

**UNIVERSITY OF KWAZULU NATAL**

**EXPLORING THE ROLE OF PEACEDALE  
DISTRICT TEACHER DEVELOPMENT CENTRE  
IN SUPPORTING TEACHER PROFESSIONAL  
LEARNING**

**BY**

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**DECEMBER 2018**

## **Declaration**

I, Nontle Mnguni declare that:

1. The research reported in this thesis (The role of Peacedale District Teacher Development Centre in supporting teacher professional learning), except where otherwise indicated, is my original work.
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N. MNGUNI

**1 December 2018**

DATE

### **STATEMENT BY SUPERVISOR**

**This dissertation is submitted with my approval.**



**3 December 2018**

**PROF CAROL BERTRAM**

**DATE**

## **Dedication**

This work is dedicated to my late mother Bukani Agnes Ndlamla. Thank you for instilling the principle of hard work and diligence. You were such a phenomenal woman who always gave her very best for us as your children. My sister, Thembeke who gave me her full support throughout this journey, and lastly, to my three wonderful children, Yonela, Sfiso and Smangaliso, for being there for me and encouraging me to soldier on. I love you guys and I feel so blessed and proud to have you in my life. You are greatly appreciated.

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## **Abstract**

Since the advent of democracy in 1994, the education system in South Africa has been characterised by numerous innovations, some of which were aimed at providing supportive and engaging environments for the ongoing learning and development of teachers. These changes included programmes for the continuous professional development of teachers. Various challenges experienced in teacher education and development, especially by teachers in South Africa, were highlighted at the Teacher Development Summit held in July 2009. The Summit resulted in a Declaration that called for the development of a new integrated national Plan for teacher development in the country. The Plan recognises the need to enhance teacher support at the local level by providing teachers with access to resources and continuing professional development opportunities close to where they live and work. In order to achieve this objective, one of the outputs of the Plan was to establish District Teacher Development Centres (DTDCs) across all provinces.

The provincial education departments in collaboration with the Department of Basic Education (DBE) were tasked with establishing the DTDCs according to the norms and standards defined for these centres. Therefore, the aim of the study aims to explore the role of Peacedale District Teacher Development Centre in supporting teacher professional learning. The case study adopted a qualitative design within an interpretive paradigm. Data was generated through semi-structured interviews and observation. The sample consisted of five primary and high school teachers from schools in the vicinity of the DTDC, and three members of the centre personnel. The study utilised purposive and convenient sampling.

The findings of the study revealed that the resources at the centre were not fully utilised due to lack of awareness on the part of the teachers, resources not fully functional, the long distances that teachers need to travel to reach the centre, as well as the shortage of trained personnel to assist the them. The centre supports teacher collaborative learning by providing Professional Learning Communities with a venue to hold meetings, use computers and have access to internet. Teacher learning at the centre takes place in the form of both voluntary activities, namely, PLCs, as well as imposed activities, namely, curriculum workshops. It is evident that the major activities that take place at the centre are the CAPS workshops held by the curriculum support staff of the department of Basic Education (DBE). Most of the teachers visit the centre only for the purposes of attending a workshop. Therefore, the centre needs to make its services known to teachers in order to operate in its full potential.

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# **CHAPTER ONE**

## **ORIENTATION TO THE STUDY**

### **1.1 INTRODUCTION**

The study is an exploration of the role of Peacedale District Teacher Development Centre (DTDC) in supporting teacher professional learning. Chapter one provides an introduction to the study. It describes the focus and purpose of the study, why the study is important, the research questions and the method that will be used to answer them. A background information of the empirical field where my study is located is also outlined. This is followed by a short summary of the structure of the thesis as well as the contents of the chapters.

### **1.2 BACKGROUND INFORMATION**

The study is conducted at Peacedale DTDC in the Kwa Zulu-Natal midlands, under UMgungundlovu circuit. UMgungundlovu circuit is to a large extent populated by underprivileged schools. A significant number of schools in the area surrounding Peacedale DTDC are no-fee-paying, Quintile 1 schools. This in itself portrays the socio-economic status of the communities around the DTDC. The majority of households in these communities is either RDP houses or shacks in which unemployment and crime are most prevalent. Many families are largely dependent on child support and foster care grants for survival. A huge percentage of teachers in these schools are IsiZulu home language speakers. In their schools, English is only offered as a First Additional Language (FAL).

### **1.3 PURPOSE OF THE STUDY**

The aim of the study is to explore the role of Peacedale DTDC in supporting teacher professional learning. The study focuses on the kinds of learning activities teachers engage in at the centre and how these support teacher learning. It also explores the kinds of resources provided at the centre, as well as the ways in which teachers use these resources to support their learning.

### **1.4 BRIEF INFORMATION ON THE ESTABLISHMENT OF DTDCS**

In an attempt to highlight and address the challenges experienced in teacher education and development in South Africa, different stakeholders in the education sector met at a Teacher Development Summit in July 2009. The summit resulted in a Declaration that recommended that an integrated national Plan for teacher development in South Africa should be established. The collaboration that ensued culminated in the establishment of the Integrated Strategic Policy

Framework for Teacher Education and Development in South Africa, (ISPFTED), (DBE & DHET, 2011) hereafter referred to as the Plan, whose primary outcome is to refine the quality of teacher education and development so as to enhance the quality of teachers and teaching.

One of the responsibilities of the provincial education departments as outlined in the Plan is to enhance teacher support at a local level so that teachers may have access to professional development opportunities closer to where they live and work. Provincial Education Departments were therefore tasked with the establishment of District Teacher Development Centres (DTDCs). These are physical sites located in districts for easy access to teachers working in surrounding schools. Some of the purposes of the DTDCs as is outlined in The Plan include that, they will serve as sites from which curriculum support staff can operate, sites where teachers can access shared resources, continuing professional development activities will be delivered at these sites, and they will also serve as a meeting place for Professional Learning Communities.

Knight (2002) argues that teachers need to participate in some professional development activities from time to time during the course of their careers in order to enhance their knowledge, skills and attitudes. According to Villegas-Reimers (2003), the professional growth a teacher acquires through gaining increased experience and examining his or her teaching in a systematic way constitutes professional development. This includes both formal activities such as attending subject workshops, planned seminars, and professional meetings, as well as informal experiences such as reading informal publications, informal staffroom conversations and getting advice from colleagues (Villegas-Reimers, 2003).

Jita and Mokhele (2014) argue that professional development of teachers should not be a once off event but rather an on-going activity aimed at improving teachers' instructional practices and building their capacity. Hence the term Continuing Professional Development (CPD). However, attending Professional Development (CPD) activities does not necessarily guarantee that teachers will learn from these. Knight (2002) asserts that teachers may participate in a CPD activity and not learn anything, that is to say, such activities may not influence teacher learning.

## **1.5 RATIONALE**

The rationale for my study emanates from having worked in a primary school that is in close proximity to a DTDC in the course of my twenty two years teaching experience. Having attended a number of subject workshops and a range of different activities in some of these centres at a certain time in my career, I have always been eager to find out more about the role of these centres in assisting teachers in their learning journey.

Therefore, my study attempts to explore the ways in which the kinds of activities that take place at Peacedale DTDC as well as the resources that are provided there support teacher professional learning. I will also be looking at how the DTDC as a brainchild of the ISPFTED (DBE & DHET 2011) actually fulfils the purpose it was set out to serve as is outlined in the afore-mentioned policy document. This will contribute in filling the gap in literature regarding the contribution to teacher learning provided by these centres which ultimately impacts on the quality of teaching that transpires in the classrooms of teachers who utilise their services. Moreover, it appears that since these centres were established, very little is known about how they operate, in what ways do they provide professional assistance to teachers, how often and in what ways do teachers utilise them. My study attempts to fill that gap.

## **1.6 THE RESEARCH QUESTIONS**

The questions that the research aims to answer are as follows:

- ❖ **The key research question:** In what ways do the resources provided by, and the activities that take place at Peacedale District Teacher Development Centre support teacher professional learning.

### **1.6.1 SUB QUESTIONS**

- ❖ What are the resources provided by, and the activities offered by the District Teacher Development Centre?
- ❖ In what ways do teachers use the resources and participate in the activities?
- ❖ To what extent do teachers say these activities and resources support their teacher learning?

## **1.7 RESEARCH METHODOLOGY**

### **1.7.1 RESEARCH PARADIGM**

My study is located in the interpretivist paradigm. du Plooy-Cilliers, Davis and Bezuidenhout (2014) assert that interpretivists believe that reality is constructed socially and depends on the meanings that people assign to their experiences. Similarly, Creswell (2011) argues that interpretivists rely on the participant's perspective of the phenomenon under study.

Cohen, Manion & Morrison (2011) interpretivists make the effort to put themselves in the participant's shoes in order to understand their point of view. In this study the researcher has interpreted what the teachers and the centre personnel said about the centre's contribution to

teacher learning. The study has also observed teachers' interactions and drawn meanings from them.

### **1.7.2 QUALITATIVE APPROACH**

The study has been conducted using a qualitative approach since its intention is to gain rich first-hand information about the centre in its natural setting where interactions among the people who use the centre occur. Qualitative research seeks to answer questions by analysing different social contexts and the people who stay in them (Maree, 2007).

In qualitative research, researchers interpret what they hear, see as well as understand and these interpretations are often influenced by their background, context and history (du Plooy-Cilliers et al., 2014). As I have conducted interviews and observations at Peacedale DTDC, I was in a position to interpret what my participants said, as well as what I noticed when observing them.

### **1.7.3 RESEARCH DESIGN**

An exploratory case study has been conducted in order to explore the types of teacher professional learning that take place at the centre. Creswell (2011) asserts that a case study is the study of a case in its own context and that it is crucial not to separate the case from its context. Hence my study has been conducted at the centre. All case study research emanates from a determination to obtain an in-depth understanding of a particular case or cases (McMillan & Schumacher, 2006).

### **1.7.4 SAMPLING**

Purposive as well as convenience sampling has been used to select participants for the case study. Cohen et al., (2011) state that purposive sampling is whereby the researcher hand picks participants that meet a certain criteria in order to address the research problem. For this sample, the centre personnel as well as the teachers who utilise the centre from time to time were selected as participants. Bertram and Christiansen (2014) assert that convenience sampling entails choosing a sample which can be easily accessible to the researcher. In my study I have also included members of the PLCs who held their meetings at the centre.

## **1.7.5 DATA GENERATION METHODS**

### **1.7.5.1 SEMI-STRUCTURED INTERVIEWS**

Cohen et al., (2011) describe an interview as a conversation between two people that is often initiated by the interviewer with the intention of acquiring information that is relevant to the research. It is an organised and focused conversation whereby the researcher is aiming at obtaining particular information from the respondent through asking appropriate questions (Bertram & Christiansen, 2014). Furthermore, Maree (2007) states that the use of open-ended questions in an interview allows the participant to express his or her perspective, objectives and attitudes about particular events or occurrences. This study has used interviews to afford the participants room to freely communicate their ideas and to get a more detailed information on the activities that I had observed on my visits.

### **1.7.5.2 OBSERVATIONS**

According to Bertram and Christiansen (2014), observation is whereby the researcher visits the physical site of the study and observes what is actually taking place there. This allows the researcher to obtain first hand data by actually witnessing the things that take place rather than relying on what other people say. During an observation, the researcher gets to see the context and the site of the research study. They also write a free description of what they observe (Bertram & Christiansen, 2014). Observations can either be structured or unstructured. In my study, I visited the centre five times, for two hours per visit. Using unstructured observation, I observed the activities that took place there, who attended the activities, who facilitated them, as well as what resources were utilised.

## **1.8.3 DATA ANALYSIS**

McMillan and Schumacher (2006) emphasise the importance of presenting and interpreting data systematically and with caution. Data has to be presented in a user-friendly way that makes sense to the reader. Interviews have been recorded and later transcribed. Data has been analysed both inductively and using the deductive approach. This approach entails that the researcher sets out with a clear set of concepts beforehand and use this framework to analyse data (Bertram & Christiansen, 2014).

## **1.9 OUTLINE OF CHAPTERS**

Chapter one provided the background and purpose of the study, the rationale, as well as the research questions. A brief outline of the research methodology is also provided.

Chapter two constitutes the literature review and the conceptual framework within which the study is framed. Chapter three provides the paradigm within which the study is located. The research design, data collection methods, sampling procedures and data analysis are discussed. This is followed by a discussion of ethical procedures followed as well as issues of trustworthiness, validity and reliability. Chapter four presents the findings of the study. Lastly, chapter five provides an interpretation of the main findings of the study in relation to the research questions.

## **1.10 CONCLUSION**

This chapter has presented the background and purpose of the study, the rationale and the research questions. The research methodology has been outlined briefly to give an overview of the study. The next chapter will explore the literature review as well as the conceptual framework of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **2.1 INTRODUCTION**

In this chapter I discuss the relevant literature on teacher professional development and teacher professional learning. The main purpose of this chapter is to explore studies that have already been conducted on teacher professional development and teacher professional learning respectively. It further familiarises the reader of the thesis with the conceptual framework suitable for my study. The purpose of my study is to explore the role of Peacedale DTDC in supporting teacher professional learning. The phenomenon under study is teacher learning.

Different dissertations, books, articles and empirical readings done by scholars were consulted in generating data for a literature review. The focus of the literature review is the research phenomenon, which is teacher professional learning in a DTDC. Jita and Mokhele (2014) assert that professional development (CPD) of teachers should not be a once off event but rather an on-going activity aimed at improving teachers' instructional practices and building their capacity. Hence the term Continuing Professional Development (CPD).

My aim is to define teacher professional development and teacher professional learning. Engaging with literature assisted me in ascertaining the conceptual framework useful in understanding teacher professional learning and teacher professional development.

#### **2.2 PROFESSIONAL DEVELOPMENT**

According to Avalos (2010), "Professional Development is about teachers learning, learning how to learn and transforming their knowledge into practice for the benefit of their students' growth" (p.10). Professional development opportunities are needed in order to promote the recognition of teachers' work as professionals and to provide them with new opportunities for growth, exploration, learning and development. Since the primary objective of most education reforms is to improve the performance of teachers as well as student learning, the CPD of teachers is held in high regard (Avalos, 2011).

Villegas- Reimers (2003) argues that teacher professional development is an ongoing process which commences from the time teachers receive the initial preparation at an institute of teacher education until they retire. The professional growth a teacher acquires through achieving more

experience and analysing his or her teaching in a systematic way constitutes professional development. This includes both planned experiences like attending workshops, mentoring, and professional meetings as well as informal experiences such as reading informal publications (Villegas-Reimers, 2003).

Antonio, Kyriakides and Creemers (2013) assert that teacher professional development is viewed as an indispensable mechanism for strengthening the content knowledge of teachers and improving their teaching practices. It is assumed that high quality teacher professional development could expedite improvement of teaching practices which could lead to higher levels of student achievement.

CPD activities can either be voluntary or imposed by the employer. In the case of voluntary CPD activities the teachers take the initiative for their own professional development, while imposed activities come in the form of a top down approach and are often determined by the employer (Day & Sachs, 2004). CPD programmes differ in their format and content but they share a common purpose, which is to change the knowledge, beliefs and practices of teachers (Guskey, 2011 as cited in Jita & Mokhele, 2014). Continuing Teacher Development can be organised and structured in many different ways and for different purposes. Most CPD experiences can be viewed as a means of introducing or enhancing knowledge, skills and attitudes (Kennedy, 2005).

Ono and Ferreira (2010) argue that professional development of teachers has been conducted for different purposes and in different forms. Four categories of Professional development activities that have been conducted for a specific purpose according to Greenland (2008, as cited in Ono and Ferreira, 2010) include, certification of unqualified teachers, to prepare teachers for new roles, curriculum related dissemination or refresher courses as well as to upgrade teachers.

However, according to Kennedy (2005) it is not only the knowledge being attained that is important, but the context through which it is acquired and ultimately used that actually assists us to understand the nature of that knowledge. He identifies three major contexts through which teacher professional knowledge is acquired, that is, the academic context, institutional discussion of policy and practice and then lastly, the practice itself. As Putnam & Borko (2000) would argue, the physical and social context in which the CPD activity takes place is of the fundamental importance to the activity. In the same breath, the activity is an essential part of the learning that occurs within it. This resonates with the socio-cultural theory of learning according to Kelly (2006) which puts emphasis on the importance of the context in which learning takes place.

According to Kelly (2006) the cognitivists view teacher learning as “the accumulation of knowledge through in-service training or courses, while the socio-culturalists argue that knowledge accumulation does not necessarily result in deep professional learning needed to change practices”, (p.507). Opfer and Pedder (2011) argue that, while teachers may hold particular practices in high esteem, they do not automatically put them into practice. Some teachers may not take it upon themselves to change practice as a result of CPD. Avalos (2011) suggests that CPD activities are intended to lead to teacher learning. However, it is barely evident how that learning can be supported in order for it to result in change of practice following a CPD activity. King (2016) posits that not all CPD needs to lead to change of practice.

According to Roseler and Dentzau (2013), modelling the current professional development experiences after traditional top-down approaches may not have the desired effect of raising and maintaining the standard of teaching and learning in a range of schools. They argue against the notion of inviting “an expert” or “a knowledgeable outsider” to deal with local issues that affect teachers, but they believe that teachers are more than capable of addressing their challenges with the resources and expertise available from their immediate community. They further argue that the traditional top-down approach devalues teachers by undermining their potential to address their own professional development needs.

### **2.3 FEATURES OF EFFECTIVE CPD ACTIVITIES**

Effective professional development should translate to teacher learning which will in turn cause teachers to change practice in order to fully equip the learners. Thus, the ultimate goal of teacher professional development is the improved academic performance of learners. Literature contends that there are particular characteristics of professional development activities that make it more likely that teacher learning will take place. The amount of time allocated to a professional development activity has a significant impact on the success and the effectiveness of that activity in terms of influencing teachers’ change of practice (Opfer & Pedder, 2011). Day & Sachs (2004) asserts that teachers should have adequate time to engage in and interact with new knowledge as well as to assimilate it. They further argue that activities that are intended to enhance teacher professional learning need to be comprehensive and extended over a long period of time.

Likewise, Desimone (2011) states that professional development activities should take place over the entire semester for a duration of at least 20 hours. Studies suggest that professional development efforts that offered an average of 49 hours per year improved student achievement significantly (Darling-Hammond, Chung Wei, Andree, Richardson & Orphanus, 2009).

According to Garet, Porter, Desimone, Birman and Yoon, (2011) the duration of a CPD activity is in direct proportion to the extent of teachers' change of practice.

Features of CPD activities that lead to effective teacher learning include, content focus, active learning, coherence, duration and collective participation (Desimone, 2011). Furthermore, Darling-Hammond et al., (2009) suggest that in order for CPD to be effective, it must be ongoing and connected to practice, focus on student learning and address the teaching of precise content, in line with school improvement goals and build strong working relationships among teachers.

Similarly, Garet et al., (2011) argue that the core features of CPD activities that are highly likely to yield positive results in as far as teacher learning is concerned include, focus on content knowledge, opportunities for active learning and coherence with other learning activities. They further argue that structural features such as the form of the CPD activity, that is, whether it is the traditional workshop or a study group, the extent to which it encourages collaborative engagement by teachers from the same school or grade level rather than the involvement of individual teachers who come from different schools, and the CPD activity's duration incorporating the actual number of hours teachers spend in the activity, considerably affect teacher learning.

Darling-Hammond et al., (2009) argues that teacher learning is most likely to be effective if professional development activities call for teachers to engage with materials that they use in their practice, when the activity is held on site, forms part of the teacher's daily programme, as well as when the activity is interconnected with the manner in which the actual teaching should unfold in the classroom.

Desimone (2011) posits that, professional development activities that teachers engage in, can increase their teaching practice and contribute to their emotional, social as well as personal growth.

Furthermore, Day & Sachs (2004) argue that professional development activities can be informed by managerial discourses of professionalism whereby the whole programme is determined by the employer, who is mostly concerned with the implementation of policy to further a political agenda and for the purposes of reform. This is characterised by an emphasis on teachers to meet corporate goals determined elsewhere by the authorities, manage and document students' achievement well for the purposes of the school's formal accountability. Here, teachers are expected to work efficiently and effectively at all costs to meet the standardised criteria set. This leaves teachers in a position where they do not have control over what professional development they need.

They contrast this with democratic discourses of professionalism whereby teachers take the initiative for their professional development and work in a collegial, profession driven manner. Democratic discourses of professionalism is informed by activism which entails engaging critically with policy and advocating for social justice. Here, an emphasis is put on collective cooperation among teachers and other stakeholders.

My study attempts to ascertain whether teachers only visit the DTDC when they are called by the officials of the department of Education to attend workshops which would reflect a managerial discourse, or whether they utilise its service of their own accord, which would reflect a democratic one, what kind of activities they engage in at the centre, what resources they utilise, for what purpose and to what extent the activities contribute to teacher professional development.

## **2.4 MODELS OF PROFESSIONAL DEVELOPMENT**

Kennedy (2005) states that the purpose of CPD ranges from transmission of knowledge and skills to transformation practices where teachers are encouraged to work as a collective to change their practices to better meet their students' needs. She identifies nine categories under which models of CPD might be grouped according to the forms of knowledge that can be developed through a particular model. One of these models is the training model.

The Integrated Strategic Policy Framework for Teacher Education and Development (DBE & DHET, 2011) states that DTDCs will be used as sites from which curriculum support staff can operate, where teachers can access shared resources as well as venues for the delivery of CPD activities. It is for this reason that for the purposes of my study, I focus on the training model. The training model has arguably been the most widely utilised form of CPD for teachers. Darling-Hammond et al., (2009) argue that in most cases CPD for teachers comes in the form of episodic workshops that last for a few hours with less focus on concrete everyday challenges teachers face when teaching and learning specific subject matter. Such workshops leave it to the individual teacher to connect the content to the classroom practice is concerned. Similarly, Kennedy (2005) suggests that the training model is characterised by isolated events.

Conventional CPD activities such as the training model take teachers away from the school setting in the hope that the teacher learning that results from participation would translate to student learning. In the training model, the content is delivered by 'experts' who instruct teachers on what to do. Similar to Day & Sachs (2004)'s managerial discourses of professionalism, in the training model the agenda is determined centrally, leaving the participants in a position where they do not have control over what kind of CPD they need but are only expected to comply and implement

that which has been determined by the central authority. It is mostly delivered off-site and is disconnected from the classroom context (Kennedy, 2005).

## **2.5 THEORIES OF TEACHER LEARNING**

Teachers need to learn to keep abreast of the changes and developments in their careers, improve their expertise, improve schools and increase the quality of teachers. A key question asked by many researchers and practitioners in the field is: how exactly do teachers learn? Do they learn only through structured and formal professional development activities or do they also learn through informal hallway interactions with colleagues in the workplace? To what extent is teacher learning an individual activity or a collaborative one? Or is it a combination of both?

Different studies have come up with different views as to what constitutes teacher learning and what is meant by it (Meirink, Meijer, Verloop & Bergen, 2008). Literature has suggested varying conceptions regarding the ways in which teacher learning occurs.

Kelly (2006) describes teacher learning as “the process by which teachers move towards expertise” (p.506), while Mulcahy (2012) defines learning as growth in knowledge. According to Avalos (2011), “Teacher learning is a complex process which requires cognitive and emotional involvement of teachers both individually and collectively” (p.10).

Teacher learning can occur through formal and informal activities. Formal learning activities can be defined as learning activities that are structured, have set time frames for completion and clearly stated goals and objectives. On the contrary, informal learning activities lack proper planning and organisation, time frames for completion as well as goals and objectives, (Kyndt, Gijbels, Grosemans, & Donche, 2016). Darling-Hammond et al, (2009) suggest that when teacher learning is sustained and intensive it leads to student achievement.

The concepts of participation, acquisition and construction have often been used to characterise teacher learning. The concept of acquisition understands teacher learning as involving the mastering of new knowledge and skills by teachers with the aim of improving knowledge. This view of learning portrays teachers as passive receptors of knowledge (Kelly, 2006). Similarly, Sfard (1998)’s acquisition metaphor views learning as the acquisition and accumulation of concepts. This resonates with the cognitive theory of learning according to Kelly (2006) which perceives learning as an acquisition of commodities for individual gain.

However, teacher learning can also be interpreted as involving teachers in actively constructing their own knowledge and making sense of occurrences through their existing knowledge (Putnam

& Borko, 2000). This study attempts to ascertain whether teachers visit the DTDC merely to acquire new knowledge cascaded down to them by an outsider or whether they actively participate in their own learning through the activities that take place there.

### **2.5.1 THE COGNITIVE THEORY**

Kelly (2006) describes two theories of learning that define ways in which teachers develop their expertise. The cognitive theory advocates an individualistic view of learning whereby teacher expertise is located in the minds of individuals. This approach states that teachers acquire knowledge and skills in one setting, for example, from a professional development activity and be able to use these skills to effect change of practice in their classrooms and thus improve student performance. These professional development activities are often in the form of once-off workshops.

Cognitivism does not take into account the individual identity as well as the context in which teachers work (Kelly, 2006). This theory thus supports a linear approach to teacher learning whereby learning is viewed in a fragmented approach or as an event that happens in isolation from the many different perspectives, interactions and systems within which it occurs. Similarly, when outlining the linear approach to teacher learning, Opfer & Pedder (2011) state that the multiple perspectives that can inform it include the social, personal, situated and the distributed views of cognition. However, Opfer & Pedder (2011) also fall short of bringing these different viewpoints into an integrated whole.

### **2.5.2 THE SOCIO-CULTURAL THEORY**

On the other hand, the socio-cultural approach to teacher learning assumes that the context in which teacher expertise is practiced is of great significance to teacher learning (Kelly, 2006). Putnam & Borko (2000) argue that cognition is situated and thus the physical and social contexts in which the activity is held is a fundamental part of learning that occurs within it. They further argue that cognition is social in nature and therefore the interactions with the people in one's immediate environment plays a crucial role in determining how learning takes place. In contrast to the cognitive theory which regards cognition as the sole property of individuals, the situative theorists support the socio-cultural view by arguing that cognition is distributed among individuals, other people and physical and symbolic tools (Putnam & Borko, 2000).

In view of the fact that the ISPFTED (DBE & DHET, 2011) states that the DTDCs are to be used as centres for the delivery of CPD activities, it seems that this particular purpose is in contrast

with the socio-cultural approach to teacher learning, instead it supports the cognitive view in the sense that teachers can acquire knowledge and skills from the DTDC and apply those in their classrooms.

## **2.6 PROFESSIONAL LEARNING ACTIVITIES**

Literature suggests that teachers learn through engaging in certain activities and utilising certain resources. Kwakman (2002) asserts that empirical studies have been conducted on the type of professional learning activities teachers engage in. Professional learning activities entail a comprehensive range of specialised training, formal education or advance professional learning that aims at helping teachers to enhance their professional knowledge, skills, expertise and effectiveness (Kennedy, 2005). According to Lohman & Woolf (2001), new learning is attained through teacher-led activities in the workplace as opposed to those that are led by an outsider away from the workplace.

However, they argue that the intense nature of their work may prevent teachers from participating in self-initiated activities. Self-initiated learning activities can be described as those experiences teachers initiate and engage in, that they believe result in the enhancement of their professional knowledge and skills. The three types of self-initiated learning activities according to Lohman & Woolf (2001) are, firstly, knowledge exchanging whereby teachers share and reflect on other teachers' practice and experiences. This occurs when teachers work collaboratively, exchange conversations and share resources with their colleagues. Likewise, Putnam & Borko (2000) argue that without interaction with others, there can be no learning. This interaction with people determines what is learnt and how learning takes place.

Correspondingly, Kwakman (2002) asserts that teachers learn by sharing resources and being part of a project group. Furthermore, she states that teachers learn through interacting with colleagues and students. Informal and unplanned conversations that often happen in hallways or in staffrooms lead to the acquisition of much needed information and knowledge to deal with different challenges teachers experience in the workplace. Teachers can also learn through conversations with students. This helps shed some light on how best to approach a particular content to the benefit of the students (Lohman & Woolf, 2001). Observing classrooms of more experienced teachers also proves to be a more useful method through which teachers can learn (Lohman & Woolf, 2001).

Teachers learn by experimenting whereby they purposefully try out new teaching methods and strategies (Lohman & Woolf, 2001, Kwakman, 2002). This may also involve teachers reflecting

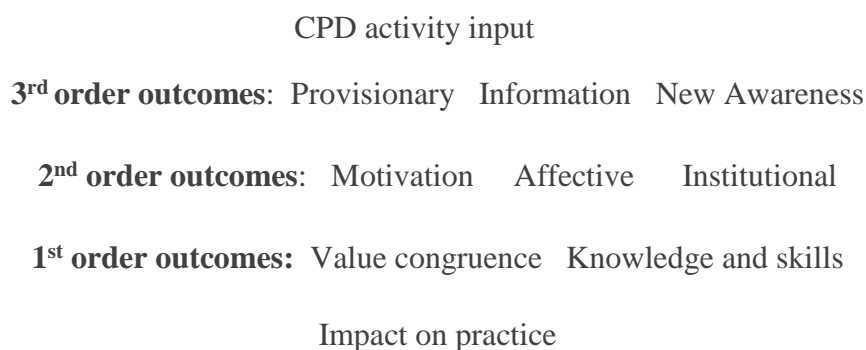
on their teaching through evaluating students' performance. Lastly, environmental scanning which involves individual teachers gathering information from sources outside the school. These may include browsing the internet for information and materials, scanning professional journals to learn about recent developments and networking with other teachers, (Lohman & Woolf, 2001). Similarly, Bakkenes, Vermut & Wubbels (2010) suggest that teacher learning can be in the form of concrete and visible activities like surfing the net for information. Using external sources like attending seminars, reading books as well as reflecting on one's own teaching practices also constitutes some of the learning activities teachers engage in (Bakkenes et al., 2010). My study attempts to ascertain whether teachers use the computers at the DTDC to browse the internet, if they do, what information they look for and how does it assist them in their professional learning.

## **2.7 CONCEPTUAL FRAMEWORK**

A conceptual framework is used for the purposes of generating, analysing and interpreting data. This study has adopted Harland and Kinder (1997)'s model of CPD outcomes which outlines how teachers experience the outcomes of CPD activities that they attend at the DTDC. This model of outcomes focuses on CPD that aims to assist teachers to manage and implement change through CPD. Its main focus is on planned and monitored change.

While it is also applicable to both voluntary and imposed forms of CPD activities, its particular concern is mainly with the outcomes or effects of formal activities. This typology of nine outcomes is comprised of three levels, the first order, the second order as well as the third order level of outcomes.

### **Figure 1: Harland and Kinder (1997)'s model of CPD outcomes**



❖ The third order outcomes consist of:

- Material and provisionary outcomes such as the physical resources, for example, worksheets and equipment which result from participation in a CPD activity. These outcomes can positively impact on teachers' change of practice.

However, it should be noted that procuring resources from a CPD activity can be achieved but it may not translate to change of classroom practice if the teacher lacks motivation and knowledge. At the same time, changing practice can be adversely impacted by lack of resources.

- Informational outcomes, this pertains to whether the teachers became well conversant with the specifics of curriculum and management developments and their impact on practice as a result of attending the CPD activity. Did they learn anything new that will impact their practice or not?

- New awareness, this relates to a perceptual and conceptual shift from the teacher's previous beliefs to new ways of content delivery strategies. However, a change in awareness may not translate to a change of classroom practice especially if such awareness is not in harmony with the teacher's values.

❖ The second order outcomes consist of:

- Motivational and Attitudinal outcomes which relate to whether the teachers were inspired by the CPD activity or not, whether they feel any enhanced enthusiasm to implement the new ideas learned during the CPD experience. This outcome can lead to an improvement in a teacher's self-esteem, their identity and the way they perceive their own professional development. While these outcomes may level the field for development in practice, they may not be sustainable in the absence of the other outcomes such as knowledge and skills as well as material and provisionary outcomes.

- Affective Outcomes, every learning experience elicits an emotional response which can either be positive or negative (Harland and Kinder, 1997). Teachers can either feel excited or disheartened after a CPD activity. Although positive affective outcomes such as feeling excited about a new approach are necessary for changing practice, they may not last long if the teacher lacks the expertise for implementing the new ideas learned. Positive Affective outcomes are a useful contributor to an increase in self-confidence on the part of the teacher, however, this needs to go conjointly with an increase in competence. In order

to maximise the chances of impacting practice, designers of CPD should strive to achieve positive affective outcomes and avoid negative ones.

- Institutional Change, attending a CPD activity should have a collaborative impact on teachers and their practice. This should result in a shared vision, mutual support and collaboration among colleagues. Literature contends that when a group of teachers from the same school pull together towards a single goal, it is more likely to lead to change of classroom practice.
  
- ❖ The first order outcomes include:
  - Value congruence, this relates to individual teacher's innate perception of the curriculum and classroom management which inform their teaching, and to what extent this may coincide with the CPD provider's perception of what is good and acceptable (Harland & Kinder, 1997). Furthermore, they argue that the CPD message needs to be compatible with the teacher's principles and values in order to lead to the ultimate goal of change in practice. Day (1993, as cited in Harland & Kinder, 1997) asserts that teaching encompasses a moral fibre in that it is mostly concerned with the betterment of pupils.
  - However, different people or even cultures have different perceptions of what is good. The manner in which individual teachers view the underlying values that underpin the curriculum makes the value congruence outcome significant in determining the ability of a CPD activity to produce the desired results (Harland & Kinder, 1997).
  
  - Knowledge and Skills, this refers to whether teachers gained a deeper level of understanding with regards to curriculum content and methods. If these outcomes are not given particular attention in a CPD activity, teachers' knowledge and skills would not improve. Eraut (1994, as cited in Harland & Kinder, 1997) argues that the characteristics of effective CPD activity may vary according to the kinds of knowledge the activity offers, for example, propositional knowledge, procedural knowledge et cetera.

It should be noted that the ultimate goal of any CPD activity is impact on practice. This outcome's focus is on change on teaching behaviour rather than change in beliefs.

Harland & Kinder (1997) assert that if a CPD activity is viewed as achieving only the third order outcomes its chances of impacting practice are rather slim unless the second and first order

outcomes are already in place. They further argue that in order to increase the chances of a CPD activity leading to change of classroom practice, it must achieve all the nine outcomes.

Some of the outcomes are interdependent. For example, a motivational outcome may inspire a teacher to further his or her studies so as to increase his or her knowledge and skills. According to Harland and Kinder (1997), different teachers experience the outcomes of a CPD activity differently. While some may be motivated to incorporate new strategies, others may be less enthusiastic but instead they may appreciate the new equipment or the new information they received. This suggests that teachers experience the outcomes of CPD activities differently and may hardly achieve similar outcomes as other colleagues.

This framework has been used to ascertain the kinds of resources teachers get from attending CPD activities at the centre and the extent to which teachers say those resources impact their practice, do they feel inspired to implement the new ideas learned, is there a collective impact on their institutions and whether they gain any deeper level of understanding with regards to curriculum content and methods after attending CPD activities at the centre.

## **2.8 CONCLUSION**

This chapter has discussed the relevant literature on teacher professional development and teacher professional learning. It has outlined the conceptual framework suitable for understanding teacher learning. Teacher professional development, teacher professional learning, key concepts, teacher learning activities that teachers engage in at the DTDC, learning resources at the DTDC as well as relevant literature have also been defined.

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter presents the research design and methodology for the study. According to Bertram & Christiansen (2014), methodology involves studying different methods through which knowledge is obtained. This chapter aims to present the work plan of the entire research and discusses the research methods and instruments, the research design, the participants, data collection, data analysis, the research location, reliability and validity as well as ethical issues regarding the study. The purpose of the study is to explore the role of Peacedale DTDC in supporting teacher professional learning. Therefore, the research methodology needs to be in agreement with the purpose as outlined in Chapter one.

### **3.2 RESEARCH PARADIGM**

Choosing an appropriate paradigm from a number of different theoretical paradigms, such as the constructivist, positivist, interpretivist, critical and pragmatist paradigms can be such a daunting task for a novice researcher, (Cohen et al., 2011).

This study is located in the interpretivist paradigm. du Plooy-Cilliers et al., (2014) assert that interpretivists believe that reality is constructed socially and depends on the meanings that people assign to their experiences. The meanings they assign to their experiences constitute their reality. According to interpretivists the social world is shaped by people's perceptions which may change from time to time (du Plooy-Cilliers et al., 2014). The study is concerned with the kinds of activities teachers engage in at Peacedale DTDC, their subjective experiences of these activities, the resources provided at the centre and how these support teacher professional learning.

According to Cohen et al., (2011) interpretivists make the effort to put themselves in the participant's shoes in order to understand their point of view. How individuals interpret the world around them is crucial to the interpretivists (Cohen et al., 2011). Therefore, the adoption of an interpretive paradigm affords the participants an opportunity to freely express themselves, their experiences and views based on their particular context. Creswell (2011) asserts that interpretivists depend upon the participants' perspective of the phenomenon being studied. Therefore, this paradigm has enabled the researcher to gain an insight into teacher learning and the experiences of teachers who utilise the services of Peacedale DTDC as expressed by the participants themselves.

The interpretivist paradigm makes use of interviews and observations to collect data (Cohen et al., 2011). These methods have been used in data collection for this study.

### **3.3 RESEARCH DESIGN**

Perry and Nichols (2015) define a research design as the complete plan for a proper research study. A qualitative approach is more suitable for this study as its ontology entails that it fundamentally focuses on understanding social experiences from the point of view of the participant (McMillan & Schumacher, 2006). Hence, I visited the DTDC to interview the participants in order to get their perspectives on how the activities and the resources at the centre contribute to teacher learning. Qualitative research ontology also entails that there are multiple realities and that reality is experienced and interpreted by individuals in their social settings. Thus reality is a social construction whereby people assign meanings to events and objects (McMillan & Schumacher, 2006).

Qualitative research focuses on natural settings where interactions among people take place (Maree, 2007). Furthermore, qualitative researchers believe that a phenomenon is best understood if it is viewed in its context. It is based on the assumption that when researchers immerse themselves in the phenomenon, move into the situation being studied and get a first-hand experience of how it feels to be part of it, they stand a better chance of finding out what exactly is going on in it (Krauss, 2005). Hence my study is conducted at a DTDC where the interactions among the participants who use the centre occur. Maree (2007) asserts that qualitative research searches for answers to questions by analysing different social contexts and the people who stay in them.

In qualitative research, researchers interpret what they hear, see as well as understand and these interpretations are often influenced by their background, context and history (du Plooy-Cilliers et al., 2014). Conducting interviews and observations at Peacedale DTDC, put me in a position to interpret what my participants said, as well as what I noticed when observing them. Maree (2007) asserts that other important features of the qualitative approach include that it uses open, exploratory research questions which give room for the researcher to understand meaning as envisaged by the participants concerned. It places particular emphasis on understanding phenomena as they are experienced.

Maree (2007) claims that many qualitative research studies are exploratory in nature. He supports this claim by stating that researchers explore when they want to discover more knowledge about a phenomenon or a situation. Likewise, in my study I explored the kinds of teacher professional

learning that take place in a DTDC as very little is known about the said centres ever since they were put in place as per the Integrated Strategic Policy Framework for Teacher Education and Development (DBE & DHET, 2011). Not much is known about what resources these teacher development centres have, what activities they offer and how do these contribute to teacher learning.

In trying to discover more knowledge and a deeper understanding of this phenomenon, the study used the exploratory case study. This enabled the researcher to work in close collaboration with the participants so as to gain an in-depth understanding of the phenomenon and the social setting. du Plooy-Cilliers et al., (2014) posit that qualitative researchers are more interested in subjective rather than objective experiences which allows them to view things through the participant's eye. This allows the researcher to concentrate on learning the views and meanings that participants hold about a particular issue and not the researcher's own meaning according to the literature. In my study, the above was met through visiting the centre and interacting with the teachers and other personnel who make use of its services as well as exploring their perceptions about the centre.

Qualitative researchers use multiple data collection methods rather than relying on a single method (Cohen et al., 2011). Likewise, Creswell (2011) contends that some of the features of a qualitative study include that it uses exhaustive procedures and a variety of data collection methods. Hence the study used semi-structured interviews and observations to collect data. While the study adopted a qualitative method, it used the exploratory case study as a research style.

### **3.4 RESEARCH APPROACH**

The study used the exploratory case study approach. According to Bertram and Christiansen (2014), a case study is an organised and comprehensive study of one particular case in its context. Cohen et al., (2011) state that in a case study, the researcher aims to express the authenticity of the participants' experiences and ideas regarding a particular situation. Because it gives distinctive examples of real people in authentic situations, it enables readers to comprehend ideas more clearly (Cohen et al., 2011).

Similarly, McMillan and Schumacher (2006) describe a case study as a study that examines a phenomenon or a case which has a predefined boundary. Creswell (2011) concurs with McMillan and Schumacher (2006) that each case is also bounded by time and activity. However, Maree (2016) argues that although a case may be bounded, the boundary between a case and its real world context may not be clearly evident. The researcher needs to place boundaries on a case in

order to become focussed and avoid going too broad. This can be achieved by binding the case in terms of activity and time, time and place or by defining it and its context (Maree, 2007). The study focuses on Peacedale DTDC in the Kwa Zulu-Natal midlands, in the year 2018.

Cohen et al., (2011) assert that each case is examined over time and in depth utilising various sources of data found in a particular setting. Likewise, Yin (2009) states that it is a study of a case in a certain context and that it is crucial not to separate the case from its context. Similarly, Maree (2016) posits that a case study allows for the collection of data in genuine settings. All case study research sets out from a determination to obtain an in-depth understanding of a particular case or cases. Here, the participant and the researcher build a relationship through interacting from time to time (McMillan & Schumacher, 2006). It is this closeness that results in new learning about authentic behaviour and its meaning, (Maree, 2007). Visiting Peacedale DTDC for observation coupled with interviewing the participants fostered a bond between the researcher and the participants resulting from the interactions that occurred from time to time.

Furthermore, Cohen et al., (2011) argues that a case study provides researchers with data collection tools such as interviews, observation and documents with which to study phenomena in their real world contexts. This ensures that the phenomenon being studied is not explored through a single dimension but in multiple lenses which provide for a better and in-depth understanding of the phenomenon.

Conducting interviews and observations at the Peacedale DTDC allowed me to collect data in genuine settings where the particular interactions between participants occurred. Based on the above description of a case study, it is a suitable style to conduct a study focussing on teacher learning that takes place at a DTDC, in one of the teacher development centres.

### **3.5 DATA COLLECTION METHODS**

Data was collected through semi-structured interviews and observations. Interview questions were evaluated by fellow researchers and my supervisor. According to Creswell (2011) piloting the research tool is crucial to improve the validity of the study. Analysing the findings of the pilot study helped the researcher to review the question and the entire tool for research. The participants were narrowed down from ten to eight in order to get thorough and comprehensive information while avoiding duplication

### 3.5.3 SAMPLING

For this study, participants were selected using purposive and convenient sampling. Cohen et al., (2011) state that purposive sampling is whereby the researcher hand picks participants that meet certain criteria in order to address the research problem. The participants that were selected are teachers who work at schools that are in the vicinity of the centre, who also utilise its services from time to time, as well as the centre personnel.

Convenience sampling was also appropriate to use. Bertram & Christiansen (2014) assert that this type of sampling entails choosing a sample which can be easily accessible to the researcher. The researcher also included teachers that could be found at the centre upon her visits, who were willing to participate. This constitutes convenience sampling. The study interviewed five teachers and three DTDC staff members. Table 1 outlines the biographical details of all the participants in this study. The study adopted a small sample in order to get an in-depth detail of the phenomenon being studied.

**TABLE 1. BIOGRAPHICAL DATA FOR PARTICIPANTS**

Pseudonym	Gender	Age	Race	Qualification	Occupation	Experience
1.Sindy	Female	35	African	Diploma in Public Relations Management	Senior Administration clerk	8 years
2.Vuyisile	Female	40	African	Diploma in Business Management	Unisa Administration clerk	5 years
3.Tyson	Male	38	Coloured	NQF level 5, MCSE, Web design	IT technician	10 years
4.Lungy	Female	55	African	Bachelor of Education (Bed) FET phase, certificate in End user computing.	Teacher	25 years

5.Zipho	Female	30	African	Bachelor of Education Honours (Bed hors) Foundation phase, Certificate in HIV/AIDS care and counselling.	Teacher	6 years
6.Trevone	Male	44	Indian	Computer Science, Bachelor of Education Honours (B ed hors) Intermediate phase.	Teacher	16 years
7.Sizwe	Male	62	African	Secondary Teachers Diploma (STD), certificate in Adult Basic Education and Training (ABET).	Deputy principal	35 years
8.Ayanda	Male	50	African	Bachelor of Education (Bed) Senior phase.	Teacher	29 Ears

1. Sindy is a senior administration clerk at Peacedale DTDC. She holds a Diploma in Public Relations Management and has worked there since 2010. She was fresh from university and thus possessed no other work experience when she started working at the centre.

2. Vuyisile is the administration clerk at the Unisa ICT centre that operates at the centre. With a Diploma in Business Management under her belt, she has worked at a Unisa campus in Pretoria before she was transferred to the centre in February 2018.

3. Tyson holds a web design qualification and a certificate in Microsoft Certified Solutions Expert (MCSE). He has worked at the centre since 2008 as an IT officer.

4. Lungy is a high school teacher with 25 years teaching experience. She has taught English First Additional Language in grade 10 and 11 as well as Mathematics for 13 years. Prior to that she taught at a primary school for 12 years. She holds a Bachelor of Education (Bed) FET phase and a certificate in End user computing.

5. Zipho is a teacher with 6 years teaching experience. She has recently obtained her Bachelor of Education qualification from the university of Pretoria. Previously she worked as a teacher assistant with only grade 12. She teaches IsiZulu Home Language in grade 4.

6. Trevone holds a Computer Science Diploma and a Bachelor of Education Honours (Bed hons) for the Intermediate phase. He has been teaching Natural Sciences and Computer Studies in grade 6 and 7. He has been a cluster coordinator for Natural Sciences for the past three years.

7. Sizwe is a deputy principal at a local high school. He has taught Mathematics and Geography in grade 8, 9 and 12 for 35 years. He holds a Secondary Teachers Diploma (STD) and a certificate in Adult Basic Education (ABET).

8. Ayanda holds a Bachelor of Education (Bed) senior phase qualification. He is a teacher with 29 years experience teaching Social Sciences and Life Skills in grade 6. Previously, he taught Natural Sciences and Technology in grade 5 and 6. He has been a cluster coordinator for Social Sciences for 5 years.

### **3.5.1 SEMI-STRUCTURED INTERVIEWS**

Cohen et al., (2011) describe an interview as a conversation between two people, whereby the interviewer takes the initiative in order to acquire information that is relevant to the research. It is an organised and focused conversation whereby the researcher aims at obtaining particular information from the respondent through asking appropriate questions (Bertram & Christiansen, 2014). Furthermore, Maree (2007) states that using open-ended questions in an interview allows the participant to express his or her ideas, views and attitudes about particular events or phenomena. The purpose of interviews in my study was for the participants to describe the activities that take place at the centre and how have these activities contributed to their learning, how do they use the resources provided as well as how do they make use the learning activities provided by the centre. Open-ended questions were used in order to allow the participants room to fully express themselves without any limitations.

### **3.5.4 INTERVIEW SCHEDULE**

The interview schedule is a data collection instrument that assists the researcher to collect data about the phenomenon being studied while conducting the interview with the participants (Guba & Lincoln, 1994). It strives to guide the focus of the interview. Cohen et al., (2011) asserts that an interview is not just a data generating exercise but it is a social interpersonal communication. In order to limit distortion of information, all the interviews were recorded using a voice recorder. The interview schedule is attached in Appendix A.

### **3.5.2 OBSERVATIONS**

According to Bertram & Christiansen (2014), observation is whereby the researcher visits the site of the study and actually takes note of what is taking place there. This allows the researcher to obtain first hand data by actually witnessing the things that take place rather than relying on what other people say. During an observation, the researcher gets to see the context and the site of the research study. They also write a free description of what they observe (Bertram & Christiansen, 2014). Observations can either be structured or unstructured. In my study, I have visited the centre on five occasions, for two hours per visit and have observed the activities that take place, as well as the kinds of resources present there, using unstructured observation. An observation schedule attached in Appendix C was used to observe the activities teachers and the centre personnel engage in at the centre.

### **3.6 ETHICAL CONSIDERATIONS**

Ethical principles were observed in the study. Cohen et al., (2011) state that research should be conducted in such a way that it honours and respects the rights and dignity of the participants, and that the researcher should never prioritise the search for truth over the rights and dignity of the participants. The study focuses on the activities and resources that support teacher learning at Peacedale DTDC, thus it required a strong awareness of the ethical concerns which would affect the study.

The participants were made aware that they need to give their informed consent to be included in the study. They were also informed about the nature and purpose of the study and assured of confidentiality prior to being given the option of participating in the study or not. They were informed about their right to withdraw during the course of the study should they wish to. An opportunity was also given to review the reports written about their accounts in order to give them a chance to point out any inaccuracies in the researcher's representation of their data.

All the relevant gatekeepers gave written permission for the study to be conducted. These included the KZN DoE and the University of KwaZulu-Natal. The relevant letters are attached at the end of the dissertation (see Appendix D & E). The gatekeepers have acknowledged and signed the attached consent letters. The actual research started after the University of Kwa Zulu- Natal had granted the researcher an ethical clearance certificate and when all gatekeepers had given their written consent and agreed to the study. Participants were assured that any findings would be shared with them. An individual informed consent letter was signed by each participant to ensure acceptable ethical procedures.

The identity of the centre and all participants was also protected by using pseudonyms. The collected data was ethically obtained and participants were informed that data would be kept safe at a UKZN storage facility wherein it will be destroyed after five years through shredding.

### **3.7 TRUSTWORTHINESS**

Trustworthiness in qualitative research needs to be observed at all costs (Rule & John, 2011). The research process was intended and conducted in accordance with established research principles pertaining to the choice of an appropriate research approach. Some measures to ensure quality in the study include peer checking and interpretation of data by my supervisor and other students, member checking which entails verifying information with participants to ensure accuracy and, lastly, triangulation, that is, using multiple sources and methods (Rule & John, 2011). The use of more than one data collecting tool was also a measure to triangulate and verify the data collected in the study.

My role in this study was to generate and analyse data and draw conclusion on the findings. I work as a teacher in one of the primary schools in the Peacedale DTDC neighbourhood. However, the findings were not influenced by my position as a teacher. Being a teacher myself puts me in a position to understand the importance of teacher development and teacher learning. In an attempt to avoid distortion and researcher bias, bracketing which entails temporarily forgetting what the researcher knows and feels about the phenomenon and listening to what the phenomenon tells him/her, was utilised throughout the study. In this way I was conscious not to allow my preconceived ideas to interfere in the study.

### **3.11 CONCLUSION**

This chapter presented the research design and methodology for the study. It discussed the research methods and instruments, the research design, the participants, data collection, data analysis, the research location, reliability and validity as well as ethical issues regarding the study. The final part of this chapter dealt with issues of trustworthiness, ethical considerations, positionality and the limitations of the study. Chapter four will present the analysis of data from observations and interviews.

# **CHAPTER FOUR**

## **DATA ANALYSIS**

### **4.1 INTRODUCTION**

McMillan and Schumacher (2001) argue that qualitative data analysis is an inductive process of analysing and categorising data. Inductive reasoning begins with raw data where the researcher identifies particular patterns. In this chapter I present, describe and analyse data collected based on the activities that take place at Peacedale DTDC. The data consists of observations of activities and resources at the centre as well as recorded interviews with selected teachers who use the centre and those who work there. Data was analysed using the conceptual framework and literature reviewed in the study. In the first section, I present information concerning the background and context of the DTDC. In the second section, I present data based on interviews conducted with the centre users and personnel as well as my observations. I used the Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres in South Africa (DBE, 2008) and the ISPFTED (DBE & DHET, 2011) to frame my description of the centre.

### **4.2 HISTORY AND CONTEXT OF THE DTDC**

Peacedale DTDC is situated in a low socio-economic status area surrounded by communities in which poverty, unemployment and low literacy levels are prevalent. Out of the 80 schools it services, most are no fee- paying quintile 1 schools, which depicts the economic situation of these communities. The state uses the quintile system to categorise schools into five groups based on the wealth status of their surrounding communities. According to this system, schools in the poorest communities are classified as quintile 1, while those that are serving the wealthiest communities fall under the quintile 5 category (DBE, 2008). Most of the schools in the area are either located near informal settlements, RDP houses, rural areas or in farms.

According to the ISPFTED (DBE & DHET, 2011) a DTDC site must contain a name board indicating the name of the centre, its contact details and GPS coordinates. A name board on the wall facing the entrance along the main road illustrates that the building was officially opened by the then KZN Premier, Dr J.S. Ndebele on Sunday 23 October 2005.

Political violence which claimed many lives in the late 1990's had gripped the tiny little village in which the centre is located. Houses were torched, several schools and government buildings were also burnt down when rival political groups almost brought the area to a standstill. It was after this

political turmoil that quite a handful of new buildings began to spring up, people were starting all over again salvaging what was left after the unrest. They seemed to agree that enough is enough, things should go back to normal, and so the name that appears on the name board of this centre points to that effect. There are no GPS coordinates and contact details visible on the board.

**Figure 1.1 The southern, eastern and western view of the centre.**



### **4.3 POLITICAL LANDSCAPE**

The building belongs to the local municipality and is situated close to the municipal offices. It is therefore mostly affected by service delivery protests which are very common in this area as the public perceives it as an extension of the municipal offices.

The fact that the municipal library, the offices of the traffic department as well as the office of the municipal manager are in the same establishment is likely to add to this perception. The office of the municipal manager has very thick burglar proofs on the door with a very big padlock and a chain holding the burglar guards in place.

Its windows are dark-tinted and burglar proofed but with broken window panes from an attempted burglary that had recently happened. The alarm system which controls access to the office was also damaged during the attempted break-in. The security guard explains that the offices have just been moved from the municipal building to the centre due to the political in-fighting at the municipality.

Upon one of my visits to the centre for observation, I learnt that the members of the Umkhonto Wesizwe Military Veterans Association (MKVA), which is a political wing of the governing party in the country, the African National Congress (ANC) had staged a sit in and occupied the municipal offices as well as all the offices in the centre to voice their grievances. All activities were put on hold when the centre was forced to close for the duration of the protest which lasted for about two weeks.

**Figure 1.2 The offices of the municipal manager situated at the centre**



#### **4.4 ACCESSIBILITY**

The Minimum Norms and Standards for Provincial Teacher Development Institutes (PTDIs) and DTDCs state that DTDC buildings location should be such that it meets the educational needs and aspirations of the community and it should consider the number of schools in the area as well as

transport routes (DBE & DHET, 2011). Peacedale DTDC is situated slightly closer to the main road that leads to the local village. There are 80 schools in the area and up to 95% of these schools are in rural areas, up to 45 kilometres from the centre. Roads from these schools to the centre are in a bad state and public transport is not easily available. Poor cell phone reception in these areas makes much needed communication a challenge. This hinders effective communication between the centre and the schools as some important and sometimes urgent information from the centre may not reach teachers on time.

Disabled people who use wheelchairs are able to access the centre easily from the main road, which makes the centre wheelchair user friendly. There are curb ramps that lead from the main entrance to the library, computer laboratory, and to the rest of the building. This resonates with the Minimum Norms and Standards for PTDis and DTDCs (DBE, 2008) which states that the location of the DTDCs must ensure that persons with disabilities are able to access the centre easily by road and the slope does not hamper access to persons on wheelchairs. Limited space inside the centre makes it impossible for vehicles to park on the premises.

The centre users have to leave their vehicles on the main road which makes them vulnerable to break ins and theft as there are no parking attendants who could help to safeguard them. Quite a number of incidents in which vehicles were either vandalised or broken into while teachers were at the centre have been reported. This sad state of affairs makes the centre's provision for parking unfortunate. This is also in contrast with the Minimum Norms and Standards for PTDis and DTDCs (DBE,2008) which states that "there should be adequate, safe and convenient off-street parking, and parking for users with disabilities should be provided as close to the building as possible", (p. 19).

**Figure 1.3 The centre’s wheelchair user friendly entrance showing curb ramps.**



## **4.5 PHYSICAL RESOURCES**

The DTDC’s beautiful building is made of face brick and it looks new and well maintained. The air-conditioned offices are clean and the equipment like computers and library books are dust free thanks to the services of a cleaner from the local community who works at the centre. At the entrance there is a small, well-kept flower garden with pretty flowers on both sides of the staircase leading to the reception. The minimum norms and standards for school infrastructure (DBE, 2008) requires DTCs to create core education spaces.

### **(i) Core Education spaces**

According to the above-mentioned policy document, core education spaces refer to teaching spaces like training and meeting rooms, laboratories, workshops, conference halls and recreational spaces. Peacedale DTDC has four meeting rooms, a science laboratory albeit with a very limited amount of equipment. Upon entering the laboratory, one notices a human skeleton at the back standing next to a beautiful wooden cabinet with clear glass doors in front. The glass doors reveal an assortment of labelled bottles with colourful powders inside, neatly arranged in rows, and some glass beakers. There are also two clean skulls showing through the glass doors, that of a sheep and that one of a dog. There is also a big wall chart of the periodic table next to the chalkboard.

The neatly arranged desks and chairs in the laboratory can accommodate up to 30 learners at a time. *“Teachers from two neighbouring high schools that offer science as a subject often bring their learners to learn about experiments here, other than that the lab. remains unused as the other high schools are very far from here and they cannot afford to bring their learners over”*, Sindy, the senior administration clerk explains.

Figure 1.4 The science laboratory equipment and the Unisa ICT centre banner.



Figure 1.5 the training room and the computer centre.



- **Education support spaces**

These include food gardens, sports fields, kitchens and cafeteria which are meant for clients' usage (DBE,2008). At Peacedale DTDC, there is a small vegetable patch between the conference hall and the office of the circuit manager. The gardener who works at the centre rotates the planting of vegetables according to seasons and the produce gets donated to the centre personnel when it is ready for consumption. On one of my visits for observation, I was lucky to arrive during “harvest” time and the gardener was happy to offer me a bunch of sweet, succulent carrots which I was more than happy to accept.

The well-fitted kitchen with a stove and a microwave is used by the centre personnel. There are no sports fields and cafeteria but the fact that the centre is in town makes up for this. There is electricity, running water as well as sanitation facilities at the centre.

- **Administration spaces**

These refer to offices of the centre's administration and officials located at the centre, like the centre manager, subject advisors, IT specialists and programme coordinators. Spaces that are meant for care and support such as pastoral care and sick bays also fall under this category (DBE,2008). The centre manager's office is situated at the front entrance closer to the reception area where you will find Sindy, the senior administration clerk's desk in an open plan office which is lined with pigeon holes. This is where circulars and other documents for schools are put for principals to come and collect in the morning before proceeding to their schools. Towards the rear exit there are offices for the circuit manager and other offices for use by the departmental officials when they visit the centre.

Figure 1.5 **The pigeon holes at the reception area.**



#### **4.6 SAFETY AND SECURITY**

According to the Minimum Norms and Standards for PTDis and DTDCs (DBE, 2008), a DTDC must be located in a safe and accessible area away from high crime zones and it must be surrounded by appropriate fencing. It also states that the buildings must have some form of safety and security measures. The safety of the centre is to a certain extent compromised by its location which is inside a small busy village surrounded by shops and informal traders. As I have mentioned earlier, incidents of centre users' vehicles being broken into have been brought to the attention of the authorities.

The centre is surrounded by palisade fencing with razor wire on top and there is a security guard at the main entrance.

Upon entering the centre, one is required to sign a register which is administered by the security guard. All the windows and doors are burglar proofed and there is an alarm system in place. The two big fire extinguisher jars mounted on the walls along the hallway paint a picture of neglect which is evidenced by the expired due date for service. This is in contrast with what the policy states, that the centre facilities must conform with all laws relating to fire protection (DBE, 2008).

Figure 1.6 **The main entrance showing palisade fencing and razor wire.**



In this second section, I describe the key themes regarding teacher learning and learning activities at the Centre. These themes are a result of an inductive analysis of the observation and interview data.

#### **4.7 DIFFERENT UNDERSTANDINGS OF PURPOSE.**

According to the ISPFTED (DBE & DHET, 2011) DTDCs will serve as local support sites for teachers, sites from which curriculum support staff can operate, sites where teachers can access shared resources, sites of delivery for continuing professional development courses and as meeting points for teacher professional learning communities. However, the five teacher participants that I interviewed had different perspectives regarding the purpose of the centre.

Their responses varied from those of perceiving the centre as a meeting venue where teachers can hold their meetings, such as, labour union meetings, cluster meetings with colleagues who teach the same subjects, and a venue for Curriculum Assessment Policy Statement (CAPS) workshops and SBA (School Based Assessment) moderations.

Trevone, a Natural Sciences teacher who is also a cluster coordinator thinks that the centre is there for administration purposes like when the department of Education needs to conduct a head count of teachers for statistical purposes, the officials would request teachers from neighbouring schools to assemble at the venue. Having visited the centre on two occasions since February 2017, he also

sees it as a venue for teachers to meet for workshops facilitated by subject advisors. *“I go there mainly for attending workshops and to find out information pertaining to cross transfers from the admin office. Other than that, I don’t visit the centre at all”*.

Sizwe who is a deputy principal of a local high school seems to agree with Trevone that the centre is a meeting venue where teachers meet for workshops, to hold labour union meetings, especially those teachers that are affiliated with the South African Democratic Teachers Union (SADTU) which is quite dominant in the area, and to meet with various booksellers who try to persuade teachers to order curriculum support material from them. However, he also adds that he thinks the centre plays a remarkable role in developing teachers through the resources it offers, that are not present in schools.

*It has been discovered that there is quite a number of teachers who are computer illiterate in this area, and so through the resources that the centre offers, teachers are able to undergo some training in computer literacy. The computer classes help teachers a lot. Also, the Branch Executive Council (BEC) of SADTU has an office there. If a teacher would like to meet one of those guys to assist them with labour related issues, they go there.*

He also thinks that centre exists for the sole reason of providing departmental officials with a venue where they can assemble teachers and address them whenever there is a need.

Over and above perceiving the centre as a workshop venue, Zipho who teaches IsiZulu Home Language in grade 4, thinks that another purpose of the centre is to provide teachers with access to learning material that they would need in class, that is not readily available in schools. *“Basically, it’s a teacher resource centre, I would say, and also a venue where teachers would meet to discuss issues affecting them in their careers”*.

However, Lungy, a high school Mathematics teacher has a completely different view of the purpose of the centre.

*It is just a block of offices for departmental officials and a go-to place if you have a problem that is bothering you at school, a crisis that your principal cannot help you with. You will find the office of the circuit manager there.*

She also hopes that the centre could assist teachers from neighbouring schools with ‘salary queries’ and information related to payslips instead of them having to travel all the way to the district offices of the department of Education, sometimes up to 100 kilometres away.

On the other hand, Ayanda thinks that because he teaches Life Skills and Social Sciences in grade 5 and 6, there is no other reason for him to go to the centre except to attend workshops because the centre only offers material for Science subjects, he argues referring to the laboratory. He only goes there to visit the public library attached to the centre. In his opinion, the centre only benefits those high schools that offer Natural Sciences as a subject. However, he points out that he felt really empowered after attending the Jika Imfundo one day workshop at the centre. The purpose of the workshop was to empower school management teams on how to assist teachers in terms of curriculum delivery. Jika Imfundo is a programme of the DBE which aims at improving learning outcomes.

In some instances, the centre personnel's views about the purpose of the centre were both similar and different to those of teachers. In Sindy's views, the main purpose of the centre is to empower teachers and the community in general as well as the personnel of the department of Education through the facilities that the centre has.

*Previously, it was called an education centre but lately the name has changed to teacher development centre. So now we are focussing more on teachers as opposed to servicing everyone like before. Teachers come here for workshops, to loan books from the library and to utilise the computer centre which has internet access.*

Vuyisile is the administration clerk at the University of South Africa (Unisa) ICT centre. She views the DTDC as an intervention of the DBE to bring much needed services closer to the people. According to her, the DBE is in partnership with UNISA to help teachers who would like to further their studies to do it through UNISA and so it helps teachers to have those services close by. She claims that teachers also use the UNISA centre to hold workshops and presentations using the data projector and video conferencing facilities available in the centre.

*Actually, the department is in partnership with UNISA, so if we have a programme that the department would like teachers to learn, they send them here. For example, the Broadcast Content Methodology workshop for Maths and English First Additional Language teachers has been running for two months now. We had our own facilitator for that workshop and teachers would attend twice a week on Tuesday and Thursday afternoon.*

In his opinion, Tyson, the IT technician at the centre feels that there is a lot of activity that takes place at the centre, but he thinks its original purpose was to help teachers to be able to do their work "more practically and more technically" when it comes to subjects like Science and Technology. He adds that the centre also serves the community at large by providing people with

a venue for meetings. A local taxi association regularly holds meetings at the centre, as well as the department of Social Development. The local municipality offers plumbing lessons to the community and those classes are held at the centre. It also serves as a venue for IT classes aimed at equipping out of school youth with computer literacy skills.

He thinks that the centre contributes to the professional development of teachers, an area he claims he is very passionate about, by providing much needed resources that are not there in schools. He reiterates the other participants' views that the centre mainly serves as a venue for workshops facilitated by subject advisors, teacher cluster leaders and officials from the teacher development section of the DBE. It is also a place where teachers come "*to do their projects like lesson plans using the internet*". According to him, learners who take science benefit a lot when they are brought to the centre to observe experiments at the laboratory. They also get the opportunity to mix the chemicals themselves under the supervision of a teacher.

#### **4.8 SHORTAGE OF TRAINED STAFF TO ASSIST TEACHERS**

Some of the teacher participants complained that they sometimes find it challenging to utilise equipment at the science laboratory as well as at the computer centre due to lack of skills. In the absence of trained centre personnel to assist them, they become discouraged and end up not going there at all. Ayanda, who teaches Natural Sciences in grade 7 remembers a time when there was a science laboratory assistant by the name of Nicky (pseudonym), who had quite an impressive knowledge and information about the different chemicals, experiments and the rest of the equipment at the laboratory. Ayanda fondly recalls his interactions with Nicky when he used to visit the laboratory before tackling a new chapter with his learners. Nicky would always be eager to share his expertise with him, show him how to conduct experiments and use various teaching aids in class. This helped him to approach a chapter with confidence which in turn resulted to an improved performance in learners' results as well as their love for science. Sadly, since Nicky left there has been no replacement and therefore when teachers go there, there is no one to assist them.

The teachers also indicated that they would love to raise their concerns with the centre manager so as to address this shortcoming but unfortunately for them, he is not always available. On all my visits to the centre I also noticed that the centre manager is hardly available. Upon further enquiry I found out that he has been seconded to assist at the district office as a Chief Education Specialist, that is where he spends most of his time due to the nature of the commitments of the post. His office at the centre is always closed and all enquiries are directed to Sindy who would call him should she not be in a position to address an issue or alternatively, she would set up an

appointment with him. “*It’s a laissez-faire<sup>1</sup> kind of a situation around here. They do as they please*”, commented a seemingly agitated teacher who claims that she has been to the centre on several occasions for her appointment with the centre manager but in vain. In this case, *laissez faire* implies that in the absence of effective senior management at the centre, the staff do as they please.

In the absence of visible leadership and proper management to ensure the smooth running of the centre, the rest of the staff is accountable only to themselves. The only members of staff that were always there on all my visits were Sindy, the senior administration clerk who also doubles as the science laboratory and IT centre assistant, as well as the Personal Assistant (PA) of the circuit manager whose offices are towards the rear exit of the centre.

Tyson, the IT specialist is stationed in a nearby city and is very much involved in various IT programmes of the department of Education at district level so he is hardly available at the centre. He often visits the centre, “*Whenever I find time off my packed schedule*”. When teachers visit the computer centre, there is no expert available to assist them. Vuyisile, the Unisa ICT centre clerk would often assist them whenever possible. Sometimes an intern is there to assist. The same goes for the science laboratory, there is no designated staff to assist. The science equipment has been moved to the back of the room to make space for the Unisa ICT centre.

Upon entering the science laboratory, one finds rows of neatly arranged desks with 25 desktop computers for the Unisa ICT centre, a data projector with a big screen hanging from the ceiling, a television set and a photocopier. The human skeleton, glass beakers and all the science related chemicals have been moved to the back of the back of the room and packed into a cupboard. The administration clerk says that teachers from two neighbouring high schools often bring learners to the science laboratory, but the dust on the equipment and the way in which it is stored paints a picture to the contrary.

Tyson claims to be very much involved in teacher development programmes within the department of Education. He indicates that he works with a group of officials to this effect. He explains that there are projects in place which are aimed at equipping teachers with IT related skills. According to him, some workshops have been run to introduce teachers to Microsoft Word and there are plans to introduce them to more advanced applications. He claims that he is a

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<sup>1</sup>Laissez-faire is a French concept which entails very minimal government intervention in the economic affairs of a country. In other words, the government would let the people “do their own thing” (Cobban, 2002).

member of “Operation Phakisa”, an intervention programme initiated by the office of the president of South Africa which aims at speeding up service delivery. It entails working swiftly and efficiently to address a particular problem at hand. Phakisa is a Sotho word for ‘make it fast’. According to Tyson, Operation Phakisa has been implemented in various departments like the department of Health where they had a problem concerning the unavailability of Anti retrovirals (ARVs). There they implemented Operation Phakisa and this issue was addressed timeously. The department of Trade and Industry also implemented it to deal with the problem of illegal entry of goods into our ports. Culprits were brought to book fast. It has since been implemented in the department of Education in order to address the high failure rate as well as to promote the use of technology in Education. However, he is not shy to admit that the results of this operation in the department of Education have not yet been satisfactory.

Various committees were formed to drive the operation and according to Tyson, both the centre manager and himself are part of one of the committees. As far as he is concerned, one of the successes of this operation in KwaZulu-Natal (KZN) is that a mobile application (app) which can be downloaded into cell phones has been created for the KZN department of Education. The purpose of the app is to provide teachers with information and support material which they can use when teaching. It also contains information on co-curricular programmes of the department. Even learners can access that information. Sadly, none of the teacher participants are aware of the app. Tyson indicates that they have also created a website and an offline portal version of the app for those who do not have internet access regularly. But he claims that they are facing a huge problem of shortage of staff to train teachers on how to use these facilities as there are only two IT officers in the whole district. Several requests for the KZN department of Education to hire someone to replace him at the centre as he has his hands full at district level have been made but the department has often cited financial constraints as the reason why such request could not be granted.

The centre library closed last year when the librarian relocated to another area. Since then there has been no replacement. It is kept under lock and key, its shelves are mostly empty with the exception of a few books here and there. Everything in it is full of dust. A library bus from the centre used to visit schools and provide them with reading books but has since withdrawn its services due to lack of maintenance, bad roads and unavailability of staff.

There is a lecture hall that can accommodate up to 100 people next to the main entrance. Tyson also complained about curriculum support staff who come to the centre to hold workshops. He

alleges that they are not well versed with some of the gadgets that they have to use. At one stage the interactive white board in the lecture hall was damaged when a staff member wrote on it with a permanent marker despite a huge notice pasted on top of it pointing to the contrary. The data projector also needs to be repaired or replaced but a shortage of funds is a challenge, he complains.

#### **4.9 LACK OF AWARENESS ABOUT THE CENTRE**

Some of the teacher participants that I interviewed seem to agree that they only visit the centre or utilise its services occasionally. They cited lack of awareness about the centre's services as the main reason why this is the case. Trevone claims that from his interaction with various teachers as a member of the Branch Executive Council (BEC) of SADTU, teachers assume that the centre is there simply for meeting purposes and workshops.

According to him, teachers are not aware that there is a computer centre and a science laboratory where they can take equipment on loan to use at school when conducting experiments.

*In that case I would say the centre needs to be more visible. In fact, a lot of PR needs to be done.*

He thinks it would help if the centre personnel visited schools to advertise their services because most teachers are not aware of *“the full potential that the centre offers, they simply go there when they are called by the departmental officials to attend workshops”*.

The ISPFTED (DBE & DHET, 2011) also portrays a DTDC as a venue where curriculum support staff can deliver its programmes. However, though this may seem to be the most dominant activity that takes place at this centre according to the teacher participants, this is not the only role the centre has to play. Sizwe is also grateful for the pigeon holes provided at the centre because at one stage he sent out notices through the pigeon holes to Social Sciences teachers to convene them to a meeting as a cluster coordinator.

The centre personnel's views on the other hand are not compatible with those of the teacher participants in as far as awareness of services is concerned. They are satisfied that they have done enough to advertise the services but at the same time they agree that only a very limited number of teachers actually make use of the resources that are there and that it is the same people who always come. They only get to see the rest of the teachers when there are workshops. Vuyisile, the Unisa ICT centre clerk, claims that they have advertised well enough since they even have leaflets that they hand out to teachers who visit the centre. When she offered me one of the leaflets, I

noticed that, apart from the fact that the black and white pictures were rather blurry, the leaflet only showed the Unisa ICT section of the centre. She claims that some of these leaflets are put in pigeon holes but she is not sure whether they reach the intended audience or not. There was also a huge banner advertising this section along the main entrance to the centre.

According to her, the fact that many of the teachers are not computer literate could be one of the reasons why they do not visit the centre as often as they should. Sindy is also of the opinion that they have done enough advertising.

*We have done our utmost best. We have printed some pamphlets and placed them in pigeon holes. All the teachers around here are quite aware of everything that we offer.*

She thinks that some teachers could be reluctant to use the resources in the science laboratory because there is no one to assist them there.

*Previously we had two assistants who were qualified science people but they were here on a two-year contract which was never renewed. Now I'm the only one who assists there whenever possible because I know what is what.*

Tyson however seems to agree with teachers on this aspect of lack of awareness. He cites shortage of staff and financial constraints as the main challenges impeding advertising. The fact that he is supposedly working at the centre but can only go there four times a term as he needs to service other schools in the district makes his attention to be so divided that he finds it impossible to put all his energy into advertising the services. He ends up assisting only those who are aware of what they can offer and are willing to make an appointment with him. He agrees that most of the teachers he gets to chat to are not even aware that science experiments can be done online at the centre because it has internet access. He claims that some primary schools in the area were given tablets that are loaded with data for learners to use but those tablets are gathering dust in schools. According to him, the department of Education has involved various stakeholders in the communications sector, like the cellular communications giants Vodacom and MTN to provide schools with internet access through the tablets but it remains unused. He attributes this to either ignorance, lack of skills or lack of awareness on the part of teachers.

He is a bit concerned that there is so much that the centre can offer, that teachers are not aware of. He showed me the I-Box, a computer with a built-in sound and data projector, a cordless mouse and a cordless keyboard that teachers can take out on loan to use when teaching, but in the last six years that it has been there, that has never happened. In his opinion, teachers are not aware of it.

He is now optimistic that this is going to be addressed soon because plans are afoot to engage the General Education and Training (GET) as well as the Further Education and Training (FET) subject advisors to get subject content that they can load into the I-Box so they can show teachers how it can assist them in class. However, before that can happen, he needs to take it to the Education Library Information and Technology Service (ELITS) section who are responsible for upgrading it as it is now outdated.

*But once you take it there, you run the risk of never seeing it in the near future. It takes forever for those guys to attend to repairs, he explains.*

He indicates that some schools in the district do have the I-Box but according to him, it has never been used.

However, he also laments the fact that school principals do not assist them in terms of relaying information about the centre's activities and resources to teachers in their schools. *"We cannot go to every school, neither can we invite every teacher"*. He thinks that this unwillingness on the part of school principals has something to do with their age.

*Most of them are at an advanced age and are about to exit the system. This probably makes them less interested in learning new ways of doing what they have always done for so many years, especially if it has to do with the use of modern technology, Tyson explains.*

#### **4.10 LEARNING ACTIVITIES AT THE CENTRE**

Some of the teacher participants indicated that there was a range of learning activities taking place at the centre. Apart from the curriculum support staff holding CAPS workshops, South African School Administration and Management System (SA-SAMS) workshops, SBA moderations and meetings at the centre, Ayanda is very excited to share that about sixty teachers have recently graduated with a certificate in End user computing after they had attended computer literacy classes there. SA-SAMS is a computer application designed to meet all school administration, management and governance needs of South African schools (DBE, 2008).

The computer classes were provided by a service provider known as Afrinella (pseudonym) which was hired by the teacher development section of the DBE. He claims that the classes lasted for the whole of 2017 with the graduation taking place in August 2018. They had to attend three times a week on Tuesday, Wednesday and Thursday from 14h30 to 17h00. He is very proud of himself

that he can now prepare slides and make PowerPoint presentations in class as a result of having attended the computer classes.

Ayanda feels very sorry for teachers who could not take advantage of this training due to the fact that their schools are a bit far from the centre, there was not enough space in the computer laboratory to accommodate all of them at once and that some of them only learned about it when it was already in progress. I learned from Sindy that the training was initially scheduled to commence at 11 o'clock so as to have two classes a day but the circuit managers objected to that arrangement as it would have meant that learners are left unattended and that the morning session periods go to waste.

According to the ISPFTED (DBE & DHET, 2011) DTDCs will be better suited to provide a local central meeting venue for Professional Learning Communities (PLC) as they will be appropriately resourced to support PLC activities. Brodie (2013) describes a PLC as a group of teachers engaged in ongoing collaborative learning so as to promote and enhance student learning. These teachers share a common vision as they critically reflect on ways necessary to develop one another professionally and to take collective responsibility for the learners they teach. Thus, according to Brodie (2013), the fundamental purpose of a PLC is collective professional learning in a group context whereby the focus is on the group members working together, caring for and developing one another for the benefit of their learners. Collaborating for a joint benefit while encouraging professional conflict in order to challenge stereotypical assumptions is one of the characteristics of a successful PLC (Brodie,2013).

I observed two PLCs that regularly meet at the centre, for Social Sciences and English First Additional Language. Each cluster is made up of up to ten teachers from different primary schools. From the interactions they had when they occasionally met for CAPS moderations, they realised that there was a need for them to work collaboratively in order to assist one another. Both PLCs were initiated by the teachers themselves. Upon interacting with them I found out that they referred to their groups as clusters. In these clusters, teachers assisted one another with interpreting policy documents, assessment procedures, analysing learner results and orientation activities for novice teachers. Each of these PLCs has a cluster leader who coordinates the meetings as well as the activities of the group in order to ensure its smooth running, liaise with curriculum support staff to get the latest information concerning curriculum updates and send out notices to members using pigeon holes at the centre.

Ayanda is very enthusiastic about his role as a cluster leader for grade six Social Sciences. He is also very grateful for the support that he gets from the centre personnel to this effect.

*The venue is always clean and well organised when we come for our meetings which is every Wednesday afternoon and Cindy is so friendly and welcoming that one day she went as far as allowing me to use the landline phone to call our subject advisor when we needed assistance.*

Sindy highlights that teachers also come to the centre to make use of the municipal library that is attached to it. Previously, when the centre library was functional, teachers used to utilise its services but it is now defunct since 2017 due to lack of funds to keep it operational.

#### **4.11 CONCLUSION**

The first part of this chapter presented the history and context of the DTDC, its physical structures, the political landscape, safety and security measures and well as the equipment present at the centre. This was followed by the different perceptions about the centre as well as the activities that take place there according to the participants that were interviewed. It has also analysed interview transcripts of the teacher participants together with those of the centre personnel while presenting the observations of the researcher.

# CHAPTER FIVE

## DISCUSSION AND CONCLUSION

### 5.1 INTRODUCTION

In the previous chapter, the research findings were presented, discussed and analysed. This chapter presents the discussions of the data which was obtained from the semi-structured interviews with both the teacher participants and the centre personnel, as well as through observation of the activities that take place at the centre. The main purpose of this chapter is to answer the research questions of the study. The chapter ends by making recommendations and drawing conclusions based on the findings.

### 5.2 RESEARCH QUESTIONS

The study aimed to answer the following research questions:

1. What are the resources provided by, and the activities offered by the District Teacher Development Centre?
2. In what ways do teachers use the resources and participate in the activities?
3. To what extent do teachers say these activities and resources support their teacher learning?

### 5.3 Research question 1: What are the resources provided by, and the activities offered by the District Teacher Development Centre?

#### (a) Resources at the centre

According to the ISPFTED (DBE & DHET, 2011) DTDCs were established to be sources of local support for teachers in order for them to access shared resources they need to enhance their professional learning which will effect change of practice for the benefit of the learners. However, the data showed that this is hardly the case with the DTDC under study. The interviews and observations of the participants revealed that resources were either not available at all, were not in a good working condition or teachers were not aware of their existence. All five teacher participants concurred that resources like computers benefitted only a limited number of teachers. These are the teachers who either work at schools that are in close proximity to the centre or stay in the centre's vicinity. The centre library which used to provide teachers with teaching and learning material as well as a venue where they would study in peace and quiet is no longer available. Its material has been moved to other libraries in the district.

The few books and other library material that was left behind are full of dust on the shelves due to not being utilised. A huge padlock and a 'Not in use' sign hangs on the door. Three of the teacher participants lamented the fact that the services of a library bus which used to visit neighbouring primary schools four times a term have since been discontinued. According to the teacher participants, the library bus used to provide teachers and learners with resources in the form of teaching and learning aids like science kits, wall charts, reading books, periodic tables, reference books for different subjects as well as other Learner Teacher Support Material (LTSM) that is not available in schools. They indicated that they were informed by the curriculum support staff that the bus demanded high mechanical maintenance and repairs due to the nature of the roads in the area and that there was no budget available for such. The staff at the centre also attested to this sad state of affairs.

Teachers receive material such as worksheets and Annual Teaching Plans (ATPs) from the workshops that they attend at the centre. Harland & Kinder (1997) is concerned about the outcomes of professional development activities teachers engage in. They identify three levels of outcomes according to the effect CPD activities have on teachers, namely, first order, second order as well as third order outcomes. According to this typology of outcomes, the material and physical resources teachers receive from the workshops constitute the third order level of outcomes. They argue that while teachers may procure these resources, it may not necessarily translate to change of practice which is the ultimate goal of a CPD activity. If a CPD activity is perceived as offering only the third order outcomes it is least likely to impact on practice unless the first and the second order outcomes are already in place (Harland & Kinder, 1997).

Some of the teacher participants indicated that they seldom really engage with the worksheets and some documents that they receive from the workshops because they feel that sometimes there is just too much information to process in a short space of time. With the heavy workload that they are faced with in the classroom, it becomes too overwhelming that they end up putting the worksheets in their cupboards where they eventually gather dust while they carry on doing things the way they have always done them.

**(b) Learning activities at the centre.**

The participants indicated that the major activities that take place at the centre were the CAPS workshops facilitated by the curriculum support staff of the department of education. Teachers often attend these workshop according to a planned schedule determined by the subject advisors whereby separate dates are allocated for each subject and phase.

Teachers would leave their classrooms and meet at the centre to attend the workshops which usually last for up to five successive days at most, with the majority of them lasting for only one day.

Opfer and Pedder (2011) argue that teachers need time to absorb, develop, discuss and practise new knowledge, and therefore, in order for an activity to effectively support teacher professional learning, it needs to be sustained and intensive rather than brief and infrequent. Likewise, Ball (1994, cited in Opfer & Pedder, 2011) describes the one-time workshop as “style shows” and argues that they are less likely to lead to teacher change. Furthermore, Putnam & Borko (2000) put particular emphasis on the context in which learning takes place. They argue that cognition is situated and thus the physical and social contexts in which the activity is held is a fundamental part of learning that takes place within it.

As Lohman & Woolf (2001) would argue, teachers are more likely to acquire new learning through teacher-led activities in the workplace as opposed to those that are led by an outsider away from the workplace. However, teachers did note that they received materials and new information from the workshops, which would suggest the third order level of outcomes according to Harland & Kinder (1997).

Some teacher participants expressed concern about the short duration of the workshops and the lack of follow up visits or interaction between the “expert” and the teachers thereafter. They claim that this leaves teachers in a state of uncertainty whereby they lack confidence in applying the new knowledge that they learned at the workshop, and when they do try to implement it, they are not certain whether they are doing the correct thing or not. With the lack of support available in their classrooms, they eventually decide to forget about the new knowledge and revert back to what they are comfortable with.

Jita & Mokhele (2014) suggest that the PD of teachers should not be a once off event but rather an on-going activity aimed at improving teachers’ instructional practices and building their capacity. Likewise, Opfer & Pedder (2011) states that the amount of time allocated to a professional development activity has a significant impact on the success and the effectiveness of that activity in terms of influencing teachers’ change of practice (Opfer & Pedder, 2011).

The teacher participants claim that at these workshops the emphasis is on how to structure their lessons and as assessment according to the policy document. Adherence to policy is the main objective for the workshops whereby teachers are expected to unlearn their current way of teaching and adapt to what the CAPS policy now requires of them. The nature of the workshops

suggests managerial discourses of professionalism whereby the agenda of a CPD activity is determined by the deliverer while the participant is not afforded space to take control of the kind of CPD they need at a particular time. The participant is only expected to comply and implement the central authority's agenda which comes in a top down approach (Day & Sachs, 2004).

According to Roseler and Dentzau (2013), modelling the current professional development experiences after traditional top-down approaches may not have the desired effect of raising and maintaining the standard of teaching and learning in a range of schools. They argue against the notion of inviting "an expert" or "a knowledgeable outsider" to deal with local issues that affect teachers, but they believe that teachers are more than capable of addressing their challenges with the resources and expertise available from their immediate community. They further argue that the traditional top-down approach devalues teachers by underrating their potential as well as their capability to identify their needs and take the initiative to address them. Furthermore, the CAPS workshops held at the centre are characteristic of the training model according to Kennedy (2005) which is characterised by sporadic events which are held off-site, with the content delivered by somebody who is considered an expert in the field.

According to Kennedy (2005) this model supports a high degree of central control and is mainly focussed on making teachers conform to a certain standard. It also limits their ability to be proactive in identifying and meeting their own professional development needs. The teacher participants indicated that after attending a workshop at the centre, they were expected to go back to their classroom and implement that which the 'expert' trained them on. However, from the perspective of situated theory, Putnam and Borko (2000) argue, that the physical and social context in which the CPD activity takes place is of the fundamental importance to the activity. This resonates with the socio-cultural theory of learning according to Kelly (2006) which puts emphasis on the importance of the context in which learning takes place. It highlights how difficult it is to transfer knowledge to a new context.

The two PLCs for intermediate phase Social Sciences and English First Additional language that meet at the centre are an example of self-initiated learning activities teachers engage in to enhance their professional knowledge and skills. The members of the PLCs indicated that they decided to form the groups of their own accord because they saw the need for them to work together and assist one another in their professional journey. All the activities that take place within the PLCs are determined and coordinated by the teachers themselves and they only enlist the assistance of a subject advisor if and when necessary. The above is an example of democratic discourses of

professionalism whereby teachers take control of their own professional development and work in a collegial, profession driven manner, whereby the emphasis on collaborative, cooperative action among teachers, (Day & Sachs, 2004).

Putnam and Borko (1997) argue that without interaction with others, there can be no learning. This interaction with people determines what is learnt and how learning takes place. They further argue that teacher learning can also be interpreted as involving teachers in actively constructing their own knowledge and making sense of events through their existing knowledge (Putnam & Borko, 2000). Similarly, Lohman and Woolf (2001) state that teacher learning is highly likely to occur when teachers exchange knowledge, share and reflect on other teachers' practice and experiences, work collaboratively, exchange conversations and share resources with their colleagues.

#### **5.4 Research question 2: In what ways do teachers use the resources and participate in the activities?**

The centre has a computer laboratory which has to a certain extent, succeeded in equipping some teachers with computer related skills. One teacher participant who attended a computer course at the centre is very proud of the fact that he now applies the skills he attained from the course in class when teaching. After attending the course, he is now able to browse the internet for information, download material to use when teaching as well as prepare computer generated lesson plans.

From this, we can conclude that for some teachers such as this participant, the centre has played a role in providing them with knowledge and skills which have impacted practice, which is the first level of outcomes, according to Harland and Kinder (1997).

Teachers have access to the internet at the computer laboratory where they download material to use when teaching. According to Lohman and Wolf (2001) teachers can also learn through environmental scanning which involves individual teachers gathering information from sources outside the school. These may include browsing the internet for information and materials, scanning professional journals to learn about recent developments and networking with other teachers (Lohman & Woolf, 2001). Similarly, Bakkenes, Vermut and Wubbels (2010) suggest that teacher learning can be in the form of concrete and visible activities like surfing the net for information.

The centre does have a science laboratory albeit dysfunctional. The human skeleton, chemicals and other equipment at the laboratory has been moved to the back of the room to make way for the Unisa ICT centre which operates in the same venue. This means that science teachers in the area no longer have access to these resources which could assist them in their learning. In the previous years until 2016, when the science laboratory was still functional, teachers would either bring learners to learn at the laboratory or they would take out material on loan. The Unisa ICT centre is for the benefit of only those teachers who are registered with Unisa to further their studies, and not for the wider teacher community in the area. It also services members of the public who are either studying with Unisa or those who would like to register with the institution.

However, when the curriculum support staff comes to hold workshops, they utilise the ICT centre as a venue on certain occasions. Only then can all teachers get to have access to the ICT centre to use its resources such as the computers, photocopiers, scanners and video conferencing facilities. Teachers also indicated that they visited the municipal library attached to the centre in order to access reference material for their studies. It also offers them a quiet place where they can study in preparation for their examinations. They also acknowledged that they are aware of some teachers who visit the centre in order to download material from the computer laboratory to use in the classroom.

Teachers participate in the activities by attending different types of workshops such as CAPS subject workshops, SASAMS workshops and SBA moderation workshops. Professional Learning Communities is another way in which teachers participate in the learning activities at the centre. Kwakman (2002) asserts that teachers learn by sharing resources and being part of a project group.

### **5.5 Research question 3: To what extent do teachers say these activities and resources support their teacher learning?**

Teachers indicated that the resources at the centre were not fully utilised due to lack of awareness on the part of the teachers, resources not fully functional, the distances that teachers need to travel to reach the centre and the shortage of trained personnel to assist them at the centre. Some of the teachers cited lack of motivation as well as lack of expertise as some of the reasons why they end up not utilising the physical resources such as worksheets and equipment which result from participation in a CPD activity. Harland and Kinder (1997)'s third order outcomes state that procuring resources from a PD activity may not translate to change of classroom practice if the

teacher lacks motivation and knowledge. At the same time, lack of resources can adversely impact on change of practice.

On attending different types of workshops, which is the main activity that takes place at the centre, data has revealed that, most of the time teachers neither get inspired nor do they feel any enhanced enthusiasm to implement new ideas after attending the CPD activities. When it happens that they feel motivated, that feeling may not be sustainable in the absence of knowledge and expertise as well as professional support that the classroom situation demands.

The teacher participants stated that when they go back to the classroom to implement that which they learned from a CPD activity, they are faced with a completely different context. It is relatively easier for a subject advisor to teach new skills and new approaches to a group of teachers than it is for a teacher to do the same with learners in class. This often leads to some teachers feeling disheartened after attending a PD activity. Affective outcomes according to Harland and Kinder (1997) assert that every learning experience draws forth an emotional response which can either be positive or negative. Although positive affective outcomes such as feeling excited about a new approach are necessary for changing practice, they may not last long if the teacher lacks the expertise for implementing the new ideas learned. In order to maximise the chances of impacting practice, designers of CPD activities should strive to achieve positive affective outcomes and avoid negative ones (Harland & Kinder, 1997).

It is worth noting that different teachers experience the outcomes of a CPD activity differently. While some may be motivated to incorporate new strategies, others may be less enthusiastic but instead they may appreciate the new equipment or the new information they received. This suggests that teachers have a unique outcome route following a CPD experience and may not achieve the same outcomes as other colleagues (Harland & Kinder, 1997). According to the data collected, this is the same with the teachers who attend CPD activities at the centre. Some teachers are more motivated to implement the new curriculum approaches that they learn and always look forward to attending the workshops, while others view the activities as a waste of valuable time they should be spending in the classroom.

Data revealed that the activities and resources at Peacedale DTDC mostly achieve the third level of outcomes, namely, material and provisionary outcomes according to Harland and Kinder (1997). These come in the form of worksheets and equipment which result from participation in a CPD activity. At the same time, the centre does provide teachers with knowledge and skills which is the first level of Harland and Kinder (1997)'s typology of outcomes. This is evidenced by a

group of teachers who graduated with certificates in end user computing after attending computer classes at the centre. One teacher participant attested to the fact that he is now able to browse the net for information and prepare her lessons on the computer as a result of having attended the classes.

The centre also supports teachers' collaborative learning by providing PLCs with a venue where they can meet and coordinate their activities, as well as with computers and internet access. These PLCs are made up of teachers from different schools in the vicinity of the centre. According to Stoll and Louis (2008, as cited in Brodie, 2013), in a professional learning community, the focus is not only on individual teachers' learning but on collective professional learning within the context of a cohesive group. The social nature of learning according to Putnam and Borko (2000) asserts that cognition is social in nature and therefore the interactions with the people in one's environment are vital determinants of what is learned and how it is learned. On the other hand, too much collaboration could lead to conformity to the norms of the group at the expense of innovation and resourcefulness, while at the same time, too little of it could impede growth. Therefore, they suggest that the Goldilocks principle should apply.<sup>2</sup>(Opfer & Pedder,2011).

According to Day and Sachs (2004), CPD activities can be in the form of voluntary or imposed activities. The former refers to those activities that are teacher initiated and led while the latter constitutes activities that are initiated by the employer. Data indicated that teacher learning at the centre takes place in the form of both voluntary activities, namely, PLCs, as well as imposed activities, namely, curriculum workshops.

### **5.3 LIMITATIONS OF THE STUDY**

One of the limitations of the study was that data was collected from eight participants only, five teachers and three centre personnel. No data was obtained from the centre manager. This may have impacted on the results of the data collected as the sample was limited and I only observed on five occasions. Some of the participants were not always available to share their views due to work as well as personal commitments. The centre personnel participants viewed the study as a fault finding mission and they were rather very careful with their responses so as not to reveal any information that, in their views, could jeopardise the reputation of the centre. My position as a teacher teaching in one of the primary schools in the vicinity of the DTDC might have impacted on the participants' willingness to respond freely and trustingly.

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<sup>2</sup> The Goldilocks Principle is used to describe a situation in which something is or has to be exactly right, not too much and not too little, but just right.

However, from the beginning of the study, I explained my positionality both as a teacher and a researcher to ensure that the study was more reliable. Also, there is no literature available on DTDCs in the South African context, thus there was little existing literature to build on.

#### **5.4 RECOMMENDATIONS**

This section focuses on recommendations based on the three research questions that have been explored in the study. Based on the findings of the study, I recommend that further research should focus on a larger scale to explore and compare DTDCs from different provinces across the country to get insight from a wider view.

Further research can also explore a larger sample of teacher participants from both the GET and FET bands. With regards to the findings, I recommend that the centre needs to make its services known to teachers and that there should be designated trained personnel to assist teachers with regards to how best to utilise the resources available. An inventory should be kept and managed by the administration clerk so as to keep stock of all the resources. Broken equipment needs to be repaired or replaced timeously. The centre could support teacher learning more if it offered a wide range of CPD activities other than curriculum workshops. The centre library also needs to be revived so that teachers may have access to professional journals and other material that could assist them in their professional development.

#### **5.5 CONCLUSION**

This study was conducted with the objective of exploring the role of Peacedale DTDC in supporting teacher professional learning. The study took on a qualitative case study design. The semi-structured interviews and observations were used to generate data. The study discovered that Peacedale DTDC offers only a limited supply of resources and that most of the teachers do not utilise them due to lack of awareness and lack of expert support. Most teachers visit the centre only for attending curriculum workshops. However, the centre has played a considerable role in equipping some teachers with computer literacy skills. The internet facilities available at the centre assists some teachers a great deal when they need to surf the net for information. The centre is also a suitable and a convenient venue where PLCs meet as it also provides them with resources like data projectors, computers as well as photocopiers to facilitate their meetings.

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## **APPENDICES:**

### **APPENDIX A: INTERVIEW SCHEDULE**

#### **Interview schedule for teachers using the District Teacher Development Centre**

**(revised 12 Feb 2018)**

Date of interview: \_\_\_\_\_

Name of Centre: \_\_\_\_\_

#### **Section A: Biographical details**

Name of teacher:

School name:

Years of teaching:

Grade taught:

Subjects:

How far is your school from the Teacher Development Centre? \_\_\_\_\_

How do you travel from your school to the Centre? \_\_\_\_\_

#### **Section B**

1. What do you think is the purpose of the teacher development centre?
2. In the last year (since Feb 2017), how often have you visited the centre?
3. What do you come to do at the Centre? [probe: what activities such as content workshops or moderation or finding resources]
4. Tell me about a recent workshop / moderation process that you attended at the Centre.  
(Probe: who facilitated the workshop, what was the purpose of the workshop, what was the focus of the workshop, how long did the workshop last, who attended the workshop)
5. What did you gain from the workshop / moderation process – (new materials/resources; if so, how did you make use of the materials/resource to better your learning development?)
6. What new knowledge did you gain from attending that workshop /moderation? [Probe: Can you provide a clear example of this knowledge? E.g. new content knowledge?]

7. Did you gain any new skills from attending the workshop /moderation? If so, what new skills?
8. Are you able to use the new knowledge and skills in your classroom? If yes, can you give some examples?  
If not, can you explain why?
9. Have you become more motivated or inspired to teach as a result of attending a workshop / moderation session?  
If yes, can you provide details?
10. Do you use the library or the computer centre?
  - a) If yes, for what purpose? [probe: to download curriculum documents, to find teaching resources; to study]
  - b) How often did you use the library in 2017?
  - c) If not, why not?
11. What is your main reason for coming to the Centre? Does it play an important role in your professional development?
12. What prevents you from using the Centre more?
13. Does your subject advisor/ principal/ colleagues encourage you to use the Centre?
14. What do you think that the Centre could do to support teacher development better?

## **APPENDIX B: Interview Guide For Librarian/ Centre Manager/ Computer Lab Manager**

### **Section A: Personal Information**

Gender

Age Range

Highest Professional Qualification

Highest Academic Qualification

Position at the Centre

Length of Service at Centre.

### **Section B**

1. How long has this Centre been operational?
2. What is the purpose of the teacher development centre?
3. What do teachers come to the Centre to do?  
[Probe: can you tell me a bit about these activities e.g. Who facilitates the various activities?]
4. In what ways do you think that these activities benefit teachers and their professional development?
5. What are the resources that are available at the centre for teachers? [Probe: do you think teachers are aware that these resources are available?]
6. How do these materials/resources support teachers' professional learning?
7. Can you provide me with any reports/stats of how many teachers
  - a) use the library every day?
  - b) use the computer centre every day?
  - c) visit the centre to attend workshops every day?
8. Do you think that the centre is functioning well? Why do you say this?
9. What hinders the centre from functioning well?
10. How would you like the Centre to improve over the next two years?
11. Who else uses the Centre besides teachers? For what activities?

## **APPENDIX C: OBSERVATION SCHEDULE OF THE CENTRE**

[**Note about taking photographs:** ask permission to take photographs. Do not include faces of people in the photographs, as this has ethical implications for using the photos in your thesis.]

No. of meeting rooms in the Centre

No. of offices for staff

Other rooms/ offices

What resources are available for teachers? Photocopier?

Is there a computer lab? How many computers? Printers? Internet connection?

Is there a library? Approx. how many books?

What kind of books (e.g. textbooks? Reference books? For which subjects/ grade level? (Take photos of the shelves)

Look inside a selection of books. Are there date stamps to indicate that these have been borrowed by teachers?

Is there a well- tended garden?

# APPENDIX D: ETHICAL CLEARANCE: KZN DEPARTMENT OF EDUCATION



education

Department:  
Education  
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1421

Ms N Mnguni  
7 Burtia Palm Terrace  
Panorama Gardens  
Pietermaritzburg  
3201

Dear Ms Mnguni

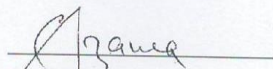
## PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF PEACEDALE DISTRICT TEACHER DEVELOPMENT CENTRE (DTDC) IN SUPPORTING TEACHER PROFESSIONAL LEARNING"**, 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 11 January 2018 to 30 June 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.

Vulindlela DTDC  
Richlea Primary School

MaGoda Primary School  
Ndabikhona Primary School

  
Dr. EV Nzama  
Head of Department: Education  
Date: 15 January 2018

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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Facebook: KZNDOE... Twitter: @DBE\_KZN... Instagram: kzn\_education... Youtube: kzndoe

..Championing Quality Education - Creating and Securing a Brighter Future

# APPENDIX E: ETHICAL CLEARANCE: UNIVERSITY OF KWA-ZULU NATAL



22 January 2018

Ms Nontle Mnguni 212557501  
School of Education  
Pietermaritzburg Campus

Dear Ms Mnguni

Protocol reference number: HSS/2275/017M

Project Title: The role of Peacedale District Teacher Development Centre (DTDC) in supporting teacher professional learning

**Full Approval – Expedited Application**

In response to your application received 5 December 2017, 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

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

/pm

cc Supervisor: Dr Carol Ann Bertram  
cc. Academic Leader Research: Dr SB Khoza  
cc. School Administrator: Ms Tyzer Khumalo

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

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## APPENDIX F: TURNITIN CERTIFICATE

### FINAL DOCUMENT

#### ORIGINALITY REPORT

<b>7</b> %	<b>4</b> %	<b>3</b> %	<b>3</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	<b>www.education.gov.za</b> Internet Source	<b>1</b> %
<b>2</b>	<b>Harland, John, and Kay Kinder. "Teachers' Continuing Professional Development: framing a model of outcomes", Professional Development in Education, 2014.</b> Publication	<b>1</b> %
<b>3</b>	<b>uir.unisa.ac.za</b> Internet Source	<b>&lt;1</b> %
<b>4</b>	<b>Kennedy, Aileen. "Models of Continuing Professional Development: a framework for analysis", Professional Development in Education, 2014.</b> Publication	<b>&lt;1</b> %
<b>5</b>	<b>Margaret C. Lohman, Nicholas H. Woolf. "Self-Initiated Learning Activities of Experienced Public School Teachers: Methods, sources, and relevant organizational influences", Teachers and Teaching, 2010</b> Publication	<b>&lt;1</b> %