the teachers who teach the same learning area in one grade and across the grades but there were some negative experiences as well. For example, there were teachers who did not like to work with their colleagues. This is what Naidoo had to say:

One has noticed that there are teachers who do not want to work closely with others. There are teachers who do not want even to share the grade (Naidoo, Orange Secondary School).

Despite the negative story reflected in the above extract, Naidoo maintained that there were teachers who practised team teaching. This was mainly evident where a teacher for instance, was good in a certain area and he or she was invited by another teacher who was teaching in another grade to come and assist. That was corroborated by Mseleku, HoD from the same school and maintained that teachers who taught the same grade planned their lessons together and also teachers who taught the same learning area communicated across grades. Xaba added that some teachers who experienced difficulties in their teaching subjects were also encouraged to approach their peers within or outside the institution to seek assistance. However, he denied that teachers who taught the same learning area in different grades planned together and communicated about what they were teaching. In Pear and Orange Secondary Schools it appeared that team teaching occurred even across schools. Teachers in the two schools even went and taught in neighbouring schools and also invited teachers from neighbouring schools to come and teach in their school.

4.6.7 Networking with other schools

The data generated in this research has revealed that there was very little communication between the principals from different schools. For instance, Moodley argued that she did not network with other principals from other schools as a member of the SMT and shared ideas,

but she only networked with teachers who teach the same learning area as subject teacher. She added that she only interacted with other principals in meetings which were organised by the circuit manager. She added that teachers from her school networked with teachers from other schools. Mr Mkhize (HoD at Pear Secondary School) also network with HoDs from other school to share subject-related information. This is what he had to say

My focus is science, so when I network with other teachers, it's not really focussing on the department but the focus is on sciences (Mkhize, HoD, Pear Secondary School).

Similarly, Mr Hadebe also argued that teachers in his school, particularly those who teach Grade 12, did network with teachers from other schools, especially in cluster meetings. He argued that he did not network with SMT members from other schools but he met with other principals. This is how Hadebe put it:

As principals we do meet and talk mostly on administrative issues; it's not really on academic stuff but on administration issues we do network perhaps when we are experiencing problems and so forth (Hadebe, Principal Apple Secondary School).

Views and experiences expressed in the above extract were shared by various participants such as Ms Naidoo and Ms Mseleku an HOD from Orange Secondary School who also mentioned that teachers from their respective schools networked with other teachers from neighbouring schools.

4.6.8 Reading books on good practices and sharing information

The data indicates that in all three schools, the principals and the HoDs read books especially on leadership but also these participants claimed unawareness of any book that was read by the members of their staff. For instance, Moodley argued that she was not aware of a teacher who liked reading in her staff except the HoD, Mkhize, who liked to read and share information with other teachers. She mentioned that the teachers read newspapers like 'The Teacher' and other newspaper supplements on education. They also used internet as a resource because the school was connected. She also read various scholarly books as she was also studying. Mkhize and Hadebe corroborated the information which was given by Moodley. For instance, Hadebe argued that because he was studying it was impossible for him not to read. He also said that he shared any useful information he came across with the

SMT and the staff. When asked if teachers at his school read books on good practices his answer was, “*I am not sure about that*”. Khanyile, a HoD from Apple Secondary School said that she was not aware of any teacher who was reading any book on good practices.

Naidoo also mentioned that she read books on leadership in education although there was no book that she was currently reading but she had research articles that she was reading in her car. She said that one of her favourite author was Clark. She also mentioned the book titled ‘Seven Habits of good behaviour’ as one of her favourite books; besides all these favourite books, she also said that she shared information with teachers by, for example, copying some interesting pages from academic books and gave them to the staff members. Xaba, a teacher at Orange Secondary School confirmed that Naidoo could be referred to as a reader and had this to say:

She is a reader; she is a hard worker, in fact she researches and she always shares what she has learned with us (Xaba, a teacher, Orange Secondary School).

Contrary to what the SMT members had said in two schools it emerged that teachers were after all, involved in reading activity, although what they were reading had no teaching and learning focus. For instance, Xaba said he and his site steward liked reading, although there was nothing new that he was reading at the time of the interview but he liked reading books about union activities in particular and political issues generally. In this regard, this is what he said:

As a union leader I am compelled to read; I always read but mainly literature on communism. I usually read SASA (South African Schools Act); I read such things, because I want to equip myself when it comes to representing the members of the union that I lead (Xaba, teacher, Orange Secondary School).

The views expressed in the extract above were shared by Ntengu, a teacher from Apple Secondary School who mentioned the book that he was currently reading titled ‘The problem of Knowledge’ which he said was a psychology book about how the mind of an individual functions. In a PLC teachers must read and share information on good practices.

4.7 Result analysis and remedial activities

The issue of the assessment of the learners and the analysis of the results thereof was viewed as important in the studied schools because one of the models which is used in this study i.e. DuFour's PLC model, stresses the analysis of the results. The principals of all three schools argued that they analysed the results of assessment with their school management teams and the staff as a whole. To this end, Moodley the principal of Pear Secondary School argued that it was impossible for her as a principal to avoid analysing results quarterly in all grades because they also had to send them to the circuit, district and ultimately to the province. This is what she had to say:

Yes, we do the analysis of the results because we are required to submit them at circuit, district and provincial levels (Moodley, Pear Secondary School).

She also discussed them with the staff as a whole. Mkhize (HoD) at Pear Secondary School corroborated what Ms Moodley had highlighted that, after such analysis, they used to come up with subject improvement plans. Hadebe also argued that he, together with other SMT members, analysed the results quarterly and involved the whole staff and at the end of the year they also involved the school governing body. This is what Hadebe had to say:

We call an SMT meeting per term; we also involve teachers and at the end of the year we engage the school governing body but our focus is mainly on the FET band; that's where we've been very proactive in terms of ensuring that results are being analysed so much so that we also display them on the notice board for the learners to see how they performed. But also as a staff, we do engage and perhaps try and find out what are reasons for failure where applicable; areas of improvement and so forth have to be identified (Hadebe, Apple Secondary School).

However, there were divergent views regarding the remedial work that was undertaken after the analysis of the results. While Hadebe emphasised the remedial work that they did after the analysis of the results, Khanyile, an HOD from the same school, Apple Secondary School, contradicted this; she maintained that nothing was done after the results' analysis. This is what she said:

Nothing is done after analysis; we just talk about them; we advise each other to work harder; we congratulate each other where we've done well but no programmes are undertaken to remedy the situation (Khanyile, HoD, Apple Secondary School).

Documents review confirmed that the school did the analysis of the results as the participants declared. For instance, in the minutes of a meeting held at Pear Secondary School, dated 20 February 2013, the agenda showed that there was analysis of internal and external examinations results. Analysis was done per subject and teachers gave reasons for poor performance where this was found to exist. DuFour (2004) stresses the importance of focusing on the learners' results; he argues that educators must continually look at the results and share the methods which produce good results and must always strive to improve them.

It has emerged that some steps were being taken by the principals to do remedial work where this was needed. Remedial work focused mainly on the FET band. Moodley argued they took some remedial action if a need arose. There were also some remedial activities that took place at school from Grade 10 to Grade 12. She conceded that they were lacking in terms of doing the same thing for lower classes such as Grade 8 and Grade 9. This is what she had to say in this regard:

We view results as the staff and then try to do remedial work on areas where we see that learners did not perform well. We do it in Grades 10, 11 and 12. With lower grades it's lacking (Moodley, Pear Secondary School).

Although the dominant view among these schools is that lower classes are not focused upon when it comes to remedial work, Mkhize argued that at Pear Secondary School, they had decided to include Grade 9 because of the Annual National Assessment (ANA). Hadebe's approach was to talk to the teachers and the HODs if there was a learning area where learners performed poorly and asked them to come up with programmes to improve the results. Like Moodley had said regarding her school, Hadebe also conceded that their focus was mainly on the FET Band and neglected lower classes such as Grade 8 and Grade 9. This is what he had to say:

We just highlight what the problem areas are. Then we ask the subject teachers to have a programme dedicated to improving in the next term. In the next term we look at all the results and then in those subjects in which poor performance was observed, we hold a one-to-one meeting with that particular teacher and the HoD and then ask them to improve and also to design a programme that is going to help learners (Hadebe, Apple Secondary School).

However, it has emerged from the extract above that remedial work was not a comprehensive undertaking that the participating schools embarked on. The only school where there was a semblance of a comprehensive remedial work which included even Grade 8 and Grade 9 was Orange Secondary School. The teachers had identified English as a barrier to learners' achieving because it was a language of learning and teaching and learners in all grades were not good in its command; learners in all grades were also struggling in mathematics; the school had remedial work which focused mainly on those two learning areas; teachers took turns to supervise:

We have come up with the seventh period that we call the remedial period; we have now adjusted our school times, we start at half past seven in the morning and the first period begins at quarter to eight, we finish at ten to two, then from two up to three that is remedial period, instead of knocking off at half past two we now knock off at three together with the learners, that is for remedial for all grades, then from three to four, it's grade 11 and 12 they remain until four (Naidoo, Orange Secondary School).

The remedial period was also corroborated by Mseleku, the HoD and Xaba, the teacher at Orange secondary. Dempster and Reddy (2007) also identify English as a cause of poor performance in Mathematics and Science in annual assessments. DuFour (2004) argues that it is not enough to teach but educators must also ensure that students learn what they teach and if there are learners who have difficulties they must be assisted.

4.8 IQMS and Professional development

It emerged in the data that the tool that was used in the three schools to develop teachers professionally was the IQMS. Although this study is not about IQMS, I think it is worth mentioning it and also to raise some challenges with its use as a tool for professional development. This is because during the IQMS process teachers did not want to expose their weaknesses because they wanted high scores so that they would qualify for remuneration increase. As a member of the school management team in my school, I have first-hand experience of some problems which are encountered in the IQMS implementation as I am responsible for performance evaluation in my department. I have noticed the reluctance on the side of educators when they are asked to undergo the whole IQMS process. They tend to be interested only in the scores that are given at the end of the lesson observation. The principal's focus tends also to be on scores for summative assessment that are forwarded to

the district office towards the end of the year. In many instances, when I look at the scores of all the educators which are sent to the department after IQMS evaluations, they provide little clues about each teacher because in almost all instances, they all obtain high scores. Moodley argued that at her school they used IQMS as one of the tools to identify areas where teachers needed to be developed. She said that she also underwent IQMS process because in the IQMS score sheet there were first four performance standards which forced everyone to go to class. Mkhize, a HoD at Pear Secondary School said he did not believe that the IQMS served the purpose of developing teachers professionally:

It was too aligned to pay progression; so people are sceptical in really exposing their weaknesses which causes teachers not really to develop. There is always this tendency to try and push up the scores (Mkhize, HOD, Pear Secondary School).

The views expressed in the above extract were also shared by participants from other schools. For instance, Hadebe argued that the SDT at his school was not functioning well. Similarly, Xaba, a teacher at Orange Secondary School and also a member of the SDT remarked about some difficulties they experienced in the IQMS implementation as a tool for professional development of the teachers. This is what he had to say:

IQMS has been here for quite some time but to be honest, it is an unpopular programme because thus far we have to dig. No one decides to undertake such process willingly, and we have to dig them out (Xaba, teacher, Orange Secondary School).

The views and experiences that have been expressed in the extracts above are consistent with some scholarly work in the field of educational leadership and management. For instance, research has shown that teachers inflate scores in the IQMS process and they hide their weaknesses in their self-evaluation (Nkambule, 2010).

4.9 Challenges that principals face when promoting PD

All participants admitted that there were challenges that they encountered when promoting PD in their schools. The challenges which were mentioned were the issue of time, overcrowding, reluctance to engage in PD activities on the side of the teachers.

4.9.1 Time

In all three schools it was clear that teachers did not want to do professional development activities outside normal teaching time. Teachers wanted PD activities to be conducted during their working hours although such practices compromised contact time with the learners. The principal of Orange Secondary School expressed her experiences of time as a challenge this way:

People have a tendency of wanting everything to be done during teaching time and if it has to interfere with their time, some have a problem with that (Naidoo, Orange Secondary School).

The experiences reflected in the extract above were also shared by the two principals of Pear and Apple Secondary Schools respectively.

4.9.2 Reluctance

Besides the problem of time, there was also another problem that was common among all three schools that participated in the study. However, the three principals were in agreement in saying that the problem of reluctance of the teachers to participate in PD activities was not wide spread. These principals argued that there were few members of their staff who were usually uncooperative but generally teachers participated in PD activities. For instance, Naidoo had this to say:

We do have a few who are reluctant but the majority is willing; these three I'm talking about even have a tendency to find ways of delaying if they are to be observed. Sometimes they are absent from school but in the end they honour their commitment to the process of class observation (Naidoo, Orange Secondary School).

In some cases teachers were given opportunities to develop themselves but they were unwilling to use them. The usual suspects were teachers who had been in the profession for a long time rather than the new teachers. The principal of Apple Secondary school had this to say regarding this challenge:

I think it's reluctance on the side of teachers, perhaps to engage in such programmes and I wouldn't say it's a problem but maybe it's that 'I don't care' attitude by teachers who have been teaching for too long; they somehow believe they know it all; so no matter how much you try to motivate and encourage them, they don't see the need (Hadebe, Apple Secondary School).

Moodley argued that she did not experience challenges with all the teachers but with some of them and this is what she had to say:

Not all educators are the culprits; when you speak about such things there are members who think you are trying to measure how much they know and then become negative (Moodley, Pear Secondary School).

4.9.3 Union members

In Orange Secondary School, Naidoo mentioned that there were members of a union who did not want their classes to be visited outside of IQMS processes. This is what she had to say:

We've had problems with members of a certain union who refuse to participate in class visits programme, stating reasons that such visits will be covered as part of IQMS (Naidoo, Orange Secondary School).

It appeared that this problem of teachers refusing to be visited this way was peculiar to Orange Secondary school; nevertheless, there were other challenges that were peculiar to each school as a research site; for instance, the issue of overcrowding in the classrooms was raised at Pear Secondary school where Mkhize said that when the lessons were observed after observations teachers usually raised the issue of overcrowded classes “*of course teachers will always raise the issue of numbers*”; on the same vein the issue of the lack of opportunities was raised at this school only. Mkhize mentioned a teacher who believed that there was no need for professional development because it would not lead promotion. This is what this HoD had to say:

A fellow educator once said that there is no point in improving oneself academically because it does not lead to promotion, so you can improve until you have Masters but that does not mean you will be a principal (Mkhize, HoD, Pear Secondary School).

The notion of linking professional development to promotion was peculiar to Pear Secondary school and it could be indicative of the deep lack of understanding of the value of professional development on the part of some teachers. Similarly, the notion of geographical location of the school as a barrier to professional development was found to be peculiar to Orange Secondary School. For instance, Naidoo argued that their PD activities were not as effective as they would like them to be; she maintained that their attempts were hampered by time limitations, due to the school's geographical setting 90% of the teachers travelled long

distances to the school. Therefore, they did not want to be at school after school hours. This is how she put it:

You will find that sometimes it doesn't happen as it should be; the major problem is the fact that most of the people do not reside in the area, they travel. It becomes difficult as some people aren't willing to remain after school hours for PD (Naidoo, Orange Secondary School).

Xaba concurred with Naidoo on the issue of travelling long distance from the city to the school and said that 90% of the teachers travelled long distances and they were reluctant to stay behind after teaching hours:

We are working in a rural area like this; we arrive here at seven; we leave our families at round about 04:30 or 05:00; you must be at bus stop if not driving and you leave here at 16:00 because we have a study programme (Xaba, teacher, Orange Secondary School).

It is evident that the concept of professional development has not been embraced in some schools as one would have liked it to be. On the same vein it is impossible for the principals to have solutions to all problems because some are beyond their powers. For instance, the issue of overcrowding in the classrooms; the geographical setting and the lack of opportunities for upward mobility are huge issues that require skills that many principals many not possess (Bhengu, 2013).

4.10 Chapter summary

In this chapter the data presentation and discussion was done. The literature that was reviewed in Chapter Two was incorporated in the discussion as a way of enhancing the analysis. The next chapter focuses on the findings and recommendations.

CHAPTER FIVE

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

In the previous chapter presented data that was generated through the use of semi-structured interviews and was subjected to content analysis. This chapter presents the findings and makes recommendations that are drawn from the findings made. Before the findings are presented, the summary of the study is presented.

5.2 The study summary

The study is organised into five chapters. The first chapter set the background to the study and states the research problem; it also discusses the central role of the principal in professional development; the rationale and motivation of the study is outlined. The theoretical framework that underpins this study is also briefly outlined, as well as the aims and objectives and critical questions which inform this study.

Chapter Two is dedicated to the discussion of literature review and theoretical framework. The literature review addresses both international and local literature on professional development; different models of PD and PD activities in schools are also reviewed.

Chapter Three focuses on research design and methodology that underpinned the study. Chapter Four provides a detailed discussion of the data and the last chapter presents the findings and makes recommendations drawn from the findings.

5.3 Findings

I have used the research questions as a way of presenting the findings and also trying to ensure that the extent to which the research that guided the study can be established. The research questions are therefore re-stated and used as subheadings under which the discussion of the findings is made.

5.3.1 Research questions restated

- What role do principals play in promoting professional development activities in their schools?
- How do principals promote professional development activities in their schools?
- What challenges do principals encounter when promoting professional development in their schools?

5.3.1.1 What role do principals play in promoting professional development activities in their schools?

The findings of this study show that the principals of the three participating schools played a very limited role in promoting professional development of their staff members. For instance,

although the principals said they were aware of the importance of professional development the findings suggest that they did not translate their understanding of the concept to practice. There is no evidence to suggest that they promoted professional development in their schools. Firstly, they were asked to produce school policies on professional development, they could not do so. In addition, there were no formal induction and mentorship programmes in their schools. A detailed discussion of this issue which provides some clues regarding the role that was played by the principals can be found in **Section 4.2 of Chapter Four**.

5.3.1.2 How do principals promote professional development activities in their schools?

The findings show a familiar pattern that has emerged in previous research findings with regards to professional development of the teaching staff. These findings show that school principals played a minimal role in promoting professional development activities in their schools. In fact, the pattern suggests that schools mainly depend on workshops that are provided by the provincial department of education through its district and circuit offices. There were very few internal workshops which were initiated in a school context and the workshops which took place focused on filing, computer literacy, leaves, and classroom management. It appeared that there was insufficient discussion about content, skills for delivering content and different forms of assessment because no workshops were done on these aspects. Principals also argued that they used staff meetings to discuss and facilitate professional development. However, documentary review revealed that there were insufficient PD discussions in staff meetings and these were limited to the discussion of IQMS processes. A detailed discussion of the manner in which the three principals promoted professional development of their teachers can be found in **Sections 4.6 and 4.8 of Chapter Four**.

5.3.1.3 What challenges do principals encounter when promoting professional development in their schools?

It emerged from the data that principals in the studied schools utilised the Integrated Quality Management System as one of the ways in which teacher professional development could be promoted. However, it also emerged that the IQMS process did not seem to assist in professional development. The failure of this process could be attributed to the fact that the teachers did not use this process to reveal their weaknesses so that these could be addressed

as contemplated in the IQMS policy. A detailed discussion on this aspect is provided in **Section 4.8 of Chapter Four**.

The other finding is that there was a problem of time; the Department of Education expects teachers to engage in professional development activities outside the normal teaching time and teachers that participated in this study were not willing to do that. Another finding was that the schools' vision and mission statements were not known to the entire staff members. Such a situation raises doubts about the schools' attempts to mobilise their teachers around a common vision and mission. For instance, the three schools did have a mission and a vision statements but it appeared it was not reviewed and they were not known by the staff. It was only the members of the SMT who knew these two important documents. This is untenable if the schools are to realise their vision. For a detailed discussion of this issue, refer to **Section 4.3 of Chapter Four**.

It appeared that there was very little collaborative teaching and learning, teachers were reluctant to observe one another's lessons outside IQMS, principals conceded that lesson observation was one of their duties but they did very few of them. HODs did lesson observations for IQMS purposes only; in some cases there was no follow up to address the problems which were identified through IQMS.

5.4 Recommendations

The first finding of the study was in relation to the role played by school principals in promoting professional development. This finding showed that school principals in the study were aware of the importance of professional development of their teachers but played a very limited role in this. It is therefore recommended that principals need to intensify their participation in PD activities particularly those that should take place internally. For them to be able to do this, they need to collaboratively design policies of identifying professional development needs of the teachers. This task should not be relegated to the HoDs but it should be a collaborative effort which includes teachers, HoDs and the principals. Once policies have been established, they need to observe them not in a compliance fashion but in a manner that shows commitment to their organisational development.

The second finding is in relation to the manner in which school principals promoted professional development. The finding shows that they depend heavily on external workshops that are organised by the DoE. Within the school, there is insufficient dedication to the discussion of content knowledge and skills that teachers have and how such content knowledge can be delivered to the learners. Another finding relating to the manner in which principals promoted professional development shows that staff meetings were utilised for that purpose. In fact, there was insufficient evidence for this when documents were reviewed. It appears that commitment to professional development is only a very feeble and a cosmetic exercise. If principals are to promote professional development of teachers in any substantive way, they should do more than this. They need to hold a genuine discussion about the need to identify teachers' professional development needs. This should be collaboratively done.

The finding in relation to the challenges that principals come across when they do professional development shows that IQMS was the main tool for identifying the teachers' professional growth needs. However, the evidence indicates that such a process was also not being undertaken in any meaningful way due to a number of factors, including the issue of increased pay which is one of the ultimate goals for performing IQMS. It has also emerged that other means of identifying teachers' needs were not working. It is therefore recommended that, IQMS process needs to be taken seriously within the schools. It should be conducted in an honest and transparent way. It is, however, acknowledged that this could be a very serious undertaking, especially considering the evidence which shows that the schools in the study did not even have a clearly articulated vision and mission statement. It is recommended that the principals need to start from the beginning; they need to do a strategic planning which comprises a SWOT analysis technique. It is through this process that they can make a decision about where they want their respective schools to go. It is through this process that they will be in a position to develop the vision and mission statement of the school and begin a process of ensuring that these documents are understood by all in the schools and start building measures of establishing commitment to the vision and mission of the school.

5.5 Chapter summary

This chapter has given summary of the study, conclusions and recommendations.

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APPENDIX A: PERMISSION LETTER TO THE GATEKEEPERS (SCHOOL PRINCIPALS)

P. O. Box 61420

Bishopsgate

4008

03 March 2014

Dear Principal

Letter of request

I am currently studying towards a Master's degree in education with the University of Kwa-Zulu Natal (Edgewood campus). I am in the process of conducting a research for my dissertation titled: Exploring the role of principals in promoting professional development activities in schools.

I request your permission to interview you as the school principal, one HOD and one educator. Participation in this research is voluntary, no benefit will be awarded and you are free to withdraw at any time without any negative consequence. There will be no risk or harm involved. I promise that all the information gathered will be used only for this study and will be treated with strictest confidentiality. Your school name will not be mentioned. These interviews will be recorded using a digital voice recorder.

For more information and any queries about this study, you may contact me at cell 0727798497/ 0312611952 (H) email at kenkhoza@gmail.com . You may also contact my supervisor: Dr T. T. Bhengu Tel no. 0312603534 or bhengutt@ukzn.ac.za or cell 0839475321 or contact HSSREC Research office (UKZN), Ms. P. Ximba Tel: 031 2603587 or email : ximba@ukzn.ac.za .

Thanking you

Yours in education

.....

Kenneth Khulekani Khoza

APPENDIX B: REPLY FROM THE GATEKEEPERS (SCHOOL PRINCIPAL)

8 May 2014

P. O. Box 61420

Bishopsgate

4008

RE: PERMISSION TO CONDUCT RESEARCH AT OUR SCHOOL

You letter requesting permission to conduct research in our school has a reference. Permission is hereby granted on the condition that it will not disturb our teaching and learning programme. I fully understand the nature of the study as you explained to me and understand the contents of your letter. I agree to my school's participation in the study. Your assurance of confidentiality is acknowledged and appreciated.

I would like to take this opportunity to wish you well in your studies.

Thank you

Yours in education

SIGNATURE

DECLARATION FORM OF INFORMED CONSENT FOR THE PRINCIPAL

Ithe principal of

understand fully that

The participation is voluntary. Interview will be recorded. No benefits will be awarded. My name, surname and name of my school will not be mentioned when reporting about the study. As a participant I may withdraw from the study if I wish to do so, without any negative or undesirable consequences. There is no risk or harm involved in participating in this research. Confidentiality, anonymity and non-traceability in this research are guaranteed.

I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

DECLARATION FORM OF INFORMED CONSENT FOR THE PRINCIPAL

Ithe principal of

understand fully that

The participation is voluntary. Interview will be recorded. No benefits will be awarded. My name, surname and name of my school will not be mentioned when reporting about the study. As a participant I may withdraw from the study if I wish to do so, without any negative or undesirable consequences. There is no risk or harm involved in participating in this research. Confidentiality, anonymity and non-traceability in this research are guaranteed.

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Signature

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I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

DECLARATION FORM OF INFORMED CONSENT FOR THE HOD

I

understand fully that

The participation is voluntary. Interview will be recorded. No benefits will be awarded. My name, surname and name of my school will not be mentioned when reporting about the study. As a participant I may withdraw from the study if I wish to do so, without any negative or undesirable consequences. There is no risk or harm involved in participating in this research. Confidentiality, anonymity and non-traceability in this research are guaranteed.

I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

DECLARATION FORM OF INFORMED CONSENT FOR THE HOD

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I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

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I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

DECLARATION FORM OF INFORMED CONSENT FOR THE TEACHER

I

understand fully that

The participation is voluntary. Interview will be recorded. No benefits will be awarded. My name, surname and name of my school will not be mentioned when reporting about the study. As a participant I may withdraw from the study if I wish to do so, without any negative or undesirable consequences. There is no risk or harm involved in participating in this research. Confidentiality, anonymity and non-traceability in this research are guaranteed.

I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

DECLARATION FORM OF INFORMED CONSENT FOR THE TEACHER

I

understand fully that

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I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

DECLARATION FORM OF INFORMED CONSENT FOR THE TEACHER

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understand fully that

The participation is voluntary. Interview will be recorded. No benefits will be awarded. My name, surname and name of my school will not be mentioned when reporting about the study. As a participant I may withdraw from the study if I wish to do so, without any negative or undesirable consequences. There is no risk or harm involved in participating in this research. Confidentiality, anonymity and non-traceability in this research are guaranteed.

I therefore give consent / do not give consent to Kenneth K. Khoza as a participant in his research.

Signature

Date.....

APPENDIX D: INTERVIEW GUIDES

Interview questions for the principals

1. Does your school have a vision and mission?
2. What are your views on professional development?
3. How will you describe your leadership style?
4. Who do you think is responsible for promoting professional development at school?
5. Are there any structures in your school which were created for the purpose of PD?
6. Do you promote professional development at your school?
7. How do you promote professional development at your school?
8. What are professional development activities that take place at your school?
9. Does the school have a policy on professional development?
10. What role do you think the principal should play in promoting professional development activities?
11. Do you set aside dates and times for professional development activities in the school calendar?
12. Do you analyse your school results?
13. Does the school have any induction programmes for educators who are new on the field?
14. Does the school have mentorship programmes?
15. What do educators do with the information they have learned from workshops outside school?
16. Do you observe teachers' lessons?
17. Do educators invite one another to observe their lessons?
18. Do teachers do joint lesson planning?
19. Do you network with SMT members from other schools?
20. Do you read books on good practices?
21. Which book are you currently reading?
22. Do teachers in your school read books on good practices and share information with their colleagues?
23. Do educators in your school network with educators from other schools?
24. Do you encounter any challenges when promoting professional development at your school?
25. How do you overcome the challenges that you come across?

INTERVIEW SCHEDULE FOR HODs

1. What is your school's vision and mission?

2. What are your views on professional development?
3. Who do you think is responsible for promoting professional development at school?
4. Are there any structures in your school which were created for PD purposes?
5. Do you promote professional development in your department?
6. How do you promote professional development in your department?
7. What are professional development activities that take place in your department?
8. Does your department have a policy on professional development?
9. What role do you think an HOD should play in professional development?
10. Do you observe teachers' lessons?
11. What do you do after class visits?
12. Do educators in your department read books on good practices and share information with their colleagues?
13. Do educators invite their colleagues to observe their lessons?
14. Do you invite your colleagues or teachers in your department to observe your lessons?
15. Do teachers in your department do joint lesson planning?
16. Do you analyse results in your department?
17. Do they network with HODs and educators from other schools?
18. Do you set aside dates and times for professional development activities in the department calendar?
19. What do educators do with the information they have learned from workshops outside school?
20. Does your department have induction programmes for educators who are new on the field?
21. Does your department have mentorship programmes?
22. Do you encounter any challenges when promoting professional development at your school?
23. Do you get support from other members of the SMT in promoting professional development?

Interview questions for educators

1. What is your school's vision and mission?
2. What are your views on professional development?

3. Who do you think is responsible for promoting professional development at school?
4. Are there any structures in your school which were created for the purposes of PD?
5. What are professional development activities that take place at your school?
6. Does your school have a policy on professional development?
7. What role do you think educators should play in professional development?
8. Does the school set aside dates and times for professional development activities in the school calendar?
9. Do members of the SMT do class visits?
10. Have you ever observed a lesson by one of your colleagues?
11. Do your colleagues invite you to observe their lessons?
12. Do you invite other teachers to observe your lessons?
13. Do you do joint lesson planning?
14. What do you do with the information that you learn from workshops outside school?
15. Do you read books on good practices and share information with your colleagues?
16. Which book are you currently reading?
17. Do you encounter any challenges when developing yourself professionally at school?
18. Do you get any support from the SMT when it comes to professional development?

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Originality GradeMark PeerMark

Cleaned Dissertation
BY KENNETH KHOZA

Exploring the role of the principals in promoting professional development activities in schools: A case study of three secondary schools in Pinetown district

By

Kenneth Khulekani Khoza

12
Dissertation submitted in partial fulfilment for the degree of Master of Education in School of Education in the discipline Educational, Leadership, Management and Policy

PAGE: 1 OF 72

13 May 2014

Mr Kenneth Khulekani Khoza 971164375
School of Education
Edgewood Campus

Protocol reference number: HSS/0234/014M

Project title: Exploring the role of principals in promoting professional development activities in schools: A case study of three secondary schools in Pinetown district.

Dear Mr Khoza

Expedited Approval

In response to your application dated 31 March 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

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 discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully



.....
Dr Shenuka Singh (Chair)

/px

cc Supervisor: Dr TT Bhengu
cc Academic Leader Research:
cc School Administrator: Mr Thoba Mthembu

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)

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