

**An exploration of the role of the Continuous Professional Teacher  
Development (CPTD) Programme, on senior school managers  
within the Uthukela District**

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**A dissertation submitted in partial fulfilment of the academic  
requirements for the degree of Masters in Education in Teacher  
Development Studies**

**SCHOOL OF EDUCATION  
UNIVERSITY OF KWAZULU-NATAL  
PIETERMARITZBURG  
2018**

## DECLARATION

Submitted in fulfilment/partial fulfilment of the requirements for the degree of Masters in Education in the Graduate Programme in the College of Humanities at the University of KwaZulu-Natal, Pietermaritzburg in South Africa.

I, Marilyn Megan Jordan, declare that:

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
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Student Name

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Date

**Dr J. Naidoo**

Name of Supervisor

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Signature

## **DEDICATION**

*This thesis is dedicated to my loving parents Michael and Gwenith Jordan who instilled in me a passion for education, reverence for God and the courage to always reach for the stars.*

**Also;**

*To my loving and supportive partner Lloyd, THANK YOU for your patience, understanding encouragement, and love. You walked beside me on this journey and made my dream a reality!*

## ACKNOWLEDGEMENTS

I would like to thank God for guiding and supporting me on this journey.

My sincere thanks and heartfelt appreciation to the following people and institutions for their tremendous contribution to the successful completion of this study.

- Dr Jaqueline Naidoo, my supportive and caring supervisor, for her professional support and guidance. Always with an encouraging smile and excellent feedback.
- The KwaZulu-Natal Department of Education for granting me permission to conduct this research.
- The principals of the schools who contributed so graciously to my study.
- My colleagues on my staff, family and friends in the MEd (TDS) class WhatsApp group, for their encouragement and support.
- Ntombiningi, Joe, Thando despite the distance, my faithful companions on this journey.
- Sisters, Alicia and Leskin, for encouraging me to always “*crash through the undergrowth*” and to “*cut out the noise*”.

## **PREFACE**

The research study described in this dissertation was carried out with six senior school managers from six primary and senior schools within the Uthukela District of KwaZulu-Natal. The project commenced in May 2018 and concluded in January 2019, under the supervision of Dr J. Naidoo of the Pietermaritzburg campus of the University of KwaZulu-Natal.

This study represents the original work completed by the author and has not been submitted in any form for any diploma or degree to any other tertiary institution. Where the author has made use of the work of other authors, this has been duly acknowledged in the text.

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**Marilyn Megan Jordan**

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**Date**

As the candidate's supervisor I agree/do not agree to the submission of this dissertation.

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**Dr J. Naidoo**

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**Date**

Supervisor

Pietermaritzburg Campus

## LIST OF ABBREVIATIONS AND ACRONYMS

ACE	Advanced Certificate in Education
B ED	Bachelor in Education Degree
B-TECH	Bachelor of Technology
CPD	Continuing Professional Development
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DDD	Data Driven District
DoE	Department of Education
HDE	Higher Diploma in Education
HED	Higher Education Diploma
HOD's	Head of Departments
IQMS	Integrated Quality Management System
ISPFTD	Integrated Strategic Planning Framework for Teacher Development in South Africa
ITT	Initial Teacher Training
NAPTOSA	National Professional Teachers Organisation of South Africa
NPFTED	National Policy Framework on Teacher Education and Development
OECD	Organisation for Economic Co-operation and Development
PCK	Pedagogical Content Knowledge
PD	Professional Development
PGCE	Post Graduate Certificate of Education
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PLC's	Professional Learning Communities
QLTC	Quality Learning and Teaching Campaign
SACE	South African Council for Educators
SA-SAMS	South African School Administration and Management System
SEM	Senior Education Manager
SMT	School management Team
STD	Senior Teaching Diploma
TED	Teacher Education and Development
TIMMS	Trends in International Maths and Science Study
U. S	United States

## **ABSTRACT**

The National Policy Framework for Teacher Education and Development (NPFTED), (Department of Education, 2007), seeks to address the need for suitably qualified teachers in South Africa, as well as challenges facing learner performance and teacher education and development (TED). Research reveals that to improve learner performance and have improved schools, there needs to be professionally developed teachers, school managers and leaders. Consequently, exploring the link between teacher professional development and improved learner performance is important.

This study aims to explore the role of the Continuous Professional Teacher Development (CPTD) programme on senior school managers within the Uthukela District. This study also aims to explore the extent to which the CPTD Programme reflects the features of effective professional development, as outlined by Desimone (2009).

The study is located within the interpretive paradigm and adopts a qualitative case study approach and therefore, adopts qualitative methods of data collection, and purposive sampling of six senior school managers to understand the senior school manager's perspectives of CPTD. The conceptual framework that underpins this study is Desimone's (2009) framework of professional learning and development. Semi-structured interviews, document analysis and observation were the methods used to collect data. Qualitative data that was collected was analysed using thematic analysis.

A key finding of this study is that all the participants viewed professional development as the pursuit of formal award-bearing qualifications. Additionally, coaching and mentoring is widely practiced in the sampled schools. Findings also reveal that workshops are a key form of CPTD. Another finding is the role of CPTD as a development tool, despite a limited knowledge of the CPTD programme. Amongst the participants, professional development was underpinned by a managerial discourse. A key finding was that CPTD partially reflects Desimone's (2009) features of effective professional development. For CPTD activities within the district to be deemed effective, there needs to be greater collective participation, duration and active learning. Features of content focus and coherence, as proposed by Desimone (2009) were evident. The study recommends that senior school managers be retrained regarding advocacy of CPTD in the Uthukela District and that the National Policy Framework on Teacher Education and Development (NPFTED) be unpacked for them to address problems within

teacher development. Additionally, senior school managers should be offered award-bearing opportunities to address CPD needs such as coaching and mentoring, financial management in schools and human relations courses, which are all directly relevant to their daily practice. Moreover, it is recommended that senior school managers within the respective circuits within the Uthukela District establish a senior school manager PLC so that networking, development and support can occur. It is further recommended that the CPD of senior managers be based on the findings of research in the field of TD, as well as informed by best practice internationally. All PD activities within the district should be formulated after extensive research based on empirical and evaluative studies. Finally, SACE, as the guardian of teacher professionalism and the gate-keeper of access to the profession, needs to reflect and evaluate the decision that was made to close training colleges within the country. Senior school managers were found to be dealing with a challenge of inadequately trained teachers, especially regarding methodology and knowledge systems.

## Contents

DECLARATION .....	ii
DEDICATION .....	iv
ACKNOWLEDGEMENTS.....	v
PREFACE.....	vi
LIST OF ABBREVIATIONS AND ACRONYMNS.....	vii
ABSTRACT .....	viii
CHAPTER 1 .....	1
ORIENTATION OF THE STUDY.....	1
1.1 Introduction.....	1
1.2 Background to the study .....	1
1.3 Purpose and rationale for the study .....	2
1.4 Research Questions .....	3
1.5 Objectives for the study .....	4
1.6 Methodological approach .....	4
1.7 Overview of the dissertation .....	4
1.8 Conclusion .....	5
CHAPTER 2 .....	6
LITERATURE REVIEW.....	6
2.1 Introduction.....	6
2.2 Teacher professional development .....	6
2.2.1 International perspectives on teacher professional development.....	7
2.2.2 South African perspective on teacher professional development .....	9
2.3 Theories on teacher learning.....	11
2.4 Models of professional development.....	12
2.5 Evaluating professional development: formal versus informal activities.....	14
2.6 Guskey's critical levels of professional development evaluation .....	14
2.6.1 Level 1: Participants' reactions .....	14
2.6.2 Level 2: Participants' learning.....	14
2.6.3 Level 3: Organization support and change .....	15
2.6.4 Level 4: Participants' use of new knowledge and skills.....	15
2.6.5 Level 5: Student learning outcomes.....	15
2.7 Conceptual framework .....	15
2.8 Conclusion .....	17
CHAPTER 3 .....	18
RESEARCH METHODOLOGY AND DESIGN.....	18
3.1 Introduction.....	18
3.2 Research methodology and design.....	18

3.3 Interpretive research paradigm.....	18
3.4 Qualitative approach .....	19
3.5. Research design .....	19
3.5.1 Defining a case study.....	19
3.5.2 Types of case studies.....	20
3.5.3 Strengths and weaknesses of case studies.....	21
3.6 Objectives for the study .....	22
3.7 Research questions .....	22
3.8 Research setting.....	22
3.9 Sampling strategies.....	22
3.10 Data collection instruments .....	23
3.10.1 Interviews .....	23
3.10.2 Interview schedule .....	24
3.10.3 Observations .....	24
3.10.4 Document analysis .....	25
3.11 Data analysis.....	25
3.12 Trustworthiness.....	26
3.13 Ethical considerations .....	27
3.14 Limitations of the study .....	28
3.15 Conclusion .....	28
CHAPTER 4 .....	29
DATA PRESENTATION AND ANALYSIS.....	29
4.1 Introduction.....	29
4.2 Profiles of participants .....	30
4.2.1 Participant 1 Ozzy .....	30
4.2.2 Participant 2 - Harry .....	31
4.2.3 Participant 3 - Melody.....	31
4.2.4 Participant 4 - Raj.....	32
4.2.5 Participant 5 - Sipho .....	33
4.3. Participants understanding of professional development.....	34
4.3.1. Pursuit of formal educational qualifications .....	36
4.3.2. Coaching and mentoring .....	37
4.4. Role of CPTD .....	41
4.4.1. Development tool for senior school managers .....	44
4.4.2. Individual versus DoE responsibility.....	45
4.5. Effective professional development features .....	46
4.5.1. Content focus.....	47
4.5.2. Active learning .....	50

4.5.3. Coherence.....	51
4.5.4. Sustained duration .....	53
4.5.5. Collective participation.....	55
4.6. Conclusion .....	56
CHAPTER FIVE.....	58
DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION .....	58
5.1. Introduction.....	58
5.2. Summary of key findings .....	58
5.2.1. Professional development as pursuit of formal training qualifications .....	59
5.3. CPTD as a developmental tool.....	60
5.4. The CPTD partially reflects Desimone’s (2011) features of effective professional development .....	61
5.5. Limitations of the study .....	64
5.4. Recommendations.....	65
5.5. Conclusion .....	65
APPENDIX 1 .....	71
APPENDIX 2 .....	74
BIOGRAPHICAL QUESTIONNAIRE .....	74
APPENDIX 3 .....	77
SEMI-STRUCTURED - INTERVIEW SCHEDULE .....	77
APPENDIX 4 .....	79
OBSERVATION SCHEDULE FOR CPTD TRAINING WORKSHOP .....	79
APPENDIX 5 - ETHICAL APPROVAL FOR STUDY .....	81
APPENDIX 6 – GATEKEEPER’S APPROVAL .....	82
APPENDIX 7 – RESEARCH PLAN .....	83
APPENDIX 8 – SUMMARY OF RESPONSES TO RESEARCH QUESTION 1 .....	84
APPENDIX 9 - SUMMARY OF RESPONSES TO RESEARCH QUESTION 2.....	89
APPENDIX 10 - TURNITIN CERTIFICATE .....	93
APPENDIX 11 - PROOF OF EDITING - PROOFWRITE SOLUTIONS .....	95

# **CHAPTER 1**

## **ORIENTATION OF THE STUDY**

### **1.1 Introduction**

The purpose of this study is to explore the role of the Continuous Professional Teacher Development (CPTD) programme, on senior school managers within the Uthukela District. This chapter serves as an introduction to the study and outlines the background, rationale, research questions and objectives of this study. In addition, this chapter briefly outlines the conceptual framework and methodological approach adopted in this study. The chapter concludes with an exposition of the structure of the dissertation and outlines content of the chapters that follow.

### **1.2 Background to the study**

This study aims to explore the role of the Continuous Professional Teacher Development (CPTD) Programme advocated for in the Integrated Strategic Planning Framework for Teacher Development (ISPFTD) in South Africa, and how it contributes towards the empowerment and professional development of senior managers within the Uthukela District. This study also aims to explore the extent to which the CPTD Programme reflects the features of effective professional development, as outlined by Desimone (2009).

The importance of understanding how teachers learn is crucial for transformative teaching and learning within our schools. Research reveals that student achievement – quality learning, is inexplicably linked to “sustained and intensive professional learning for teachers.” (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009, p. 9). Similarly, Guskey (2000) defines professional development as processes and activities geared towards improving the knowledge, skills and attitudes of teachers, to in turn, improve student learning. Desimone (2011) contends that while teacher professional development is key to improving school quality, it also enables teacher activities and interactions that can “increase their knowledge and skills, improve their teaching practice, and contribute to their personal, social, and emotional growth.” (Desimone, 2011, p. 28). Avalos (2011, p. 1) concurs that “...professional development is about teachers learning, learning how to learn, and transforming their

knowledge into practice for the benefit of their students' growth." Guskey (2002) maintains that to ensure student learning, we must start backwards, starting where you would like to end. This succinctly highlights that the agreed focus of teacher professional development is *student learning*.

### **1.3 Purpose and rationale for the study**

This study aims to examine how this CPTD Policy contributes towards the empowerment and professional development of senior managers within the Uthukela District. This study further aims to explore the extent to which the CPTD Programme reflects the features of effective professional development.

In 2016, Basic education minister Angie Motshekga celebrated the latest Trends in International Maths and Science Study (TIMSS) results. The cause for celebration was that South Africa had moved – from worst... to second worst. (Writer, 2016). Van der Berg (2008) proposes that there are huge differentials in achievement tests and examinations which reflect South Africa's divided past. In South Africa, "the most recent 2016 Progress in International Reading Literacy Study (PIRLS) results indicate that 78% of children cannot read for meaning" (Wills, 2017, p.3). Locally, there has been an attempt by government to address challenges facing learner performance and teacher education and development (TED), with the introduction of an ISPFTD, as previously mentioned. South African teachers have been subjected to extensive curriculum reform over the last two decades. Practices within the differing curricula were varied and intensive and extensive professional development was necessary to equip teachers with the necessary competencies to face these challenges. However, Ono and Ferreira (2010) contend that:

[r]egardless of the scope of the reform, the relationship between educational reform and teachers' professional development is a two-way, reciprocal, relationship ... educational reforms that do not include teachers and their professional development have not been successful (p.2).

My motivation for this study is threefold. Firstly, as a senior school manager for 13 years and based on my personal reflections and observations, I believe that the link between teacher professional development and improved learner performance is vital. It is therefore with a fresh perspective that I intend to explore this perceived gap that exists within education, as I believe that the *extent* of disconnect between the two realities is unacknowledged within the

district. I believe that the relationship between teacher learning and improved learner performance and school improvement is not widely acknowledged. Secondly, school managers being at the forefront of leadership, are tasked with ensuring that their schools are effectively led and managed, therefore *they* need to be skilled. Kang, Cha, and Ha (2013, p.11) concur that “teacher professional development has long been of interest since it affects teachers’ learning, the practice of teaching, and student learning”. Thirdly, in South Africa, any teacher who has seven years of teaching experience can be appointed as a principal, irrespective of the fact that they have no leadership and management qualifications or experience. As a result, the administration, management, leadership and governance of a school can be entrusted to “technically unqualified personnel” (Mathibe, 2007, p.7). Thus, there is a need for good quality continued professional teacher development programmes. Kelly and Saunders (2010, p.2) argue that “transition to and development during the first year in post” are crucial aspects for success within schools.

The CPTD programme consists of three levels of development. Firstly, it encourages teachers to pursue individual learning. These are activities initiated by teachers themselves such as academic advancement and searching for information from the internet (self-discovery). Secondly, it encourages schools to become centres of professional development (*led by the senior manager*) to provide teachers with skills and knowledge which will ultimately lead to improved practise. Finally, it allows for registered service providers to conduct relevant development programmes (The CPTD Management Systems Handbook, 2007). More importantly, the CPTD system is compulsory for all teachers irrespective of their rank or positions as anyone registered with the South African Council for Educators (SACE), is obliged to engage with the programme. It is stipulated in the CPTD Management System Handbook that professional development is compulsory for all teachers (The CPTD Management Systems Handbook, 2007).

#### **1.4 Research Questions**

This study will be guided by the following research questions:

1. What is the role of the CPTD programme in contributing towards the professional development of senior school managers within the Uthukela District?
2. To what extent does the CPTD programme reflect the features of effective professional development?

## **1.5 Objectives for the study**

1. To examine the role of the CPTD programme in contributing towards the professional development of senior school managers within the Uthukela District.
2. To examine the extent to which the CPTD programme reflects the features of effective professional development.

## **1.6 Methodological approach**

The purpose of this study is to understand how the CPTD programme within the Uthukela District contributes to professional development of senior school managers and is therefore located within the interpretive paradigm. The interpretivist paradigm is used to understand and describe meaningful social interaction and understand the world of human experience, by focusing on the participants' view of the situation being studied (Cohen, Manion, & Morrison, 2013). As a result, to ascertain the *role and contribution* of CPTD within the Uthukela District, and to establish the extent the CPTD Programme reflects the features of effective professional development, this study examines what the principals, managers and trainers perceive regarding the role and nature of CPTD. The qualitative approach aims to understand social life, describe reality, develop theory, and uses a subjective approach (Cohen et al., 2013). Consequently, this study will adopt qualitative methods of data collection, and purposive sampling to understand the senior school manager's perspectives of CPTD (Creswell, 2013). In this study, a purposive sampling method was used, wherein senior managers who know a lot about the topic were the selected participants. Six senior school managers from primary and high schools were invited to participate in the study. Semi-structured interviews were used as a primary method of data collection where focused conversations were arranged with the participants. Data was collected through conversations with participants who were encouraged to share their knowledge and information, values, preferences, and attitudes and beliefs about CPTD and professional development. The findings from these semi-structured interviews of this research are reported in the analysis section.

## **1.7 Overview of the dissertation**

This thesis comprises of five chapters.

Chapter One introduces the study and outlines the background, the rationale, the research questions and objectives. This chapter briefly outlines the conceptual framework and the methodological approach used to address the questions. Chapter One concludes with an exposition of the following chapters:

Chapter Two presents the literature review, which interrogates both international and national empirical studies. The chapter also elaborates on key concepts such as teacher learning, professional development, activities and models as well as levels of professional development participation for evaluation purposes. Chapter Two concludes with an outline of Desimone's (2009) framework on professional learning and development which is adopted as the conceptual framework in this study.

Chapter Three describes the research design and methodology. The interpretivist paradigm, qualitative approach and case study research design are explained. In addition, Chapter Three elaborates on the research context, purposive sampling and data collection methods. The chapter concludes by addressing issues of trustworthiness and the ethics of the study.

Chapter Four will present the data and discuss the findings of the study, using themes to categorize the data in order to address the two research questions.

Chapter Five will summarise the main findings in relation to the research questions, highlighting the limitations of the study while discussing conclusions and recommendations for future research.

## **1.8 Conclusion**

This chapter introduced the study by putting forward its purpose and rationale. It highlighted the background, indicated the research questions, while showing its significance and limitations. The next chapter focusses on reviewing relevant literature and the conceptual framework.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

As outlined in Chapter 1, this study set out to examine how CPTD Policy contributes to empowerment and professional development of senior managers within the uThukela District. In addition, the study aimed to explore the extent to which the CPTD Programme reflects the features of effective professional development. The purpose of this chapter is to present relevant literature and empirical studies on teacher professional development. This chapter begins with an outline of teacher professional development, highlighting international and national perspectives. It also discusses theories of teacher learning. This is followed by an outline of models of professional development as described by Guskey (2000) and Kennedy (2005). The chapter concludes with a discussion of Desimone's framework of professional development which is adopted as the conceptual framework in this study.

#### **2.2 Teacher professional development**

The importance of understanding how teachers learn is crucial for transformative teaching and learning within our schools. Darling-Hammond et al. (2009) contend that you cannot see the 'action' of knowledge, cannot 'see' learning but can only see the action of having learnt. Darling-Hammond, et.al (2009, p. 9) further assert that student achievement – quality learning, is inexplicably linked to “sustained and intensive professional learning for teachers.” Similarly, Guskey (2000) defines professional development as processes and activities geared towards improving the knowledge, skills and attitudes of teachers, who in turn, improve student learning. Desimone (2011, p. 28) contends that while teacher professional development is key to improving school quality, it also involves teacher activities and interactions that can “increase their knowledge and skills, improve their teaching practice, and contribute to their personal, social, and emotional growth.” Avalos (2011, p. 1) concurs that “...professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth.” Guskey (2002) maintains that to ensure student learning, we must start backwards, starting where you would like to end. These words succinctly highlight that the focus of teacher professional development is *student learning*.

### 2.2.1 International perspectives on teacher professional development

The Organisation for Economic Co-operation and Development (OECD) rate the following countries highly on the Programme for International Student Assessment (PISA), as well as the Third International Mathematics and Science Study (TIMSS): Belgium, Denmark, Finland, Hungary, Ireland, Norway, Sweden, and Switzerland. Darling-Hammond et al. (2009) contend that professional development of teachers within these countries is significantly higher than in other countries. Practices within these countries are informed by a more participative, socio-cultural approach to learning as teachers collaborate and participate with each other, visiting each other's classrooms and sharing resources. Darling-Hammond et al. (2009) further advocate four key practices related to the professional development of teachers:

Firstly, *time* is structured into the teachers' work lives to accommodate professional development as fifteen to twenty periods per week are spent on educational tasks such as planning within a collegial setting, meeting with students and parents, or marking. In Finland, teachers meet weekly to plan and negotiate the curriculum, working across schools and districts. Built-in activities allow for sustained and on-going development and 85% of high-achieving OECD countries schedule professional development time as part of the regular work week. The Netherlands, Singapore and Sweden, in addition to regular collaboration, provide an additional 100 hours to their teachers. (Darling-Hammond, et al, 2009). Secondly, beginner teachers are provided with extensive *mentoring and induction* support. Such programmes are compulsory for new and experienced teachers, building solid relationships between novice and veteran, allowing for peer observation and support.

In Switzerland, communities of practice are encouraged, where across districts, teachers meet in reflective groups. New Zealand funds relief time for novice and veteran teachers, 20% and 10% respectively, allowing for coaching and mentoring by mentor teachers who are formally trained to lead professional development within a site (Darling-Hammond et al. 2009). Furthermore, governments deliver additional backing for professional development within these OECD countries by providing resources and drawing in experts from outside the schools. The governments of these countries budget for in-service training e.g. Sweden allows for 104 hours or 15 days. Fourth-year teachers in Korea have a mandatory 90 hour professional development course requirement over 3 years, while in Singapore, the administration pay for one hundred hours of teacher's professional development (Darling-Hammond et al. 2009).

Finally, teachers' are valued, as they are *encouraged to participate in school decision-making*. Teachers have an opinion in the professional development they undergo. They actively participate in the development of syllabi and curriculum documents allowing them to be actively involved in the learning process, thereby creating a space for ownership and a democratic discourse (Darling-Hammond et al., 2009). Democratic professionalism is emerging from the teachers themselves indicated by a desire to learn, while managerial professionalism is being enforced through policies enforced on teachers with an emphasis on accountability and effectiveness (Day and Sachs 2004).

Desimone (2011) contends that five core features or characteristics of professional development need to be embraced for teacher learning to occur. She supports the assertion by Darling-Hammond et al. (2009) that time for professional development is a requirement – and advocates for over a semester or a minimum of twenty hours. She argues that *content focus* is important as subject matter focus and how students learn point to the importance of knowledge acquisition. Additionally, *active learning* is another requirement as students must be hands-on in their learning process, engaged and involved in their own learning. Furthermore, *coherence* is significant and indicative of a connection to policy and beliefs within the school, district or state, giving teachers a voice in the process (Darling-Hammond et al., 2009). Lastly, Desimone (2011) suggests that *collaborative learning* and learning collectively is encouraged, supporting Darling-Hammond et al. (2009) in this view that mentoring and coaching shows a participative approach to learning.

Darling-Hammond et al. (2009, p. 5) assert that, “More than 9 out of 10 U.S. teachers have participated in professional learning consisting primarily of short-term conferences or workshops.” (Kennedy (2005) and Darling-Hammond et al. (2009) highlight the shortcomings and limitations of the training, cascade or workshop model favoured by many. They contend that these are one-shot attempts to address a specific topic, are neglectful of context and requires the teacher to make the connections in practice, hence transfer is questionable. According to Kennedy (2005), fewer American teachers participated in other types of professional development, like award-bearing courses, which are a more effective training model. Additionally, collaboration is not seen as a priority as percentages of observational visits to other schools and teachers who visited classrooms are low. Unlike the OECD countries, where professional development is prioritised, the United States does not meet the

criteria of development being on-going or sustained. (Darling-Hammond et al. (2009) argues that

While teachers typically need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning, most professional development opportunities in the U.S. are much shorter (p. 5).

American teachers devote up to 80% of their time to schooling learners within contact time, leaving little time for lesson planning, collaboration or mentoring and coaching. Interestingly, the OECD countries outperform the United States on the international assessments of PISA and TIMMS (Darling-Hammond et al., 2009).

### **2.2.2 South African perspective on teacher professional development**

In 2008, the Department of Basic Education in South Africa launched the Quality Learning and Teaching Campaign (QLTC) that called for a united commitment to quality within teaching and learning from all stakeholders: education officials, teachers, students, parents and community members pledged to a 'Code for Quality Education'. This resulted in a roll-out across national, provincial, regional, local and school levels to address mediocrity and poor performance. As a result, literature, pledges, posters and pamphlets were distributed to schools and district offices to explain the task at hand and highlight education as a societal problem, requiring immediate action (DoE, 2008).

The National Policy Framework on Teacher Education and Development (NPFTEd) was gazetted on 26 April 2011 to acknowledge the pivotal role that teachers play in the pursuit of quality learning and teaching. This policy was formulated to address problems within teacher development, such as the lack of access to TED opportunities for prospective and practicing teachers. Disconcertingly, the mismatch between the demand for and provision of teachers, also, (examining the latest TIMMS results) the failure of schools to produce improvement in quality teaching and learning, including, an uncoordinated approach to TED, a desire to improve the commitment of teachers and other role-players in TED planning and lastly, to boost the inefficient and poorly monitored funding mechanisms (DoE, 2008).

As a result, one of the means through which these would be tackled is through continuous professional teacher development (CPTD). This programme would allow for the contribution of different role-players, ensuring that teacher development would be separated from teacher

appraisal, while reducing the administrative burden on teachers, giving opportunities for teachers to engage in professional learning communities (PLC's). The CPTD programme would support continuing professional development courses that are educationally sound, rich in content, curriculum germane and quality assured. Additionally, incentives and other support would be provided to teachers in rural and isolated schools to improve their training (DoE, 2011). The management and control of this CPTD process was entrusted to the South African Council of Educators, with the Department of Basic Education (DBE), playing a supportive role (DoE, 2011). Within this CPTD System, teachers, departmental heads and senior school managers would earn a set amount of professional development (PD) points over a three-year cycle by engaging in three-tiered levels of PD activities.

Education reform requires teacher learning to ensure student learning, therefore it is critical to understand what makes professional development effective or not as the quality of PD could underpin the success or failure of schools, and ultimately education reform (Desimone, 2011). Research findings from diverse countries (Singapore, Belgium, America) and different school backgrounds have revealed the powerful influence of professional development in safeguarding school effectiveness. It is imperative that a culture of professional development be embraced by school managers and leaders. I believe that the development of teachers is important and often time-away from the site is seen as time lost and not as time well-spent, or as an investment in professional learning, with an aim towards improved learner performance. Spaul (2013) contends that:

While the low-level equilibrium that South Africa finds itself in has its roots in the apartheid regime of institutionalised inequality; this fact does not absolve the current administration from its responsibility to provide a quality education to every South African child (p.8).

Mathibe (2007) contends that schools within South Africa fail because of poor management and leadership, which results in dysfunction and unproductive institutions. Mestry & Singh (2007) concurs by advocating that the expectations of senior school managers is now that of educational leader and not manager or controller. Mathibe (2007) proposes that the solution is a call for professional development of school principals. Senior school managers are not appropriately skilled and trained for school management and leadership. Mathibe (2007) further proposes that professional development may take different forms such as training, on-site processes, networks and professional development schools. He believes that the senior

school manager has a nurturing role in the development of staff. Similarly Mestry (2007) contends that senior school managers need to promote staff development, parental support community relations and learner growth. While research studies based in South Africa acknowledge the need for the professional development of senior school managers there is a paucity of literature on the issue of how this can be addressed.

### **2.3 Theories on teacher learning**

According to Robert John Meehan, “the most valuable resource that all teachers have is each other. Without collaboration, our growth is limited to our own perspectives” (cited in Moller & Pankake, 2013, p. 61). This quotation underpins beliefs on teacher learning which are advocated by Kelly (2006), Sfard (1998) and Putnam and Borko (2000) who view collaboration, participation and socialisation as key characteristics in teacher learning. Sfard (1998) views theories as a way of explaining the world and puts forward the acquisition metaphor for learning alongside a participation metaphor – warning of the dangers of just choosing one metaphor.

Kelly (2006) argues that the way teachers learn is underpinned by two important, yet often conflicting theories: a cognitive approach and a socio-cultural approach. Kelly (2006) contends that within the cognitivist model, learning is individualistic, where one focuses on the ability to transfer propositional knowledge acquired, to a different context or setting but context and the idea of collaboration are ignored. However, within the socio-cultural alternative learning experience, context matters, distribution occurs through shared experience and knowledge-in-practice is seen as important, as is teacher identity. Putnam and Borko (2000) argue for the use of the nature of learning and knowing as the means to understand recent research on teacher learning, exploring new perspectives that arise, and fully embrace a participative, socio-cultural, situated approach to learning.

Therefore, to comprehensively explore teacher professional development, it is essential that there be an understanding of that which informs teacher learning. Yet, much of the professional development activities organised by the Uthukela district for principals seem to follow a training or cascade model (Kennedy, 2005), which has its limitations. The issue of the transfer of knowledge and skills into individual schools by the senior school managers is an important concern. The introduction of the Advanced Certificate in Educational Leadership and Policy

Development was a programme offered to senior school managers and deputy senior school managers to empower them and build their capacity to lead and manage their schools.

This study proposes to explore the role of a Continuous Programme for Teacher Development, (CPTD) advocated by the Integrated Strategic Planning Framework for Teacher Development in South Africa policy document formulated in 2011-2025, and how it contributes towards the empowerment and professional development of senior school managers within the Uthukela District. Furthermore, this study aims to explore the extent to which the CPTD Programme reflects the features of effective professional development

## **2.4 Models of professional development**

### **2.4.1 Kennedy's models of professional development**

Kennedy (2005) proposed a range of nine models which might be used to deliver continuous professional development to teachers. These models are informed by the different theories of teacher learning. The training model is a skills-based form of training where a group of individual teachers can update their competencies. Kennedy (2005) contends that training is given by an expert and off-site over a short term and that the teacher is a passive recipient. As a result, knowledge-of-practice is transmitted in a decontextualized setting and one is unable to see how this new propositional knowledge is transferred in practice. This model appears to support the cognitive theory of learning as it is individualised learning and transmissive in nature.

A second model which is supported by the cognitive theory is the cascade model, which is similar to the training model, but individuals who attend the training then go back and relay what they have learnt to others. This is especially helpful in situations where resources are lacking, held off-site and then cascaded to others on-site. The focus is once again on the transmission of knowledge and skills with knowledge taking precedence over attitudes and values.

In both models, context is neglected, power is in the hands of the expert and there is no needs analysis inputs or sense of ownership. The award-bearing model is a form of long-term training where, upon completion, one receives an award such as a qualification, usually from a university. This professional development is limited by the availability of other award-bearing service providers and is usually state controlled and classroom based. This view of teacher

learning is cognitive as it is generally an individual learning pursuit and learning is transmissive. Kennedy (2005) also puts forward the standard-based form of training which tries to empirically validate connections between teacher effectiveness and student learning. An external form of accountability and inspection, also cognitive by nature, ignores the capacity of a teacher to be a critical, reflective practitioner, able to determine their own needs. Consequently, the focus is on quality assurance and accountability and improved economic status. It could be argued that learning seems to occur against scaffolds which determine professional development.

Coaching and mentoring is seen by Kennedy (2005) to be a form of training which advocates a one to one relationship between two teachers wherein professional learning which requires a shared dialogue between colleagues exists. This “implies a relationship where one partner is novice and the other more experienced” (Kennedy 2005, p. 242). The expert supports the novice in gaining new skills and knowledge. “Coaching and mentoring can play a vital role in an organisation’s knowledge, development, acceleration and maintenance, not only for new employees but for all employees” (Clutterbuck et al. 1991, p.10). The aim of the learning experience is to transform the novice. Another model is community of practice, indicates a principle of distributed cognition very clearly (Putnam & Borko, 2000). A group of teachers learn together, within a community where learning is a shared experience and distributed amongst all. There is mutual engagement and understanding, which is usually school-based. Consequently, power is shared and is a joint enterprise as learning is controlled by the teachers themselves. There must be caution that the more dominant group member does not overshadow the more passive participant. This can be a powerful site for transformation, as the community works together. The study of a social situation whereby the participants themselves are the researchers, gives rise to the next model of professional development. Action research aims to improve the quality of action within a community of practice. This research is viewed as a process where transformational learning occurs as researchers/teachers ask critical questions of their own practice, aiming for professional autonomy. Kennedy (2005) also suggests the deficit and transformative models as frameworks for professional development however, it can be argued that these are assumptions, and not models of professional development.

## **2.5 Evaluating professional development: formal versus informal activities**

According to Desimone (2009), professional development activities can be formal or informal. The author contends that the features of the activity are more important than their structure. Desimone (2009) mentions the following common features which are relevant: content focus, active learning, coherence, duration (20 hours or more of contact time) and collective participation. She further argues that although an activity may embrace these five core features, it may not determine whether professional development has occurred. She proposes that for professional development to occur and for teachers to experience development, knowledge must increase, altering their attitudes and beliefs. Consequently, teachers apply their new knowledge, skills, attitudes and beliefs to improve their practise and approach to pedagogy. It is hoped that this instructional change will boost students' learning.

## **2.6 Guskey's critical levels of professional development evaluation**

Guskey (2000) as well as Opfer and Pedder (2011) are critical of the belief that professional development activities piled atop each other will improve a professional development programme. In an age of accountability, student learning is key and evaluation of professional development programmes although often considered to be expensive and time-consuming, are essential (Guskey, 2000). Guskey (2000, p. 43) adds that "Evaluation is the systematic investigation of merit or worth". Systematic suggesting an intervention that is purposeful and intentional, while "merit and worth", imply appraisal and judgement.

### **2.6.1 Level 1: Participants' reactions**

This level is about the participant's experience of professional development: did the participants enjoy the experience, was the seating comfortable, and was their time well-spent? Questionnaires and rating scales can be used to gauge the 'happiness quotient' of participants; the most simple and basic reactions to the development experience. Higher level 1 responses are generally a pre-requisite for higher-level evaluation results (Guskey, 2000).

### **2.6.2 Level 2: Participants' learning**

This level determines whether actual skills, knowledge and attitudes were acquired or adapted. Can participants pass an assessment or demonstrate a skill they have acquired? Oral or written

reflections and the creation of a portfolio can be a means to document their learning. Pre-or-post-test might be necessary to determine prior learning. The examination of this information will provide a basis for improving the content, presentation, and structure of the program (Guskey, 2000).

### **2.6.3 Level 3: Organization support and change**

This level focuses on the impact of the professional development on the organization. Herein, there is a need to investigate how organisational climate and change were altered. The question of support for the changes is important, with organisational buy-in being a necessary factor. Therefore, a determination needs to be made whether support was given publicly, and whether problems were addressed quickly and efficiently. The issue of available resources must be analysed as well as the shared success (Guskey, 2000).

### **2.6.4 Level 4: Participants' use of new knowledge and skills**

The issue of transfer of skills needs to be evident, as participants should be using their skills, attitudes and knowledge gained. Any problems encountered need to be noted (Guskey, 2000).

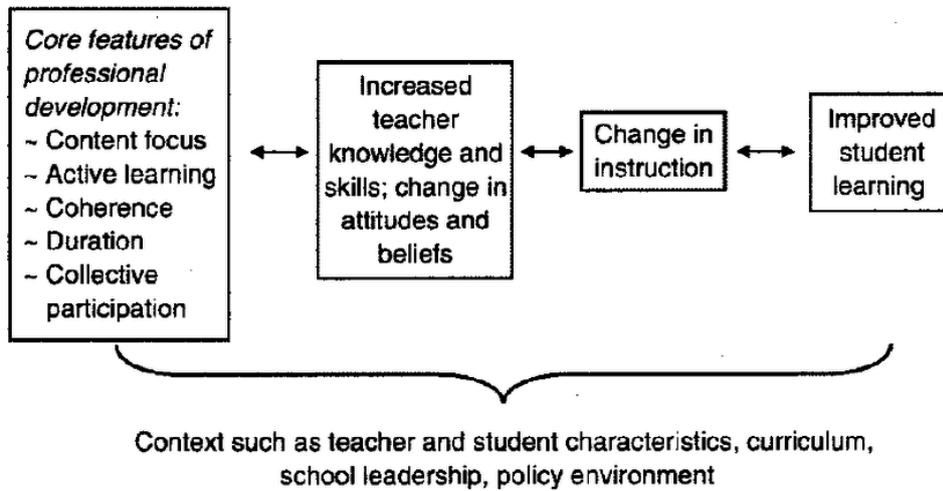
### **2.6.5 Level 5: Student learning outcomes**

Most importantly, how has the development impacted upon student learning: performance and achievement, physical and emotional well-being, confidence, attendance and the overall student dropout rate or any other changes or improvements within the organisation (Guskey, 2000).

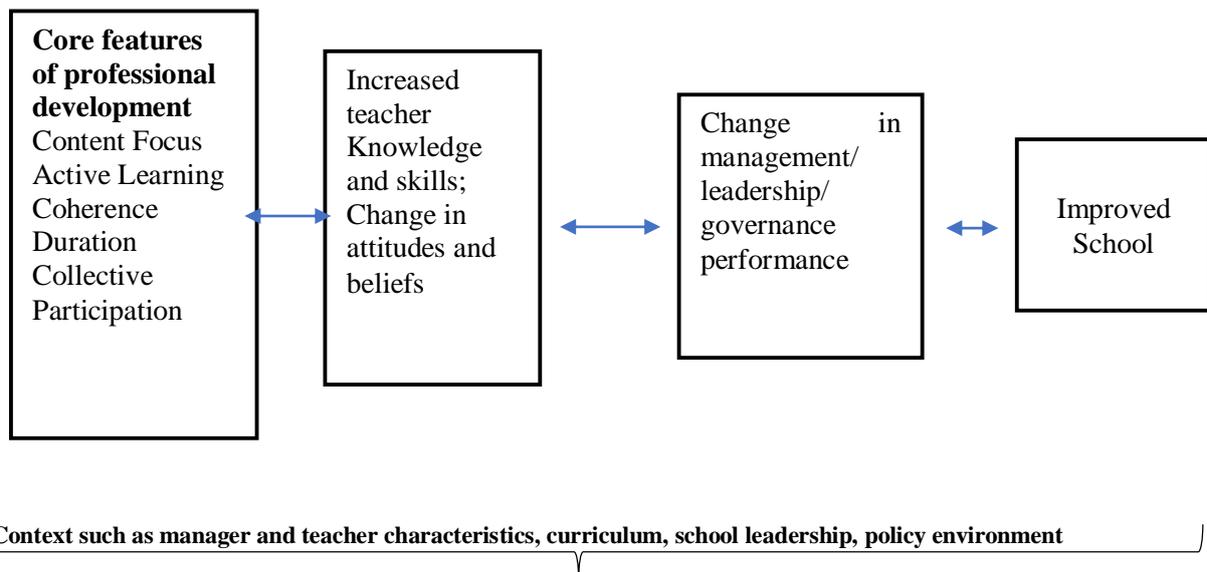
## **2.7 Conceptual framework**

The conceptual framework used in this research study draws on Desimone's (2009) framework of professional learning. However, this was adjusted because the focus of this study is on senior school managers and not teachers. This study proposed to explore the role of the Continuous Programme for Teacher Development, (CPTD) advocated for in the ISPFTD in South Africa, and how it contributes towards the empowerment and professional development of senior managers within the Uthukela District. Furthermore, this study aims to examine the extent to which this CPTD programme is effective.

**Desimone's (2009) framework of professional learning**



**Desimone's (2009) framework of professional learning - Adjusted framework**



In step 1, Desimone (2009) advocates that there are five core features of professional learning. Firstly, content focus which focuses on two chief groupings: knowledge of their subject matter, and facts of how students absorb that content (Kennedy, 1998). Shulman (1986) contends that the second category is most important, and this belief is upheld by Desimone (2009). Empirical research (Carpenter et al., 1989; Garet et al., 2001; Ingvarson et al., 2005; Smith, Desimone, & Ueno, 2005) suggests that professional development can impact teacher content knowledge, teaching practice and ultimately alter student learning. Secondly, active learning explores the opportunities that professional development provides for teachers to be engaged in the analysis of teaching and learning. Thirdly, “coherence refers to the extent to which professional development is consistent with other teacher learning opportunities, with teachers’ knowledge

and beliefs, and with school, district, and state reforms and policies” (Desimone, 2011). Fourthly, duration, referring to the number of hours of the professional development activity and the length of time or the period over which the activity occurs. Lastly, collective participation with the focus being on collaboration, observing teachers from the same school being exposed to the same development activity (Kang, Cha, & Ha, 2013).

Step 2 shows that teachers who were given greater opportunities for professional development had increased efficacy, as knowledge and attitudes changed. Step 3 showed a knock-on effect from step 2 as the actual practice of managing and leading professional development of staff improved because of improved efficacy. Step 4 is the goal of professional development which is improved learning and ultimately an improved school. Context matters within this study as contextual factors, policy, manager/teacher characteristics, school culture and more importantly within my study, principal leadership have a direct bearing on an quality teaching and learning and ultimately, an improved school, therefore, consideration needs to be given of their impact for successful professional development programmes (Kang et al., 2013).

## **2.8 Conclusion**

In this chapter an overview was provided of local and international literature on CPTD to understand the differing perspectives on the subject. This was followed by a review of professional development, theories on teacher learning, models of professional development, types of professional development activities and the stages of professional development. The next chapter provides details about the design and methodology that was used in the study.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.1 Introduction**

This study aims to explore the role and contribution of the Continuous Professional Teacher Development (CPTD) programme on senior school managers within the Uthukela District. The purpose of this chapter is to outline the research methodology and design adopted in this study. To begin, I discuss the interpretive research paradigm and qualitative methodological approach adopted. Next, I discuss the case study research design. I also outline the methods of data collection and highlight why these data collection methods were suitable for this study. This chapter also describes the purposive sampling procedure, explains how the data was analysed, describes the ethical considerations and highlights how the study was strengthened regarding trustworthiness.

#### **3.2 Research methodology and design**

The purpose of educational research is to inform classroom practice by improving teaching and learning, therefore, teachers need to be able to read and understand research (Knipe & Bottrell, 2015). Research methodology can be viewed as steps followed to generate data that can address research questions within a study (Cohen, Manion, & Morrison, 2013). Creswell (2014) views research design and methodology as the activities and planning of the study. Additionally, research can be viewed as a logical enquiry designed to gather, analyse, interpret and use data for various intents (Mertens, 2014).

#### **3.3 Interpretive research paradigm**

A paradigm is a way of looking at the world or a specific phenomenon (Cohen et al., 2013). As this study aimed to explore and to gain an understanding of the role and contributions of the CPTD programme within the Uthukela District, it is therefore located within the interpretive paradigm. The interpretivist/constructivist paradigm is used to understand and describe meaningful social interaction. In other words, to understand the world of human experience by focusing on the participant's view of the phenomenon being studied (Cohen et al., 2013). As a result, to ascertain the role and contribution of the CPTD programme within the Uthukela District, and to gauge to what extent the programme is effective, requires the epistemology in this study to be based on what the senior school managers have to say

regarding the role and nature of CPTD. The nature of reality is seen as socially constructed, having multiple truths and is subjective (Cohen et al., 2013). The multiple views of the principals, within a variety of contexts will allow for the collection of rich descriptive data. The discourse is dialogic and communication is transactional and strives to rely on qualitative data collection methods (Mackenzie & Knipe, 2006). Therefore, this study, is conducted within an interpretivist research paradigm. According to Cohen, Manion and Morrison (2007) the primary intention of the interpretive paradigm is to seek to understand the subjective world of human experience. In undertaking this study, I intend to understand and interpret the managers' views and experiences in the CPTD professional development programme. Therefore, the interpretive paradigm is best suited to this study.

### **3.4 Qualitative approach**

Henning (2004) contends that the purpose of a qualitative study is to examine a phenomenon to understand what it is about. Consequently, this study adopts a qualitative approach to gain rich, deep insights into the role and contribution of the CPTD programme within the Uthukela District, examining the extent to which the participants have improved their practice (Henning, Van Rensburg, & Smit, 2004). The qualitative approach has its purpose in the understanding of social life, describes reality as it is, aims at theory construction, and uses a subjective approach (Cohen et al., 2013). This study adopted a qualitative approach to data collection, and purposive sampling to understand the managers' perspectives of CPTD (Creswell, 2013). This study is a small scale qualitative study focusing on the personal views of senior school managers regarding their own professional development needs and support in relation to professional development.

### **3.5. Research design**

The case study research design was used as it helped to inform my study of CPTD within the district.

#### **3.5.1 Defining a case study**

Yin (1984) defines the case study research method as:

An empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used (p. 23).

Similarly, Rule and John (2011) define a case study as a systematic investigation of an instance within a context to gain knowledge. These definitions support the interpretive paradigm whose purpose it is to understand how people make meaning of the situations within which they are living and working (Bertram & Christiansen, 2014). Yin (2003) contends that there are three types of case studies: exploratory which is learning about a new topic; explanatory which is developing or testing theory; and descriptive which provides a qualitative and or quantitative description. Stake (1995 cited by Bassey, 1999) proposes that a case study can be interesting in itself and therefore intrinsic or in exploring a broader issue, instrumental in nature (Rule & John, 2011). Merriam (1998) contends that a case study is a unit (something that you study), a process (something that you do), and a product (something that you make). Additionally, a case study can be viewed as an example of a genre (a type of text) (Rule & John, 2011). The boundaries of the study need to be clearly defined, by defining the unit of analysis which is the CPTD programme within the Uthukela District. Furthermore, there needs to be clarity around the time frame of the study and this decision by the researcher, together with others around perspective and participants, for example have unavoidable limitations. Arguably, it is these very decisions which create richness, depth and texture (Henning et al., 2004).

### **3.5.2 Types of case studies**

Yin (2003) and Merriam (1998 as cited in Cohen et al., 2013) contend that there are three categories of case studies: exploratory, descriptive and explanatory. Exploratory type studies develop interventions within situations and can be utilised for further pilot studies. Descriptive case study describes an intervention or a phenomenon within its context, while an explanatory one explains the relationship in the real-life phenomenon or intervention. There are also single case studies and multiple case studies: the former investigating one phenomenon within its context, while the latter investigates differences within and between a number of studies to replicate findings (Rule & John, 2011). Stake (2010) classifies three frameworks for case studies: instrumental, intrinsic and collective. The intrinsic case is used to comprehend a single case, rather than what it signifies. An instrumental case study gives understanding on an issue or is used to perfect theory. A collective case study refers to an instrumental case which is examined as multiple, nested cases, observed in harmony, parallel, or in a sequential order (Hyett, Kenny, & Dickson-Swift, 2014). The case in this study is the CPTD programme. This study can be viewed as an intrinsic, single, exploratory case study as it aims to explore the role and contribution of the Continuous Professional Teacher Development (CPTD) programme on senior school managers within the Uthukela District.

### **3.5.3 Strengths and weaknesses of case studies**

The study of teacher professional development was conducted in a naturalistic setting, a real-world study of the continuous professional development programme within the context of the Uthukela District. Subsequently, the choice of a case study as a research method dictates a good fit for its purpose within the research design as the methods of data collection of observation, document analysis and semi-structured interviews, match the kind of data to be collected. An observation of the principals within their CPTD training programmes and leading their staff development training sessions at their sites (context), allowed for the gathering of information about a wide range of phenomena like the physical setting, levels of interaction between participants, management styles, practices and atmosphere thereby showing an understanding of the context. Additionally, to ensure that the data collected was rich, relevant and accurate, the study was guided by the five core characteristics advocated by Desimone (2009) for effective professional development: content focus; active learning; coherence; duration; and collective participation. Real people are observed within real situations, while data is written up in simple language accessible to the public (Cohen et al., 2013).

Researchers prominent in case study research such as Yin (1984), Stake (1995) and Rule and John (2011) advocate techniques for organizing and conducting successful research. At the outset, they assert that there should be a clear focus as to who or what the case is, have knowledge of the purpose of the study, class of case, the amount of cases to be studied and real-world considerations such as accessibility to the location and the availability of data (Rule & John, 2011). In constructing the case study on teacher professional development, I needed to construct the case by making decisions, on methodology as each has its own purpose, strengths and limitations and generates diverse findings. Additionally, the boundaries of the study need to be clearly defined, by defining the unit of analysis. Arguably, it is these very decisions which create richness, depth and texture (Henning et al., 2004). Ethnographers attempt to observe everything. However, a limitation would be that no researcher can see everything at once as samples are small and do not allow for generalisation to a larger populace with the goal being a detailed understanding of a specific situation (Cohen et al., 2013).

### **3.6 Objectives for the study**

1. To examine the role of the CPTD programme in contributing towards the professional development of senior school managers within the Uthukela District.
2. To examine the extent to which the CPTD programme reflects the features of effective professional development.

### **3.7 Research questions**

This study was guided by the following research questions:

1. What is the role of the CPTD programme in contributing towards the professional development of senior school managers within the Uthukela District?
2. To what extent does the CPTD programme reflect the features of effective professional development?

### **3.8 Research setting**

The research setting refers to the context or place where the data will be collected. This study took place in the Uthukela District in the Wembezi Circuit of Estcourt, KwaZulu-Natal. Six public schools were selected from different contexts and backgrounds: urban and rural. Four of the sampled schools can be described as historically disadvantaged schools while the remaining two were ex-model C high and primary schools, which have been historically advantaged schools. The disadvantaged schools have limited resources and infra-structure, and have challenges like overcrowding, insufficient staff and financial constraints.

### **3.9 Sampling strategies**

There are two broad types of sampling techniques: probability sampling and non-probability sampling. Probability or random selection suggests everyone in the populace has an equal opportunity of being nominated. The researcher can make generalisations if the sample is big enough with this representative group (Cohen et al., 2013). Contrastingly, non-probability sampling focuses on a group which is not representative of the wider group. As some participants stand a greater chance of being selected, generalisations are excluded, as it is more

likely to show bias. Examples of non-probability sampling are convenience, quota, snowball and purposive (Cohen et al., 2013).

According to Bertram and Christiansen (2014) sampling requires decisions regarding people, settings, events or behaviours for inclusion in a study. Another important element of sampling is that it be representative of the research population from which a researcher will draw conclusions about the research topic. As the researcher, I employed a purposive method of sampling and selected participants who have an in-depth knowledge of the particular issues. Essentially, they were information-rich participants as they are managers themselves and are aware of their developmental needs (Cohen et al., 2013). The size of the sample of participants is dictated by the study aims, data collection methods and the qualitative nature of the research (Bertram & Christiansen, 2014). In this study, the purposive, non-probability, sampling technique was employed in the selection of the senior school managers and schools. The senior school managers selected especially suited the purpose of the research, could share information on the topic and could satisfy the needs of the researcher (Cohen et al., 2013).

### **3.10 Data collection instruments**

Semi-structured interviews were used as a chief method of data collection where semi-structured and focused conversations were arranged with the selected participants, and this included a biographic questionnaire. A second method of data collection used was the observation of the contexts within which the senior school manager operated. Document analysis was used as a secondary method of data collection, including policies and documents which outlined the vision, mission and objectives of CPTD.

#### **3.10.1 Interviews**

Semi-structured interviews permit all participants to respond to the same set of questions to increase the level of comparability of their responses (Cohen et al., 2013). Semi-structured interviews also give the researcher the chance to clarify participants' responses, to probe and ask follow-up questions into specific areas of enquiry (Nieuwenhuis, 2007). As the study required information from the senior school managers that could not emerge in other methods such as document analysis, semi-structured interviews proved to be ideal for this purpose. Being flexible, this technique allowed me the freedom to rephrase and paraphrase research questions as required (Nieuwenhuis, 2007). These types of interviews were suitable for the

study. The duration of the interviews was about forty to sixty (40-60) minutes depending on the pace of the conversation and interruptions as these were held at various schools.

### **3.10.2 Interview schedule**

An interview schedule was used as a data collection tool with a range of questions which the researcher asked the participants. (Appendix 3). This The interview schedule comprised of open-ended questions only, since the study intended to gain insights into the role and contribution of the Continuous Professional Teacher Development (CPTD) programme on senior school managers within the Uthukela District. The first section of the interview schedule comprised of the questions on a questionnaire that related to the biographical information of the senior school managers (Appendix2). This information was used to construct the participants' profiles. These profiles provided valuable information about the participants of the study which enriched the data collected (Cohen et al., 2013). An overview of your purpose, intention of the interview and uses for the interview data were outlined to each participant at the outset of each interview. The measures taken to protect confidentiality and anonymity were also emphasised when the appointments were set up with the individual participants. The interview venues were held at the site of each participant, with only one requesting to visit my site as it was convenient to him. The senior managers' experiences of the CPTD programme were captured. (Appendix 8 and 9)

A voice recorder and field notes were used to collect raw data. Since semi-structured interviews were the primary method of data collection, it was necessary to meticulously record the opinions and responses of all participants. Consequently, I used a voice recorder to capture the exact words of the participants, verbatim (Bertram & Christiansen, 2014). This helped me to avoid any possible distortions or inaccuracies (Cohen et al., 2013). Field notes were used to record other observations such as facial expressions and gestures. I also used it to record the dates of the meetings attended, and some contextual thoughts about the school (Bertram & Christiansen, 2014). Both these instruments enhanced the quality of data that was collected.

### **3.10.3 Observations**

According to Curtis, Murphy and Shields (2013), observations can be structured or unstructured. Within the unstructured observation, the researcher is not clear what they are looking for and enters the observation without any pre-conceived ideas. Structured observation

involves the researcher acting as observer participant or a passive participant (Cohen et al., 2013). I prepared an observation schedule (See Appendix 4) beforehand which allowed for observation of the activities conducted by senior school managers related to training or professional development of their staff. Activities conducted by the senior school manager were observed and matched with qualities for effective professional development activities outlined by the conceptual framework of Desimone (2011). I was invited by one of the participants to observe a staff develop training session conducted by her. This was an opportunity for me to observe the senior school manager cascade information and conduct professional development with her SMT. The participants were aware of my observations and having had the visits prearranged I was introduced to the Senior Management Team (SMT) and senior managers present for the professional development training sessions. In order to alleviate an “observer effect”, in the participants, where behaviour patterns change as they are aware they were being observed, the visits were scheduled ahead of time and confirmed the day before (Curtis et al., 2013). Observations on the day included observations concerning the number of SMT member’s present, number ratio of male to female staff ethnicity and attentiveness. With the opportunity to probe being limited, it was difficult to exclude my observation bias and anonymity as participants could feel uncomfortable with the interruptions (Curtis et al., 2013). Field notes were used in order to record other observations which could not be recorded such as facial expressions and gestures (Cohen et al., 2013).

#### **3.10.4 Document analysis**

Document analysis was used as a third data source, including policies and documents which outline the vision, mission and objectives of CPTD. These documents were analysed to support, verify, confirm and enrich data collected by using semi-structured interviews in this study. Such documents are included but not be limited to the Quality Teaching and Learning Campaign (D.o.E, 2008), the Intergrated Strategic Framework for Teacher Education and Development in South Africa, (D.o.E, 2011). School Development Plans, and Personal Growth Plans.

#### **3.11 Data analysis**

According to Creswell (2013), there are six steps that form the qualitative data analysis strategy: At the outset, the researcher organises the data and preferably transcribes the interviews personally to fully engage with the responses. It is then argued that immersion in

the data is essential to become familiar with it and to be able to reflect and gain a general understanding. Coding the data requires that through identifying themes, recurrent ideas and patterns of belief will emerge into categories and themes. The great volumes of data are reduced into simpler and more practical data sets to facilitate analysis. After coding, the researcher groups the codes into common categories. Creswell (2013) further contends that to highlight key findings, actual words can be quoted verbatim. The findings of this research were then written in a qualitative narrative passage to convey the findings of the analysis. Interpreting the data is a key aspect of data analysis as sense must be made of the findings by bringing forward a meaningful explanation, making inferences and drawing consistent conclusions (Creswell, 2013).

In this research study, thematic data analysis was used to analyse the data from the semi-structured interviews. The recorded semi-structured interviews were transcribed and common words and phrases were identified and coded into themes. Patterns and trends which emerged were recorded (Creswell, 2013). During the collection of field notes, commonalities between the participants were noted. I looked for patterns and relationships in the participants responses to allow for easier interpretations later on.

### **3.12 Trustworthiness**

In a qualitative research study, such as in case study, four criteria for trustworthiness must be embraced: *credibility* (in preference to internal validity); *transferability* (in preference to external validity/generalisability); *dependability* (in preference to reliability); and *confirmability* (in preference to objectivity) (Bertram & Christiansen, 2014). The use of member checks is an excellent means to ensure credibility – giving the transcripts back to participants to verify if what they stated had been captured accurately. Additionally, making the research process transparent will support confirmability as the reader can confirm that a similar conclusion would be reached. Furthermore, dependability is important as the researcher can account for variations in the study and be compared to previous studies conducted. Finally, transferability can be increased if there is clarity given through the theoretical lens being used to make interpretations and draw conclusions (Bertram & Christiansen, 2014).

To ensure that my case study was trustworthy, I employed various strategies. As a researcher, my positionality was made clear to the participants. As a colleague and a senior school manager

within the same circuit and district, I explained the purpose of my research (Cohen et al., 2013). Multiple sources were used to ensure triangulation of data sources: combining information from the semi-structured interviews, observations and document analysis findings. Findings and data was also verified with the senior school managers, affording them the opportunity to correct errors and discuss and clarify interpretations (Rule & John, 2011). The safe-keeping of field notes and observations also ensured trustworthiness. Confidentiality and anonymity was protected through the use of pseudonyms (Rule & John, 2011).

### **3.13 Ethical considerations**

Ethics within research is an overriding concern as respect should be foremost in the mind of the researcher. There are many responsibilities and considerations that need to be addressed before embarking on any research study. Anonymity is important, and participants must be assured that their identity will not be revealed so they feel comfortable disclosing sensitive information. This can be done using pseudonyms as well as changing the names of locations. Furthermore, confidentiality is important, and participants must be assured that the information they share will not be disclosed to anyone else. All data collected must be safely stored and disclosure must be made to the participants regarding the sharing of their recorded interviews with other research team members. Participants should also be made aware of the limitations that exist about confidentiality and the law. Most importantly, participants must give informed consent (see Appendix 1), be completely aware of factors that affect them in the study and understand their right to withdraw from the study at any time will not have any negative consequences (Curtis et al., 2013).

Access to the senior school managers within the Uthukela District was granted through application for permission to conduct this research study from the Department of Basic Education (DBE) (See Appendix 6). Ethical clearance to conduct the research was obtained from the University of KwaZulu-Natal Research Ethics Committee (See Appendix 5). These permission and access documents were presented to all participants. Informed consent was obtained from all participants by signing the informed consent letter which outlined the purpose and data collection methods of the research study. They were requested to give written consent to participate in the study. Verbal consent was sought for all follow-up interviews within the consent letter (Curtis et al., 2013).

### **3.14 Limitations of the study**

The senior school managers were aware of my position as they were senior school managers within the same circuit and district. It was important for me to reflect on my positionality within this study by acknowledging my ability to influence the research, consider how I was viewed by participants and concede that it would also affect my output and interpretation. This required me to explain the purpose and intention of my research honestly. Secondly, because of the small size of my purposive sample, my finding cannot be generalised to all schools within the Uthukela District (Cohen et al., 2013). However, my findings do give insights into the role and contribution of the Continuous Professional Teacher Development (CPTD) programme of senior school managers within the Uthukela District.

### **3.15 Conclusion**

This chapter presented the research methodology and design of the study. It outlined the study's interpretive research paradigm and qualitative approach of the study. The chapter also outlined the case study research design and its strengths and weaknesses. The chapter also presented the data collection methods which were semi-structured interviews, observations and field notes and document analysis. The chapter further presented the way data was analysed using relevant analysis guidelines. Additionally, the ethical considerations were outlined. This chapter also described how the quality of the research and research findings was ensured through by adhering to the principles of trustworthiness in the study. The next chapter presents and analyses the data and discusses the research findings.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

The purpose of this study was to explore the role and contribution of the Continuous Professional Teacher Development (CPTD) programme on senior school managers within the Uthukela District. The study aimed to understand the contributions of the CPTD programme towards the professional development of senior school managers within the Uthukela District. The previous chapter discussed the research methodology and design adopted in this study. This chapter presents the data and discusses the analysis of the results. Data was gathered through semi-structured interviews and observations.

The study was guided by two research questions:

1. What is the *role* of the CPTD programme in *contributing* towards the professional development of senior school managers within the Uthukela District?
2. To what extent does the CPTD programme *reflect* the features of effective professional development?

Interview transcripts were studied in order to get a clear sense of the nature of the data. Data was then coded and classified into categories. Similar categories were grouped together in order to identify common themes which portrayed the views of the participants. Direct quotations from the semi-structured interviews were used so that the voices of participants could be conveyed. To protect their identity and to ensure confidentiality and anonymity of the participants, pseudonyms were used. Participant's responses are written in italics.

The beginning of this chapter presents the biographical profiles of the six senior school managers who participated in this study. This is followed by a discussion of their understanding of professional development and their views on the role of the CPTD programme on their professional development. These views and understandings emerged as themes which arose from the responses received from the participants. The chapter concludes by discussing the features of the CPTD programme, examining its reflection of effective professional development features as advocated by the theoretical framework of Desimone (2009). Data was presented according to the research questions which this study aimed to address.

## 4.2 Profiles of participants

In this study, it is important that the biographic information of the six senior school managers who were participants be outlined. It allowed details regarding the participants to be presented, describing their varied contexts, experiences, abilities and training. This allowed me to explore the role and contribution for the Continuous Professional Teacher Development (CPTD) programme on these senior school managers, giving insight into why they responded the way they did in the study.

### 4.2.1 Participant 1 Ozzy

Ozzy has been teaching for 22 years and has been a principal for six years. At the age of 48, he has an M+4 education qualification level. At the time of the study, he was the principal of a public technical high school in a semi-urban area. He managed a teaching staff of 31 teachers with the assistance of 4 HOD's and a deputy principal. The school had an enrolment of 948 learners and the subjects he taught were electrical and mechanical technology. The principal had a technical background and believed that he was well-suited for his position within a technical school. His professional development journey is supportive of his current environment and he explained:

*In fact, it was my father who persuaded me...to get into teaching because at that time I tried to, I, our, I came from Technikon -College, I tried to apply for internships er, in order to do artisanship... But I couldn't get through. Then he said no, because there's... a chance for a teacher, and if you are a teacher, you can teach these subjects (Ozzy).*

His education qualification within the technical field includes a Senior Teaching Diploma, and the passion that he has for the job he does was clear. This was confirmed when he said: *"Because I, I want to be in class. It's where I feel, I think I'm needed"*. He further contends that the semi-urban context that his school is located in was ideal for the nurturing of technical skills and suggested that he viewed his school, its function and his role within the school as serving a higher purpose. He elaborated on the importance of the location of the school: *"Has a lot to do, because if we look at the surrounding, we are really short of the technical skills."*

#### **4.2.2 Participant 2 - Harry**

Harry had the experience of being a principal in a small primary school for 10 years and was currently the principal in an ex-Model C high school for 10 years. At the age of 52, he has a total of 34 years of teaching experience, and an education level of M+4. He summed up his experience as *“The best and the worst of both worlds!”* He explained further that:

*[h]and-picking educators, working with the community that didn't have any institution, which was great, also... I must say a community where they appreciated what they had, you know. There was a lot of gratitude and, and, and for myself as an individual you know, I go back and, and I think about that school, and I think about me taking the boys and going looking for grass”. And then getting involved in the community, building a library...*

Of his experience in his newer environment, he said: *“One thing you'll find is that when you walk into the (ex-Model C) school, it's like buying a readymade car”.*

The school had an enrolment of 703 learners, with 18 permanently appointed teachers and 13 School Governing Body employed teachers. Among these is a management team of 3 departmental heads and one deputy principal. The principal is accustomed to teaching as part of his job description and said:

*Well...as far as my teaching experience is concerned, I was... I first started in a primary school, and I taught, I was a Physical Education specialist with Maths. And I taught Grade... in Maths at that time it was Standard 2, Standard 3, Standard 4. More recently is Mathematics Grade 8.*

He outlined his professional qualifications: *“I have a Diploma M+3. I have a Further Education Diploma and I have a B-Tech Degree in Management”.*

#### **4.2.3 Participant 3 - Melody**

Melody, aged 51, manages an ex-Model C primary school and mentioned that although she had been teaching for 29 years, a career in teaching was not her first choice as she explained: *“I think my choices to be a teacher would have been right at the bottom of the list”.* However, she said that she has grown to love the profession. The school has an enrolment of 777 and is situated within an urban setting and is a quintile 4 school.

She was able to develop her love for teaching through her passion for music and the piano by teaching music and piano. She indicated that she had done well in music at her training college and elaborated further: *“I had done very well in music, they asked... basically the choice was to be a music... to study to be a music teacher”*. Melody was enjoying her role as a novice principal and said:

*...in the year I've gained a lot of experience. I'm grateful for it. It's grown me I've been challenged, it's made me see a different side of me in terms of where I can be and what my potentials are.*

As the only Acting Principal amongst my group of participants, I sensed hesitation from the participant when responding to questions. *“Have I answered your question?”* Later, *“So I basically tried not to change too much, but at the same time eh, assert myself”*. Also:

*So...I'm not sure if I'm answering your question”* and *“So... (Laughs) Do you have a copy of those questions? Give me one. (Paper shuffling) I just want to have a look, I'm visual.*

Melody also has a love for developing herself professionally and indicated: *My aspirations... I continued studying. I did my degree. My intention is to get to Doctorate eventually.*

#### **4.2.4 Participant 4 - Raj**

59-year-old Raj is the principal of a large public primary school with an enrolment of 1050 learners, 4 departmental heads and a staff of 21 teachers. He has been a school principal for 20 years and has a total of 39 years of teaching experience. He says *“I came out of the University with a Diploma in Education in 1979”*. He then went on to complete his BA Degree and an ACE in Education, Leadership and Management. He narrated that his journey into the teaching profession was a difficult one, *“Ah, it was a difficult journey, but most worthwhile. I come from humble beginnings growing up on a farm, living in a mud house; I know what it is to have a toilet outside”*. Raj has a community spirit which has been fostered by his difficult up-bringing. He explained, *“I know what it is like to have parents... not parent, my dad who was an alcoholic. My mother was different, but yeah...”* Despite his humble beginnings and difficult childhood, he has used these experiences to render support to those who are enduring hardships, learners and teachers alike. He further added:

*...the journey has not been easy but very rewarding. I'm happy to see that many children have done well and even those children who don't do well out of school, it's not because we didn't provide the opportunity.*

#### **4.2.5 Participant 5 - Sipho**

Sipho, the youngest participant at the age of 47 years, is at an M+4 education level and is currently in his 10<sup>th</sup> school and he explained, *"I started as a Post Level 1 uh. ai it's a long journey because I've just gone many schools... this is the 10<sup>th</sup> school"*. On a positive note, his varied teaching experiences have allowed him to experience a multitude of contexts, management styles as well as school cultures. Sipho started teaching as an unqualified teacher but through his distance studies at UNISA he was able to complete his BA Degree and PGCE. He viewed his role as a principal as a policy implementer and explained that:

*A school manager so now...yah. So a principal must be a person who... whenever he or she makes some decisions, it must be based on policy because there are policies in place.*

He viewed the context of his public school as a rural one, servicing 410 learners with a staff of 12 teachers and 2 departmental heads. His journey to professionalism was hampered by political violence and he completed his studies through correspondence, as previously mentioned. He added, *"Okay um, 1992 there was violence by that time there and we had to relocate"*.

#### **4.2.6 Participant 6 - Edna**

At 64, Edna is the most experienced participant in her role of principal with an HDE, BA Degree, FDE in Management as well as a Certificate in Monitoring and Evaluation (NQF 7). She manages a public primary school with an enrolment of 724 learners, with a staff complement of 15 teachers, a deputy principal and 3 departmental heads. She has been the principal of the same school for the last 27 years and described her school context as semi-urban. She explained, *"I've even become part of the furniture. Um, worked extremely hard, was always a keen, very keen to do everything and anything"*. It is obvious from her grade 4 Afrikaans classroom where the interview was conducted, that she was a very hard worker, embracing her teaching and management duties with equal passion. She elaborated further by saying,

*And I think this is why when it came to promotion, the principal at that time was keen to have me promoted because I was, he knew I was a hard worker.*

She reflected on her practice over the years and made the following positive criticisms of her own performance:

*And uh, quite often forgetting that I did have the power to delegate but quite often I did the work myself ...And uh, I've since learnt that delegation does work - it makes life so much easier. So, that's why I can safely sit here now and say everything is taken care of.*

In the following section, I used thematic analysis to interpret and make sense of the data. The transcribed data was coded looking for similar words or phrases. Similar codes were combined into possible categories and the related ideas were merged. I tried to address key issues that supported the two research questions. The themes below emerged from the data I collected through semi-structured interviews with the six participants and the observation of two professional development activities conducted in the district.

### **4.3. Participants understanding of professional development**

My aim was to gain an understanding of the views of the senior school managers about the role that the CPTD programme played in their professional development. This theme allowed senior school managers to express their opinions on professional development. During the six semi-structured interviews and two professional development observations, I was able to see how senior school managers experienced continuous professional development in the district. The participants' responses about their perceptions are summarised in Appendix 1.

Regarding the first research question on the *role* of the CPTD programme in *contributing* towards the professional development of senior school managers within the Uthukela District, senior school managers indicated that they were engaged in CPD activities that promoted learning. Most of the participants viewed professional development as key to school development and linked it to knowledge acquisition. Ozzy suggested that a senior manager "*must have knowledge on most of the things*". He went on to add, "*CPTD it's, it's a programme whereby we... as educators need to continuously eh... develop professionally.*

Harry indicated that there is a link between student learning, teacher professional development and an improved school by stating, "*There's always a link. As far as learning is concerned*

*there's always links you know. It's, it's how you bring those links together that makes a difference.* Avalos (2011, p. 1) concurs that "...professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth."

Melody viewed professional development as being involved in the social aspects of education within communities. She saw this development as, "*Committed themselves to growing community*". Education reform requires teacher learning to ensure student learning, therefore it is critical to understand what makes professional development effective or not, as the quality of CPD could underpin the success or failure of schools, and ultimately education reform (Desimone, 2011).

Raj believed that to be professionally developed, one must study within your field to gain knowledge. He indicated that, "*If you pursue a career in education, then you must do things that are linked to education*".

Sipho viewed professional development, "*as trying to make sure that teachers are well developed within the, eh, within the teaching profession*". Research findings from diverse countries such as Singapore, Belgium, and America and different school contexts have revealed the powerful impact of professional development in securing school effectiveness. It is imperative that a culture of professional development be embraced by school managers and leaders (Mestry & Singh, 2007).

Edna indicated:

*[w]e should all become lifelong learners because continuous professional development is critically important. I've studied throughout my life. I felt we needed to keep abreast of the latest trends in education.*

Desimone (2011, p. 28) contends that while teacher professional development is key to improving the quality of schools, it also involves teacher activities and interactions that can "increase their knowledge and skills, improve their teaching practice, and contribute to their personal, social, and emotional growth". Participants showed that they supported this definition of professional development as they expressed the importance of knowledge, skills and community in their growth.

#### 4.3.1. Pursuit of formal educational qualifications

Participants, when questioned on their own professional development journeys, all focused primarily on their formal initial teacher training, as well as additional formal qualifications received over the years. A value is attached to an approved qualification or grouping of qualifications in accordance with the procedures laid out in National Gazette No.39684 (2006). Teachers are remunerated for salary purposes restricted to not more than two recognized post matriculation diplomas, to a maximum of REQV 15 (D. o. B. Education, 12 February 2006). As indicated in the biographical profiles of the participants, their training ranged from REQV 14 to REQV 16.

Ozzy indicated:

*it used to be called STD Technical Special Organisation, so it was N+3. And then I did I...iLibrary. Management...I'd say for now it would be the workshop, workshops and meetings.*

Similarly, Harry focused on his formal training by stating, *"I have a Diploma M+3. I have a Further Education Diploma and I have a B-Tech Degree in Management"*. Melody indicated, *"We were the first lot to do the HED, Higher Education Diploma, 4 years"*.

As previously mentioned, in an earlier chapter, Kennedy (2005), contends that fewer American teachers participated in other types of professional development, like award-bearing courses, which are seen as a more effective training model. Also that American teachers, devote up to 80% of their time schooling learners within contact time, leaving little time for lesson planning, collaboration or mentoring and coaching. OECD countries who are more socio-cultural in their approach to teacher professional development, outperform the United States on international assessments, such as PISA and TIMMS (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

Raj explained:

*You know, I came out of the University with a Diploma in Education in 1979. In 92 I think I passed, I finished my degree. Then I started my B.Ed.*

Sipho who had a long journey through distance education also *UNISA, I did my BA Degree in Psychology and Sociology and there's Mathematics there because I had Mathematics 2 and Psychology 3 and Sociology 3.*

Edna indicated:

*I've got HDE, BA Degree...and the Further Diploma, uh in Management. I think with that it's been... it's been who I am throughout my life. Um, I'm retiring next year, but as recently as last year, I've still been studying a 36 months course and uh, so I've studied throughout my life.*

Kennedy (2005) argues that the award-bearing model supports long-term training, where one receives a qualification, usually from a university. This professional development is limited by the availability of other award-bearing service providers which are usually state controlled, and classroom based. The participants all highlighted their formal training and expressed the view that this type of professional development has been their most developmental to date. It is seen as the bedrock upon which they based their practise. Kennedy (2005, p. 238) also suggests that, “this external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies”.

#### **4.3.2. Coaching and mentoring**

Some of the participants acknowledged the importance of collaboration within a community, suggesting that coaching and mentoring played a fundamental role within their institutions. In describing this close relationship, Ozzy described how he assisted in the professional development of his new deputy principal, “*I decided to take her into my arms*”. This phrase highlights the intended collaborative nature of the relationship between the mentor and the mentee. Coaching and mentoring are seen by Kennedy (2005) as a one to one relationship between two teachers promoting professional learning. Consequently, it requires a shared dialogue.

When participants were prompted on how assistance would be given to a teacher struggling to teach effectively, Sipho indicated:

*I know there, there is a great guy there, an old guy in my school which he was a principal before and has got some skills and I said, no Mr please, can you please assist on this one.*

This clearly shows an expert mentor is paired with a novice and this pairing suggests a relationship where one partner is more experienced than the other (Kennedy 2005). The expert supports the novice in gaining new skills and knowledge.

Similarly, Edna indicated that where a teacher spoke too much, affording learners little opportunities to make contributions in a lesson, she would attach that teacher to “*someone you know that teaches very well*”. Similarly, in Switzerland, communities of practice are encouraged, where across districts, teachers meet in reflective groups. In New Zealand, funds allow relief time for novice and veteran teachers, 20% and 10% respectively, allowing for coaching and mentoring by mentor teachers who are formally trained to lead professional development within a site (Darling-Hammond et al., 2009).

Raj also indicated that coaching and mentoring was a tool which he frequently employed to professionally develop staff:

*Must be like a sponge...thirsty for knowledge. And without that thirst, it won't work. As much as I'd like to mentor somebody, that person must be willing, it mustn't be a paper exercise, somebody forcing me to mentor somebody! You know they must have that... that free... That hunger yah!*

According to Clutterbuck et al. (1991) coaching and mentoring can play an important role within an organisation, such as a school. This role involves knowledge sharing, development, acceleration and maintenance, for old and new employees. This suggests that it is not an incidental process but rather a deliberately planned intervention, as stated by Raj, “*Mentoring is supposed to be an organized plan where you have a mentor and a mentee. You know, we all share different ideas, but we learn from each other*”.

Harry supports the view of Clutterbuck (1991) by concurring that coaching and mentoring is an organizational practice, not limited to teacher professional development. “*It doesn't matter what it is, academic, and whether it's your support staff, or whether it's your administrative staff... you're talking about staff development*”. This suggests that the end goal is the whole school's development, as proposed by the adjusted theoretical framework of Desimone (2009) related to the professional development of senior school managers.

According to Desimone (2015), CPTD activities teachers participate in should be valued and monitored by school leaders and become a formal part of the evaluation system. This is because

CPTD should be tailored to individual teacher needs. Harry's view supports this concept as, *"the other aspect is what we find out is that...in talking about needs of educators, is that we find out where, where the needs are as an individual"*. He further stated:

*[w]here in our planning for the year, one of the things is that you have to develop your educator... when we find out is that we're wanting in certain areas.*

Herein, professional development is seen as a planned exercise as purported by Desimone (2015) and Clutterbuck (1991), to develop the teacher, who in turn improves skills, attitudes and values and consequently improves their practice, which improves learning and ultimately the institution (Desimone 2009).

#### *4.3.2.1. I have been workshopped*

This phrase was commonly used by the participants when speaking of the workshops they had attended to support their professional development. The workshop is viewed by Kennedy (2005) as a training model; a skills-based form of training where a group of individual teachers can update or acquire additional competencies. All the participants were very familiar with this form of CPD.

It was said to be the most favoured form of CPD employed by the DoE within this district. However, the quality of this form of CPD was questioned by the participants. Ozzy indicated, *"There are workshops that are organised for the sake of having workshops... the facilitators you find, that they are not well prepared"*. While Melody indicated, *"workshops are not very interactive"* the opposite of what a workshop implies!

Participants expressed mixed feelings on this model of CPD and comments ranged from highly critical to complementary. Ozzy continued, *"There are also some workshops that are very fruitful"*. The NPFTD (2007) proposes that the CPTD programme should support continuing professional development courses that are pedagogically sound, content rich, curriculum relevant and quality assured. Participants have complained about the quality of service providers, as well as the standard of organisation of the training sessions. Melody said:

*There are lots of shortcomings; not very interactive. Sometimes the...the documentation are not available, they're always running short of documentation and then you have to share documentation and things like that. Uh, which I find is, is poor planning.*

Raj and Edna, appointed within a similar period, were very complimentary about the CPD workshop they received early on in their principal ships which seemed to serve as an induction and orientation training. Raj said that the CPD workshops were “*very interactive, very hands on*”. He further indicated “*Most of the time we used to go to Durban for their lectures and courses and stay over, but they were trained, they were experts in their field*”. Edna concurred, with Raj in saying:

*After about the third time when we went out, you could actually see the confidence amongst the other principals that we were with. I would say the, like a 3-day short course is most effective!*

Edna deduced that taking somebody out of their situation or context for professional development is more effective and further indicated, “*You actually learn from the best practices that other people experience*”.

As previously mentioned, Kennedy (2005) contends that training is given by an expert, off-site over a short term and that the teacher is a passive receiver. Consequently, knowledge-of-practice is transmitted in a decontextualized setting. However, one is unable to see how this new propositional knowledge is transferred into the workplace. Kennedy (2005) and Darling-Hammond et al. (2009) contend that workshops are one-shot attempts to address a specific topic, neglect context and require the teacher to make the connections in practice, hence transfer is questionable.

Kennedy (2005) alleges that this model appears to support the cognitive theory of learning as it individualises learning and is transmissive in nature. In contrast, Raj and Edna suggest that their experience of being taken out of their contexts, off-site for a short period of time such as 3 days, was beneficial.

#### *4.3.2.2. Reporting back after training*

Only three participants spoke of the cascading of information received from workshops. Raj indicated that a Monday was the day where CPD occurred and time was set aside on the timetable for this support, “*So, you see Mondays...Monitor Development Support*”. This is especially helpful in situations where resources are lacking, held off-site and then cascaded to others on-site. Viewing staff meetings as a form of CPD he continued, “*Thursday, even if I don't have staff meeting, its written staff meeting on my calendar*”.

Similarly, Melody indicated, *“like when I went to a CPTD workshop recently, I did come back to the staff and relay it at our staff meetings”*. Edna also put forward that they had a policy on CPD in place, *“our policy in school is that if any teacher goes, attends a workshop, he or she comes back and workshops the other educators”*. This practise of reporting-back after training is reminiscent of the cascade model, advocated by Kennedy (2005) as it is similar to the training model, but individuals who attend the training go back and relay lessons learned.

In both the training and the cascade models, context is neglected, power is in the hands of the expert and there is no needs analysis input or sense of ownership (Kennedy, 2005). Raj views the presenters of the workshops as having the power by saying, as previously mentioned:

*[m]ost of the time we used to go to Durban for their lectures and courses and stay over, but they were trained, they were experts in their field. They were a part of the Department.*

Ozzy also suggests that the cascade model would make CPTD effective within schools as, *“...the cascading and the manner in which we try and fit it into schools, but it’s a good idea, it’s a good idea”*.

According to Kennedy (2005), for a workshop or training to be effective and have an impact, cascading must occur. Similarly, Desimone (2015) suggests that some researchers attribute the failure of their professional development programs to the absence of a direct link to teachers’ classroom lessons.

#### **4.4. Role of CPTD**

The majority of participants demonstrated a shallow understanding of the CPTD programme and responded with limited knowledge of the workings of the SACE programme. They were unable to respond to probes looking for a deeper appreciation of the machinations of the programme. Ozzy said, *“I think they, they are sort of encouraging us to continue attending eh development programmes”*. When pressed to give his opinion of the programme he laughed saying, *“It’s not being implemented correctly. So if they are not implementing, kusho kuthi, they are not going to develop professionally”*.

When asked if he had heard of the CPTD Harry indicated, “*I’m happy you said I HEARD about it*”. This comment suggested that it was not being implemented although there was knowledge of it. Melody had a similar response, where she indicated that in her opinion

*People are doing it as a paper activity. ...I don’t think it’s being done effectively enough and its window dressed. The idea of it is excellent. But I think the actual uh... the weakness is in the actual making sure that it is all recorded. The admin part is actually the challenge.*

Although she demonstrated knowledge of the role of the programme in contributing towards the professional development of principals, her statements indicated that the programme was not being implemented.

*I think the type 1 is the easiest one to do. Uh, because it’s something you yourself as an individual can control. Type 2 is also relatively easy because the school can play a very important role in making sure development occurs. Ah, type 3 is a bit difficult because as I said now with most of this type 3 ones are external, they are costly and unfortunately schools don’t have the funds to actually ensure that every teacher gets opportunities to go for that activity, uh this thing...*

The CPTD process was entrusted to the South African Council of Educators, with the Department of Basic Education (DBE), playing a supportive role (DoE, 2011). Raj expressed:

*[r]ight now it is not effective, it is taking too long to get off the ground... And SACE I don’t know whether they’ve got the capacity or not but they’ve got the money, I know.*

The Integrated Strategic Planning Framework for Teachers (2011) contends that the CPD of all teachers in a school must be monitored by the principal and SMT and findings must be communicated with the individual concerned (DoE, 2011). Siphon negated this by stating:

*It’s not effective. It’s not effective. It is not effective because it has not yet implemented. Yah, very few schools have implemented it. Very, very few and eh, no one is monitoring that.*

Edna also complained about the administrative burden of the CPTD process saying:

*My only doubts (clearing throat), doubts that I have with CPTD is the endless administration. You know, we are so bowed down with all the administration when it comes to our assessments, then everything else.*

The NPFTED refers to “sustained leadership and support” for quality education (DoE, 2007, p.3), and CPTD recognises school-led programmes for the teacher professional development (DoE, 2007, p.18). However, the role of senior school managers within staff professional development is not explained. Raj proposed that for the CPTD programme to be successfully implemented, *“this vision it must be bought by all its members of the staff it mustn’t be compelled onto them”*. Siphso also critiqued the training on CPTD he received, *“I had training, ai it was brief.... I came in there; they told us the purpose of being trained for this thing”*. Ozzy who had attended the same training said, *“I think, first of all the cascading of it eh, it didn’t go well...”* Harry indicated, *“You have to implement it properly. We haven’t given it a chance for implementation”*. Melody also added, *“The admin duties are escalating beyond control”*.

NPFTED (2007) recommends that the CPTD programme allowed for various role-players to ensure that teacher development was separated from teacher appraisal. However, Melody expressed concerns with this:

*Because now we’ve got this IQMS, we got CPTD, you’re trying to merge the both...right. And unfortunately, sometimes you feel that...do you have the time to do it?*

The policy aimed to reduce the administrative burden of teachers, giving time for teachers to engage in professional learning communities (PLC’s), however, senior school managers in this study stated otherwise. They indicated that much of their time is spent developing, supporting and mentoring inadequately trained teachers.

Additionally, the policy recommended that incentives and other support be provided to teachers in rural and remote schools to improve their qualifications (DoE, 2011). Senior school managers within these rural or semi-rural contexts did not benefit from these proposed opportunities. Two of the senior school managers, Raj and Edna, based within an urban context indicated that they had received funding to complete the ACE School Leadership and Management qualification. The management and control of this CPTD process was entrusted to the South African Council of Educators, with the Department of Basic Education (DBE), playing a supportive role (DoE, 2011). Within this CPTD system, teachers, departmental heads and senior school managers would earn a set amount of professional development (PD) points over a three-year cycle by engaging in three-tiered levels of PD activities. However, only two

participants outlined earning PD points and engaging in PD activities when completing the ACE School Leadership and Management qualification.

#### **4.4.1. Development tool for senior school managers**

A common view held by the participants was that the CPTD programme was a developmental tool. Harry indicated that:

*I think it's a developing tool that assists the teacher to move from one point to the other. To assist the manager to move from one point to another, to assist the school to move from one point to another. To me, it's about developing an institution.*

This view resonates with the views previously mentioned, in Chapter 2 of Darling-Hammond et al. (2009) who contend that you cannot see the 'action' of knowledge, cannot 'see' learning but can only see the action of having learnt. Darling-Hammond, Wei, Andree, Richardson and Orphanos (2009, p. 9) further assert that student achievement – quality learning, is inexplicably linked to “sustained and intensive professional learning for teachers.”

Melody stated, *“in terms of developing yourself, I think CPTD is excellent. She added, I think as a senior manager you must be developed in every aspect.”* Metaphorically speaking, Raj described school development as, *“you have a vision, you want to climb this mountain, you want to reach the peak, you want to achieve something”*. Siphon expressed his understanding of CPTD as, *“I do understand that the Department of Education is trying to make sure that teachers are well developed within the, eh, within the teaching profession”*. Edna supported this view and maintained that, *“development is part and parcel of your work”*.

Day and Sachs (2004) propose that CPD aligns teachers' practice with educational policies, improves the learning outcomes of learners by improving teachers' performance and enhances the status of the teaching profession. Villegas-Reimers (2003) assert that positive development experiences have a perceptible influence on the work of teachers. Villegas-Reimers (2003) further contends that professional development influences teachers' beliefs and behaviour. This can be explained by Step 2 of the conceptual framework of Desimone (2009) that teachers who are given greater opportunities for professional development had increased efficacy, as knowledge and attitudes changed. Therefore, Day and Sachs (2004), as well as Desimone's conceptual framework support the view of CPD being a developmental tool for senior school managers as expressed by the participants within this study.

#### 4.4.2. Individual versus DoE responsibility

Day and Sachs (2004) contend that democratic professionalism and managerial professionalism are the two dominating discourses on teacher professional development. As South Africa has undergone large scale curriculum reform, much of the CPD delivered has been curriculum-driven.

The majority of the participants expressed that the employer needed to play a more significant role in the professional development of senior school managers. Harry indicated that:

*The Department of Education has a role to play, but as far as what the role is... how much they can do for an individual? I think first and foremost it is the initiative of the Department of Education to do so... (Sighs) Assist in all aspects of education in terms of development.*

This view was supported by Melody who complained:

*I think SACE and the department need to really give us more clarity as to what's going on with CPTD in terms of also taking a stronger role in developing more teachers and using more programs!*

Similarly, Raj indicated:

*The Department is like a toothless dog I'm telling you. They bark a lot. They make the good policies, but implementation, no. So, no, the department hasn't contributed much. I got a problem with Subject Advisers. They only come beginning of the year and dish out some worksheets um, for the rest of the year and then you don't see them.*

Sipho said:

*The Department should play a role. A good role in training. Not one day training, I'm not talking about a one day training. He continued, they are limited in terms of money you see. They talk about the kilometers.*

The opinions expressed by five of the six participants support the views of Day and Sachs (2004) for managerial professionalism. This suggests that professional development should be enforced through policies for teachers and by their employer, with an emphasis on accountability and effectiveness. Edna went so far as to advocate, “*The departments must pay like all the other employers, they pay with 1% skills levy. We feel that that should be open to all the members of the workforce*”.

Democratic professionalism emerges from the teacher themselves which is a desire to learn (Day & Sachs, 2004). This view on professional development was also put forward by Harry when he stated, “*School Evaluation and CPTD...the onus rests on that individual*”. Kennedy (2007) proposes that the existence of this discourse is demonstrated through using authorities’ policies on CPD with their emphasis on accountability and effectiveness. Kennedy (2007) contends that the concept of professionalism can be used to empower or to exploit teachers.

#### **4.5. Effective professional development features**

There is considerable research in the U.S. that for professional development to be effective in improving teaching practice and student learning, at least five features need to be reflected (Desimone 2011). In responding to the second research question, to what extent does the CPTD programme reflect the features of effective professional development, one has to examine the conceptual framework used in this research study which draws on Desimone’s (2009) framework of professional learning. However, this was adjusted because the focus of this study is on senior school managers and not on teachers. Effective professional development criteria from the analytical framework were used to correlate CPTD policies with research findings. The study of CPTD concentrates on parts of a more complete process, but the analysis of pieces of information will be contributory.

Step 2 shows that teachers given greater opportunities for professional development had increased efficacy, as knowledge and attitudes changed (Desimone 2011). Step 3 showed a knock-on effect from step 2 as the actual practice of managing and leading professional development of staff improved because of improved efficacy. Step 4 is the goal of professional development which is improved learning and ultimately, an improved school. Context matters within this study as contextual factors, policy, manager/teacher characteristics, school culture and more importantly, within my study, principal leadership has a direct bearing and understanding is needed to be had of their influence on successful professional development programmes (Kang, Cha, & Ha, 2013).

A document review revealed that CPTD responsibilities are jointly shared with the provincial and local governments. In its strategic plan (KZN Department of Education, 2010), it purports that they will follow the National Framework for Teacher Development in South Africa

(Education, 2011). This document, based on the Teacher Development Summit held in 2009, is the guiding CPTD document.

#### **4.5.1. Content focus**

Herein, the focus is on two main categories: knowledge of their subject matter and knowledge of how students learn that content (Desimone, 2009). The National Framework for Teacher Development in South Africa prescribes what “teacher knowledge and practice standards for all teaching specialisations and professional practices should be” and that “pedagogically sound, content rich, curriculum relevant and quality assured, should be identified and/or developed” (Education, 2011, p. 16). This desire to understand content taught or received is clearly articulated by the participants.

Raj mentioned:

*You've got to read, you've got to understand before you go into a class. You must know your content. You don't have to look at a textbook to see what you going to teach.*

Additionally, with respect to professional development, there was a consensus that a role needed to be played by the participant in order to benefit from the professional development training on offer. Ozzy shared:

*If you know what content is going to be covered; you can even prepare yourself but for the fact that teachers must develop, eh so it's my responsibility as a senior manager.*

Similarly, Melody expressed that:

*The presentation was like you got to get a file and then they gave you a little work book and it was a lot of paperwork to me. You are here to ensure they have the correct content, the correct curriculum.*

These statements on content knowledge by the participants echo the view of Desimone (2009) that knowledge of subject matter is important for learning to occur effectively.

Harry concurred, showing a deeper perspective on content knowledge:

*The literature and the content. They may understand knowledge but, don't only teach knowledge, there's other things we teach values. That's it.*

Ozzy went on to add that *“even the methodology, they have the knowledge, but in terms of presenting the knowledge to the learners, I’ve experienced that some of them battle. So, if maybe they can be given more time to do more on methodology”*.

This indicated another perspective on teacher knowledge and touched on the view of Shulman (1987), about how to teach their subject matter, which is an integral form of content knowledge. Shulman (1987) further suggests that there are seven such categories of knowledge bases: content knowledge; general pedagogical knowledge; curriculum knowledge; pedagogical content knowledge; knowledge of learners and their characteristics; knowledge of educational contexts and knowledge of educational ends. Once again, these views support Desimone’s (2009) findings that knowledge of how students learn that content, professionally or in the classroom, is acknowledged as another key element to support effective professional development.

Ozzy complained that when attending professional development workshops, *“The content that is there is not very much good or the facilitators you find, that they are not well prepared”*.

Harry indicated that on diagnosing a content weakness with a teacher, there is a negative attitude by teachers towards professional development, *“Um... it is unfortunate you know, with regards to studies... you can’t force a chi... teacher to go and say listen here you need to study further”*. As previously mentioned in Chapter 2, teachers in OECD countries, where TIMSS and PISA results are good, are involved in decisions regarding the professional development they undergo. They participate actively in the development of syllabi, curriculum documents, making them keenly involved in the learning process – thereby allowing for ownership and a democratic discourse (Darling-Hammond et al., 2009). Ozzy also indicated that, *“teachers complain that they’ve got lot of work”* when it comes to professional development. There was an acknowledgement that the senior manager needed to take on an active role in terms of leading professional development, as indicated by Raj, *“If you don’t drive it as a senior manager, people just are very complacent and can sit back”*. Melody supported Raj’s view closely by indicating:

*You should be driving it and making sure that it’s happening in the school you know what I mean. Otherwise what happens is, your teachers become complacent and they believe that what they are doing is the right thing whilst maybe it’s not the right thing.*

This was a sentiment expressed by all of the participants, despite the absence of direction from NPFTED (2007) to senior managers on their role in their professional development the participants embraced a driving role.

Melody felt that her development within her initial training was of a superior quality, “*so the initial teacher training that I feel I went through actually made me a better teacher compared to what we have now*”. Sipho highlighted the importance of a solid “*Induction or orientation induction. Is very important, and the training as well*”.

The Becoming a Teacher (BaT) study, a six-year longitudinal research project (2003-2009), set out to explore beginner teachers' experiences of Initial Teacher Training (ITT), Induction and early professional development in England. The BaT study examined the experiences of people training to become teachers through dissimilar routes. ITT paths may differ. All the participants acknowledged the positive role that their training college initial teacher training and or orientation and induction experiences had on their professional development. Hobson’s BaT study (2009) revealed that 50% of the participants engaged in his study indicated that they were confident that their ITT had prepared them to be effective teachers. In the same vein, the senior managers in this study all supported this claim. 47% of the participants in the BaT Study claimed to be fairly effective, while only 2 % indicated they were not very confident (Hobson, 2009). In South Africa, there are many routes into the teaching profession. For example an undergraduate degree within a different field of study can provide access to a teaching qualification through the completion of a PGCE. Distance learning through UNISA can also afford one the opportunity to attain a teaching qualification while employed in a field not related to education. Experiences within this study could relate indicating that the ITT of students can have an impact on teacher performance.

Desimone (2009) argues that *content focus* is significant as subject matter focus and how students learn points to the importance of knowledge acquisition. Edna supported this view of acquiring new knowledge and indicated that, “*we needed to keep abreast of the latest trends in education. You need to be constantly empowering yourself to be able to keep abreast with the latest trends*”.

#### 4.5.2. Active learning

Desimone (2009) proposes that teachers explore the opportunities that professional development provides and become engaged in the analysis of teaching and learning.

Ozzy explained, *“the teacher himself (beeping sound) must know ukuthi he need the development, how does he plan to develop himself?”*

This is opposed to passively listening to lectures. Much of the professional development conducted in the district makes use of the training workshop method. Practices within OECD countries were informed by a more participative, socio-cultural approach to learning, as teachers collaborated and participated with each other, visited each other’s classrooms and shared resources (Darling-Hammond et al., 2009). Ozzy further contends:

*[i]f they are saying each certain questions that you have... or documents that you have, you go through those documents so when you get to that workshop, you are able to participate because you have done some work on it.*

Harry suggested that, *“the onus rests on that individual. And when we talk about the onus resting on the individual it’s the responsibility”*.

Melody shared:

*[b]ut the one we went for in uh...was it Bergville...with ah, dashboard. That one is very interactive. And you learnt because it was like you’re interacting directly with a computer and you know what to do.*

Kelly (2006), Sfard (1998) and Putnam and Borko (2000) view collaboration, participation and socialisation as key characteristics in teacher learning. From the mentioned workshop I observed, four of the six participants who attended and engaged in a hands-on training session. I noticed that despite some obvious limitations: a lack of computer skills and knowledge of SA-SAMS, participants paired up with a more skilled user and through collaboration and active participation, learning occurred. At one time the presenter indicated she needn’t actively patrol the room as she could see productive partnerships emerge. Edna also commented on her participation in the same training, *“I may say that I’ve got the latest technology but I’m not as pro-efficient as others, but I’ve taken the first step to get there, like I’ve done computer training”*.

Within the socio-cultural learning experience, context matters, distribution occurs through shared experience and knowledge-in-practice is seen as important (Putnam & Borko, 2000). Kelly (2006, p. 514) contends that *“Teacher learning is the process by which teachers move*

towards expertise”. Kelly (2006) therefore sees learning as a process, and not an event. Similarly, Putnam and Borko (2000) describe teacher learning as social, distributed and contextually important in their view of situated cognition, and advocate that professional development activities should be authentic activities. Consequently, professional development can be seen as a process that individual teachers undergo, reviewing, renewing and extending commitment to teaching, becoming agents of change in the development of critical knowledge and skills. (Day & Sachs, 2004).

Ozzy summed up the importance of active learning as:

*It will be more productive if you are participating. Because, if a person is just singing in front of you eh....You could say that some people will start failing to concentrate, doing their own things, eh... even some sleeping.*

#### **4.5.3. Coherence**

All of the participants indicated that they implemented staff development within their schools. These development practices took varying forms within each school but were consistent within each context. Teachers from the same school were exposed to the same development activity. Therefore, professional development was consistent with teacher learning opportunities, their knowledge and beliefs, and with school, district, and policies.

Ozzy said, “*first of all in our staff meetings I make sure that...iHOD’s when they are reporting they also speak to iprogrammes around the CPTD*”. As this advocacy is conducted within the realms of a staff meeting, it is consistently applied to all staff. Ozzy explained that, “*in terms of developing an educator and it will not be limited obviously to the school premises. We do need help from outside the school premises*”. This view of coherence was also expressed by Harry who asserted, “*we do a lot of development and the development starts first and foremost within your department...*”

Melody said:

*Networking was one of the ways in which I developed myself. Also, by making sure that you...uh...un terms of networking, not only within Principals but also with Circuit and even the District.*

This is evidence that coherence is evident as senior school managers receive assistance from colleagues, and DoE structures within circuit and district. The elements of professional development need to be fully embraced for effective learning to occur. Activities which are situated and school-based activities promote learning. This resonates with Kennedy (2005) who contends that “Continuous Professional Development can occur in various ways and take different forms.

Sipho mentioned,

*There is a meeting on a monthly basis to check or to give information to other members of the finance eh committee...There was a workshop on assessment on CPTD and on, on assessment which we did not outsource. We used resources within the school. Certain people are resourceful on that one.*

Activity must have coherent learning, ensure integration of the activity with a teacher’s daily work, be meaningful with respect to content and afford collaboration of site based teachers (Guskey & Yoon, 2009). There must also be coherence between the learning activity and the resources used affording engagement. Teachers and learners must be active, reflecting the manner in which teachers teach, be collaborative and reflect a community of practice (Opfer & Pedder, 2011). The activities Sipho engaged in at his school such as a finance meeting and assessment show that these are daily activities, meaningful to the organisation, utilising resources from within, signalling coherence.

Edna shared:

*So it's different...different people and different bodies that will undertake professional development...educators aren't very good at making uh teaching aids or making charts and things like that so I must identify one of my HOD's, the Foundation Phase HOD to workshop the other educators on how to do this.*

Workplace learning is encouraged and supportive especially as expert teachers work hand in hand with novices (Hodkinson & Hodkinson, 2004). Evidence of this type of professional learning was the most common form of professional development mentioned by the participants. It is important to recognise that, “features may collectively work together in different ways under different circumstances in different contexts” (Opfer & Pedder, 2011a, p. 386). The above findings are in keeping with the conceptual framework of Desimone (2009)

who contends that coherence is an important element for effective professional development to occur.

#### **4.5.4. Sustained duration**

On the issue of time for professional development, Raj expressed:

*Every Monday is IQMS, Develop Monitor Support. Tuesday is sport mainly, Wednesday is sport. Thursday, even if I don't have staff meeting its written staff meeting on my calendar. It's a 24-hour job. Not a 7 to 2 o'clock job. But uh, continuous professional development starts with the teacher.*

Time is structured into the teacher's work lives to accommodate professional development per week spent on education tasks: planning within a collegial setting, meeting with students and parents, or marking. CPD activities should be ongoing throughout the school year and include 20 hours or more of contact time (Darling-Hammond et al., 2009). Similarly, Harry expressed that he too had a structured CPD programme;

*In our planning for the year one of the things is that you have to develop your educator, then when we find out is that we're wanting in certain areas. ...a school development programme which we run over a period of time and uh...*

Collaboration and time for development are seen by the participants as a priority, although, the training model and cascade models are favoured. Much of the development is transmissive in nature, and informed by a managerial discourse (Meyer & Abel, 2015). Time is regarded as an investment, thereby an indicator of expected growth. Harry said, "I had to, to, actually you know invest in time so that they can believe in something". While time has been prioritized by the participants for professional development of themselves and others, they indicated that this was not the case when attending DoE professional development opportunities. Melody complained:

*When you go to a workshop, you'd expect everything to be set up and everybody on time you know. By 9 o'clock you start. But then suddenly you have people still battling with their data projector. And also, some of the workshops start at 9 o'clock and only finish at 1 o'clock, there's no break in-between. I mean realistically we have a cup of tea or something in-between you know.*

Guskey (2000) puts forward that in this age of accountability, student learning is key and the evaluation of CPD programmes, though a costly, time-consuming process, divert attention

from planning, implementation, and follow-up activities. In Guskey's Critical Levels of professional development evaluation, the above response indicates a failure on the part of the facilitator to move past level 1. Did the participants enjoy the experience, was the seating comfortable, and was your time well-spent? (Guskey, 2000). The delay, disorganisation and the absence of comfort – no tea, contributed to the reported failure of this activity.

The participants all bemoaned the limitations of time for CPD. According to Ozzy, "*they do not have enough time. Time is limited*". In Finland, teachers meet weekly to plan and negotiate the curriculum, working across schools and districts. Built-in activities allow for sustained and on-going development and 85% of high-achieving OECD countries schedule professional development time as part of the average work week. Netherlands, Singapore and Sweden, in addition to regular collaboration, provide an additional 100 hours to their teachers (Darling-Hammond et al., 2009).

Governments provide additional support for professional development within these OECD countries; providing resources and drawing in experts from outside of schools. Raj expressed that support from the employer is not available:

*The Department hasn't contributed much. The SEM's I think have so much of other work to do that they can't concentrate on their schools and the Management and the professional development of the schools.*

Governments of countries who are performing well budget for in-service training allowing for over 100 hours of professional development. Professional development for student teachers is compulsory and In Singapore, administrators compensate practitioners for one-hundred hours of teacher professional development (Darling-Hammond et al., 2009). Edna supports the call for more time for CPD, "*I would say the, like a 3-day short course is most effective*".

#### 4.5.5. Collective participation

Groups of teachers from the same grade, subject, or school participate in CPD activities together to build an interactive learning community (Desimone, 2009). Ozzy voiced his desire for such a forum in:

*We can share our experiences as principals. I can have a chance to, to have a meeting with a principal from another school, he can say 'ai, I also had these challenges, and this is how I solved them', so if maybe idepartment can make such a... a space.*

As indicated, all of the participants indicated that they implemented staff development within their schools.

These development practices took varying forms within each school but were consistent within each context. I observed CPD of senior school managers being conducted at circuit level, where the participants formed a learning community. Stoll et al., (2006, p. 223) proposes that “teachers in a school and its administrators continuously seek and share learning, and act on their learning”. This view was supported by Ozzy as, “*continuous meetings where we can share our experiences as principals*”. This desire for a shared space, a forum for senior school managers to meet within the circuit is once again seen as a managerial task. The participants, supportive of professional development do embrace a democratic discourse in this regard.

*Networking was one of the ways in which I developed myself. Also, by making sure that you... uh... in terms of networking, not only within Principals but also with Circuit and even the District (Melody).*

This idea of being part of a collective is an element of networking. Raj asserted that “*when I got to another school I was always looking with hungry eyes where I can learn and look at things where I can adapt to the school*”. Bolam et al. (2005) propose that leadership and management are one of four key features in building an effective professional learning community as it builds and promotes individual and collective learning. Raj explained, “*so sometimes you have to network with other people. You network with people and they'll give you ideas, they'll share ideas with you*”.

Edna was the only participant who invited me to observe a CPD workshop conducted by her at her school where she engaged in the professional development of her SMT. This allowed me to observe this experience of CPTD of one participant. The topic of the development was

Leadership Styles. The four members of the SMT present were the senior school manager (facilitator), the newly appointed deputy principal, the foundation phase departmental head and intermediate phase departmental head. The time negotiated for the PD was a Saturday morning. Participants were welcomed with a breakfast of coffee, muffins and juice. There was also water on the staffroom tables and the chairs were comfortable. The facilitator started the workshop by engaging the participants in a short quiz. The questions seemed random and unrelated. As a result, participants were relaxed and active with regards to participation. Scores were allotted to each question, which when tallied revealed leadership abilities.

The seemingly random questions categorised them into a particular category, upon which there was general consensus. Each of these quadrants was then unpacked, illuminating the strengths and weaknesses of the varied leadership styles. Participants were then able to work through varied scenarios which allowed them to explore their reaction to an array of challenges. The aim of the exercise was to acknowledge the diverse skills within a team and to recognise that for an SMT to be effective in their organisation of the school, it takes the entire team pulling together and pooling their strengths. Where one is analytical, another could be creative or organised and methodical. Watching the expressions play across the faces of the participants was most rewarding as recognition of each other's abilities began to emerge. The workshop was well-timed to end at lunch time. The development impacted positively upon teacher learning. Performance and achievement, physical and emotional well-being was catered for and participants displayed confidence and their attendance at the CPD on a Saturday augured well. All these elements supported (Guskey, 2000) in his Level 5 Student Learning Outcomes hierarchy.

#### **4.6. Conclusion**

This chapter presented the data collected from semi-structured interviews and observations. This data described the views of senior school managers in the role of the CPTD programme in contributing towards their professional development within the Uthukela District. It also indicated the extent to which the CPTD programme reflected the features of effective professional development, as outlined by Desimone (2009).

Data showed the importance of professional development for senior school managers to promote quality teaching and learning and improved schools. It also showed the most popular models of CPD employed within this district. Senior school managers revealed their view of

the CPTD programme as a developmental tool and displayed a managerial discourse in relation to their own CPD. Data also revealed pockets of effective CPD. Collective beliefs around CPTD indicated that the advocacy and training of senior school managers within this district was not effectively undertaken. The next chapter summarises the main findings, conclusions and recommendations.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, RECOMMENDATIONS AND CONCLUSION**

#### **5.1. Introduction**

The purpose of this study was to explore the role and contribution of the Continuous Professional Teacher Development (CPTD) programme on senior school managers within the Uthukela District. Chapter 4 presented the findings generated from the semi-structured interviews and observations undertaken with 6 senior school managers within the Uthukela District. Data was grouped into categories and patterns or themes were identified according to the two research questions:

1. What is the role of the CPTD programme in contributing towards the professional development of senior school managers within the Uthukela District?
2. To what extent does the CPTD programme *reflect* the features of effective professional development programme?

The findings were centred on these research questions as I sought to examine the role and contribution of the Continuous Professional Teacher Development (CPTD) programme on senior school managers within the Uthukela District. The following discussion highlights the main findings of the study.

#### **5.2. Summary of key findings**

Findings in this study reveal the importance of understanding how teachers learn which is crucial for transformative teaching and learning within schools. The data analysis illustrated that senior school managers as participants, through their own professional development, recognised the link between professionally developing teachers, and ultimately improving learning and achievement of learners, which contributes to the success of the school.

### **5.2.1. Professional development as pursuit of formal training qualifications**

A key finding of this study is that senior managers viewed professional development as the pursuit of formal training qualifications. It was evident there seemed to be more value given to the pursuit of accredited award-bearing educational qualifications. Some participants described the CPTD programme as the improvement of qualifications. The six participants had qualifications at level REQV 14 and above and Melody, Harry and Sipho expressed their desire to study further, despite the distance, time and effort it would involve. The participants all highlighted their formal training and expressed the view that this type of professional development had been most developmental. As previously stated, “This external validation can be viewed as a mark of quality assurance, but equally can be viewed as the exercise of control by the validating and/or funding bodies” (Kennedy 2005, p. 238). Two of the participants who had completed the ACE in Education and Leadership courses contended that this form of award-bearing model of professional development was most beneficial to their practice.

Findings revealed that coaching and mentoring is widely practiced in the sampled schools. According to Clutterbuck et al. (1991, p.10), “Coaching and mentoring can play a vital role in an organisation’s knowledge, development, acceleration and maintenance, not only for new employees but for all employees”. 4 of the 6 participants indicated that this process is a planned, structured occurrence and is not left to chance. Mentoring and coaching is a type 1 activity as it is described within the SACE Handbook as a personal development, work-based learning, and professional activity.

Most of the senior school managers indicated that CPTD’s purpose is improving teachers’ performance, acquiring and updating skills, and the induction and mentoring of teachers. The participants in the sampled schools indicated that mentoring, coaching and induction do take place. Findings revealed that all six of the senior school managers play roles with regard to the mentoring and coaching of staff. Three of the six participants, Melody, Raj and Ozzy also indicated that they had taken on the role of mentor and mentee. In my view, these collaborations provide opportunities for mutual development.

Findings also revealed that workshops are a key form of CPTD. Internal workshops like meetings keep senior school managers informed and abreast of changes within policy. It was evident that the Uthukela District participants used four of the nine models of PD advocated by Kennedy (2005). Three of these models: the award-bearing model, the training model, and the workshop/cascading model favoured a more cognitive approach to teacher learning. It was

said to be the most favoured form of CPD employed by the DoE within this district. However, the quality of this form of CPD was questioned by the participants. Responses from the participants on whether the training model supports learning were mixed and varied. Opinions were based on the success or failure of the most recent training attended, as this seemed fresh in their minds. While four of the participants were critical of the training model, Raj and Edna's views were opposite to those of Kennedy (2005), as having been taken out of their contexts, off-site for a short period of time: 3-days, they suggested was beneficial. Kennedy (2005) and Darling-Hammond et al. (2009) contend that workshops are one-shot attempts to address a specific topic, neglect context and requires the teacher to make the connections in practice hence, transfer is questionable.

Findings further indicated that only three participants' spoke of the cascading of information received from workshops and two of these had dedicated spaces and times within which this report-back was conducted. The cascade model is similar to the training model, but individuals who attend the training go back and relay lessons learned. The danger of this model is that if the report-back does not occur, there is no development. Fifty percent of the sample did not indicate that there was a reporting process. According to Kennedy (2005), for a workshop or training to be effective and have an impact, cascading must occur.

### **5.3. CPTD as a developmental tool**

Another key finding of this study highlighted that senior school managers had a limited understanding of the machinations of the CPTD programme however; it was recognized as a developmental tool. CPTD activities are designed to improve the learning outcomes of learners by improving the teachers' performance (Day & Sachs, 2004, p.22). This view is supported by the adjusted conceptual framework of Desimone (2009) which is used to demonstrate professional learning. Student achievement and quality learning is inexplicably linked to "sustained and intensive professional learning for teachers" (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009, p. 9).

Through semi-structured interviews it was found that all the senior school managers acknowledged that they have a role to play in staff development. Two of the schools were able to provide evidence of staff development. One senior school manager had the SD timetable fixed to his wall and another was able to invite me to observe one of the trainings offered to the staff. It was reported by senior school managers that circuit managers and district officials make use of workshops, courses and meetings as a vehicle for the CPTD of educators.

It was clear that all the participants believed that professional development needs a willing participant. However, it was contended by five of the participants that it was the responsibility of the district to play a role in their CPTD. Most of the participants expressed that the employer needs to play a more significant role within the professional development of senior school managers. The opinions expressed by five of the six participants support the views of Day and Sachs (2004) for managerial professionalism. Professional development needed to be enforced by policies for teachers and by their employers with an emphasis on accountability and effectiveness. None of the six participants were currently funding their own CPTD which would support a democratic discourse, where professional development would be pursued of their own volition.

It was evident that although senior managers acknowledged their role in staff development, they seemed to have a limited understanding of the CPTD programme and a shallow knowledge of the workings of the SACE programme. Only Edna and Melody were able to speak knowledgably on the CPTD programme and both of them credited their union NAPTOSA for the training they received on CPTD. It was also evident that senior school managers had a negative response to the words CPTD. The programme seemed to be synonymous with the words 'administrative burden'. Although participants engaged in personal and staff CPTD, they bemoaned the administrative bureaucracy that came along with the initiative. There was also a criticism by Melody of the on-line SACE CPTD portal which she said was frustrating.

#### **5.4. The CPTD partially reflects Desimone's (2011) features of effective professional development**

Effective professional development criteria, from the conceptual framework of Desimone (2011) were used to correlate CPTD policies and participants responses with research findings. Findings revealed that professional development activities can be formal or informal. Much of the development received by the senior school managers or relayed by them in SD occurred in meetings, workshops and in less formal settings. Research shows that the features of the activity are more important than their structure. Common features which are relevant are content focus, active learning, coherence, duration (20 hours or more of contact time) and collective participation. Although an activity may embrace these five core features, it may not determine whether professional development has occurred. (Desimone, 2009). Desimone (2009) further proposes that for professional development to occur – teachers experience development – skills, knowledge increase and transforming their attitudes and beliefs. Consequently, teachers apply their new knowledge, skills, attitudes and beliefs to improve their

content instruction and approach to pedagogy. It is hoped that this instructional change will boost students' learning. Two of the six participants attributed their improved skills, approach to pedagogy and content instruction to professional development activities they had engaged in. This change was reported to have improved their leadership and management practices. This supports steps 2 and 3 of Desimone's (2009) conceptual framework, in pursuit of the goal of an improved school. Kang, Cha, & Ha (2013) support Desimone (2009) that contexts such as manager and teacher characteristics, curriculum, school leadership, and the policy environment were also found to play a role in professional development. The study revealed that the context of the individual participating senior school managers and the associated criteria listed, influenced participants views and experiences on professional development. Avalos (2011) supports this view by asserting that school culture, administration, and strength of mission underpins the situated nature of teacher learning where workplace learning, both formally and informally, can support professional development within schools.

Findings showed senior school managers expressed a desire to understand content taught or received. Participants acknowledged that the participants needed to play a role in order to benefit from the professional development training on offer. There must be a buy-in. A key finding revealed five of the participants, who had received ITT through the previous training college model, advocated for curriculum change regarding the training of teachers, calling for a stronger focus on knowledge systems. This indicated another perspective on teacher knowledge and touched on the view of Schulman (1987) which is related to how to teach their subject matter and is an integral form of content knowledge. This finding can be linked to the increased coaching and mentoring taking place within schools by senior school managers to give support to struggling or novice teachers. It was evident much of the professional development said be conducted in the district makes use of the training (workshop) method. There was support and evidence for Desimone's (2009) view that content focus should be a core feature of professional development.

Practices within OECD countries are informed by a more participative, socio-cultural approach to learning, as teachers collaborate and participate with each other, visiting each other's classrooms and sharing resources (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). Kelly (2006), Sfard (1998) and Putnam and Borko (2000) view collaboration, participation and socialisation as key characteristics in teacher learning. Four of the participants expressed that they were more engaged in their learning when they were actively involved in the process but there was little evidence of active learning. For learning to be active,

professional development opportunities for teachers requires them to be engaged in the analysis of teaching and learning (Garet et al., 2001). Two of the participants, Raj and Edna, who are both set to retire within the next six months reflected of their teaching and learning opportunities, analysing the impact of them on their careers. This is in opposition to Day & Gu (2007) who contend that teachers are in danger of being less effective in later stages of their professional lives.

The research study found development practices took varying forms within each school but were consistent within each context. All the participants indicated that they implemented staff development within their schools. As previously stated, workplace learning is encouraged and supported, especially as expert teachers work hand in hand with novices (Hodkinson & Hodkinson, 2004). Evidence of this type of professional learning was the most common form of professional development indicated consistent with Desimone's (2009) feature of coherence.

It was found that only two of the six participants' structure time into the teacher's work lives to accommodate professional development per week. CPD activities should be ongoing throughout the school year and include 20 hours or more of contact time (Darling-Hammond et al., 2009). Generally, collaboration and time for development are seen by the participants as a priority, although, the training model and cascade models are favoured. Research shows that built-in activities allow for sustained and on-going development and 85% of high-achieving OECD countries schedule professional development time as part of the average work week (Darling-Hammond et al., 2009). I would like to assert that as a country, South Africa can learn from the OECD countries by prioritising time for structured, meaningful CPD activities and programmes. Only two participants showed structured evidence of on-going CPD within the sample, in support of Desimone's (2009) core feature of duration.

Findings showed that a forum for senior school managers, from the same circuit participating in CPD activities, to build an interactive learning community was desired by the participants. Most of the participants expressed a need for such a space within which to network, grow and develop. It was evident from the semi-structured interviews and observations that collective participation was being implemented by the senior school managers within their institutions. Stoll et al. (2006, p. 223) supports this practise that "teachers in a school and its administrators continuously seek and share learning, and act on their learning". There is a need for greater collective participation amongst the senior school managers. The creation of a PLC within the circuit would promote collective participation as advocated by the conceptual framework

(Desimone, 2009). Data from the semi-structured interviews led me to conclude that the schools managed by these professionals are in good hands. My interaction with them demonstrated their commitment to quality teaching and professional learning. However, for CPTD activities within the district to be deemed effective, there needs to be greater collective participation, duration and active learning. Only the features of content focus and coherence proposed by Desimone (2009) were evident. Therefore, it can be concluded that the CPTD within the district, partially reflects Desimone's (2011) features of effective professional development

### **5.5. Limitations of the study**

Six senior school managers were used as participants within this case study, all from one circuit within the district. Critics argue that data generated from a case study cannot be generalised to other situations. However, Yin (2009) noted that when multiple case studies are undertaken, they are able to expand and generalise findings that emerge. Consequently, since data was collected from six different participants who have varying contexts, there would be an opportunity to extend my case study research to include participants from other circuits within the Uthukela District. This would enable policy makers and political role-players to acknowledge and support the need for effective CPTD as indicated by my findings.

At the outset, I had intended to conduct my research with 10 participants, however, the research was affected by the withdrawal of four senior school managers who cited personal reasons and time constraints as challenges for them. I ended up using six senior school managers from six schools.

As a senior school manager, within the sampled circuit, situated in the Uthukela District, convenience sampling was used as I was familiar with this area. This was a convenience to me as a researcher, as all the senior school managers selected were within my geographic area and who were accessible. As it is more likely to show bias, generalisations from this study cannot be made beyond this study (Bertram & Christiansen, 2014). This was necessitated by financial and time constraints, as well as by the limitations of case study research.

As a school principal within this district I introduced myself, not as a colleague but as a university student and researcher. I considered my positionality as I explained to them that my purpose was not to evaluate their implementation of CPTD but rather to gain a greater understanding of its role within their CPD. Despite assurances there might still have been unease and discomfort, and this could have influenced the decisions of those who withdrew

from the study. I was only able to observe two professional development activities. One was conducted at circuit level, aimed at all the six participants, four of whom were in attendance. Siphon and Raj were not in attendance. The second observation was as an invited observer, by Edna, as she negotiated a professional development training session with her SMT. My presence in the trainings and an 'observers' effect' could also have influenced teachers and senior school managers could have acted according to what I expected. Cohen et al. (2013) contends that participants can distort information to suit the situation.

#### **5.4. Recommendations**

Based on the findings of the study, I recommend that senior school managers be retrained regarding advocacy of CPTD in the Uthukela District. The National Policy Framework on Teacher Education and Development (NPFTEd) was an unknown policy to senior school managers and needs to be introduced to them to address problems within teacher development. A large role is being played by senior school managers in the mentoring of teachers and this document can assist them. Senior school managers should be offered award-bearing opportunities to address CPD needs such as coaching and mentoring, financial management in schools and human relations courses. It is also recommended that senior school managers within the respective circuits and the Uthukela District establish a senior school manager PLC so that networking, development and support can occur. The DoE needs to conduct CPD of senior managers based on the findings of the research in the field of TD, as well as informed by best practices internationally. All PD activities within the district should be formulated after extensive research based on empirical and evaluative studies. Finally, SACE, as the guardian of professionalism and the gate-keeper of access to the teaching profession, needs to reflect and evaluate the decision that was made to close training colleges within the country. Senior school managers were challenged with inadequately trained teachers, especially regarding methodology and knowledge systems. While coaching and mentoring occurs within the schools, opportunities should be created to support mentorship within the circuit or district for senior school managers.

#### **5.5. Conclusion**

The aim of this study was to explore the role and contribution of the CPTD programme on senior school managers within the Uthukela District. It has shown that they displayed a shallow understanding of the CPTD programme. However, despite this limited understanding of the programme, senior school managers are conducting staff and self-development training within

their schools, dependent on their context and available resources. It is concluded that research into the need for effective CPTD activities which focus on content, active learning, collaboration, duration and coherence will ensure quality CPTD programmes. There needs to be improved communication between the various role-players within education and the supporting structures such as teacher development, human resources and teaching and learning services. A synergy within departments and sections of the Department of Education will prove to be more productive.

Finally, this study has deepened my own understanding of teacher development and has afforded me the opportunity as a novice senior school manager to network and gain an understanding of the role of CPTD on six senior school managers within my district.

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## APPENDIX 1



### Informed Consent Document

Dear Participant,

My name is *Marilyn Megan Jordan* (student number: 201510100). I am a master's candidate studying at the University of KwaZulu-Natal, Pietermaritzburg Campus. The title of my research is: *An exploration of the role of the Continuous Professional Teacher Development (CPTD) programme, on senior school managers within the Uthukela District*. The aim of the study is:

1. To examine the role of the CPTD programme in contributing towards the professional development of senior school managers within the Uthukela District.
2. To examine the extent to which the CPTD programme reflects the features of effective professional development.

This process will require that you complete a biographical questionnaire, allow the observation of CPTD training and I am interested in interviewing you to share your experiences on the subject matter. The information that you provide will be used for scholarly research only. Your participation is entirely voluntary. You have a choice to participate, not to participate or withdraw from the research at any time. You will not be penalized for taking such an action. Your views in this interview will be presented anonymously. Neither your identity will be disclosed in any form in the study. The interview will take about 60 minutes, with the possibility of a follow up interview. The record as well as other items associated with the interview will be held in a protected file accessible only to myself and my supervisors. After a period of 5 years, in line with the rules of the university, it will be disposed of by shredding and burning. If you agree to participate, please sign the declaration attached to this statement.

I can be contacted at: School of Social Sciences, University of KwaZulu-Natal, Pietermaritzburg Campus, Scottsville, Pietermaritzburg.

Email: [201510100@stu.ukzn.ac.za](mailto:201510100@stu.ukzn.ac.za) Cell: 0823335825

My supervisor is Dr. Jacqueline Naidoo who is located at the School of Social Sciences, University of KwaZulu-Natal, Pietermaritzburg.

Email: [NaidooJ@ukzn.ac.za](mailto:NaidooJ@ukzn.ac.za). Phone number: 033 260 5867.

The Humanities and Social Sciences Research Ethics Committee contact details are as follows:

Ms. Phumelele Ximba, University of KwaZulu-Natal, Research Office, Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za), Phone number +27312603587.

Thank you for your contribution to this research.

=====

### **DECLARATION OF CONSENT**

I \_\_\_\_\_ (Full Name) hereby confirm that I understand the contents of this document and the nature of the research project and I consent to participate in the research project.

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

#### **Additional consent, where applicable:**

I hereby provide consent to:

- |  |         |
|--|---------|
| Complete a biographical questionnaire                  | YES/ NO |
| Audio-record my semi-structured interview              | YES/ NO |
| Allow observation of CPTD Training sessions/ workshops | YES/ NO |

**Participant's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## APPENDIX 2

### BIOGRAPHICAL QUESTIONNAIRE

1. NAME

2. TITLE (tick)

MR/ MISS/ MS/ MRS/ DR/ PROF

3. GENDER

4. AGE

5. POST LEVEL

6. JOB TITLE

7. TEACHING EXPERIENCE

• SUBJECTS TAUGHT

• EXPERIENCE IN CURRENT POST

8. QUINTILE RANKING

9. RURAL URBAN

10. NUMBER IN SMT

11. NUMBER OF TEACHERS

12. ENROLLMENT NUMBER

13. QUALIFICATIONS (Please Describe)

14. DIPLOMA M+3

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HIGHER DIPLOMA M+4

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ACE

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FDE

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B. ED HONOURS

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M.ED

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PHD

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**OTHER**

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## **APPENDIX 3**

### **SEMI-STRUCTURED - INTERVIEW SCHEDULE**

#### **INTRODUCTORY QUESTIONS**

1. Tell me about the journey you have made to get to where you are now...
2. What motivates you as a senior manager?
3. Describe your job function or role?

#### **PROFESSIONAL DEVELOPMENT**

4. How would you describe a 'good senior manager'?
5. How have you developed yourself professionally?
6. What do you think is the DOE's role in your professional development?
7. How did you hear of CPTD? Please tell me what you understand about this programme?
8. What is your opinion of the current CPTD management system that has come into operation from 2014? Do you believe that it is an effective system of measuring/monitoring teachers' professional development? Elaborate.
9. Do you think that initial teacher training is sufficient? Please explain?
10. What professional development activities or programmes, if any, do you think could be or are valuable to senior school managers?
11. How do you perceive your role as a senior school manager in the professional development of teachers under your care to be? What skills, expertise and abilities do you believe is required for one to be effective in this role?
12. What are some of the challenges you experience in your role as a senior school manager?
13. How you go about identifying those areas in which teachers under your care need development? Explain or give examples.
14. How do you go about professionally developing those in your care? Elaborate or give examples.
15. Describe one or two professional development activities that you have organised or facilitated for teachers at your school. How do you think this has impacted on the Culture of Learning and Teaching (COLT) at your school?

16. Comment on the effectiveness of the CPTD programme.
17. What did you find most useful about the CPTD programme?
18. What did you find least useful about the CPTD programme?
19. Describe the features that contribute to whether the CPTD programme is effective or not.
20. To conclude this interview, are there any other comments you'd like to make, or questions you would like to ask?

**I thank you for sacrificing your time and making the effort to participate in this interview.**

**APPENDIX 4**

**OBSERVATION SCHEDULE FOR CPTD TRAINING WORKSHOP**

DATE: \_\_\_\_\_

FOCUS: \_\_\_\_\_

**GENERAL OBSERVATION**

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**OBJECTIVES**

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**PROMPTS AND COMMENTS**

**CONTENT FOCUS**

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**ACTIVE LEARNING**

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**COHERENCE**

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**DURATION**

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**COLLECTIVE PARTICIPATION**

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**OUTCOMES**

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**NOTES**

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## APPENDIX 5 - ETHICAL APPROVAL FOR STUDY



17 January 2018

**Ms Marilyn Megan Jordan (201510100)**  
School of Education  
Pietermaritzburg Campus

Dear Ms Jordan,

**Protocol reference number: HSS/0010/018M**

**Project title:** An exploration of the role of the Continuous Professional Teacher Development (CPTD) programme, on senior school managers within the Uthukela District

### **Approval Notification – Expedited Application**

With regards to your response received on 16 January 2018 to our letter of 16 January 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

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

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

Yours faithfully

.....  
**Dr Shamila Naidoo (Deputy Chair)**

/ms

Cc Supervisor: Dr Jacqueline Naidoo  
Cc Academic Leader Research: Dr SB Khoza  
Cc School Administrator: Ms Tyzer Khumalo

---

**Humanities & Social Sciences Research Ethics Committee**

**Dr Shenuka Singh (Chair)**

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## APPENDIX 6 – GATEKEEPER’S APPROVAL



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1041

Ref.:2/4/8/1395

Ms MM Jordan  
PO Box 686  
Estcourt  
3310

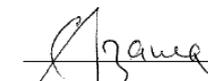
Dear Ms Jordan

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“AN EXPLORATION OF THE ROLE OF THE CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT (CPTD) PROGRAMME, ON SENIOR SCHOOL MANAGERS WITHIN THE UTHUKELA DISTRICT”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 27 November 2017 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UThukela District

  
\_\_\_\_\_  
Dr. EV Nzama  
Head of Department: Education  
Date: 28 November 2017

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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## APPENDIX 7

RESEARCH QUESTION	DATA GENERATION METHOD/ INSTRUMENT	DATA SOURCE	ANTICIPATED ANALYSIS	TIME FRAME
1. What is the role of the CPTD programme in contributing towards the professional development of senior school managers within the Uthukela District?	<ul style="list-style-type: none"> <li>• QUESTIONNAIRE (Biographical Info)</li> <li>• SEMI-STRUCTURED INTERVIEWS</li> </ul>	6 PRINCIPALS (HIGH AND PRIMARY SCHOOLS)	Desimone's (2009) conceptual framework. <ul style="list-style-type: none"> <li>• content focus</li> <li>• collective participation</li> <li>• coherence</li> <li>• duration</li> <li>• active learning</li> </ul>	<u><b>DATA COLLECTION</b></u>  MARCH 2018 TILL JUNE 2018
2. To what extent does the CPTD programme reflect the features of effective professional development?	<ul style="list-style-type: none"> <li>• DOCUMENT ANALYSIS - CPTD Policy documents.</li> <li>• OBSERVATION</li> <li>• SEMI-STRUCTURED INTERVIEWS</li> </ul>			

## APPENDIX 8

### Summary of responses to research question 1: Summary of semi-structured interviews responses

What is the *role* of the CPTD programme in *contributing* towards the professional development of senior school managers within the Uthukela District?

THEMES	OZZY	HARRY	MELODY	RAJ	SIPHO	EDNA
<p><b>Understanding of professional development</b></p>	<p>must have knowledge on most of the things.</p> <p>need to continuously eh... develop professionally.</p>	<p>there's always a link. As far as learning is concerned there's always links you know. It's, it's how you bring those links together that makes a difference.</p>	<p>committed them self to growing community</p>	<p>if you pursue a career in education, then you must do things that are linked to education.</p>	<p>trying to make sure that teachers are well developed within the, eh, within the teaching profession</p>	<p>we should all become lifelong learners because continuous professional development is critically important. I've studied throughout my life. I felt we needed to keep abreast of the latest trends in education.</p>
<p><b>Pursuit of formal educational qualifications</b></p>	<p>It used to be called STD Technical Special Organisation, so it was N+3. And then I did I... iLibrary. Management. ... I'd say for now it would be the workshop. Workshops and meetings.</p>	<p>I have a Diploma M+3. I have a Further Education Diploma and I have a B-Tech Degree in Management</p>	<p>We were the first lot to do the HED, Higher Education Diploma, 4 years.</p>	<p>You know, I came out of the University with a Diploma in Education in 1979. In 92 I think I passed, I finished my degree. Then I started my B.Ed.</p>	<p>UNISA, I did my BA Degree in Psychology and Sociology and there's Mathematics there because I had Mathematics 2 and Psychology 3 and Sociology 3.</p>	<p>I've got HDE, BA Degree... And the Further Diploma, uh in Management. I think with that it's been... it's been who I am throughout my life. Um, I'm retiring next year, but as recently as last year, I've still been studying a 36 months course and uh, so I've studied throughout my life.</p>

## Coaching and mentoring

### OZZY

I decided to take her into my arms.

### HARRY

It doesn't matter what it is, academic, and whether it's your support staff, or whether it's your administrative staff... you're talking about staff development.

the other aspect is what we find out is that ... in talking about needs of educators, is that we find out where, where the needs are as an individual. He further states, where in our planning for the year, one of the things is that you have to develop your educator... when we find out is that we're wanting in certain areas.

### MELODY

I feel that currently our teachers that are coming out of the Universities, ok fine... through UNISA I can see that there is some kind of monitoring being done by the lecturers. They also have mentorships where teachers come in for 2 or 3 weeks or even a week and they are allocated mentors. I learnt a lot more because I was taught by that strict person. Mr Y, he was like a drill sergeant, you had to report on time, you had to dress up in a particular manner, ah, you had to make sure that... what you call it... like ah, even on weekends, he used to come and tell you, and we were travelling teachers

### RAJ

Must be like a sponge...thirsty for knowledge. And without that thirst, it won't work. As much as I'd like to mentor somebody, that person must be willing, it mustn't be a paper exercise, somebody forcing me to mentor somebody! You know they must have that... that free... That hunger yah! mentoring is supposed to be an organized plan where you have a mentor and a mentee. You know, we all share different ideas, but we learn from each other.

### SIPHO

I know there, there is a great guy there, an old guy in my school which he was a principal before and has got some skills and I said, no Mr please, can you please assist on this one.

### EDNA

Attach that teacher to someone you know that teaches very well.

<b>I have been workshopped</b>	<p><b>OZZY</b> There are workshops that are organised for the sake of having workshops... the facilitators you find, that they are not well prepared. there are also some workshops that are very fruitful.</p>	<p><b>HARRY</b> Encourage them to believe is that they're part of the institution, they're not just coming there to make up numbers.</p>	<p><b>MELODY</b> Workshops are not very interactive there are lots of shortcomings. Not very interactive. Sometimes the... the documentation are not available, they're always running short of documentation and then you have to share documentation and things like that. Uh, which I find is, is poor planning.</p>	<p><b>RAJ</b> Very interactive, very hands on. most of the time we used to go to Durban for their lectures and courses and stay over, but they were trained, they were experts in their field.</p>	<p><b>SIPHO</b> We make an Intervention guide using the same people within the school to, to assist.</p>	<p><b>EDNA</b> After about the third time when we went out, you could actually see the confidence amongst the other Principals that we were with. I would say the, like a 3-day short course is most effective! You actually learn from the best practices that other people experience.</p>
<b>Reporting back after training</b>	<p>the cascading and the manner in which we try and fit it into schools, but it's a good idea, it's a good idea.</p>	<p>No mention</p>	<p>like when I went to a CPTD workshop recently, I did come back to the staff and relay it at our staff meetings.</p>	<p>So, you see Mondays ... Monitor Development Support. Thursday even if I don't have staff meeting, its written staff meeting on my calendar.</p>	<p>No mention</p>	<p>our policy in school is that if any teacher goes, attends a workshop, he or she comes back and workshops the other educators.</p>
<b>Role of CPTD</b>	<p>think they, they are sort of encouraging us to continue attending eh development programmes . So if they are not implementing, kusho kuthi, they are not going to</p>	<p>I'm happy you said I HEARD about it. you have to implement it properly. We haven't given it a chance for implementation.</p>	<p>: people are doing it as a paper activity. ... I don't think it's being done effectively enough. And it's window dressed. The idea of it is excellent. But I think the actual uh... the weakness is in the actual making sure</p>	<p>right now it is not effective, it is taking too long to get off the ground... And SACE I don't know whether they've got the capacity or not but they've got the money, I know. this vision it must be bought by all its members of the</p>	<p>. It is not effective because it has not yet implemented. Yah, very few schools have implemented it. Very, very few and eh, no one is monitoring that. I had training, ai it was brief.... I came in there, they</p>	<p>my only doubts (clearing throat), doubts that I have with CPTD is the endless administration. You know, we are so bowed down with all the administration when it comes to our assessments</p>

develop professionally  
I think, first of all the cascading of it eh, it didn't go well... Harry indicated, you have to implement it properly. We haven't given it a chance for implementation.

that it is all recorded. The admin part is actually the challenge. I think the type 1 is the easiest one to do. Uh, because it's something you yourself as an individual can control. Type 2 is also relatively easy because the school can play a very important role in making sure development occurs. Ah, type 3 is a bit difficult because as I said now with most of these type 3 ones are external, they are costly and unfortunately schools don't have the funds to actually ensure that every teacher gets opportunities to go for that activity, uh this thing...the admin duties are escalating beyond control. now we've got this IQMS, we got CPTD, you're trying to merge the both... Right.

staff it mustn't be compelled onto them. Sipho also critiqued the training on CPTD he received, I had training, ai it was brief.... I came in there, they told us the purpose of being trained for this thing

told us the purpose of being trained for this thing. then, else.

everything

**Development tool for senior school managers**

**OZZY**

**HARRY**

I think it's a developing tool that assists the teacher to move from one point to the other. To assist the manager to move from one point to another; to assist the school to move from one point to another. To me it's about developing an institution.

**MELODY**

in terms of developing yourself, I think CPTD is excellent. I think as a senior manager you must be developed in every aspect.

**RAJ**

you have a vision, you want to climb this mountain, you want to reach the peak, you want to achieve something.

**SIPHO**

I do understand that the Department of Education is trying to make sure that teachers are well developed within the, eh, within the teaching profession.

**EDNA**

development is part and parcel of your work.

**Individual versus responsibility**

**DoE**

School Evaluation and CPTD ... the onus rests on that individual.

The Department of Education has a role to play, but as far as what the role is... how much they can do for an individual? I think first and foremost it is the initiative of the Department of Education to do so... (Sighs) Assist in all aspects of education in terms of development.

I think SACE and The Department need to really give us more clarity as to what's going on with CPTD in terms of also taking a stronger role in developing more teachers and using more programs!

The Department is like a toothless dog I'm telling you. They bark a lot. They make the good policies, but implementation, no. So, no, the Department hasn't contributed much. I got a problem with Subject Advisers. They only come beginning of the year and dish out some worksheets um, for the rest of the year and then you don't see them.

The Department should play a role. A good role in training. Not one day training, I'm not talking about a one-day training. He continued, they are limited in terms of money you see. They talk about the kilometers.

The Departments must pay like all the other employers, they pay with 1% skills levy. We feel that that should be open to all the members of the workforce.

## APPENDIX 9

### Summary of responses to research question 2: Summary of semi-structured interviews responses

To what extent does the CPTD programme *reflect* the features of effective professional development?

FEATURES Desimone 2011 Content focus	OZZY	HARRY	MELODY	RAJ	SIPHO	EDNA
	<p>If you know what content is going to be covered, you can even prepare yourself. But for the fact that teachers must develop, eh so it's my responsibility as a senior manager. even the methodology, they have the knowledge, but in terms of presenting the knowledge to the learners, I've experienced that some of them battle. So, if maybe they can be given more time to do more on methodology. the content that is there is not very much good or the facilitators you find, that they are not well prepared. teachers complain that they've got lot of work</p>	<p>The literature and the content. They may understand knowledge but, don't only teach knowledge, there's other things we teach values. That's it. Um... it is unfortunate you know, with regards to studies... you can't force a chi... teacher to go and say listen here you need to study further.</p>	<p>The presentation was like you got to get a file and then they gave you a little work book and it was a lot of paperwork to me. You are here to ensure they have the correct content, the correct curriculum you should be driving it and making sure that it's happening in the school you know what I mean. Otherwise what happens is, your teachers become complacent and they believe that what they are doing is the right thing whilst maybe it's not the right thing. the initial teacher training that I feel I went through actually made me a better teacher compared to what we have now</p>	<p>You've got to read, you've got to understand before you go into a class. You must know your content. You don't have to look at a textbook to see what you going to teach. if you don't drive it as a senior manager, people just are very complacent and can sit back.</p>	<p>Induction or orientation induction. Is very important, and the training as well.</p>	<p>We needed to keep abreast are the latest trends in Education. You need to be constantly empowering yourself to be able to keep abreast with the latest trends.</p>

**FEATURES**  
**Desimone 2011**  
**Active learning**

**OZZY**

The teacher himself (beeping sound) must know ukuthi he need the development, how does he plan to develop himself? if they are saying each certain questions that you have... or documents that you have, you go through those documents so when you get to that workshop, you are able to participate because you have done some work on it.

it will be more productive if you are participating. Because, if a person is just singing in front of you eh.... You could say that some people will start failing to concentrate, doing their own things, eh... even some sleeping.

**HARRY**

The onus rests on that individual. And when we talk about the onus resting on the individual it's the responsibility.

**MELODY**

But the one we went for in uh... was it Bergville... with ah, dashboard. That one is very interactive. And you learnt because it was like you're interacting directly with a computer and you know what to do.

**RAJ**

We gave them scenarios and all of that, they went into the open, they had their group discussion there, they had their meetings... And they were outdoors, they had a good meal, they had scones. I organized them transport, they didn't have to pay for anything. It was very nice.  
We came back with a united vision and all we were saying is this is not a school vision, not a shared vision, we all, we drafted this policy here. That we want to be an unquestionably superior government school.

**SIPHO**

We used resources within the school. Certain people are resourceful on that one.

**EDNA**

I may say that I've got the latest technology but I'm not as pro-efficient as others, but I've taken the first step to get there, like I've done computer training.

**FEATURES**  
**Desimone 2011**  
**Coherence**

**OZZY**

First of all in our staff meetings I make sure that...iHOD's when they are reporting they also speak to iprogrammes around the CPTD. in terms of developing an educator and it will not be limited obviously to the school premises. We do need help from outside the school premises.

**HARRY**

We do a lot of development and the development starts first and foremost within your department...

**MELODY**

Networking was one of the ways in which I developed myself. Also, by making sure that you... uh... in terms of networking, not only within Principals but also with Circuit and even the District.

**RAJ**

Time where parents can come see teachers or teachers can engage with each other, developing themselves, monitoring with each other, supporting each other. So there is that time, but I can tell you it's not being used effectively.

**SIPHO**

There is a meeting on a monthly basis to check or to give information to other members of the finance eh committee. there was a workshop on assessment. On CPTD and on, on assessment. Which we did not outsource. We used resources within the school. Certain people are resourceful on that one.

**EDNA**

So it's different... different people and different bodies that will undertake professional development educators aren't very good at making uh teaching aids or making charts and things like that so I must identify one of my HOD's, the Foundation Phase HOD to workshop the other educators on how to do this. I would say the, like a 3-day short course is most effective.

**Sustained duration**

They do not have enough time. Time is limited

In our planning for the year one of the things is that you have to develop your educator, then when we find out is that we're wanting in certain areas. ... a school development programme which we run over a period of time and uh... I had to, to, actually you know invest in time so that they can believe in something.

When you go to a workshop, you'd expect everything to be set up and everybody on time you know. By 9 o'clock you start. But then suddenly you have people still battling with their data projector. And also, some of the workshops start at 9 o'clock and only finish at 1 o'clock, there's no break in-between. I mean realistically we have a cup of tea or something in-between you know.

Every Monday is IQMS, Develop Monitor Support. Tuesday is sport mainly, Wednesday is sport. Thursday even if I don't have staff meeting, its written staff meeting on my calendar. It's a 24-hour job. Not a 7 to 2 o' clock job. But uh, continuous professional development starts with the teacher. the Department hasn't contributed much. The SEM's I think have so much of other work to do that they can't

**FEATURES**  
**Desimone 2011**  
**Collective**  
**participation**

**OZZY**

We can share our experiences as principals. I can have a chance to, to have a meeting with a principal from another school, he can say 'ai, I also had these challenges, and this is how I solved them', so if maybe idepartment can make such a... a space.

**HARRY**

Continuous meetings where we can share our experiences as principals.

**MELODY**

Networking was one of the ways in which I developed myself. Also, by making sure that you... uh... in terms of networking, not only within Principals but also with Circuit and even the District

concentrate on their schools and the Management and the professional development

**RAJ**

When I got to another school I was always looking with hungry eyes where I can learn and look at things where I can adapt to the school. so sometimes you have to network with other people. You network with people and they'll give you ideas, they'll share ideas with you.

**SIPHO**

As a leader, you treat your teachers as your, as your, as your, as your children because a teacher might come leading them. You must be a person who your teachers can rely on

**EDNA**

Invitation to an Observed Workshop

## APPENDIX 10

### CHAPTERS 1 TILL 5

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### CHAPTER 1

#### ORIENTATION OF THE STUDY

##### 1.1 Introduction

The purpose of this study is to explore the role of the Continuous Professional Teacher Development (CPTD) programme on career school managers within the Umkhonto District. This chapter serves as an introduction to the study and outlines the background, rationale, research questions and objectives of this study. In addition, this chapter briefly outlines the conceptual framework and methodological approach adopted in this study. The chapter concludes with an expression of the structure of the dissertation and outlines content of the chapters that follow.

##### 1.2 Background to the study

This study aims to explore the role of the Continuous Professional Teacher Development (CPTD) Programme advocated for in the Integrated Strategic Planning Framework for Teacher Development in South Africa, and how it contributes towards the empowerment and professional development of career managers within the Umkhonto District. This study also aims to explore the extent to which the CPTD Programme reflects the features of effective professional development, as outlined by Bransford (2008).

The importance of understanding how teachers learn is crucial for transformative teaching and learning within our schools. Research reveals that teacher achievement, quality learning, is significantly linked to "sustained and intensive professional learning for teachers." (Darling-Hammond, Wei, Andree, Richardson, & O'Connell, 2009, p. 9). Stedler's (2000) definition defines professional development as processes and activities geared towards improving the knowledge, skills and attitudes of teachers, as well as, improve teacher learning. Darling-Hammond (2001) contends that while teacher professional development is key to improving school quality, it also enables teacher innovation and encourages that can "increase their knowledge and skills, improve their teaching practice, and contribute to their personal, social, and intellectual growth." (Darling-Hammond, 2001, p. 20). Avolio (2001, p. 1) contends that "... professional development is about teachers learning, learning how to learn, and transforming their



17th of January 2019

To whom it may concern

**EDITING OF DISSERTATION FOR MISS MARILYN JORDAN**

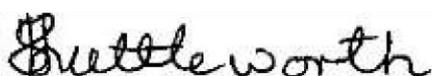
I have a master's degree in Social Science, Research Psychology and a TEFL qualification from UKZN. I also have an undergraduate and honour's degree Bachelor of Arts in Health Sciences and Social Services from UNISA.

I have 15 years of teaching experience and have been editing academic theses for students from UKZN, UNISA, the University of Fort Hare, and DUT for the past seven years. I have further done editing, transcribing and other research work for private individuals and businesses.

I hereby confirm that I have edited Marilyn Jordan's dissertation titled "**An exploration of the role of the Continuous Professional Teacher Development (CPTD) Programme, on senior school managers within the Uthukela District**" for submission of her master's dissertation in education at UKZN. Corrections were made in respect of grammar, tenses, spelling and language usage using track changes in MS Word 2010.

Once corrections have been attended to, the dissertation should be correct.

Yours sincerely



Terry Shuttleworth (Tefl, UKZN, MSocSc, Res Psych, UKZN).