DOES THE CASCADE MODEL WORK FOR TEACHERS? AN
EXPLORATION OF TEACHERS' EXPERIENCES ON TRAINING AND
DEVELOPMENT THROUGH THE CASCADE MODEL.

BY

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Submitted in Partial Fulfillment of the Requirements for the Masters in Education
In the Faculty of Education

University of KwaZulu-Natal

DECEMBER 2008

DECLARATION:

In declare that this thesis is my own work.

SIGNED:…………………………………………………………………………………………………….

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2008.

As a supervisor I have agreed that this work may be submitted.

SIGNED:………………………………………………………………………………………………….

DR DAISY PILLAY

2008

ACKNOWLEDGEMENTS:

I would like to thank the following people for their assistance with this thesis:

- Dr Daisy Pillay, my Supervisor, for her patience, invaluable guidance and support. Without her, this would have been an impossible mountain to climb.

- Dr Labby Ramrathan for his support, guidance and a source of inspiration throughout the research programme.

- Ms busi Goba, for her expert support and guidance on the quantitative data analysis and interpretation.

- Dr Betty Govinden, for her guidance and finding time to edit this thesis

- My wife Sibongile and my four children, Sne, Lihle, Sizwe and Sandi for affording me time, encouragement and moral support.

- The officials of the Department (IQMS Directorate) and teachers who participated in the study.

- My Ward Manager and the principals of three schools which formed part of this study, for allowing me into their schools.

SPECIAL DEDICATION

I humbly dedicate this work to my loving parents: Raymond Sipho and Virginia Mamwandla Shezi for their unwavering support, encouragement, and for being the pillar of strength through out my life. May God the Almighty richly bless them.

Abstract.

This study sought to understand what training and development the teachers experienced through the cascade model. In asking the question, "Does the cascade model work for teachers?" I produced data through the exploration of the experiences of teachers, whose training for the implementation of the Integrated Quality Management System at schools was through the cascade model. The critical questions posed in the study were, firstly, what are the building blocks that constitute the cascade model? Secondly, how did the School Training Teams experience their training and development on the cascade model, based on the core guiding principles? Thirdly, what are the experiences of teachers at school level, on their training and development by School Training Teams for the implementation of IQMS?

Using Zeichner's paradigms of teacher development (1993) as the theoretical lens through which to understand how training and development was experienced through the cascade model, I read and interpreted the workings of the model in terms of the four paradigmatic positionings – Traditional-craft, behaviorist, personalistic and inquiry oriented perspectives.

Using a descriptive qualitative approach, I accessed three high schools in the Port Shepstone District to participate in this study. The data sources used to produce the data included the IQMS Provincial Training Manual (used by the provincial facilitators for the training of School Training Teams); individual semi-structured interviews of the Provincial IQMS facilitators; interviews of the School Training Team members who were responsible for cascading IQMS to teachers at school level, and survey questionnaires to teachers of the schools that participated in this study.

The findings of the study show that the process of teacher development through the cascade model has not only resulted in the teachers engaging in 'strategic simulation' about change and 'intensification' of the work they do , but has to a greater extent, also led to teacher de-professionalization. Although 'disruption' was unearthed in the middle tiers of the cascade, by and large, the intent of change at both levels, bureaucratic and school, was tactical and strategically simulated.

I conclude that the continued employment of the cascade as the model for teacher development and training perpetuates a technicist approach of what it means to be a teacher and reduces teachers work to a *de-intellectualising* practice.

LIST OF ACRONYMS USED:

- DoE   : Department of Education

- IQMS : Integrated Quality Management Systems

- SDT   : School Development Team

- STT   : School Training Team

- PTT   : Provincial Training Team

- KZN   : KwaZulu-Natal (Department of Education)

- CRC   : Curriculum Review Committee

- OBE   : Outcomes Based Education

- GIED : Gauteng Institute of Education Development

- N.C.S.: National Curriculum Statements

- M.E.C: Member of the Executive Council

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CHAPTER ONE

BACKGROUND TO THE STUDY

"What are the sources of teacher knowledge? What does the teacher know and when did he come to know it? How are new knowledge acquired, old knowledge retrieved, and both combined to form a new knowledge base?" (Shulman 1993)

1.1 INTRODUCTION

In her opening statement in the KwaZulu-Natal Department of Education 2005/6 Annual Report (2006), our MEC for Education, Ms Ina Cronje,   had this to say on the training of teachers, in preparation for the curriculum transformation process:

> "We also took further steps in the curriculum transformation process that began at the birth of our democracy by implementing the National Curriculum Statement in Grade 10. We had reported last year that we were indeed ready for the task that appeared daunting at first, with many prophets of doom declaring the entire evaluation system not ready. Our teachers received the necessary training that would, in the first instance, enable them to understand the didactic shift from the old curriculum to the new and, secondly, to understand the content of the new subjects that they would be teaching."

The above statement regarding the 'preparedness' of teachers to shift from the old curriculum to the new curriculum and to 'understand' the didactic content of new subjects they would be 'teaching', is a profound one by the MEC. It is profound because it is tapping in on matters of teacher-development, on the paradigm shift from the old to the new curriculum and the ability teachers must have to operate in the new paradigm. The question that comes to mind is: How has the Department of Education developed its teachers professionally to operate in this new paradigm shift, and do the methods it is using work for teachers? What are the teachers themselves saying about the manner in which they are professionally developed?

The Department of Education (DoE), nationally and provincially, has introduced a large spectrum of policies since 1994, which are aimed at bringing about change and redress of the imbalances of the previous apartheid education system. National Curriculum Statements (NCS), Outcomes Based Education (OBE), and Integrated Quality Management Systems (IQMS) are but a few of such policy initiatives. Before policies can be implemented at schools it becomes imperative that teachers, as change agents, be adequately trained and developed to manage them (Malada 2004). The manner in which the DoE offers training and development is equally important if teachers are to properly implement these policies and be able to manage change. What methods does the DoE use for the training and development of its teachers?

In my experience, the DoE has relied extensively on the cascade model to make major shifts in education changes. In this model, a few teachers are taken away from their schools to be trained and developed on new policies and programmes and on the implementation process. These teachers would then be responsible for the training and development of teachers in their respective schools. Through this process, the MEC, as stated in her Annual Report noted above, believes that teachers do receive the necessary training and development for the implementation of NCS. This study seeks to explore the successes and failures of such a training model (cascade model) in preparing teachers for implementation of changes in the education system.

While the MEC claims that teachers are adequately trained to implement the new OBE curriculum, the Curriculum Review Committee Report (Chisolm 2000) found that teacher professional development, orientation and training initiatives of the Department of Education (DoE) were inadequate in providing teachers with the necessary skills for the implementation of the new curriculum (Chisolm 2000). The Gauteng Institute of Educational Development Conference Report (2002) endorsed this perception. It pointed out that teachers, who had been trained through the cascade model for development, raised concerns that even their trainers were not conversant with new approaches. In the face of these perceptions, why does the Minister claim that the teachers were adequately trained? What is the source of information that the MEC draws from? This study attempts to explore the claims made about the cascade model, of its success or failure.

The issues around trainers and teacher training and development offered to teachers through the cascade model highlight the trainers' usual lack of sufficient knowledge and confidence (Curriculum Review Committee Report 2000). As a result, the teaching force is still largely dominated by poorly-prepared teachers and managers with regard to professional levels and subject- or learning-area competences (Chisolm 2000; GIED Conferance Report 2002).

The teacher training process through the cascade model may contribute to different interpretations of its success and failures. For example, reaching the entire force of the teachers in the KZN Province may be an indicator of 'success' for the MEC, while training evaluation can be the indicator of success or failure by the Review Committee.

Against this background, this study sets out to explore the experiences of teachers on their training and development through the cascade model employed by the Department of Education for the implementation of the Integrated Quality Management System (IQMS). By exploring teacher experiences of their learning and development through this model of policy implementation, this study hopes to shed light on the extent to which change in teachers' lives and the schools they work in actually happens (Nieto 2003). In asking the question - "Does the cascade model work for teachers" – the study aims to question how this model channels the quality of teacher preparation in new directions and disrupts existing approaches to schooling and school development.

1.2 CONTEXTUALISING THE STUDY

The political and educational changes in South Africa since 1994 has led to changed perceptions about teachers' roles and responsibilities. The teachers are now expected, among other things, to become curriculum developers, to provide pastoral care to learners, to be researchers and life-long learners (Norms and Standards for Educators 2000). These new teacher roles and expectations suggest a paradigm shift from their roles in the old educational system, which were perceived largely in terms of 'transmission' of knowledge to pupils.

These new roles place new demands on the teachers in their work. They need to have more experiences of whole school curriculum development, become involved in collaborative cultures of mutual support and professional growth, and show commitment to continuing improvement and engagement with processes of extensive, school-wide change. The teachers' work has become skilled and intensive, and therefore the need for continued teacher training and development by the Department of Education cannot be overemphasized. The cascade model of teacher development by the DoE is a traditional approach employed to prepare teachers to face up to this performance-driven process. The question to ask is, do teachers, faced with these new roles and responsibilities, benefit from this traditional approach to development?

1.3 PURPOSE OF STUDY

The purpose of this study is to explore the experiences of teachers on their training and development through the cascade model, for the implementation of Integrated Quality Management System (IQMS) at their schools. The main research question is: Does the Cascade model work for teachers?

The following are the guiding questions to support the focus of the study. They form the basis from which the research instruments were developed:

- What are the core principles/building blocks that constitute the cascading model for the training and development of teachers in the implementation of IQMS?

- How do teachers experience the training and development through the cascading model based on these particular core principles?

- What are the experiences of teachers of their training and development for the implementation of IQMS at school level (in practice)?

1.4 RATIONALE FOR THE STUDY

As a teacher and a member of the School Management Team, I have attended a number of policy implementation training workshops, which the DoE provides on a cascade

model. After such workshops I am expected not only to supervise and monitor the implementation of these policies by teachers at school level, but to ensure that teachers are professionally developed in preparation for the implementation of the policies. Given the nature of the training by the DoE, the training approach it is using and the training that has to be effected to teachers at school level, I am critical of my own development after attending such workshops. I am also anxious about the level of development of teachers that I have to mentor subsequently. Most often, I portray myself as a mere conduit of these new policies, to teachers.

This study will therefore assist me in understanding what development is possible and what is not possible through the cascade model of teacher development, and the findings can prepare me to build on successes and address failures appropriately.

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Whatever the quality of the curriculum, its success or failure depends largely on teacher quality (Kelly 1997; Mass 1999 cited in Foulds 2000). This means that the preparation for implementation of new programmes and policies must focus on enabling teachers to implement change, because teachers are the ones who make or break curriculum change (GED Report 2002). The question to ask is: To what extent is the cascade model of teacher training and development able to achieve the Department's objectives of preparing teachers to implement and manage change? This study will therefore contribute to answering this question.

The quality of professional development and training of teachers, and their subsequent roles in the implementation of new policy initiatives cannot be overemphasized. There will always be a need by the Department to professionally develop its teaching force, not only with the capabilities of coping with change, but with the capabilities of being 'change agents' themselves. Does the cascade model of teacher development achieve this objective? Through exploring the experiences of teachers trained and developed through the cascade model on policy implementation, this study will help me to understand whether such a model actually works for teachers and their development as professionals.

This study will in particular, focus on the experiences of teachers with respect to their training and development in preparation for the implementation of the Integrated Quality Management Systems (IQMS) at schools. IQMS, which combines Quality Assurance, Whole School Evaluation and Performance Measurement, is one of the Department's recent policy initiatives developed for teachers. Like other policy initiatives, training and development of teachers in preparation for IQMS implementation, happened through the cascade model.

1.5. TERMS AND CONCEPTS USED IN THIS STUDY

Work and IQMS are two of the main concepts used in the study. In the following paragraphs I will explain each of these terms relating to this study.

1.5.1 WORK

In the context of this study the term 'work' is used as a 'verb' to mean the extent to which the cascade model 'brings about' or 'effects' desired changes in teacher development, and therefore may be deemed 'successful' in contributing to teacher development.

1.5.2 INTEGRATED QUALITY MEASUREMENT SYSTEMS (IQMS)

The Integrated Quality Management Systems or IQMS is the policy that the National DoE introduced in 2003 for the professional development of teachers. The IQMS consists of three programmes, which are aimed at enhancing and monitoring performance of the education system. These are: Developmental Appraisal, whose purpose is to appraise teachers in a transparent manner with a view to determining areas of strength and weakness, and to drawing up programmes for individual development; Performance Measurement, whose purpose is to evaluate individual teachers for salary and grade progression, affirmation of appointments and rewards and incentives; and the Whole School Evaluation, whose purpose is to evaluate the overall effectiveness of a school as well as the quality of teaching and learning. The purposes of IQMS are as follows:

- To identify specific needs of educators, schools and district offices for support and development;
- To provide support for continued growth of teachers;

- To promote accountability;

- To monitor a school's overall effectiveness; and

- To evaluate a teacher's performance.

The suggested IQMS Management Plan consists of a series of steps/processes and teachers participate in the programme in their capacity as School Development Teams (SDTs); Development Support Groups (DSGs) and School Management Teams (SMTs).

1.6 THE TEACHER TRAINING AND DEVELOPMENT FOR IQMS IMPLEMENTATION

My experience of the training and development of teachers at school level, in preparation for IQMS implementation was based on a three day cascade workshop that School Training Teams (STTs) attended in their respective districts. After these cascade workshops the STTs then organized training workshops for their teachers, and as no fixed time was allocated for this training, schools had to negotiate their training times and this included the use of lunch breaks and afternoon sessions.

One objective of the IQMS is to identify specific needs of teachers and to provide support for continued growth. Indeed, any model of teacher development used in preparation for the implementation of this programme should have support mechanisms as one of its core principles. Does the cascade model of training cater for specific needs of teachers, and does it provide support for continued growth and development? This study seeks to understand the workings of this model and its contribution to teacher development.

Against this background, this study will explore whether the cascade model worked for teachers and, if it did work, how this occurred. Was it just about the process or was it also about how the process unfolded? Is the cascade approach relevant and appropriate for support and for developing teachers for policy implementation? How instrumental is this model in changing how teachers give meaning to their identity as teachers and what it means to engage in better ways of teaching?

1.7 CHAPTER DELINEATION

In this chapter I have given a brief background of the study, a broad map that gives the direction of the journey I intend to undertake, its context and rationale, the discursive framework from which the study will be understood, as well as the critical questions that the study hopes to find answers to. In chapter 2 I will give a detailed literature review on the current models of teacher training and development, and a broad overview of the theoretical framework of the study.

In chapter 3 I will set out the journey I traveled during data production for this study, paying attention to the methods and methodology for data production and reasons for choosing those methods including limitations placed on the study.

In chapter 4 I will give the detailed presentation of the analysis of data and findings from chapter 3 above, in response to this question: Does the cascade model work for teachers?

This question will be responded to through seeking responses to critical questions for this study, mentioned in chapter 1.

The final chapter, chapter 5 will present the summary of findings from chapter 3 above and provide a synthesis of the journey, the directions it took, and the recommendations made.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

In this chapter I will give a detailed description about what other researchers have written about effective models of teacher training and development in general and through the cascade model in particular, nationally and internationally. The chapter will begin by presenting what other researchers have written about the concepts of teacher 'training' and 'development'. These concepts are of importance for understanding the workings of the cascade model for teacher development.

This chapter focuses on an explanation of the current thinking, debates and trends in teacher development for in-service teachers. It outlines the purpose of the teacher development and the need for teachers to continually engage in teacher development across their careers.

2.2 TEACHER DEVELOPMENT

The concept of teacher development is difficult to define, as various authors have used the concept to mean different things and, on several occasions, scholars have used the concept such as professional growth and development (Evans 2002). Development is the improvement of skills and job performances of employers through a set of planned

activities in order to move to more responsible positions within the organization (Conco 2004). Development is a participating, transforming process leading to greater dignity and self reliance, greater vision and possibility, greater sense of community and interdependence (Welsh 1990 cited in Conco 2004). When true development is taking place, teachers are able to achieve even greater self expression and good results at school (Conco 2004). Any model of teacher development, including the cascade approach should enable teachers to attain these objectives for it to be regarded as a worthwhile model for teacher development.

According to Day (1994), teacher development is a process by which teachers review, renew and expand their commitment as change agents to the moral purposes of teaching, and by which they acquire and develop critically, the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching. In the context of this study I shall be guided by the definition provided by Day.

Professionalism and professionality is what is hoped for when teachers are developed (Evans 2002). Teacher development is a process whereby teachers' professionalism and professionality may be considerably enhanced. Hoyle (1980) defines professionalism as status-related elements of teachers' work. It relates to what is officially set down as the accepted norms and behavior code of the profession in relation to how it delivers its service and/or controls its designated functions. Professionality, on the other hand, has to do with those elements of the job that constitute the skills, knowledge and procedures that teachers use in their work. Hoyle (1980) formulated two models of teacher

professionality: restricted and extended. A restricted professional is one who is essentially reliant upon experience and intuition and is guided by a narrow, classroom-based perspective which value that which is related to the day-to-day practicalities of teaching. An extended professionality on the other hand reflects a much wider vision of what education involves, valuing of theory underpinning pedagogy, and the adoption of an intellectual and rationally-based approach to the job.

2.3 TRAINING

In the literature training and development are used interchangeably. According to Conco (2004), the training is the process of changing skills, attitudes and knowledge of employees with the purpose of improving their level of competence. It is a planned process, usually involving a series of stages where incremental improvements can be identified. It takes two forms - on-the job training and off-the- job training. The former refers to the training whereby an employee receives instructions within the place of work, usually through observing tasks, being guided through them by experts and then practising them. The latter refers to the training whereby an employee is instructed away from the place of work (Edmund 2001, cited in Conco, 2004).

For the purposes of this study I will use 'training' as an integral aspect of the teacher development. This is because 'development' is a process of moving from one point to another, and within that process, 'training' could take place, when a person learns new things.

The development of teachers is to be manifested in changing skills, attitudes and knowledge of employees with the purpose of improving their level of competence. This study seeks to explore the extent to which this intention is met through the cascade model.

In the cascade approach, a small number of teachers are usually taken away from their places of work (schools) to receive instructions on new policies. They are guided through the various stages by 'experts', and when they return to their workplaces, they are expected to act as "experts" in relation to other teachers, and "cascade" the new information down to them. In the context of this study, training means both on-the-job and off-the-job training.

In the next section I will briefly discuss how the cascade model is used as a tool for teacher development in the South African context, to gain insight into the extent to which it does or does not incorporate the above suggestions on an effective teacher development mode.

2.4 THE CASCADE MODEL FOR TEACHER DEVELOPMENT: THE SOUTH AFRICAN CONTEXT

The literature on a cascading model of teacher development suggests that this model uses a top-down approach or centre-periphery strategy (Eraut 1995). Embedded in this strategy is the management of planned change in trainees. In the South African context,

the envisaged change in educators is the ability to implement the new curriculum in schools.

The National Department of Education has, by and large, relied on this model for its in-service training and for its teacher development. At the top of the structure is the National Department itself which trains personnel from the Province, who in turn train personnel from Districts. The latter are charged with the responsibility of training personnel from circuits and teachers, who are then expected to train colleagues at school level for the implementation of change.

Below is the schematic diagram of the cascading model used by the National Department of Education during one of its teacher in-service training and development sessions (1998).

A CASCADING MODEL

Support	Per province	Nationally
	National level core trainers (10)	Co trainers (90)
Media in education trust field workers 5 per province	↓	↓
→	Provincial level practitioners 10 core trainers x5 = 50	Practitioners (450)
	↓	↓
	Regional and district level educators 50 practitioners x10 = 500	Educators (4 500)
	↓	↓
	School level 500 educators x 20 = 10 000	Learners (90 000)
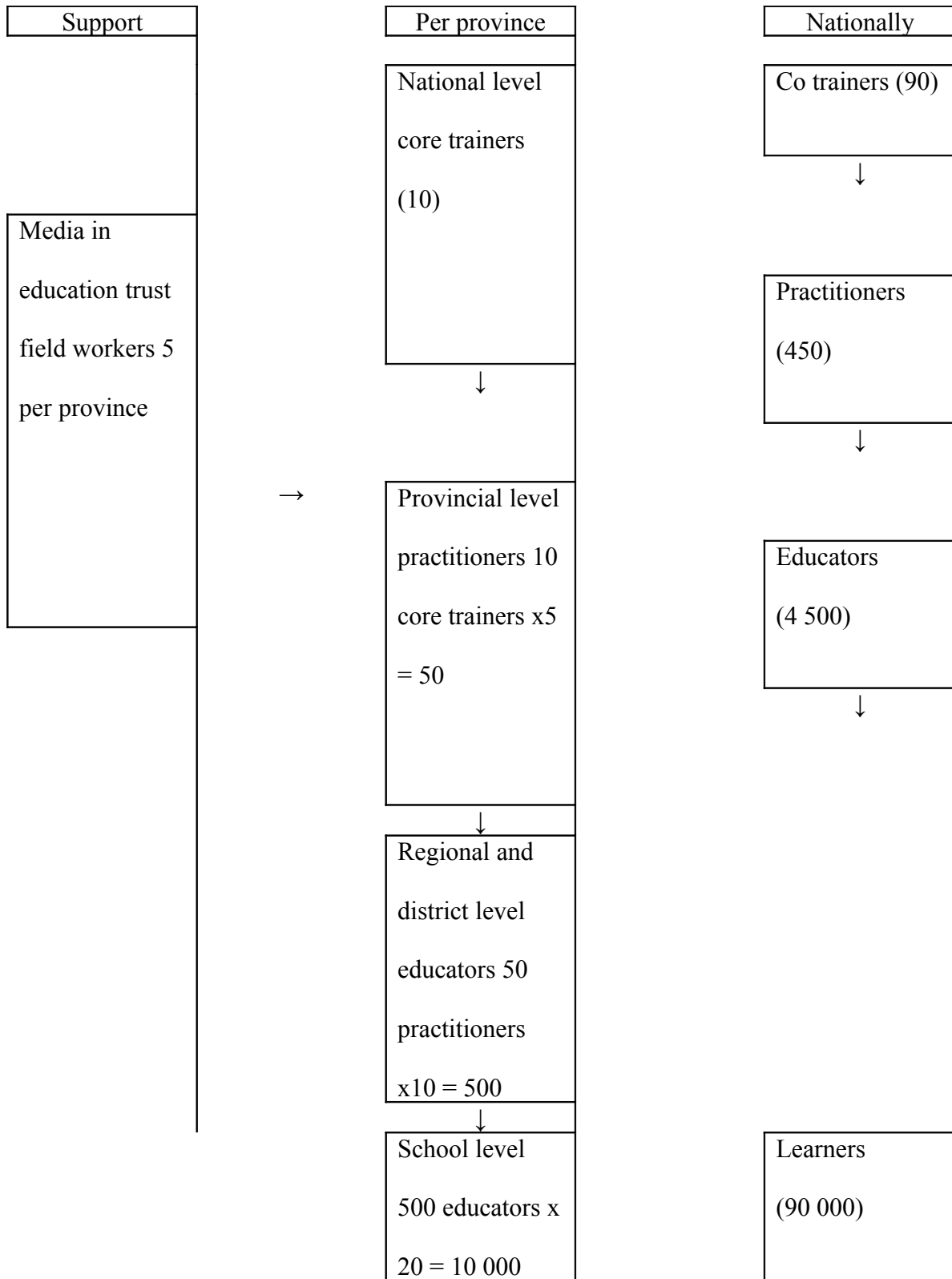
Diagram 1: Source: Department of Education (1998)

The above schematic presentation sheds light on how the system works. As evident, it has fewer trainers or experts at the National level and the numbers swell as the model descends. One can infer that the model takes the form of a pyramid structure because of its small number as core trainers. The core trainers train approximately doubles their number of trainers who, in turn, train teachers almost double their numbers.

Hayes (2000) argues that the cascade model of teacher training and development seems to be preferred by National Department of Education because it is cost-effective and uses existing teaching staff as co-trainers. According to Gilpin (1997), the cascading model uses participants as both subjects and agents. The model has experts at the topmost level of the structure, who initiate training to groups of personnel (Gilpin 1997; Johnson 2000; Hayes 2000; Mathekga 2004). In most cases these are senior personnel who in turn have to train other personnel almost twice the number of the initial group. Each group of the trained personnel has to train other people down the cascade.

Mpabalungi (2001, cited in More 2004) describes the cascading model as comprising the following steps:

- Development of training materials. This refers to the design of materials such as guides. These training materials are designed to provide systematic direction of the training process.

- Training at different levels. This refers to the unfolding of the actual training by facilitators.

- Follow-up training. This kind of training is meant to close the gaps left by the initial training and is used for consolidation purposes (More 2004).

Hayes (2000) believes that cascade training could promote genuine development if trainees and managers make sure that project training and development strategies are context-sensitive, collaborative and reflexive. He further emphasizes the inclusion of the trainee in what might be referred to as the management of the trainee's own professional growth.

Joiner (1998, cited in More 2004) posits that successful large-scale change begins with a shared assessment of the problem by the power-group and stakeholders, and the identification of specific challenges. This means that if the cascading model of training and development is used to introduce major innovations, the trainees should not leave would-be trainees behind in designing the training programme.

The idea of the teachers' involvement as trainees is further embraced by MacDevitt (1998), cited in Moore (2004), when he claims that we need not work around the teachers but we must work with them. In this way we will be context-sensitive, thereby increasing the chances of cascade success (More 2004).

2.5 THEORETICAL FRAMEWORK

This study is located within an Interpretive (Hermeneutic) paradigm. The Interprevist/Constructivist approaches to research have the intention of understanding the world of human experience, and, Cohen and Manion (2000) suggest that reality is socially constructed. The interpretive researcher tends to rely upon the participants views of the situation being studied (Cresswell 2003). According to Cresswell (2003), the interpretive researchers do not generally begin with the theory; rather they generate or inductively develop a theory of 'pattern of meanings' throughout the research process. In this study I generated the 'pattern of meanings' from a variety of participants in order to understand the workings of the cascade model for teacher development. I used Zeichner's Paradigms of Teacher Development to interpret and construct meaning out of the generated 'pattern of meanings'. The question of paradigms will be considered further below, and intermittently in the succeeding chapters.

2.6 EFFECTIVE MODELS OF TEACHER DEVELOPMENT

The literature and research evidence suggests that short courses or workshops do little to assist teachers to learn new subject topics and take up new pedagogical approaches to their subjects (Liberman 1995; Chisolm 2000; Adler and Reed 2002). There is a strong view that emphasis should be given to a programme where there is high accentuation of sustainability overtime and where teacher professional development is undertaken across schools and institutions (Malada 2004).

Liberman (1995) denounces the notion of once-off teacher professional development and indicates that it needs to be reviewed.

The conventional view of teacher development as a transferable package of knowledge to be distributed in bite-sized pieces needs radical rethinking; it implies a limited conception of teacher learning that is out of step with the current research and practices.

It is argued that schools and teachers should become collaborators in providing in-service education. According to Malada (2004) teachers who shared the work of their own professional improvement gained credibility in education cycles.

There is a consensus in the literature about the important role that teachers can play in their own professional development (Fullan and Hargreaves (1996); Malada (2004). The literature strongly suggests that teachers should see themselves as key role players in school improvement and therefore strive to improve their pedagogical practices and academic versatility for the realization of the ultimate goal of school improvement. This can only be achieved if teachers are ready and interested (Fullan and Hargreaves 1996).

According to Collins, et al (1991), and McDiarmid (1995), effective models of teacher development should structure teachers' work to create the mental space necessary for ongoing professional development. Learning should take place in stages so that the learner builds multiple skills required in expert performance and discovers conditions under which they apply. Mcdiarmid (1995) goes on to argue that new models must embed professional development into daily lives of teachers. Sparks (1998) argues for an

individually guided teacher development programme, where the teacher determines his or her own goals and selects that which will result in the achievement of goals.

Teacher professional development models should give trainees (teachers) the chance to engage in, invent, or discover strategies in context. A variety of methods must be used that systematically encourage teachers to explore and to be independent. This is what Sparks (1998) calls an enquiry. Against this background what then is the best way for teachers to learn?

There are two conflicting ideas on this aspect. One suggestion is that there might be direct instruction from outside, while the other suggestion proposes teachers' own involvement in defining and shaping the problems of practices (Malada, 2004). The latter view suggests that teacher development should be done with the teachers and not to them. They should be involved in their own professional development. Curriculum change in the level of policy is unlikely to bring substantive changes in schools unless it was broadened to include the importance of building the professional capacity and involving teachers centrally as key agents in both design and implementation of the new curriculum (de Clerq 1997, cited in le Grange and Reddy, 2000).

The limitation of the input model of teacher development, that is the cascading model, is that it downplays the teachers' own experiences from the class (Liberman 1995). Liberman contests this model in that "outside experts" have often viewed teaching as technical, learning as packaged and teachers as passive recipients of the findings of

objective research. The contemporary school reform movement is concerned with such fundamental issues of schooling as conceptions, knowledge-building and teacher learning, and today's approaches to teacher professional development should go beyond technical tinkering that often characterizes the cascading model (Malada, 2004).

Learning theorists and organizational theorists teach us that people learn best through active involvement and through thinking and becoming articulate about what they have learned. Liberman (1995) alludes to the fact that teacher professional development is deemed to be successful when it is viewed as an integral part of the school. Le Grange and Reddy (2000) also observed that top-down curriculum and policy development processes militate against change.

Liberman (1995) suggests different programmes and practices that promote teacher professional development. These are:

- Learning outside schools: This refers to collaborations, networks, partnerships, coalitions and orientation. In this view, networks and coalitions present teachers with opportunities to grow and learn new strategies to handle particular problems (Malada 2004). This turns out to be a learning curve for teachers as they work in collaboration with others.

- Learning in schools: through this practice teachers are role players in the school system. They participate in school teams, e.g., School Assessment Teams and in

School Management Teams. They become part of the school and they develop a sense of ownership.

According to Liberman (1995), most of the in-service training that teachers have been exposed to is formal in nature and does not consider real-life classroom situations. He describes these practices as a mélange of abstract ideas that give little attention to ongoing support of continuous learning and changed practices. Contrary to traditional approaches, where teacher development implied external workshops, Stoll and Fink (1996, cited in Malada, 2004) emphasize the need to move towards a school-based teacher professional development strategy, and indicate how it can aid classroom and school improvement. Their (Stoll and Fink) research also highlights the need for instructional follow-up support, emphasizing regular support and mentoring of teachers in their application of new pedagogies (Malada 2004).

Stoll and Fink (1996, cited in Malada 2004) mirror the emergence of a new paradigm of teacher professional development. They show that the traditional approaches to teacher learning and development, such as once-off in-service training sessions, or hit and run strategies (le Grange and Reddy 2000) are being replaced by sustained, coherent and enquiry-based programmes, the school-based approach is gaining momentum. They argue that "one-shot" strategies are of little assistance to teacher professional development. Stoll and Fink (1996) (cited in Malada 2004) made several recommendations of which the following is relevant in this study:

- The use of reflective classroom-based research and sustained mentoring and coaching relationships.

Effective teacher professional development requires classroom demonstrations, opportunities for teacher practice, and also involve sustained follow up, supported by classroom observations and feedbacks (Fleisch and Potenza 1999). The argument is that teachers should be given freedom to practice and explore new teaching techniques. They also require a significant amount of support and feedback to allow them to see and learn from these teachers. The question to ask is: Are the teachers trained on a cascading model on IQMS getting enough support and feedback on their practices? I hope that this question will be answered in my data analysis presentation, in chapter 4.

However, in their study Fleisch and Potenza (1999) found that short term courses offered during OBE teacher training (which was on a cascading model) were without presentation of theory and demonstration of teaching practice and no feedback was given to teachers. The study concludes that these methods of teacher development were ineffective in their quest to help teachers change their classroom practice. Pithouse (2001) shares a few concerns about OBE training sessions she attended. Among others these were:

- **Poor preparation, planning and facilitation of training**.

Teachers' concerns and requests were not adequately handled. Trainers were not thoroughly prepared. They had received five days training and had only four days to prepare for the workshops.

The training methods contrasted with OBE and curriculum principles of participation. There was a lack of a sense of ownership from teachers as a result of limited participation on the planning of workshops.

McLaughlin (2006), a leading researcher on the education policy implementation, identified four factors that have a decisive influence on the success or failure of the curriculum implementation:

- **Local capacity**

Implementation is more likely to succeed if support is provided in the form of finances, on condition that the support is substantial and continues over a period of time.

- **Motivation and commitment**

Changes do occur if local leaders show commitment to the project and convey a sense of enthusiasm to the school staff. In part, questions of motivation and commitment reflect an implementer's assessment of the value of a policy or the appropriateness of the strategy.

- **Internal institutional conditions**

The climate of the school must be conducive to change.

There must be a balance between pressure and support. Pressure is needed to concentrate attention on a specific innovation, but it must be balanced by support in the form of expert assistance and finance. Pressure alone may be sufficient when policy implementation requires no additional resources or normative change. Pressure alone however, cannot effect those changes in attitudes, beliefs, and routine typically assumed by reform policies. Support alone is also a limited strategy for significant change because of the competing demands that operate with the implementation system. In particular, vague mandates and weak guidelines provide opportunity for dominant coalitions or competing issues to shape programme choices. Experience shows that some balance of pressure and support is essential. Pressure is required in most settings to focus attention on a reform objective; support is needed to enable implementation.

2.7 SUMMARY

In this section I have discussed the meanings attached to development and training, professionalism and professionality, terms which are important if we need to understand how training and development happens through the cascade model; how the cascade model has been used by the DoE to develop its teachers; and other effective models of teacher development. The literature in the field suggests that:

- The view of teacher development as a transferable package of knowledge to be distributed in bite-sized pieces needs radical re-thinking. Teachers should become collaborators in their development and not just recipients of knowledge.

- Effective models should structure teachers' work to create the mental space (time to think) necessary for ongoing professional development, and

- They (effective models) should give trainees the chance to engage in, or to discover strategies in context.

To understand how the cascade model impacts on teacher professional development I will draw from Zeichner's paradigms of Teacher Development. Zeichner (1983) cited in Samuel (1998), posits that any model of teacher development is located and can be understood from within a particular paradigm, among the four he has identified: behaviorist; traditional-craft or master apprentice; personalistic, or enquiry oriented.

2.8 PARADIGMS OF TEACHER DEVELOPMENT.

Zeichner (1983) theorizes four paradigms of teacher development; 'Behaviorist', 'Traditional-craft', 'Personalistic', and 'Inquiry-oriented'. This is significant in the light of the fact that the cascade model, like all other models of teacher development, does not exist in isolation from a certain paradigm that informs it. By linking the model to one or

more of these paradigms I hope to get more insight on how the model works and as to whether it does contribute to teacher development.

Figure 1 (adapted): A summary of Four Paradigms of Teacher Development.

```
                        PROBLEMATIC
                            D |                 4  "INQUIRY
                              |                    ORIENTATED"
                              |
                              |
                              |
                              |
  A  RECEIVED                 |                                    B
  _____
                              |                              REFLEXIVE
                              |
  1 "BEHAVIOURISTIC"          |
                              |
     2  "TRADITIONAL CRAFT"   |
                              |
                              |            3  "PERSONALISTIC"
                              |
                            C |
                         CERTAIN
```
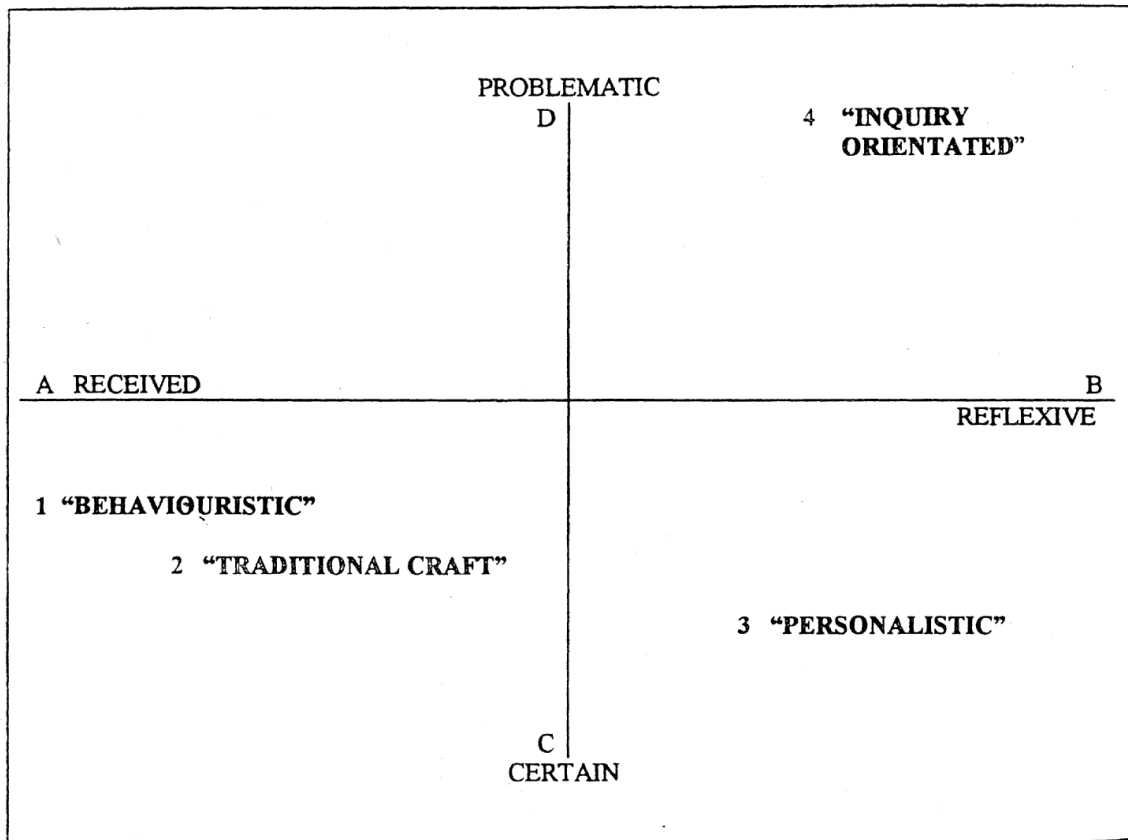
Figure 13: A Summary of Four Paradigms of Teacher Education
(Zeichner: 1983: 7)

Zeichner (1983) locates his description of four paradigms of teacher development within the matrix of a horizontal and vertical axis. The horizontal axis aims at capturing the teacher education institutions' conceptions of the role of the teachers in their development as teachers, from a passive role (A), where programmes of development are

'received' to (B) 'reflexive', which highlights the active role of the learner teacher in constructing the meaning out of the curriculum experiences fashioned. Such a teacher preparation programme conceptualizes teachers as agents of their own development (Samuel 1998).

The vertical axis attempts to capture the degree of stability, regularity and predictability of the school environments, from (C) which reflects 'stability and certainty', to (D) which reflects 'problematic' environments (i.e. schools as unique institutions). According to Zeichner (1983) the paradigms of teacher development that see school contexts as relatively 'certain', i.e. stable, regular and predictable will conceptualize the act of teacher development as normalizing teachers to fit into roles of already existing cultures. The role of the teacher is therefore perceived as an agent of reproduction of that stability and certainty (Samuel 1998).

In the same breath paradigms of teacher development that see school contexts as uncertain, unpredictable and unstable, are sites which acknowledge the complexity of knowledge, values and interests of particular forms of knowledge being served by competing forces of power within and outside school system, and teacher development will conceptualize the act of teacher development to include different categories of teacher knowledge classification: 'management knowledge', other 'professional knowledge', and 'societal knowledge' (Samuel 1998).

The first paradigm of Zeichner's model labels teacher development as the 'behaviorist' because of its emphasis on positivist, behaviorist psychology. The underlying metaphor for teacher development used within this paradigm is that of 'production'. Hence teachers are conceptualized as 'technicians'. In this paradigm teachers learn necessary skills to execute their daily activities (Zeichner 1983) as part of the status quo: 'Do what you are told to do'.

The second paradigm of teacher development is labeled 'traditional craft' or 'master-apprentice' (Stuart 1997 cited in Samuel 1998). Within this paradigm the learner teacher is conceptualized as an apprenticed worker, whose goals are not to alter but to maintain traditional craft practices in their role and responsibility as teacher and, in this way, maintain the status quo. Teachers in this instance observe and learn from the 'experts'.

In these two paradigms learner teachers are perceived as docile recipients of development programmes which will be utilized in the environments that are predictable.

The third paradigm (located within certain/reflective matrix) is labeled 'personalistic', as it emphasizes personal growth and development. Teacher knowledge is seen to be a highly individualistic construct and the teacher's role is that of 'the thinker'. Here the development of personality of the teacher is emphasized. The skills that teachers need to acquire within the teacher development programmes emphasize the need to develop attitudes and perceptions about teaching, about the development of 'self' in relation to the act of teaching and learning (Samuel 1998).

The fourth paradigm, labeled an 'enquiry oriented' paradigm advocates the development of contextually-relevant (situated) and societal knowledge. In particular this paradigm foregrounds the function and purpose of teacher development as a social endeavour. Teacher development is geared to develop among practitioners **a** strong sense of inquiry, asking questions about the nature of development processes, its goals, or in whose interests are particular forces of schooling organized. Knowledge is seen as a social construct, characterized by tentativeness and subject to contestation (Samuel 1998).

The Department of Education has for the past years relied upon this model for the professional development of its teachers. Does this model encourage collaborative work and does it recognize teachers as active embodied participants in the meaning-making of new processes/initiatives? Does it make allowance for the teachers to participate actively in their development? Does it take into consideration the contextual realties within which teachers work? This study is set to respond to these questions in Chapter 4, using these four paradigms of teacher development as a microscope to understand how training and development happens through the cascade model.

2.9 SUMMARY

In this chapter I have presented how the cascade model is used in the South African context, for teacher development. I have given a detailed presentation of literature on effective models of teacher development and how training and development takes place

within these models. I have also presented Zeichner's paradigms of teacher development in order to understand the paradigm(s) in which the cascade model can be located.

Researchers have suggested that the effective models of teacher development should involve the trainees as far as possible in order to ensure that the training is context-sensitive; should, through collaboration, be diffused through the system as far as possible and not concentrated at the top of the structure; the training and development should be experimental and not transmitted. Effective models should structure teachers' work to create mental space (time to think) necessary for ongoing professional development, and they should give trainees the chance to engage in, or to discover strategies in context.

In the methodology chapter (chapter 3) I will set out to produce the data for this study. This will be achieved through:

- The analysis of the IQMS training manual. The analysis of this document is a useful resource as it contains series of steps that were used on the IQMS training and teacher development which was on a cascade model, i.e. how the training was organized. This will be triangulated by interviews of the KZN DoE officials who were responsible for the training and development of School Training Teams (they were using this document to conduct IQMS training).

- Interviews of the School Training Teams. These interviews are important in the light of the fact that they present the experiences of teachers (STTs) who were

trained and developed by the Provincial IQMS unit, so that they could in turn cascade training to teachers at school level.

- Questionnaires for teachers. Questionnaires are relevant in that they can reach a large number of participants in a short space of time, and they are suitable for this study because they will present the experiences of teachers that were trained and developed by STTs for IQMS implementation, at school level.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

In this section I set out to discuss the methodology I chose to explore the experiences of teachers on their training and development through the cascade model, for the implementation of IQMS. I also consider the reasons for the choices I made and how I made meaning of the methodology. The chapter will describe the research design, key research participants for this study, methods of data production, and a discussion of the data production methods: document analysis, interviews and questionnaires.

I will also discuss issues of access and acceptance into the field; and ethical issues that I had to take responsibility for as a qualitative researcher. I will reflect on how data was triangulated, as well as the limitations placed on the study.

3.2 RESEARCH METHODOLOGY

There are two types of research: Descriptive research and Experimental research. (Creswell 2000). For this study I selected descriptive qualitative research as it would yield responses to the critical questions: What are the core principles/building blocks that constitute the cascade model? How did School Training Teams experience their training and development through the cascade model? And what are the experiences of teachers

on their training and development, by the School Training Teams? According to

Cresswell (2000), the descriptive research is used to answer descriptive research

questions: What is happening? How is something happening and why something is

happening?

Qualitative research is a multi-perspective approach (using different qualitative

techniques and data collection methods) of social interaction, aimed at making sense of,

interpreting or reconstructing this interaction in terms of the meaning of the subject

attached to it (De Vos 1998). According to Denzin et al, (2003), researchers, within this

paradigm, collect data, interpret it to construct some meaning and understanding from it.

The criterion used for constructing meaning is trustworthiness of the data, credibility,

transferability and conformability.

Descriptive research design is used when data are collected to describe persons, settings

and phenomena (Cressell 2000). This study focuses on the experiences of the teachers on

their training and development through the cascade model, to understand if this model

works for teacher development. The manner in which the DoE has developed its teachers

in preparation for the implementation of new policies, informed my choice of methods

and the direction in the course of data production for this study. Accordingly, this chapter

gives an account of the methods I used in producing the data.

3.3 RESEARCH DESIGN

The key data sources for this study were:

3.3.1 IQMS training manual: Suggested Management Plan for Institutions. This document was resourceful in response to the critical question: What are the core principles/ building blocks that constitute the cascade model for teacher training and development?

3.3.2 Provincial IQMS trainers: Interviews of the two Provincial IQMS trainers, who were responsible for the cascade of IQMS to the School Training Teams. The data produced from these interviews would be used to triangulate the data from document analysis.

3.3.3 School Training Teams: Interviews of each team of the three schools in the Port Shepstone Region that participated in this project. Each team consisted of three members: the principal and two teachers, from the three schools. The interviews conducted with the STTs were used to produce data in response to the second critical question: How did the School Training Teams experience their training and development through the cascade model, underpinned by particular core principles/building blocks?

3.3.4 Questionnaires: These were distributed to each of the three participating schools and each school had on average, 30 teachers. The purpose of questionnaires was to produce data in response to the third critical question: What are the experiences of teachers on their training and development through the cascade model by school training teams?

3 .4 METHODS OF DATA PRODUCTION

Creswell (1998) identifies major sources of data collection that a qualitative researcher is exposed to. These include interviews, observations, document analysis and to some extent, questionnaires. Since this study is largely qualitative, I have used interviews with individuals and groups, document analysis and questionnaires in the data production process. The discussion on data gathering techniques towards the end of this chapter will explain in detail how each was used in this study.

3.5 RESEARCH PARTICIPANTS

The research participants for this study were the School training teams and teachers from three Secondary schools in the Paddock Ward, Sayidi Circuit, KZN. There are 12 Secondary Schools in this Ward, and purposive sampling was used to identify twenty five percent of these schools whose teachers (School Training Teams and teachers) participated in the interviews and questionnaires for the study and officials from the Provincial IQMS directorate.

The choice for the interviews I conducted, the document analysis and the questionnaires was based on the following:

- Officials from the Provincial (KZN) IQMS Directorate. These officials were responsible for the cascading IQMS from the Province to schools through training of School Training Teams.

- School Training Teams. These teams consisted of the school principal and two teachers from each school, who were taken away from their schools to be trained as trainers for IQMS implementation, at their schools.

- Teachers from three schools selected through purposive sampling. These teachers had undergone their training and development by School Training Teams and were responsible for IQMS implementation respectively, at their schools.

Purposive sampling is used when the researchers use a special skill about some group to select subjects who represent this population. Purposive sampling can be used to make sure that "information-rich" cases are not precluded in the sample (Berg 2001; Patten 2002). McMillan and Schumacher (1997) and de Vos (1998) also agree that purposive sampling is based on the researcher's knowledge of the population. Judgment is made about which subjects should be selected to provide the best information to address the

purpose of the research. For this study I purposefully selected schools whose principals I

had previously attended an IQMS workshop with, and therefore the information I would

produce there from, would address the purpose of the research.

Cresswell (2002) argues that researchers intentionally select individuals and sites to learn

or understand the central phenomenon. The standard use in choosing individuals and

sites depends on whether they are "information-rich". Participants in this study may be

said to be "information-rich" as they either have attended training sessions (teachers) or

they were part of the training themselves, as co-trainers (School Training Teams).

3.6 MAKING MEANING OF METHODOLOGY: QUALITATIVE AND QUANTITATIVE

Qualitative approaches can be utilized to generate deeper understanding of the

experiences of teachers on manners in which they are currently professionally developed,

to cope with implementing new policies. The successful implementation of new policies

by teachers depends largely on a manner in which they are developed.   For this study,

the qualitative research approach seemed to be most appropriate and effective, as the

approach delved deeper into the experiences of teachers, as trainers and as trainees on a

cascading model.

This study does however incorporate quantitative research methods. McMillan and

Schumacher (2001) suggest that qualitative research enables the researchers to view

reality as interactive and shared social experience that can be studied from the

participants own perspective. This study accordingly used questionnaires or quantitative methods as a supporting technique of the qualitative data. This is triangulation (Miller and Brewer 2003).

In this study I have used various sources to gather data, which include document analysis, conducting interviews for IQMS trainers and trainees and departmental officials, and, sending out questionnaires to teachers. The data from these interviews together with questionnaire responses from teachers gives an idea of what the cascading model aims to achieve and what is obtaining at schools, with respect to teacher development.

3.7. ACCESS AND ISSUES OF ETHICS

It was necessary to obtain permission from the KZN Department of Education before the researcher could carry out research in its schools. This was achieved through the letter I wrote to the Department requesting this permission. Having received a letter of authorization from the Department I then sought permission from the Ward Manager of the schools which were to be part of this study. I went further to contact the Principals and teachers of these schools, through letters requesting their consent to participate in the study.

The principals were extremely useful in arranging times and setting venues for interview sessions with their School Training Teams. The latter were also cooperative as they

availed themselves for these sessions, which were mostly conducted after school working hours.

I was conscious of my position of power as a principal interviewing other principals and post level-one teachers. To deal with this responsibly, I declared my position as a researcher, the purposes of the research and that participation in the project was entirely voluntary. I also used different research strategies to produce the data from participants, to ensure that the data produced was believable and trust worthy.

The arrangements of interviews with the Provincial IQMS officials were done telephonically and follow-up letters were sent to them and this was done after the Provincial IQMS Directorate had given its consent for these interviews to take place. Interview schedules were faxed and these were followed by confirmation of dates and times and expected duration of the interviews sessions, respectively. These interviews took place at their offices, at the Port Shepstone District Office.

The instruments that I used for data production included document analysis, interviews and questionnaires. In the next section I will briefly describe each of these instruments in the context of this study.

3.8.1. ANALYSIS OF THE PROVINCIAL IQMS MANAGEMENT PLAN

Documentary evidence is an extremely valuable source of data. For this study I chose to analyze the Manual for IQMS Provincial Training Teams which included among other

aspects, the Management Plan for IQMS Implementation at schools. This analysis was important in the light of the fact that the Provincial management plan encapsulated the Department of Education's policy intentions about IQMS implementation at school level. The IQMS management plan is a crucial section of the training manual, as it contains the procedures that teachers had to adhere to, for the implementation of IQMS at their schools.

Certain parts of this document were subject to rigorous analysis for the purposes of finding the responses to the first critical question for this study: What constitutes the building blocks for a cascade model of teacher development?

The Training Manual was analyzed and interpreted in terms of the information flow and the Management Plan for IQMS training to teachers.

3.8.2 INTERVIEWS

Interview schedules were drawn up for Provincial Training Teams and School Training Teams, respectively. The purpose of carrying out interviews with the Provincial Training Teams was to triangulate the data produced from IQMS documents, in response to the critical question: How did School Training Teams experienced their IQMS training on a cascade model, based on core principles? The purpose of carrying out interviews with the School Training Teams on the other hand was an attempt to produce data that would respond to the second critical question for this study: How did the teachers (School

Training Teams) experience their training and development on a cascade model, based on core principles?

Interviews were tape-recorded and transcribed into narratives and I used the 'coding' to interpret and analyze the data.

3.8.3 QUESTIONNAIRES

The questionnaire had the following categories or "dimensions" of teachers: biographical details on how they experienced development on their training. The purpose of sending out questionnaires to teachers was to produce data in response to the third critical question for this study: What are the experiences of teachers on their IQMS training, through the cascade model, prior to its actual implementation at schools?

Data obtained from the research programme was processed through the computer using the Statistical Package for Social Sciences (SPSS), a software package. This programme was used for data capturing and analysis and the supervisors assisted the researcher in analyzing the data findings, through the interpretation of different tables that the programme had produced.

Both interviews, more especially for those of School Training, teams and questionnaires, are important for this study because these reflect the practical experiences of teachers on their training and development on a cascade model.

3.9 TRIANGULATION OF DATA

The most powerful tool used in a research project is triangulation (Williamson 2001). Triangulation may be defined as 'using several methods to study the same subject' (Borg and Gall 1989) cited in Williamson (2001). A combination of qualitative and quantitative methods together means that the weaknesses of one approach are corrected out by the strengths of the other, thus bringing about triangulation (Miller and Brewer 2003; Jacob 2005).

The data was organized into two sections, with Section 1 containing the official story and Section 2, the teacher-experienced story. Section 1 was told in two sub stories: Story 1, IQMS document analysis, and Story 2, an analysis of interviews of the Provincial IQMS training team members, who provided training to the School Training Teams.

Section 2, the experienced story, was also told in two sub-stories, Story 1, an analysis of the interviews of the School Training Teams, and Story 2, an analysis of questionnaires from teachers that received IQMS training on a cascade model, respectively.

I was to have collected the same data from different sources and in different places. This is particularly useful when checking on the validity of descriptive claims (Williamson 2001). By employing triangulation I hoped to confirm the different data sources used in an integrative manner.

3.10 LIMITATIONS OF THE STUDY

My position as a school principal, using other principals as research participants may have had an influence on the manner in which they co operated with me, and the manner in which other research participants (teachers), responded to both the questions and questionnaires (Griffiths 1998). Just as we create ourselves in and against community, we create ourselves in and against sections of that community, as persons with gender, social class, race, and sexuality and (dis)abilities (Griffits 1998).

The schools I produced data from were from a similar geographical location. The results of this research project may not thus be generaliseable for all the schools.

3.11 SUMMARY

In this chapter I presented a description of the research methodology and procedures; the data production instruments and procedures for data production was described in detail. A presentation of the processing analysis and procedures was made. I concluded the chapter with some of the limitations that I thought may impact on the research findings. The next chapter will deal with the analysis and interpretation of the findings of the research programme.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

In this chapter I will present the analysis of the data and the findings for this study which asks, 'Does the cascade model work for teachers?' The chapter will provide responses to three critical questions:

- What are the core principles/ building blocks that constitute the cascade model?

- How did School Training Teams experience their training on IQMS through the cascade model?

- How did school teachers experience their IQMS training by STT's, which was on a cascade model?

The analysis of data or findings for this study is divided into two sections. Section 1 contains the official story and Section 2 deals with the teacher-experience story. The official story deals with the analysis of the policy documents on the IQMS implementation to provide a response to the question: "What are the key elements/building blocks of the cascade model?" Also integrated into this official story is the data produced through interviews with the officials of the Department of Education (DoE) in the KZN Province, who were responsible for the training of School Training Teams. Through the data that was produced from an analysis of DoE official records and

officials I would like to unpack what kind of conceptualization of teacher development was envisaged through the implementation process by the Department of Education. I am going to understand this by examining the core principles/building blocks that underwrite the IQMS implementation process.

Section 2, the teacher-experience story, deals with the analysis of the implementation of the IQMS policy through workshops attended by the School Training Teams and with Training Teams and teachers at school level. This section aims at providing responses to the question: "What are experiences of the School Training Teams about their training of IQMS through the cascade model?"

The teacher-experience story provides an analysis of the interviews with the School Training Teams and analysis of the questionnaires administered to teachers who were the last rung of the cascade process. The analysis of interviews of teachers who constituted Training Teams is represented as the story of teacher experiences of their training on a cascade model. This story is also triangulated by the analysis of the questionnaires administered to teachers who were trained by the school training teams, as part of the IQMS implementation through the cascade model. Through the data that is produced from the school training teams and teachers from a range of schools, I want to understand how teachers experience the way they are constructed through this particular development process and how they construct themselves on this experience within the context of change. These data sets will enable me to respond to the question, "Does the cascade model work for teachers"? Each of the data findings will be read through

Zeichner's Paradigms of teacher development. Using Zeichner's framework for teacher development I will offer an understanding of how it works and why it works the way it does.

Zeichner (1983) theorizes teacher development within four paradigms - the 'behaviorist'; 'traditional-craft' or 'master-apprentice'; personalistic'; and, 'enquiry oriented' paradigms. Zeichner's theory of teacher development offers me the analytical framework to explore how teacher development takes place through the cascade model and how teachers are imaged and constructed through each of these paradigms. This study hopes to locate the paradigm(s) that underwrite(s) the cascade model of teacher development, in order to understand how this model works for teachers.

4.2 BACKGROUND

In 2003 the National Department of Education introduced Integrated Quality Management Systems (IQMS). This policy is a combination of three distinct programmes, the Developmental Appraisal System (DAS); Whole School Evaluation (WSE) and the teacher Performance Appraisal (PA). The main purpose of the IQMS is to give an integrated approach to teacher professional development and to enable teachers to take an active role in their professional development in relation to the schooling context they work in. This system enables teachers to be rewarded financially, if they reach certain scores which the Department has prescribed for them, hence performance appraisal. In a nutshell, IQMS shifts teacher development to a new paradigm - it

'images' teachers not only as 'knowledge producers' but as creators of it. Well, that is the theory, anyway.

To assist teachers with IQMS implementation the DoE organized teacher training workshops starting from Provinces downwards, where Provincial IQMS training Teams (PTTs) were identified and trained. These were in turn responsible for training of the School Training Teams (STTs) at District level, who trained teachers at schools, on the IQMS implementation. The flowchart below (Figure 2), adapted from the Training Manual for Provincial Teams (2003), indicates the implementation flow of the IQMS. Using Zeichner's theory of teacher development as a lens to read the data of IQMS implementation training I hope to make visible the core elements that constitute it. These elements will give me an insight into the paradigm within which the cascade model locates teacher development.

SECTION 1: THE OFFICIAL STORY

4.3 OFFICIAL STORY 1: AN ANALYSIS OF THE IQMS PROVINCIAL TRAINING TEAMS MANUAL
Figure 2: label

IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM WHICH INCLUDES DEVELOPMENTAL APPRAISAL, PERFORMANCE MEASUREMENT AND WHOLE SCHOOL EVALUATION

A External (Cyclical) WSE	B District/Local Office	C Programme	D School	E Educator	F Programme	G Time Line
CAN TAKE PLACE AT ANY PART OF THE YEAR	1. Advocacy, Training, Discussion and Clarification	Int WSE	1. Advocacy, Training, Discussion and Clarification		DA + PM	**FIRST YEAR** Jan
				2. Self evaluation	DA + PM	
		Int WSE	2. Establish structure (Staff Development Team/SDT)	3. Identification of personal support group (DSG)		
				4. Pre-evaluation discussion. <u>Observation</u> of Educators in practice by both members of DSG (base-line evaluation)	DA + PM	Feb - March
	2. Broad Planning by area managers, circuit managers. Preparation and allocation of responsibilities. Await receipt of "SIP's"	Int WSE	3. Planning for Implementation in schools			
				5. Feedback and Discussion. Resolve Differences	DA	
	3. Information from schools (SIPs) to Local offices. Coordinate planning and deployment of support staff: "District" Improvement Plan (DIP)	Int WSE	4. Development of School Improvement Plan (SIP)	6. Personal Growth Plan (PGP)	DA	End of March
	4. INSET and other programmes		5. Development and monitoring	7. Development: support/mentoring DSG	DA	
	5. Monitoring, Evaluation and Self Evaluation against "DIP"	Int WSE	6. Self evaluation against SIP (revise)	8. Self evaluation against PGP (revise)	DA	First Development cycle end June
	6. INSET and other programmes		7. Development and monitoring	9. Development: support/mentoring DSG	DA	
	7. Monitoring, Evaluation and Self Evaluation against "DIP"	Int WSE	8. Self evaluation against SIP (revise)	10. Self evaluation against PGP (revise)	DA	Second Development cycle end Sept.
				11. Pre-evaluation discussion <u>Observation</u> of Educators (Summative Evaluation by DSG)	PM	
	8. Receive reports, Compile composite Report (to be fed into ext WSE)	Int WSE	9. Record & Report (SDT)	12. Feedback, Discussion Resolve Differences	PM	October November
(ext WSE)	9. Self evaluation against "DIP"		Data to Departments for Pay (or grade) Progression (Annexure A)		PM	December

I will use Fig 2 and Fig 3 (see below) to analyze data for the official story:

Figure 3:

SUGGESTED MANAGEMENT PLAN FOR INSTITUTIONS: DRAFT

MONTH	ACTION	RESPONSIBILITY
January	1. Advocacy, providing educators with training manual, training, discussion, & clarification of issues 2. Facilitate establishment of SDT 3. Roles and responsibilities of structures - discussed	1. Principal/SDT 2. Principal 3. Principal
February	1. Planning for implementation 2. Inclusion of IQMS implementation plan in broad management plan 3. Self-Evaluation 4. Educators choose their DSGs 5. Preparation of final schedule of DGS members 6. Provide educators with time-table wrt classroom observation.	1. Principal/SDT 2. Principal/SDT 3. Appraisee 4. Appraisee/SDT 5. SDT 6. SMT
March	1. Pre-evaluation discussion 2. Baseline evaluation 3. Feedback and discussion. 4. Resolution of differences 5. Development of PGP 6. Development of SIP and provide SIP to District/local office 7. First developmental cycle commences	1. DSG & appraisee 2. DSG 3. DSG 4. DSG/SDT 5. Appraisee/DSG 6. SDT 7. Appraisee/school
April	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP	1. SMT/SDT/DSG 2. SDT 3. Appraisee 4. School - SMT/ SDT
May	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP	1. SMT/SDT/DSG 2. SDT 3. Appraisee 4. School - SMT/SDT
June	1. Development, support, mentoring 2. Monitoring 3. Self evaluation against PGP 4. Self evaluation against SIP	1. SMT/ SDT/DSG 2. SDT 3. Appraisee 4. School - SMT/SDT
July	1. Second developmental cycle commences 2. Development, support, mentoring 3. Monitoring 4. Self evaluation against PGP 5. Self evaluation against SIP	1. Appraisee/ school 2. SMT/ SDT/DSG 3. SDT 4. Appraisee 5. School - SMT/SDT

The Training Manual for Provincial Teams on IQMS 2003 (Fig. 2) above gives an indication as to how Provincial Training Teams manage the process of providing IQMS training to School Training Teams (STT's). From the onset it is evident that the school principal has a major role to play in the implementation of IQMS at the school level (see Figure 2, Part D). The description highlights that the school principal is responsible for conducting IQMS advocacy, training of teachers, leading discussions and clarification of issues at their respective school sites. The downward flow suggested by the arrows also indicates that the principal has to establish School Development Teams and draw up the IQMS implementation plan for his school.

According to the suggested Management Plan for Institutions (figure 3 above) the IQMS implementation is spread throughout the year. However, the principal's responsibility to perform all the above-mentioned happens within the first two months of the year, that is, in January and February. Considering the responsibility and the actions to be taken by the principal in the first two months of the implementation, this figure suggests that training of educators, including discussions and clarification of issues, will only take place in January. From February onwards planning for implementation and implementation take place.

From the above two figures it is evident that more time is spent on the Training Manuals focusing on the IQMS implementation and the training, and teacher preparation for implementation at the site of the school is limited to one month only. This is in contrast to one of the core principles/key building blocks for effective models of teacher

development, which suggest trainees, should be afforded sufficient time and mental space, to engage with information in their context (MacDiarmid 1995). Inset teacher development models in South Africa have been largely ineffective in their efforts to facilitate professional development of teachers (Maistry 2008). The focus on implementation occurs in the manual, but is silent on the knowledge and skills school principals have to develop before they can provide training to their teachers.

The following themes emerged from the above data, concerning the core principles/building blocks that constitute the cascade model.

- The top-down, decontextualised approach.

- Time: the tight schedules for implementation, and

- Intensive, once-off intervention. In the following paragraphs I will deal with each of these emerging themes.

4.3.1 THE TOP-DOWN, DECONTEXTUALISED APPROACH

The suggested structure as described in the training manual is linear and traditional in its top-down approach (from provincial trainers to principals and STTs, to teachers at schools). The assumption underlying this description is that STTs, after undergoing their three-day training, would have acquired the necessary knowledge and skills to advocate IQMS and provide the necessary training to their teachers, lead discussions and clarify issues. It also implies that once teachers have received their IQMS training they would be in a position to understand and implement it. According to Liberman (1995), and

mentioned already, the conventional view of teacher development as a transferable package of knowledge to be distributed in bite-sized pieces needs radical rethinking, as it implies a limited conception of teacher learning, that is out of step with current research and practices.

4.3.2 TIME: THE "TIGHT" SCHEDULE FOR TRAINING

The "tight" schedule for training and implementation in the plan, that is, from February to December when a final summative score has to be submitted to the Department, signals that teachers and principals would have limited "time" to think about the programme and how it could be used appropriately in their particular contexts. A vast amount of literature on teacher professional development suggests that effective models for development should structure teachers' work to create the mental space necessary for ongoing professional development (Collins 1991; Mcdiarid 1995, Nieto 2003). Also, effective teacher professional development and training requires that classroom demonstrations and opportunities for teacher practices should involve sustained follow up, supported by classroom observation and feedback (Fliesch and Potenza 1999). Teachers should be given freedom to practise and explore new techniques in their contexts. The management plan for Institutions' Draft (figure 2) does not give trainees (teachers and principals) a chance to engage in, invent or discover strategies in their contexts.

4.3.3 INTENSIVE ONCE-OFF INTERVENTION

The flow of IQMS information (figure 1) shows the one-way process of information flow and the absence of dialogue and engagement in this process, which is an important factor in teacher development (Sparks 1998).   The IQMS-suggested management plan (figure 1) implies that the recipients (teachers) do not have an opportunity to think about their development and how IQMS would be implemented in their school contexts. The implication of this plan is that all school contexts are the same and therefore IQMS implementation would yield similar results in schools. The IQMS implementation process only focuses on the transmission of linear steps to be followed and not on the "quality" of experience (Hugo 2008).   The role of teachers under this plan is clearly that of reproducing in their schools what has been 'transmitted' to them, in environments that have been pre-determined. The IQMS management plan seems to be focusing on the IQMS implementation, and the advocacy campaign by the principal is silent on teacher development.

According to Collins et al (1991) and McDiarmid (1995), effective models of teacher development should structure teachers' work to create the mental space (i.e. time to think about what is learnt and used contextually) necessary for ongoing professional development. McDiarmid (1995) goes on to argue that new models must embed professional development into the daily lives of teachers. Sparks (1998) argues for individually-guided teacher development, where the teacher determines his or her own goals and selects that which will result in the achievement of those goals.

Sparks (1998) argues that teacher professional development models should give trainees (teachers) the chance to engage in, invent, or discover strategies in context. A variety of methods must be used; methods that systematically encourage teachers to explore and to be independent. This is what Sparks (1998) calls an enquiry-oriented approach.

The implications of these unfolding building blocks that constitute the cascade model are that it is located from within a traditional paradigm which focuses on skills transfer. The model offer short but intensive workshops, which are once-off events (rather than ongoing interaction), which are associated with tight schedules for implementation.

4.3.4 SUMMARY

The process as described in "Management Plan for Institutions", fits well in the "traditional" teacher craft and/or "master apprentice" approach to teacher professional development and training. The Cascade model images teachers as receivers of information and as conduits in the process of development. It also constructs teachers as apprenticed and docile workers, whose goals are not to alter, but to maintain the status quo and the traditional craft practices of thinking and working. It also constructs the act of teacher development as normalizing teachers to fit into roles in already existing cultures.

The role of teachers in the processes described in the official documents continues to be a passive, one-dimensional and imposed practice. As a tool for policy implementation I argue that the cascade model of teacher development entrenches and reproduces socially unjust teaching environments through oppressive teacher learning and support practices, a reproduction of what Samuel (1998) calls a false sense of hope and change.

From this analysis I was able to draw the following, pertaining to the core principles/building blocks that constitute the cascade model:

- It is a linear, transmission approach, from the Department of Education at the top of the cascade structure, down to teachers at the bottom;
- It is quick, aiming to train cohorts of teachers in a short space of time;
- It focuses on mode of delivery of skills; and
- It is devoted to the implementation of policies and little time is planned for teacher training and development in terms of the quality of the experience, in preparation for implementation of those policies.

The cascade model adopts a traditional craft approach to teacher development. Teachers are constructed as technicians in the linear process and responsible for the final delivery or product that the DoE requires in maintaining the status quo. Locating teachers at the lowest rung of the hierarchical structure, the so-called 'experts', occupying the higher levels and the imposition of a fixed, one dimensional approach within a specified time, place and context attests to this traditional practice and the maintenance of the status quo.

The cascade structure signals that the teacher as apprentice in the process - merely the receivers of information and 'knowledge' that is predefined and packaged.

4.4 OFFICIAL STORY 2: AN ANALYSIS OF INTERVIEWS OF THE PROVINCIAL TRAINING TEAM MEMBERS

The aim of the analysis of interviews of the Provincial Team members was to triangulate findings from the official Story 1: the building blocks that constitute the cascade model of teacher development. This story is still trying to understand what the core principles/building blocks are that makes up the cascade model of teacher development.

The Provincial Teams formed the topmost structure of the IQMS cascade to schools, and they used the Training Manual to train School Training Teams. Training Teams from each school (STTs) were made out of three people, the principal, whole school evaluation coordinator and a post level one teacher.

The data was produced from interviews conducted with two officials from the Department of Education who were responsible for the training of School Training Teams in KZN.   The following themes are developed to discuss the building blocks that constitute the cascade model, from the interviews of these officials:

- Organization of IQMS training.

- Reasons for choosing the cascade model for teacher development.

- Training versus policy implementation. In the following paragraphs I will deal with each of these themes.

4.4.1 ORGANISATION OF IQMS TRAINING

Below are vignettes from DoE officials who were responsible for the cascade of IQMS within KZN Province of Education schools, adapted from transcribed data, in response to the question I posed: how was the IQMS training organized from the National DoE down to schools?

Vignette 1: DoE Official

The process started at the National level where the Professional Development Directorate was tasked by the National Minister of Education (in 2002) to develop the programme that would seek to respond to teacher development in this climate of change. After consultation with various stakeholders involved in education, including Teacher Union Representatives, this Directorate came up with the Integrated Quality Management Systems Draft. An agreement was reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes, Developmental Appraisal, Whole School Evaluation and Performance Appraisal, on the quality management in education.

Each Provincial Department of Education was then requested to send two officials to a National IQMS Training workshop which took place in Pretoria and was run over four weeks. On return from this workshop these officials were than tasked by their Provinces to organize Provincial IQMS Training workshops. In KZN the Provincial Department of

Education, requested that each District Office send two officials to a Provincial Training

workshop, which took place at Drakensburg Resort and was run over two weeks.

These officials were then tasked by their District Offices to organize IQMS workshops for

their Districts. At this level of training Schools were requested to send three officials, i.e.

two teachers and a principal, for IQMS training. These workshops were organized at

various venues and were run over three days. On return from this training these officials

(School Training Teams) were tasked to organize IQMS Training at their schools.

A response from another official:

Vignette 2: DoE official

Our IQMS training workshop took place in Pretoria during October 2002 and I was one

of the KZN Department of Education representatives. Our workshop was just *over four*

weeks. On return from National Training I became responsible for the planning and co-

ordinating KZN Provincial IQMS training. At least two delegates from each of the

Districts in the KZN formed part of and attended this two weeks' training, which took

place at the Drakensburg Holiday Resort, in November/December 2002.

The District officials who participated at the Provincial Training were going to be

responsible for cascading IQMS in their respective Districts. Our IQMS planning for the

Districts was that each school should send three delegates for the training workshop,

which would include the school principal, a Whole School Evaluation Coordinator and a

post level one teacher. These workshops were organized to take effect in January 2003,

which coincided with the IQMS implementation month, nationally. Districts would be responsible for organizing venues for training workshops and each workshop was allocated a maximum of three days of training.

After attending their district training, these teachers (School Training Teams) would organize IQMS advocacy and training workshops for other teachers, at their respective schools, using IQMS Training Manuals that the Province provided.

From the above data the intensive training of Trainers on IQMS, took place at National and Provincial levels, where Teams spent time (four weeks and two weeks respectively) preparing for the training of Schools Training Teams. This was part of the design of the cascade model. While the training workshops of School Training Teams (STTs) were run over three days, the duration of time for the training of teachers in schools where IQMS implementation occurred is not specified.

The evidence shows that the top structure of the cascade is made up of fewer people with specified, more time allocated for training as compared to the many teachers who have to actually work with the process, and with no specified allocated time. More time was spent training the trainers (four weeks and two weeks) than the actual implementers of the policy - the school training teams - who just had three days of workshopping. What the data from the DoE officials shows is that at the provincial level there are fewer trainers working with large cohorts of teachers in this short period of time. The question

we continue to ask at this moment is, "To what extent is the message of IQMS lost during each level of the cascade training?"

The literature on the effective models of teacher development suggests that teachers should be given sufficient time to engage in and to discover strategies in their own context. Teachers should be given freedom to practise and explore new techniques in their contexts (Fleisch and Potenza 1999). If teachers are not given time to explore new policies in their contexts, and if the knowledge of those policies is concentrated at the top of the cascade structure, this has serious implications for teacher development. The models of teacher development which support direct instruction from outside and which do not allow teachers involvement, do not contribute towards meaningful development (le Grange and Reddy 2000; Malada 2004).

The manner in which IQMS training was organized on a cascade from the National level to schools is evident of a top-down, one-dimensional approach to teacher development; further, the unequal allocation of training resources, including time, at different tiers of the cascade, is worth noting. This inequality in the provision of training resources, coupled with vague mandates and weak guidelines and intensive training, works in favour of mainly those at the top of the cascade structure.

4.4.2 REASONS FOR CHOOSING THE CASCADE MODEL FOR TEACHER DEVELOPMENT

Responding to the question as to why the Department of Education prefers the cascade model for the development of its teachers, respondents were of the opinion that the DoE is using the cascade model to ensure that new policies are quickly and efficiently cascaded to schools for implementation. They made these comments:

Presently the cascade model to teacher development is the model the Department prefers to ensure that new policies for implementation at schools are cost effective and quickly brought to teachers.

The cascade model through workshops is one form of the training the Department of Education is using to continuously develop teachers, for effective implementation of policies.

Such responses suggest that the cascade model serves the interests of the Department of Education, for bringing new policies cost effectively, for implementation at schools, rather than necessarily impacting on teacher development. Hayes (1997) argues that the National Department of Education prefers the cascade model as it uses existing staff as its co-trainers. This argument supports the cost effectiveness of this model.

The above data implies that the cascade model's contribution to teacher development is narrowly limited to empowering teachers to implement policies of the Department of Education. In the process of the cascade of new policies, teachers become "conduits" of

policies to schools, rather than active participants in their development. Malada (2004)

argues that one of the best ways for teachers to develop is where they are directly

involved in defining and shaping the problems of practice. This view suggests that

teacher development should be done with teachers and not for or on them.

4.4.3 TRAINING VERSUS POLICY IMPLEMENTATION

Both officials interviewed are of the opinion that IQMS, like all other departmental

policies had to be implemented within stipulated deadlines (see Figure 3: Suggested

IQMS Management Plan). Teacher training and development in preparation for IQMS

implementation had to be effected within the time allocated in the Management plan and

within the duration of the workshop. One official commented that 'ongoing development

on IQMS aspects outside workshops would be the responsibility of the individual

teacher', and yet the other commented that 'IQMS workshops coincided with times set

for the policy implementation'. This is so because the training took place in December

while the policy implementation was January the following year.

If the teacher training and development is linked with deadlines for implementation of

policies there is a risk those implementations of policies become the primary priority, at

the expense of proper and effective development. Malada (2004) and McLaughlin (2006)

maintain that for any new policy implementation there should be balance between

pressure and support. Pressure (deadlines) alone, may be sufficient when policy

implementation requires no additional resources or normative change. Pressure alone

cannot effect those changes in attitudes, beliefs, and routine practices typically assumed by reform policies.

While IQMS requires normative change for teachers the above data shows that the training for IQMS was marred by pressure in terms of implementation deadlines which was not balanced with necessary support, in terms of ongoing development. This supports the notion that at the core the cascade model is a policy transmission tool, as 'the development would be the responsibility of the individual teacher'.

Liberman (1995); Fleisch and Potenza (1999); and Malada (2004) suggest that effective models on teacher development should give teachers 'time' and 'mental space' where what they have learnt could be conceptualized in their contexts. As policies must be implemented within stipulated timeframes the cascade model does not make provision for mental space, which trainees need for their own development. This implies that 'individually guided teacher development' cannot be placed within the cascade model.

I have drawn on the responses from the interviews of the KZN Provincial IQMS officials who were responsible for the Training of the School Training Teams for the implementation of IQMS. The analysis of data has revealed the following about the core principles/building blocks that constitute the cascade model:

- It is a one-dimensional and top-down approach.
- It is a 'quick 'and 'cost effective' tool for the implementation of policies, and

- It focuses on the implementation of policies rather than teacher development.

Drawing from Zeichner's (1983) paradigms of teacher development the emerging principles about the cascade model, with its top-down approach, cost effectiveness and its focus on the implementation, suggest that this model is leaning towards the behaviorist paradigm of teacher development.

4.4.4 SUMMARY

In this section I drew on the data produced from an analysis of official documents (official story 1) and interviews with IQMS Provincial Training Team members (official story 2), who were responsible for providing training to School Training Teams. From this story I arrived at the following conclusions about the core principles that constitute the cascade model: that in addition to its being transmission and top-down, this model is preferred by the Department of Education because it is 'quick' (requires limited amount of time) and 'cost effective' (few trainers working with large cohorts of teachers). Its devotion to implementation of policies within specified deadlines means that the focus is on the delivery of skills to implement, rather than necessarily teacher development. These are the core principles or building blocks that constitute the cascade model.

Drawing from Zeichner's paradigms of teacher development, the core principles of the cascade model suggest that this model is leaning towards the traditional 'teacher craft' and behaviorist paradigms. These paradigms limit themselves to skills transferral and

transmission of knowledge to teachers. Effective models of teacher development however suggest that teacher development should structure teachers' work to create the mental space necessary for ongoing professional development, that they must embed professional development in the daily lives of teachers (personalistic paradigm); and that they should give trainees (teachers) the chance to engage in, invent, or discover strategies in context (inquiry-oriented paradigm).

The purposes of the IQMS policy, is to identify the specific needs of teachers for support and development, and to promote continued growth, and there is nothing from the data produced to indicate how these would be achieved on a cascade model. On the contrary the data indicates that in this day and age of change the DoE is still employing the model that perpetuates and reproduces the status quo, i.e. it tells the teachers what procedures they need to follow. This does not promote change nor does it support teacher development.

In having its focus on mass training, short intensive training, and a one-dimensional top-down approach, the cascade model leaves out core principles that the literature has signaled as important for effective teacher development; teacher collaborations, networks, partnerships and coalitions. People learn best through active involvement, through thinking about and becoming articulate about what they have learnt.

The principles that the cascade model leaves out are unfortunately crucial for the enhancement of teacher professionality and professionalism. When teachers are being

developed, enhancement of professionalism is what is hoped for. When a model for teacher development omits the principles that are thought to be crucial for teacher professionalism, then it is clearly working to de-professionalize teachers.

Teachers become de-professionalized if they cannot actively participate in their own development and when they are not given the opportunity to discover what they have learnt in their contexts.

The core principles or building blocks that constitute the cascade model suggests once again, that this model adopts a traditional approach to teacher development, with its focus on skills transfer, in a linear, top-down approach.

SECTION 2: THE TEACHER-EXPERIENCE STORY

This section consists of two stories, the first story: An analysis of data findings of the interviews from School Training Teams (STTs), and the second story, an analysis of data findings of questionnaires from teachers trained by STTs at the respective sites on IQMS implementation through the cascade model.

4.5 EXPERIENCE STORY 1: AN ANALYSIS OF INTERVIEWS OF SCHOOL TRAINING TEAMS

In this section I will analyze the data findings of the interviews from STTs in response to the critical question, "What are the experiences of School Training Teams about IQMS through the cascade model?" The findings and analysis will be presented in four themes produced from the interviews with STTs from three schools which participated in this study and who attended the three-day workshop. These are:

- One-dimensionality within the cascade structures: *"It's all about telling teachers what to do.*

- Trainers as *'expert technicians'* within the cascade.

- *"No Time to think."* Time allocated for training through the cascade but not for reflection.

- *"Decontextualising IQMS".* Schooling realities and the cascade must be compared.

4.5.1 ONE-DIMENSIONALITY WITHIN THE CASCADE STRUCTURE *"It is all about telling teachers what to do."*

The STTs in this study felt that their training by Provincial Training Teams was top-down in approach and knowledge on IQMS was by way of transmission. This is evidenced by the following responses:

Teacher 1 from school X:

> First of all it appeared; in fact, it was a top-down programme. I did not feel I was part of the formulation of the IQMS programme

A principal from school Y:

> During the training workshop we (trainees) were just passive recipients. We listened attentively while the new information was delivered to us and our experiences were downplayed.

A principal from school Z:

> In my opinion there was no need for this workshop. If only they had given us the Training manuals and allowed us to read at our own time, because for the duration of the workshop they (trainers) were just reading to us.

Throughout the interviews terms such as 'passive participation' or 'passive recipients' and 'one way communication' kept on coming up from participants. Some respondents felt that the workshop downplayed their experiences as their role was limited to listening *'attentively'* to what was being *'delivered'* to them. These terms signal that power was exercised in a linear, one-dimensional manner within the cascade, where trainees perceived their trainers as 'experts' and them as passive recipients. There was no dialogue between them and their trainers during the workshop.

Statements coming from teachers, like the ones above, suggest that learning about IQMS through the cascade model is a disempowering, disconnected process/experience. The method continues to perpetuate teachers as passive receivers of information and who just need to be told (read to), and is contrary to the argument that schools and entire teachers should become collaborators and active participants in programmes that are aimed at their professional development.

"Our experiences were downplayed" is another sad indicator of how teachers and their experiences of teaching and schooling in these present times are silenced and marginalized. What does this mean when trainers responsible for creating opportunities for teachers to create new knowledge, skills and values ignore the very teachers and their experiences that constitute and give meaning to who they are and what they do? How are teachers imaged by trainers? Who makes decisions for teachers? Why are teachers not given opportunities to think about what they know and do? This approach moves teachers from teacher-centred teaching and learning, where they are socialized in their own development, to be receivers of information offered by the "experts".

Teacher empowerment should be the main goal of professional reflection (Zeichner, 1983, cited in Samuel, 1998). Zeichner argues that educational reforms often involve a top-down approach to educational change within which teachers are disempowered and treated as consumers of new pedagogical approaches. Liberman (1995) also adds that 'outside experts' have often viewed teaching as technical, learning as packaged and teachers as passive recipients of the findings of the research. More seriously, 'perceptions of power' between the trainers and the trainees also hampers communication and dialogue, factors that are crucial for effective teacher development (Bax 2002).

4.5.2 TRAINERS AS "EXPERT- TECHNICIANS"

The analysis of data not only depicts one-way communication between the trainers and the trainees but, more seriously, trainers in the cascade as 'expert technicians'. They are experts responsible for unpacking IQMS knowledge to the STTs but as technicians they act as 'conduits' of knowledge and are not able to go beyond the transmission mode, to assist trainees getting better understanding of the knowledge cascaded. Here are the comments by STTs:

> We are not sure if the Presenters understood the contents of the Training manual, because at times they left out information we thought was critical…….At other times they struggled to answer questions we posed during the workshop

Teacher 2 from school X:

> They (Trainers) did nothing to ensure that we understood what was presented during the workshop.

Principal from school Y:

> They (Trainers) were not concerned about how we were going to conduct the trainings at our schools….if they (training workshops) were going to be effective or not.

Statements like 'they were not concerned', 'they did nothing' or 'they did not understand' from the respondents is an indication of their link of understanding of the training process; that they viewed trainers as struggling to unpack the training manual. Such relations have serious implications for the information being cascaded.

If the trainees think that trainers struggled to answer questions they posed during the workshop or they left out some information they thought was critical, they did nothing to

ensure that "we" understood. This compromised the quality of information that was cascaded down to the stakeholders responsible for making IQMS work in schools.

Respondents in this study are adamant that their training workshops were marred by lack of confidence and content knowledge on the part of their trainers. This was evidenced by their (trainers') inability to respond to questions during the workshop and, at times, by reading word for word from the manuals during training sessions. Teacher 2 from School Z made this comment.

> "I can say that our training workshop was not a success at all. During the training sessions our trainers were mostly reading word for word from the manuals. Without explanations the content from these manuals seemed to be beyond our grasp, at least during these workshops…so I kept on asking myself 'what sort of training I am going to provide at my school?'"

In the same vein the principal from school X commented:

> At times when they (trainers) tried to respond to our questions, their responses did not match the information in the training manual.

There could be a number of reasons for trainers' failure to respond to questions during the cascade. It could be that they did not know, they just did what they were trained to do, in a technical way – how to use the manual. Dealing with aspects/issues outside of the manual was risky business. Responding to these meant that it would open up dialogue around issues they were not prepared for, were not trained to deal with, and in the process reveal their limitations.

The implication of the above is that the cascade model of teacher training and development may actually result in information loss or misinterpretation at different tiers of the cascade. There is a high risk that people at the lowest tier of the cascade – the teachers - may end up implementing something completely different from the policy intentions, as a result of the cascade.

While School Training Teams subtly observed power roles that were at play between them and their trainers, they also observed that trainers may have lacked crucial knowledge on IQMS, outside the prescribed manual. This implies that their training on a cascade model failed to yield effective learning on the part of the trainees and that, after training workshops they went back to their schools with some knowledge gaps. When pertinent information is lost or watered down during training and development, Chisolm (2000) terms it, the "dilution of training".

4.5.3 TIME ALLOCATED FOR TRAINING: *"No time to think"*

> *"The IQMS (policy) is good on paper, but the time we spent on the training did not give us opportunity to fully understand."*

This study has revealed that the duration of the workshop was not sufficient for IQMS training. Training Teams were not content with three days that they spent on the workshop, to understand IQMS processes. These workshops were once-off events and there were no follow-up mechanisms in place to check if what was cascaded was

understood. This is evidenced by these comments from some of the Training Team members:

Teacher 2 from school X:

> The IQMS (policy) is good on paper, but the time we spent on the training did not give us opportunity to fully understand its processes. It was assumed that after three days workshop we would be capable to implement and provide training to other teachers. In retrospect, time was very limited……."

Principal from school Z:

> We went for three day workshop but at my school we used only lunch breaks for our training. That alone impacted negatively during our training, at school level. The training I received did not equip me to apply training in my own school context".

The STTs felt that the time allocated for the workshop did not give them sufficient time and opportunity for personal development and there seemed to be a perception that training and development is linked to the time factor. They also stated that there were no follow-up mechanisms in place to assist them to develop, which would have required more time and effort. The literature on teacher development suggests that time spent on teacher professional development is of paramount importance. McDiarmid (1995) and Malada (2004) posit that effective models of teacher development should structure teachers' work to create mental space (time) necessary for ongoing professional development. Learning should be staged so that learners are able to build multiple skills required in expert performances and discover conditions under which they apply.

The IQMS training on a cascade model did not provide teachers with time and mental space which is necessary for their ongoing development, nor did it enable them to build multiple skills they require for effective development.

4.5.4 DECONTEXTUALIZING IQMS: School realities and the cascade.

This study has revealed that while Training Teams were undergoing their IQMS training workshop most were thinking about how new knowledge would be related to their school contexts. Some commented that training was a 'one-size-fits-all approach, meaning that it was not going to work in their contexts. They spoke of unavailability of resources, insufficient and unqualified teachers; heavy teaching loads and unavailability of time to hold workshops. Principals from schools Y and Z for instance made a similar comment:

> The training workshop treated us as if we were from one school. Most of teachers in my school are under-qualified and there are insufficient resources. Providing IQMS training in that context would be very difficult for me

Teacher 2 from school Y:

> It is like IQMS is a one-size-fits-all when it comes to implementation. In my opinion it (IQMS) needed a lot of time for understanding and putting it into action, which our training session did not provide.

McDiarmid (1995); Bax (2002); Malada (2004) suggest that effective models of professional training and development of teachers should take into account the contextual

realities of environments in which they (teachers) are operating. One of the limitations of the cascade model is its inability to consider teachers' backgrounds and their school contexts. It also downplays experiences.

The data produced indicates that the core principles enshrined in the cascade model impacted negatively on the experiences of teachers. They voiced concerns that the linear, top-down approach of development does not consider important principles/factors such as sufficient time for development, and individuality or personal development. They felt that these factors are of essence for effective teacher development. They also voiced concerns about the three-day workshop (it was short and intense); that they were lumped in large numbers to be trained by only two officials, and that this training did not give them time and mental space required for effective development.

The consequences of lumping together teachers from diverse backgrounds and teaching contexts to give them a one-size-fits-all sort of training are serious for development. In reality teachers are coming from diverse backgrounds and contexts, and a model of development that fails to recognize this factor, is actually silencing their diversities, experiences, and their working contexts.

As the cascade model is associated with mass training at the same time, it fails to deal with individually-guided development to teachers, to prepare them individually, to deal with diversities and their contexts. Teachers were in fact apprehensive as to how to deal with IQMS information in their contexts, after their training and development on a

cascade. This implies that this training not only disempowered them, but left them de-professionalized as well.

4.5.5 SUMMARY

In this section I drew on the data produced from the interviews with the School Training Teams, in responding to the second critical question for this study: How did the teachers (School Training Teams) experience their IQMS training and development on a cascade model, based on core principles? From the experiences of teachers I was able to draw the conclusions about the cascade model; it is top-down and downplays experiences of those that are trained; it can also lead to teacher disempowerment. Secondly, this model is marred by power perceptions which hamper effective dialogue and communication during the training. Thirdly, there is danger that trainers may lack sufficient content knowledge of what is cascaded which, in turn, contributes to dilution of information down the levels of the cascade.

 In this analysis, STTs articulate their experience of feeling disempowered, and treated as docile individuals incapable of thinking and working through their understandings of IQMS. These experiences of disempowerment and self-expression were also reflected in STTs situated realities being silenced and ignored in this development process. STTs experiences ensuing from their lack of participation and dialogue in this learning process once again foregrounded the conceptualization of teacher development for a fixed, certain and stable school environment.

These findings suggest that the cascade model did not work for STTs development for IQMS implementation. It did however serve the interests of the Department of education in its quest to 'deliver' this programme to school in a quick and cost effective manner. . This makes the cascade model more aligned with the traditional and behaviorist paradigms within the vertical axis as described in Zeichner's framework. The STTs contest this construction of themselves as merely implementers of a predetermined, predefined and packaged process for policy implementation. They challenge and contest this traditional practice of teacher development. In the absence of an inquiry-orientated process, they find themselves acting as transmitters of change rather than as professionals with the capacity to make decisions and choices about their situated teaching and learning contexts. Against their understanding of what it means to engage in development that will lead to professionalism at the level of the school they leave the three-day training workshop feeling demoralized, and de-professionalised.

4.6 THE EXPERIENCE STORY 2: ANALYSIS OF QUESTIONNAIRES FROM TEACHERS

In this section I will analyze the data findings of the questionnaires from teachers who were at the lowest rung of the cascade training (by School Training Teams), to respond to the third critical question for this study: What are the experiences of teachers on their

training and development for the implementation of IQMS at school level. The purpose of this section is also to triangulate findings from the Experience Story 1: The experiences of teachers (School Training Teams) on their IQMS training through the cascade model.

A significant number of teachers in this study indicated that they could implement IQMS at their schools after attending the two workshops which were on a cascade model. Interestingly, 33, 3% of them were satisfied with one workshop, 26, 2% felt satisfied with two workshops, and only 35, 7% of the teachers felt they needed more than two workshops before they could implement the programme.

Table 1: Workshops attended in preparation for IQMS implementation at your school?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	33.3	35.0	35.0
	2	11	26.2	27.5	62.5
	More than 2	15	35.7	37.5	100.0
	Total	40	95.2	100.0	
Missing	Did not answer	2	4.8		
Total		42	100.0		

Over 50% of the teachers felt that they did not need more time to engage with the content of the IQMS prior to its implementation. Nevertheless, a significant number of participants needed more time to engage with IQMS prior to implementation. The next table attempts to correlate years of teaching experiences and its impact on new learning experiences through the cascade model. This is relevant in the light of the fact that teachers as policy implementers are so used to being told what to do and they accept without questioning whatever comes from the authorities.

Table 2: Teaching experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 5 yrs	3	7.1	7.1	7.1
	5-9 yrs	23	54.8	54.8	61.9
	10-19 yrs	11	26.2	26.2	88.1
	20-24 yrs	3	7.1	7.1	95.2
	25 yrs +	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

Table 2 captures teachers' experiences in relation to their Table 1 above, i.e. their abilities to reasonably implement IQMS after attending, at most, two workshops. The table indicates that almost 75% of the teachers in this study had adequate teaching experience of between 5 and 25 years. More than half of the teacher-participants felt that two workshops were adequate to prepare them for IQMS implementation. While this may signal teachers' capacity to deal with new practices, Eraut (1996) argues that 'experience' is at the heart of this complexity and he emphasizes the importance of the role of the past and present socialization of teachers into understanding their roles and functions of teacher practitioners. He goes on to add:

> *"The 'ingredients' of the practical knowledge gained from experiences may act as a valuable support for teachers to choose to ignore the constraining predisposition, to perpetuate and reproduce 'old practices' which do not match their understanding and knowledge gained from other sources outside the school domain of practical knowledge* (Eraut 1996).

Drawing from Eraut's theory it is likely that teachers, who said they were satisfied with one or two IQMS workshops were drawing on past experiences about how other

developmental workshops have been conducted and have found creative ways to mimic

the new practices without actually changing who they are and what they do in their

classrooms. Mattson and Harley (2002) refer to teachers' response as "strategic mimicry"

to policy change.

Table 3 below further indicates that more than 60% of the teachers trained on a cascade

model felt that the quality of IQMS training ranged from 'good to very good' and this

data reinforces the fact for teachers at the bottom rung of the cascade structure, who

maintained that it (the cascade model) is reasonably effective as a tool for teacher

development. It is not surprising that by the end of the training session, 65, 85% of the

participants indicated that they were adequately prepared for the implementation of

IQMS at their schools, a factor counting in favor of a cascade model as a tool for teacher

development (see Table 4 below).

Table 3: quality of training and trainers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very good	3	7.1	7.5	7.5
	Good	24	57.1	60.0	67.5
	Not sure	7	16.7	17.5	85.0
	Poor	5	11.9	12.5	97.5
	Very poor	1	2.4	2.5	100.0
	Total	40	95.2	100.0	
Missing	Did not nswer	2	4.8		
Total		42	100.0		

Table 4: Teacher preparedness for the implementation of the IQMS.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	1	2.4	2.4	2.4
	Agree	26	61.9	63.4	65.9
	Not sure	9	21.4	22.0	87.8
	Disagree	3	7.1	7.3	95.1
	Strongly disagree	2	4.8	4.9	100.0
	Total	41	97.6	100.0	
Missing	Did not answer	1	2.4		
Total		42	100.0		

The table above once again shows that teachers who were located at the lowest level of the cascade model were reasonably satisfied with the training they received from School Training Teams. What experiences are foregrounded in these findings about the manner in which they have always been developed for policy implementation?

4.6.1 SUMMARY

In this section I synthesize the data produced from the Experience Story 1: Interviews of the School Training Teams (STTs), and the data produced from the Experience Story 2: Analysis of questionnaires from teachers who were trained and developed by STTs. The data produced from the teachers who were trained by STTs (Experience Story 2) is a disturbing and unsettling one. As the key role players responsible for the actual implementation of policy change (IQMS) teachers were satisfied that the information

they received from the STTs at their school was adequate, and sufficient. Even though School Training Teams (Experience Story 1) were admittedly vocal about their lack of engagement and understanding of the IQMS implementation process and their de-professionalised status within it, restricted by time and deadlines, they were responsible for preparing teachers at their respective schools.   Teachers, on the other hand, engaging with the "new" knowledges, "new" practices, and values as teachers in, what may be referred to as, a "transforming schooling site", felt sufficiently prepared! Why do teachers accept that they are there to checklist a set of procedures that STTs have outlined to them?   Hoyle (1980) argues that such teachers are operating from within a 'restricted professionality' mode, guided by a narrow, classroom-based perspective which values that which is related to the day-to-day practicalities of teaching.

Drawing from Zeichner's Theory of teacher development, I conclude that teachers at the lowest rung of the cascade are operating within the 'behaviorist' paradigm. The underlying metaphor for teacher development within this paradigm is that of 'production', and it conceptualizes teachers as 'technicians'. "Teachers as technicians", as conceptualized by the cascade model employed by the bureaucracy is interestingly what the teachers actively subscribe to as well. To "learn" about a new discourse without questioning the method and the content that they employed, is a sad indictment on how teachers over time have come to accept and contribute to their de-professionalisation.

While teachers seemed to have been developed the capacity to strategically mimic the change (Mattson and Harley 1999), they have been caught in maintaining the status quo

and the traditional practices of thinking and working, which does little to change and challenge how the bureaucracy continues to image teachers and the work they do. The bureaucracy itself is guilty of strategic mimicry in its policy initiatives.

Why would the bureaucracy employ traditional oppressive practices to bring about new ways of thinking and working for quality schooling, teaching and learning? While some teachers resist the dominant practices that imprison and limit who we are and what we can become, it is disturbing to acknowledge that teachers and the bureaucracy managing teachers continue to work towards a socially-unjust education system that is dangerous to our children and our country.

CHAPTER 5

SUMMARY OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This study explored the experiences of teachers who had received their training and development for IQMS implementation through the cascade model. The over-arching question to the research study was: Does the cascade model work for teacher

development? By implication it was seeking to explore how the training enhanced professionalism and professionality of teachers and their capacity to enable school development as envisaged in the IQMS. In this section an overview of the study is presented in the light of the critical questions set forth in chapter 1.

In the next few paragraphs I will provide my interpretation, drawing from findings and analysis of the four narratives that I reconstructed, to describe the experiences of the key stakeholders about the workings of the cascade model (the model as a process and a strategy or tool for change in terms of the overarching research question.

The research developed through a range of data sources accessed to understand the workings of the model. It shows that the cascade model worked to de-professionalize, and intensify and maintain the status quo for teachers. Located predominantly in the traditional and behaviorist paradigm of Zeichner's alternative paradigms for teacher development, the model worked to mimic the shift from a bureaucratically-controlled initiative to change schools to schools and teachers as agents of change and development.

- *The training through the cascade model works to perpetuate a top-down, one dimensional, decontextualised and technicist approach to teacher development.*
- *The model does not work to enhance professionality and professionalism necessary for development of teachers at the site of the school*

5.2.1 The training through the cascade model works to perpetuate a top-down, one dimensional, decontextualised and technicist approach to teacher development.

The analysis of documents used in the IQMS cascade revealed that the flow of information in the cascade is largely dominated by a top-down approach, with supposed expertise concentrated at the top of the cascade structure. This one-way flow of information means that 'dialogue, being a pillar for effective and meaningful teacher development practice, is absent.   In addition to the cascade being top-down, too much time for training and development within the cascade is devoted at the top structures, where policies are influenced and less time is devoted at the lower structures or rungs, where policies are implemented. This traditional approach to the *process* of training and development of teachers maintains the status quo of teachers as recipients of knowledge and as mere conduits for the transmission of skills. Fixed at either end of the continuum, DoE officials are responsible for thinking and planning the process and teachers receive and adopt the "packaged' product at the end of the process, without question. Teachers are perceived 'as docile bodies' (Smyth and Shacklock 1999) in this process and this signals why development at the site of the school is technical and superficial.

The analysis of data produced from DoE officials emphasize the model as a cost effective and time efficient mechanism for policy implementation in schools. From this emphasis as the basis on which the model works, the transmission of skills becomes the focus of the behaviour change in teachers. From the *behaviorist paradigm* (Zeichner) of teacher development, the cascade model is purely one of 'skills transmission' rather than a space

for new knowledge and values and attitudes for better ways of thinking and working as professionals in particular schooling contexts found in South Africa. Large cohorts of teachers, as apprentices and technicians, are assembled to learn and follow a set of procedures laid down to manage the implementation of IQMS in limited time. This is done to save time and cost and ensure that the DoE is able to carry out that which it considered and planned to make schools work. The trainers are to ensure that teachers are undergoing developmental workshops, are adequately prepared to train and implement new policies in their respective schools.

The DoE's insistence on using a model that is in contradiction to the agenda for transformation and the new policies like IQMS that are in place informs us that it is not serious in supporting change intended through the policies. This informs us that 14 years into the new education system since 1994, the DoE is still involved in 'strategic simulation' or 'mimicry' about how teachers are developed. Drawing from Zeichner's paradigms, the DoE, while wanting to be seen to be effecting transformation into the education system, it is operating within the traditional craft paradigm. In this paradigm DoE uses a top-down, centre-periphery strategy to impose change at schools, including the matters of teacher development.

- Maintenance of status quo: 'strategic simulation'.
- Imaging teachers as factory workers: Intensification crisis.
- De-professionalisation of teachers.

In the following paragraphs I will explain how the model achieves each of the above.

5.2.2 The model does not work to enhance professionality and professionalism necessary for development of teachers and schools.

The findings from the experiences of School Training Teams reveal that the cascade model does not only preclude teachers from active participation in their training and development, but it downplays their experiences as well. When teachers are invited to a workshop, they do not come as "empty vessels" to be filled up by other experts. Instead they come with varied experiences, first about teacher development and, secondly about situational school experiences.

For meaningful teacher development, teachers understand the need to collaborate with peers, engage in intellectual inquiry and keep abreast of the latest research trends, but the Department of Education officials do little to create or open up spaces for meaningful engagement and dialogue. Teacher development through the cascade is reduced to merely bringing in the experts to do a workshop, and limited opportunities are available for dialogue and meaning making. This lack of communication and sense-making of the new policy results in a decontextualised, disembodied experience. It was also lacking in opportunities to change teachers' values and attitudes towards their personal and professional development appropriate to their respective schools. Their knowledge about what change was needed was poor, and this threatened the professionalism that IQMS was designed to develop.

An essential, although increasingly scarce, commodity for teacher learning is 'time' (Neito 2003). According to Neito (2003) excellent teachers do not develop to their best at graduation or from attending workshops. Instead teachers are always in the process of 'becoming'. Given the dynamics of their work they need to continuously discover who they are and what they stand for through their dialogue and collaboration with peers, through ongoing and consistent study and through reflection about craft.

Furthermore, the three-day workshop and tight schedule for the implementation deadlines associated with the cascade model meant that teachers being developed were not afforded sufficient time to engage with the content being cascaded or to discover strategies as to how this content could be used in their school contexts. In addition, School Training teams felt that their training on the cascade was a one-size-fits-all approach and that the activity was not an intellectual experience.

If the culture of teacher preparation is to change, one way to begin is to advance the model of teachers as intellectuals. Teachers as intellectuals begin to enquire about what development mean to them, and how they participate in their development through networks, dialogue and debates. This means providing time and support for teachers to meet and work together (Neito 2003). The facilitators blocked all opportunities for dialogue and understanding of schools as spaces for quality management and ongoing development. The cascade model did not create possibilities for the enhancement of teacher professionality.

This study has shown that the Department of Education prefers this model because of its cost effectiveness in cascading new information and policies to schools. However it has revealed that much of the information content gets lost or watered down within the various tiers of the cascade. The implication of this 'loss' or 'watering down' of information or policies down the cascade structures is that these become distorted at the level of implementation, at schools. There are dangers therefore that the cascade model results in information distortion.

Locating themselves within the inquiry-based paradigm (Zeichner) STTs questioned the cascade model as a tool for personal development for policy implementation and actually felt that it did not work for them.

Teachers at the lowest rung of the cascade were reasonably satisfied with their training and whatever information was cascaded to them for IQMS implementation. School Training Teams felt that the cascade model did not work for them, and yet other teachers who are part of the staff felt that it worked. From the data analysis teachers who had been trained by STTs had even lesser time devoted to their training than time devoted to the training of School Training Teams. The data produced from the training teams also revealed that they left the workshops not fully aware of how IQMS will work in their particular contextual reality and how they will manage to prepare teachers with their limited understanding and experience. Teachers continue to view teaching as a technical exercise and define "being teacher" as one who is a "doer".

Drawing from Zeichner's theory of teacher development teachers, especially those placed at the level of policy implementation, continue to construct themselves as 'recipients' of knowledge. Operating within a behaviorist paradigm they tend to have accepted their status as docile, factory workers. In spite of the transforming policies like IQMS, the model fails to disrupt and transform teachers, their professionalism and their professionality for whole-school development.

Within the behaviorist paradigm the cascade model has contributed to de-professionalization of teachers. More disturbing however is the fact that teachers continue to accept their de-professionalized status.

5.3 DISRUPTION IN THE PROGRESS OF 'DEVELOPMENT'

The process of teacher 'development' on a cascade model seemed to progress well within behaviorist and traditional craft paradigms of teacher development. At this level, the DoE at the top and, some teachers at the bottom of the cascade construct teacher development within a restricted professionalism: dealing with elements of the job that constitute the skills, knowledge and procedures that teachers use in their work.

Disruption in the progress of teacher development occurred at the level of the STTs, when they started to question their role in the process of development through the cascade; the linear dimensional model of development, and how the model takes into consideration time, experiences and unique teaching contexts, is evident. The STTs felt that their training through the cascade was a one-size-fits-all approach; from which they did not experience development.

 The STTs begin to push 'development' beyond the boundaries of behaviorist, traditional and personalistic paradigms to 'enquiry', to construct teacher development in an extended professionalism: thinking beyond skills transferal, knowledge and attitudes, to the adoption of a generally intellectual and rationally-based approach to their job.

5.4 DOES THE CASCADE MODEL WORK FOR TEACHERS?

The analysis of data and findings indicated that the cascade model is located within the behaviorist and traditional craft paradigms and it works to contribute development of some teachers as restricted professionals. The cascade model works for teachers to achieve the following:

5.4.1 'STRATEGIC SIMULATION' OF CHANGE

The DoE is strategically simulating change when it introduces 'transformational' policies to schools using traditional, outdated models of teacher development, in preparation for the implementation of policies.

Teachers, in the same vein, are strategically simulating change when they, like *'docile factory workers'*(Smyth and Shacklock 1998), indicate acceptance of their training and development through the cascade model without question and when they do not think about how the policies could be applied in their teaching contexts. The irony is that the very system that seeks transformation at school is adopting traditional, behaviorist approaches, which do not contribute to teacher transformation and development. The cascade model has disabled teachers by not equipping them to deal with the diversity and the differences that each schooling context is faced with.

5.4.2 IMAGING TEACHERS AS FACTORY WORKERS: INTENSIFICATION CRISIS

The cascade model maintains through its approach and process *the image of teacher as factory worker,* responsible for delivering a product that the DoE has defined and imposed. Teachers' work has become intensified; they spend too much of their time and energy grappling with new policies that do not contribute to their development, and the work they do, and do not lead to real change.

With current changes in the education system, of what should be taught and how, of the new roles and responsibilities expected from teachers, including the workshops that they have to undergo, the work of teachers have become more intensified.   Intensification of work of teachers has contributed to the following: reduced time for relaxation during a working day, including no time at all for breaks; lack of time to re-tool one's skills and keep up with one's field; chronic and persistent overload which, in turn, reduces areas of personal discretion, inhibits involvement in and control over long-term planning, and fosters dependency on externally-produced materials (Hargreaves 1994).

5.4.3 DE-PROFESSIONALISATION OF TEACHERS

The cascade model does not encourage teachers to 'think' about how they develop and can be developed, nor to engage in 'inquiry', factors which are important for effective professional development.

Hargreaves (1994) draws from the Marxist theories of the labor process. This trend highlights major trends towards deterioration and de-professionalization of teachers' work. Teachers' work is becoming more routinised, and deskilled, more like that of manual workers and less like that of autonomous professionals entrusted to exercise their powers of thinking and expertise in discretionary judgment in the classrooms. Teachers are depicted as being increasingly controlled by prescribed programmes, mandated curricula and step-by-step methods of instruction with teachers expected to respond to

greater pressures and comply with multiple innovations. Teachers' work as intellectual and intellectual work as core to teaching remains a myth.

5.5 SUMMARY

This study has revealed that the cascade model is located in the behaviorist and traditional craft paradigms of teacher development. In the behaviorist paradigm the teachers are constructed as technicians or factory workers. The underlying metaphor of teacher development used in this paradigm is that of production. In the traditional craft paradigm teacher development is labeled 'traditional craft' or 'master-apprentice.' Within this paradigm the learner teacher is constructed as an apprenticed worker, whose goals are not to alter but to maintain traditional craft practices in their role and responsibility as teachers. In this way the status quo is maintained.

The IQMS policy, on the other hand, with its agenda of bringing about change in which teacher development was previously perceived, is located within the Inquiry-oriented paradigm of teacher development, which foregrounds the function and purpose of teacher development as a social endeavor. While the IQMS policy was meant to bring about transformation to teacher development so that teachers could become change agents, its mode of delivery, the cascade model produced teachers who have simulated change, and whom we may define as 'change copycats'.

5.6 RECOMMENDATIONS

For the cascade model to be useful as a model for teacher development it must embrace some elements of the 'inquiry oriented' paradigm. The following key criteria should be taken into account:

- Training-needs analysis should be conducted before the commencement of training. These include aspects such as the assessment of individual characteristics of trainees (their cognitive abilities, self efficiency and goal orientation) and trainees' motivation.

- The method of conducting training should be experimental and reflective rather than transmissive.

- The training should be open to re-interpretation, and rigid adherence to prescribed ways of working should not be expected.

- Expertise should be diffused through the system as widely as possible, and not concentrated at the top. The layers of the cascade must be reduced to the bare minimum.

5.7 CONCLUSION

The guiding question for this research project is: Does the cascade model work for teachers? In chapter 2 various definitions were attached to development. Some researchers defined it as a process whereby teachers' professionalism and professionality may be considerably enhanced, and others defined it as participating in transforming processes leading to greater dignity, and self-reliance, greater vision and possibility, and greater community interdependence. The findings from this study have, however, indicated that teacher development through the cascade did not meet these definitions. It has revealed that the cascade model is used by the DoE to simulate change while maintaining the status quo of teacher domination and control. This in turn has contributed to teachers' simulating change, and tending to accept their de-professionalized status in the process.' This study has shown that the cascade model does work for teachers, but is indicative of a restricted professionality.

The purposes of the IQMS policy, whose aim is to support teachers on their professional development, are:

- To identify specific needs of educators, schools and district officers for support and development;

- To provide support for continued growth;

- To promote accountability;

- To monitor an institution's overall effectiveness; and

- To evaluate teacher's performance.

This study has however shown that training and development of teachers through the cascade model, for IQMS implementation, does not support the aim and purposes of this policy. While the IQMS policy is transformational, the cascade model is traditional in its approach. The study has further shown that the policy intentions of the IQMS did not match the policy processes, and that the cascade model, achieved the following:

- Perpetuation of the factory worker image; status of teachers operating within restricted professionality mode.

- Perpetuation of the intensification of teachers' work. Teachers' work has become intensified, mostly with things that have nothing to do with their development as professionals.

- Perpetuation of de-professionalisation at the expense of their re-professionalisation of teachers.

IQMS implementation through the cascade model has not worked to create the possibility for institutional change at the level of the school, because the very teachers that this policy hopes to develop to become re-professionalized in the 21st century are, in fact, de-professionalized and no longer agents of change.

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APPENDIX A

BB 1501 Umlazi Township
P.O. UMLAZI
4031

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Dear Sir or Madam

For attention:_____

INVITATION TO PARTICIPATE IN THE RESEARCH PROJECT

The above subject has a reference.

I am currently doing my Masters in Education, specialising in Professional Development through the University of KwaZulu-Natal. I am expected to collect data relevant to my area of study.

The aim of my study is to understand the effectiveness of the cascade model of training, the model our Department is mostly using when addressing issues of teacher professional development. To gain understanding of this training model, I will be exploring the experiences of the IQMS training teams, on the IQMS training they received from National/Provincial trainers. I will also explore the experiences of teachers who had been trained by school training teams, on IQMS, prior to its implementation at schools.

I have, through sampling process chosen to conduct this study at your school. I intend to conduct interviews to the IQMS training team members, of which you are one. A questionnaire will also be distributed to all teachers at your school. The dates and times will follow in due course.

Your attention is brought to the following things, about this subject:

- The project title: To determine the effectiveness of the cascade training model on teacher professional development.

- The Department has recently used this model to train teachers on IQMS, where, a few teachers were taken away for training and had to conduct training at their schools, after they had been trained. I will explore the experiences of those teachers (training teams), as a reflection of the effectiveness of the model.

- There will be an interview session for the School Development Team, which was involved in the cascading of the IQMS to educators at your school. This session will be not more than 20 minutes.

- Participation is voluntary. Participants will have the right withdraw at any stage during the research process.

- Any data collected from this project will be treated in strict confidentiality. Your name or the name of your school will not be mentioned in the report or during any presentations.

- Tape recorder will be used to collect all the data details. You will have an access to this information, as a participant, should you so wish. Otherwise all information collected from the project will be safely stored, as invaluable educational information, for future use.

- As a practitioner yourself, I fully believe that participation in this project will have an immense impact in your professional development.

- In case you need to find out more on the subject, please feel free to contact the following referee: Dr Guruvasagie Pillay (Daisy) at 031 – 260 7598 or E/mail: pillaygv@ukzn.ac.za. Address: P/Bag X03, Ashwood. 3605

- My contact details are as follow: Cell No: 0828 175 178, home Telephone No: 031 – 9094086 and my work Telephone No: 039 – 685 0007.

Attached hereto is the letter of consent/declaration that you have understood the contents of this invite, which I request you to sign and return to myself at your earliest convenience.

Thanking you in anticipation.

Yours faithfully.

SHEZI V.S.

Dear Sir or Madam

Declaration to participate in the research project

Kindly fill in this declaration, as a proof that you understand the contents of the attached document and the nature of the research project, and therefore a CONSENT to participate in the research project. Kindly return this to myself at your earliest convenience, but after affording yourself to go through the attached document (invite).

I…………………………………………………………………(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   DATE

APPENDIX B

BB 1501 Umlazi T/Ship
P.O. UMLAZI
4031

To: Educators

---School

Ladies and Gentlemen:

REQUEST FOR YOUR PARTICIPATION IN A RESEARCH PROJECT

The above subject has a reference.

I am currently doing my Masters Degree in Education with Professional Development as my specialization, through the University of KwaZulu-Natal. I am expected to produce data relevant to my area of study. I have, through random sampling, chosen to carry out research with educators at your school. Participation in the research will be voluntary.

The purpose of the research is to explore the impact of cascading model on professional development of educators. The Department of education is in favour of this model, and recently it (Department) used this model to develop educators, nationally, on bringing Integrated Quality Management Systems to schools.

The questionnaires will be distributed to you in due course, through your Principal. Your participation in the study will be through your responding to that questionnaire, which I humbly request. All ethical issues will be adhered to.

I have, in the meantime, sought permission to carry out this study with the Department of Education, our Ward Manager and with your Principal. Please feel free to contact either myself or my supervisor on the following numbers:

Dr G Pillay   031 260 8065
Dr L Ramrathan   031 260 8064
Mr Shezi   082 8175 178

Yours sincerely

SHEZI V.S

APPENDIX C: DATA PRODUCTION TOOLS.

A QUESTIONNAIRE TO EDUCATORS WHO WERE TRAINED ON THE
IMPLEMENTATION OF THE INTEGRATED QUALITY MANAGEMENT SYSTEM
[IQMS]

BACKGROUND:

In 2004 IQMS was first introduced to all Public Schools by the National Department of
Education. National and/ or Provincial Training Teams and, School Training Teams
were responsible for the training of teachers for the implementation of IQMS, at schools.

The successful implementation of IQMS at schools depended on a number of factors.
Some of these factors would include the QUALITY and the MODE OF TRAINING that
the educators were exposed to, in order to capacitate them.

This questionnaire is aimed at understanding the workings of the cascading model on
teacher professional development, and their experiences on the implementation of IQMS
at school level.

Any data collected from this project will be treated in strict confidentiality. Your name
or the name of your school will not be mentioned in the report or during any
presentations.

The questionnaire consists of THREE SECTIONS: SECTION A (BIOGRAPHICAL
DETAILS), SECTION B (IQMS TRAINING) and SECTION C (IQMS implementation
at school level.

In each case mark (X) against answer of your choice, in the provided spaces.

SECTION A:

1. Age:

Below 21 yrs	21 – 30 yrs	31 – 39 yrs	40 – 49 yrs	50 yrs +

2. Teaching experience:

Less than 5 yrs	5 – 9yrs	10 – 19 yrs	20 -24 yrs	25 yrs +

3. Teaching qualifications:

NONE	TEACHING DIPLOMA	DEGREE	DEGREE + DIPLOMA	DEGREE/M + DIPLOMA

SECTION B: IQMS TRAINING

4. How many workshops you did attend before you were able to implement IQMS at your school?

1	2	More than 2 times

5. Who provided your training? [Tick the relevant column]

National	Province	District	SDT	Other (specify

6. Please rate the quality of training and the trainers from very good to very poor:

Very good	Good	Not sure	Poor	Very poor

7. The trainers seemed to be clear on the content of the implementation of IQMS.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

8. The trainers were able to respond to questions posed by the trainees during the training session.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

9. I participated actively during the training workshop.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

10. The training sessions afforded me an opportunity to assimilate new knowledge on IQMS.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

11. During the training I was able to share new knowledge on IQMS with other trainees, to enhance my understanding.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

12. At the end of the training session I felt that I was adequately prepared for the implementation of the IQMS.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

Mention 2 challenges that you experienced during province/district IQMS training workshop.

SECTION C: Implementation process of IQMS.

13. I found the implementation of the IQMS process in my school:

Very easy	Easy	Not implement able	Difficult	Very difficult

14. We had adequate time for the training of the school teaching staff for the implementation of IQMS process.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

15. I was able to develop adequate knowledge about the IQMS process during the school based training workshop.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree

16. Mention 2 challenges that you experienced during the IQMS training at your school.

THANK YOU FOR RESPONDING TO THIS QUESTIONNAIRE

APPENDIX D

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INTERVIEW S WITH THE SCHOOL TRAINING TEAMS

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WHAT CAN YOU TELL ME ABOUT THE EXPERIENCE RECEIVED FROM PROVINCIAL OR DISTRICT AND TRAINING OF IPMS?

1st Respondent: 'What I can say concerning the experience is that: first of all it appeared, in fact it was indeed an on top- to- bottom program. I did not feel I was part of the formulation of the program (IQMS). The reason being I do not recall the department coming to us and finding out what we wanted and what we were not happy about and what strategies should be adopted for us trainees to be developed and so on. The program merely came from the department and as a result I ended up thinking that this program was developed by someone who was trying to make something he has done whilst in the department of education. It wasn't a fully researched especially with the teachers. It appears that the developer just said in my time as a teacher and this is what I came up with it.'

BASED ON YOUR EXPERIENCE DID THE IQMS TRAINING METHODS OFFERED BY THE DEPARTMENT GIVE YOU AS THE TRAINER A CHANCE TO OBSERVE, ENGAGE, AND DISCOVER STRATEGIES TO YOUR OWN CONTEXT?

2nd Respondent: The program had sum good characteristics. However, I feel that the training was read word for word on paper by the trainers while presenting their training. Thus gave an impression they were not properly trained. Hence my understanding of a teacher is that if he or she is well trained or informed there is no need to read word for word on paper but to use paper as proof of information and reference. Thus when a teacher explains, the explanations must be simplified even a child must be able to understand. Those were my concerns, I wasn't happy about the way training occurred. However it was not an all round bad training. May be other guys can take part in a discussion…'

[3rd RESPONDENT JOINS THE DISCUSSION]

3rd Respondent: 'The way I remembered it, I don't recall that part of the problems of the participants but the only problem I came across was that the schools were treated as if there were at the same level. I didn't know how there were expected to participate in the process. It was a one size fit all approach.'

SO WOULD YOU SAY THAT THE TRAINING DID OR DIDN'T TAKE INTO CONSIDERATION THE CHARATERASTICS OF YOUR SCHOOL?

3ʳᵈ Respondent: 'No it didn't '

AS YOU SAID THE SCHOOLS WERE TREATED AS IF THERE WERE IN THE SAME LEVEL?

2ⁿᵈ Respondent: 'Yes, schools were treated as if there were in the same level.'

1ˢᵗ Respondent: 'I agree they didn't differentiate between the schools. The schools were looked at uniformly. Hence, treating the schools as if there were on the same level which they are not tend to make one forget specific things such as programs placed in the schools and their own experiences. I feel they did not research the schools haves and don'ts. We needed it to be specific so we could understand the purpose it served. That is why I emphasize that someone decided to create this program because he or she was once a teacher and came up with a teachers training program. I feel the program failed at the top and we had to deal with the problems at the bottom level which was unfair. Democratically speaking I believe that a top down approach should be used. For example, programs that fail must be dealt with at the top not fail in the top and dealt with in the bottom. That is why I say it wasn't the best of programs.'

AFTER THE TRAINING YOUR WERE SUPPOSE TO GO BACK TO TRAIN THE TEACHERS?

1ˢᵗ Respondent: Yes.

WHAT ARE YOUR COMMENTS ON TRAINERS CONTENT KNOWLEDGE ABOUT IQMS DURING PRESENTATION?

1ˢᵗ Respondent: The information I got was not good enough in fact the teachers will tell you that I was not confident enough to present it to them. There were general questions raised by the teachers while we were in the district workshop that I couldn't answer. Simply because the course was read down to me and I wasn't properly trained. And I faced challenges were teachers asked questions which were not asked in trainers course and because of the different environments we work in people tend to not understand was taking place. I also referred to the training guide to answer questions posed to me and read them out however they also lacked information at times. Writing out the documents was another difficulty. One finded out that one has already answered almost everything before finishing the document. That is why I say again it wasn't a very good conducted training.'

HOW DID YOU TRAIN THEM?

2ⁿᵈ Respondent: I tried to deal with the problem I saw at the general district training. (Reading down word for word). I tried not to read down word for word but to teach explain and discuss the work to the trainees. But because I was not perfectly trained to train stuff; I do feel at times I did read word for word. But once again it goes back to the

cordial model training program. That is to go for training and then train another number of people for instance: Take the four of us sitting here and take us to training. When we came back maybe three of us have understood and I didn't. And in that state of confusion and lack of information I go and train a very large number of teachers. How is my training going to be like? The trainees are going to be getting that little information thus will not respond well to the program. For this reason I say that teachers are not responding well to the method used because there are basically trained with the little information and it is very risky. It would have been better if teachers were called into a place and trained by qualified persons or trainers who understand and know the IQMS in a deeper level.'

IN YOUR OPINION IN THE END OF THE TRAINING WERE TEACHERS KNOWLEDGEABLE?

1ˢᵗ Respondent: 'Firstly what I can say is I took the IQMS as a way of earning money. We did it because we wanted to earn money. Secondly IQMS is something like the developmental adversal system. It looked at teachers work plan and participation in the class and organization in the school on the same level. We were faced with a problem that we can not face the schools at the same level. Schools are different. For example some schools are privileged than others, like the whites and Indian schools. Thus their classes are much smaller than our black schools. For example their roll rates from 20 t0 30 students while our schools are overcrowded rating at 50 peoples in class. If we take into account the marks, spacing of the class as well as the atmosphere in our schools it is bound to be difficult and a bit confusing…'

WERE TEACHERS KNOWLEDGEABLE?

2ⁿᵈ Respondent: 'Yes they were knowledgeable because where we had questions we asked Mr. X and he managed to give us the answers. Hence he was the only person who could answer our questions. Thus it appeared that he knew what he was talking about. Though at times he did say he was not sure about the correctness of the answers. But gave best explanations he could come up with.

3ʳᵈ Respondent: 'I was going to say that during the first year of the IQMS training were not knowledgeable enough because the trainers themselves lacked knowledge. That's why they couldn't answer some questions. But as we got more training there and there and did some research we became knowledgeable. Right now we understand much better not necessary because of the training but because we have done research and gained experience.

1ˢᵗ Respondent: I agree with the teachers. If you remember the first year was not counted in the three year circle. I think it was 2004. In 2005 we were also told that it was not going to be counted because things that year were very bad. In fact, I was for the cancellation in 2005 for the three year cycle, because the training was a bit poor. Therefore I agree with both teachers we were first not knowledgeable but as years went on we had gained enough information through researches and from other people not

relying on the training. I would also like to note that teachers were not positive about the program although there was money involved. So there was doubt in the beginning of this program that it was going to be a successful one.

INTERVIEWS SCHEDULE: SCHOOL TRAINING TEAMS

This interview schedule is prepared for School Training Teams (STTs), who went for IQMS training by Provincial/ District Task Teams on IQMS. After receiving such training, STTs provided training workshops for teachers in their respective schools. This interview schedule seeks to understand the experiences of the STTs, based on the training they had received, as well as the training they effected at school level.

INTERVIEW QUESTIONS

1. What were your experiences of the training that you received from Provincial/District Master Trainers on IQMS?

2. In your opinion, did the training methods on IQMS give you a chance (mental space) to observe, engage in, invent or discover strategies for you own context? Please explain your answer.

3. Did the training on IQMS take into consideration characteristics of your school situation, where what was learned would be used? Please explain your answer.

4. At the end of your training were you knowledgeable enough on IQMS to conduct training workshop for teachers at your school?

5. How did you train you teachers at your school, for IQMS implementation?

6. In your opinion, at the end of training workshop, were teachers at your school knowledgeable enough to implement IQMS?

Please take note of the following with regards to these interviews:

- These interviews will be tape-recorded for the purposes of capturing all the details pertaining to the interviews, only. The information will be used for this research study only and NOT for any other purpose.

- Confidentiality of tape-recorded and transcribed information will be assured.

- As a participant you may have an access to the tape-recorded information, if you so wish.

- Your participation in this project is voluntary. You therefore have a choice of not responding to some of the questions, or to discontinue with the project before it is over.

THANK YOU FOR YOUR PARTICIPATION IN THIS PROJECT!

INTERVIEW SCHEDULE: IQMS NATIONAL TRAINING TEAM MEMEBERS &
TEACHER ORGANISATION REPRESENTATIVES

This interview schedule is prepared for the IQMS National Training Team Members,
who after developing IQMS, went on to cascade it to the Provincial Training Teams, who
in turn cascaded it to the District and Schools Training Teams, until this was finally
cascaded to educators at schools, for implementation. The interview seeks to understand
department's choices that lead to it opting for cascading model as a tool for professional
development of its teachers.

QUESTIONS

1. How was the IQMS training organized from the National down to
   schools?

2. Why do educational authorities opt for this model for the development of
   its teachers?

3. What mechanisms were in place to ensure that IQMS policy intentions
   were maintained through each level of cascade, until its implementation at
   schools?

4. In what ways did the IQMS training allow time (mental space) for teach-
   ers' ongoing professional development?

5. How did the training on IOQMS take care of individually guided teacher
   development?

Please take note of the following with regards to these interviews:

- These interviews will be tape-recorded for the purposes of capturing all the details
  pertaining to the interviews, only. The information will be used for this research
  study only and **NOT** for any other purpose.

- Confidentiality of tape-recorded and transcribed information will be assured.

- As a participant you may have an access to the tape-recorded information, if you
  so wish.

- Your participation in this project is voluntary. You therefore have a choice of not
  responding to some of the questions, or to discontinue with the project before it is
  over.

THANK YOU FOR YOUR PARTICIPATION IN THIS PROJECT!