

AN INVESTIGATION INTO THE IMPACT OF A PEER-
DRIVEN MODEL OF TEACHER DEVELOPMENT: A
CASE STUDY OF IKHWEZI

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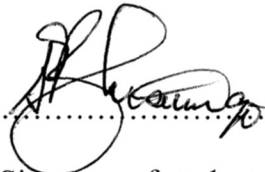
THIS RESEARCH WAS DONE IN
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STATEMENT OF DECLARATION

I declare that the dissertation submitted by me for the Doctor of Education degree at the University of KwaZulu-Natal (UKZN) has not been previously submitted for a degree at this or any other university and that it is my own work in the design and execution and that all reference material contained herein has been duly acknowledged.



Signature of student

31-03-08

Date

Rawl
4/4/08

- I dedicate this thesis to my grandson, Lindokuhle, Sbusiso Msimango 8yrs.
- A special gratitude and dedication goes to my parents .My late Father, Mr James Charles Nkosi for being a wonderful Father and mentor; and my mother Mable Thokwana Nkosi



“TEACH THEM LIKE THEY HAVE NEVER BEEN TAUGHT BEFORE”

Saying by J.C.Nkosi: Principal of Ezakheni Primary School

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CHAPTER ONE

HISTORICAL AND CONTEXTUAL PERSPECTIVES ON CONTINUING PROFESSIONAL DEVELOPMENT AND THEIR IMPACT ON OBE DELIVERY

1.0 INTRODUCTION

This chapter sets the scene both historically and contextually of the chapters for the study that follows. The democratic South Africa is faced with huge challenges of replacing apartheid education with democratic curricular education policies. Teachers are instrumental in the implementation of new policies so will be the models used in capacitating them (Jansen, 2001). This study will, within the present models used in the implementation of curriculum policies, investigate an alternative model for Teachers' Continuing Professional Development. In Chapter One I have provided justification for putting this particular topic under the microscope. It outlines the purpose, rationale, critical-research questions, research techniques to be employed and data-analysis methods. It also illustrates the symbiotic relationship that exists between Continuing Professional Development and the delivery of Outcomes-Based Education and sets the stage for the enquiry of Ikhwezi Community College's Peer-Driven Model. A section on the study's limitations and an overview of each chapter conclude Chapter One.

1.1 Background to the problem

Educational Curriculum change for South African teachers has been dominated by a plethora of transformational policies aimed at eradicating the ills of the apartheid government with its philosophy permeating the curriculum of Outcomes-Based Education (OBE) which is a learner-centered approach to teaching. The Norms and Standards for Teachers (2002) focuses on teachers' competencies and educational roles, while Integrated Quality Management Systems (IQMS) (2004) looks at the integrated approach of school development and teacher pay-related development and growth. The introduction of Outcomes Based Education (OBE) in South Africa opened up huge debates, with some academics feeling that implementation would be unsuccessful. Prof Jonathan Jansen, the former Dean of the Faculty of Education at the University of Durban-Westville, provided an argument as to "Why OBE is going to fail" (Jansen (1997). His opinion was based on the fact that 80% of the teachers who were to implement this new curriculum were not well-equipped given the inadequacies of their training

during the apartheid regime. OBE was seen to be too sophisticated a curriculum, one that needed qualified teachers and well-equipped schools. Unqualified or under-qualified teachers are still serving schools in South Africa within the new dispensation, with no facilities for the production of material relevant for the implementation of the new curriculum.

Education – as the heart of change – was fraught with policies that were aimed at addressing reform and transformation. Outcomes-Based Education (OBE) was chosen to replace apartheid-curriculum policies that were no longer relevant to the democratic thinking of the day. However, training and preparation strategies for this system were a huge challenge, as some teachers felt inadequate because their initial teacher training programmes had been so totally different to the OBE philosophy, which required them to nurture a learner-centered environment (James, 2000)

The in-service programmes for South African teachers following the 1994 elections have been fraught with challenges. Teacher development programmes for teachers already in service (INSET – currently referred to as CPD), have not been guided by any coherent policy (Pretorius and Lemmer: 1998:114). With the change of government and inception of democracy after 1994, policies addressing the discrepancies inherited from the previous government were in place. With these policies in place, the challenge then would be the ability of the state to equip implementers with insight and policy clarity, to facilitate effective and proper implementation.

The introduction of OBE was to be facilitated by NGO officials who were also unable to fully comprehend the curriculum (Jones 2004). Teachers have also lodged complaints about the kind of facilitators identified to facilitate OBE implementation, since their philosophical knowledge was found to be wanting. This study questions the availability of a transformative model of teacher development that will speak to the curriculum policies that are aimed at curricular redress. Curricular changes always impact on programmes aimed at teacher development. Ultimately, the manner in which curriculum policies are implemented will determine quality learning and education. The pivotal question for policy implementers should be whether or not implementation benefits teachers' professional growth.

The introduction of OBE was faced with a number of challenges, with critics believing that South African educational politics had been reduced to policy implementation in the name of redress (Kallaway *et al.*, 1997). This meant that the state was hastily spending resources on implementation at the expense of implementers' proper understanding of policies. Education changes were seen to be in the primacy of politics after the fall of apartheid (Jansen, 1999b). It was felt that political imperatives were given primacy over policy imperatives. In a teaching environment, this left teachers with no choice but to ignore what they didn't know or understand, and to revert to the way they were taught.

During this period, as indicated earlier, in-service training (INSET) for teachers was not guided by any coherent policy. The Department of Education, NGOs, distance-education institutions and the private sector provided INSET, often in association with teacher organisations, all of which offered different programmes. Furthermore, apartheid education was dominated by the philosophy of Christian Nationalist Education. This ideology propagated a segregationist, authoritarian approach to education which dominated teacher-education curricula (Van Niekerk, 1993: 435).

The challenge of teacher shortage meant that teacher release for professional development in conjunction with the introduction of OBE was of major concern to the officials of the Department of Education. Allocating sufficient time for in-house and school-based activities without removing teachers from the classroom for lengthy periods of time posed its own challenges. Most officials and school managers have had to juggle the pressure of teacher release for professional development with capacitating teachers, some of whom have never received initial teacher training and are therefore teaching as unqualified teachers. Research has also indicated a dimension of resistance to change which comes into play whenever policies have to be changed. Fullan (1992) reported that teachers tended to cling to traditional ways of working and passively resisted policy-led changes. The South African context post-1994 has been no exception to this notion. This study reviews the manner in which teacher development is geared within the context of new democratic curricular policies considering the impact of their training during apartheid-South Africa (Adler and Reed, 2002a). Of interest to the study is the investigation of the experiences of the trained facilitators using a peer-driven model within the implementation of OBE.

1.2 SIGNIFICANCE OF THE STUDY

The significance of this study lies in the fact that a transformative model of teacher development is pivotal to the preparation and training of teachers to equip them appropriately to implement OBE in the new democratic South Africa. The researcher believes that in implementing new policies, cognizance should be taken of the fact that policy implementation will always be subject to complexities which may be of a pedagogical, psychological, and/or socio-economic combination. For the South African teacher, this understanding is of significant importance due to the apartheid disparities which impacted on education and socio-economic systems.

The models used in the South African teacher-training context for policy implementation should accommodate the fact that we are dealing with teachers who have been exposed to teacher-training curricula, which did not encourage creative critical thinking as well as participative interaction (Christie, 1998). These are mainly teachers who have been trained under the philosophy of education focussing on the deficit approach of teacher development, leaving them with the notion that they are not as competent as their trainers. This study will aim at understanding how the peer-driven model – as one of the growth models used at Ikhwezi – is experienced by teachers.

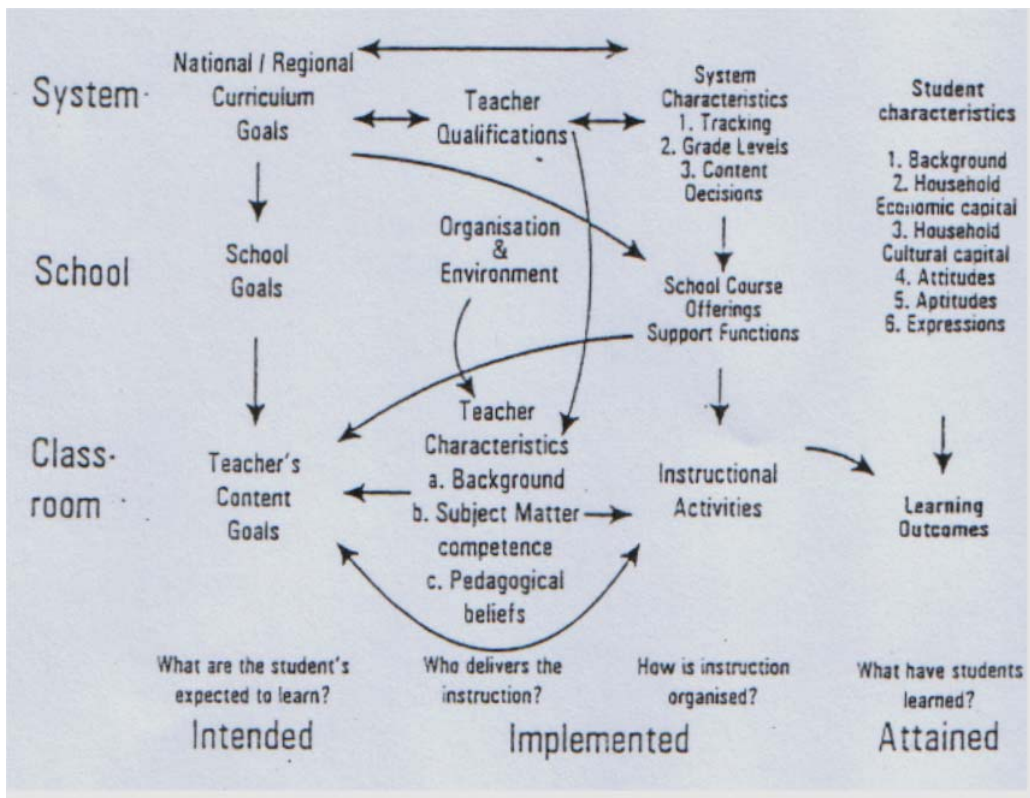
This study attempts to find an approach which considers the professional development of a model which does not assume that teacher learning is a linear step-by-step process which could be affected through a once-off workshop (Hoban, 2002). The study will also examine the models used in the training of teachers as they implement a new curriculum without completely removing them from their jobs. The peer-driven model as perceived by the researcher will be investigated a growth model. During the training process, teachers are given an opportunity which was not available to them during apartheid times: to work in teams, thus exploring the possibilities of coaching, supporting, mentoring and critiquing one another in a non-threatening environment. The significance of the team structure within the peer-driven model is also perceived by the researcher to be in line with one of the national critical outcomes which aims at producing citizens who are critical thinkers, and who can work together in teams.

Within this framework, one cannot ignore the push-and-pull tensions that come with the introduction and implementation of curriculum practice. Samuel (2006). School principals and teachers are being propelled by legislation that accompanies the implementation of national curriculum policies, as well as being affected by the frustrations of not having suitably qualified teachers or replacements for

teachers who are being capacitated for policy implementation. This study aims at finding an alternative model whereby teachers are pulled out on an ongoing basis for shorter periods to ensure that curriculum is delivered by passionate and knowledgeable teachers.

By engaging trained teachers as facilitators in policy delivery and implementation, this research will be addressing the silences of the national and provincial policies in addressing the issues of Continuing Professional Development and Support for teachers from the period of OBE introduction in 1995. There are several policies which indicate the significance of teacher development within the new dispensation, namely: the Teacher Employer's Act, the South African Council for Teachers (SACE), The National Education Policy Act No. 27 of 1996, ELRC and others.

The haste in policy introduction and implementation of OBE has, however, not been realistic considering the huge challenges in the area of teacher development, where some teachers were unqualified or under-qualified (Jansen, 1999). Research literature on the way in which curricula are introduced is also addressed by Berry (1995); Deluges *et al* (1995); Brand (1998); Christie (1997, 1999); Jansen (1998, 1999); Fullan (1982) and Jansen and Christie (1999). This literature focuses on the implementation of an outcomes-based curriculum approach, the policy initiatives which are put into place, and how this impacts on the education system. Their significance will then assist in understanding whether appropriate Teacher Professional Development Models used in capacitating teachers were applied. The following diagram on page 5 portrays the complexities in the implementation of an outcomes based education



James (2000)

The scheme presented in the example above shows the interplay of the principal processes, influences and actors involved in delivering the curriculum. The argument here, therefore, revolves around the belief that the implementation of OBE within the complex, diverse and challenging educational sector in South Africa cannot be a once –off event. It is a dynamic process which takes years to put into effective operation, noting the fact that the teachers as curricular implementers have never been trained within the philosophy and mindset of Outcomes-Based Education. It is therefore critical that teachers be socialized into issues of CPD so as to be effective implanters of a sophisticated policy like OBE.

OBE was researched internationally by the South African government and was found to be the ideal policy to replace the apartheid education system and teacher training problems of inadequate content knowledge (Presidential Education Initiative Research Project, 1999). However, attitudinal mindsets were too embedded in the minds and lives of many teachers, thus ensuring that a three- or five-day training workshop would not be sufficient to help them make the required changes. The significance of a peer-driven model for continuing professional development within the context described is viewed by the researcher as extremely crucial as an alternative investigated in this study. Here teachers would

hopefully have the opportunity to develop within a non-threatening environment in the company of colleagues, supported by trainers, as they work and develop together.

1.3 AIMS OF THE STUDY

The aims of a study are defined by Saunders (2000) as a general statement attempting to give shape and direction to a set of detailed intentions for the future. The aims of this study could be summarised as follows:

- to investigate an alternative model to be used in continuing professional development of teachers within the introduction of a new curricular programme replacing the apartheid education system.
- to look into the challenges and opportunities of a peer-driven model of teacher professional development, given the challenges of an unqualified or under-qualified teacher corps in the South African context.
- to influence the Department of Education's policy decision-makers regarding the need for a viable In-Service Training policy that would ensure that the growth model of professional development is opted for, as opposed to the deficit model of teacher development. There is need to investigate an ongoing CPD transformative teacher-development model, as against the common once-off short three- to five-day courses, in the introduction of new curriculum.

1.4 PROBLEM STATEMENT

Events in the educational sector in South Africa have been dominated by a new content and context for education reform and transformation. As mentioned earlier, since 1994, education policy focussed primarily on structures and mechanisms for policy change, legislation and new transformation initiatives. Education policies have had a significant role to play in effecting the new order and change in the education system of our country. These changes in the political, social and economic landscape after the democratic elections of 1994 have undoubtedly been rapid. The restructuring of eighteen departments into nine, with policies encouraging non-racism, non-sexism, curbing linguistic imperialism, and the introduction of OBE, have been part of the new wave of change that accompanied the democratic elections. These changes have, however, been fraught with challenges (Chisholm,

2004). The training of teachers to deliver new curriculum initiatives was one area which had to be given serious attention considering the huge gaps in pre-service training. The major problem was to ascertain the following:

- The best teacher-development model to use to ensure that teachers are well-equipped to educate South African citizens within the new dispensation of Outcomes-Based Education.
- How teachers can learn within the advent of new curriculum change and innovation.

Research repeatedly indicates that teachers have a tendency to teach in the manner in which they were taught (Argyris, 1982; Argyris and Schon, 1974). To avoid this happening when introducing curricular initiatives, given the South African background of teacher education, effective models used to implement new programmes would be those that are interactive and transformative, instead of the short-term once-off workshops that are purely for knowledge add-on (Hoban G.F., 2002). With the introduction of Outcomes-Based Education (OBE), commonly known as Curriculum 2005, the Department of Education undertook various orientation programmes of teacher development or In-service Education and Training (INSET). With the assistance of NGOs and foreign funding, teachers were exposed to three 3- to 5-day workshops, so as to be able to implement a new curriculum embodying an approach they themselves had never been exposed to in their initial teacher-training programmes. Most of these teachers were products of a school environment ravaged by the 1980-1990 political riots which lacked a culture of teaching and learning and was apathetic to any education reform. In addition to these challenges, the majority of teachers had not been directly involved in developing OBE, had received only minimal training as an introduction to its implementation, and had to make sense of thick policy documents which were not teacher-friendly and were difficult to work with. The Department of Education created the impression that the main reasons for curriculum change were economic, where citizens were to contribute to a vibrant economy. They did not, however, give clear guidelines as to how this was to take place. The terminology used was not qualified and the goals were not descriptively interpreted. Van Wyk, N. (1998) questions the argument that curricular changes should necessarily be linked to economic improvement, and whether these would really benefit the South African economy. This is also strongly argued for by Jansen (1999) who purports that there is not a shred of evidence in almost eighty years of curriculum change literature to suggest that altering the curriculum of schools leads to, or is associated with, changes in national economies.

James (2000) argues that the impression created by the implementation of Curriculum 2005, was also a social one. This included the statement that human resources were declared to be productive and truly

united. This “development of human resources” was a phrase that was evident in all departmental OBE documents, and one which was strongly supported by various education departmental officials, most of whom were not *au fait* with the philosophy and terminology of the new curriculum. The challenging question was what the development of human resources meant in the context of curriculum change in South Africa, considering the many complexities in the delivery of education, that is, unqualified or under-qualified teachers, under-resourced schools and lack of schools. The introduction of Curriculum 2005 was silent regarding a number of crucial and critical aspects, particularly in terms of how curriculum change was going to take place. What was not evident in the literature was who comprised the human resources and just how they would be made productive, as well as how the said human resources were to be prepared for curriculum delivery. Policy implementation strategy was lacking, hence the need for an alternative model to train teachers, giving them relevant implementation strategies.

The argument was also advanced that the main reason for curriculum change was political, which meant that all citizens were to have an education in which the curriculum was to purge racial and offensive outdated content Jansen (1998). He argued that as this was the main reason for curriculum change, the focus on what was happening at grassroots level in the classroom would be minimal, and would not be considered to be of prime importance in the implementation of OBE. The availability of qualified, competent and confident teachers was never considered, although this would impact directly on the successful implementation of OBE. This is still the prevailing situation, 12 years into a democratic South Africa.

It is within this context that this research investigates the possibility of an alternative peer-driven teacher model when introducing a new curriculum like OBE. The short courses were clearly inadequate in addressing the many facets involved in the retraining of teachers to effectively facilitate the OBE system of education. The researcher has noted from her workplace that new education policies introduced, such as OBE, overlook the significance of the proper training of teachers prior to implementation. The OBE programmes facilitated by some departmental facilitators to prepare teachers for the new policies were not only of short duration, but were also very confusing, lacking clarity and focus. The five-day OBE cascade model which was offered, focussed more on policy issues than teacher-development issues which addressed the “how” aspect of policy implementation. My argument lies in the fact that while this cascade model might be appropriate for dealing with policy issues, curricular issues require more hands-on development with much greater support at classroom level.

From my experience acquired as a manager of an INSET institution, I realised that teachers needed a much more practical and hands-on model of teacher development to enable them to implement Outcomes-Based Education. The wave of reform policies since 1994, including the introduction of OBE, has presented numerous challenges to teacher professional development in KwaZulu-Natal as well as in the other provinces. My main aim is the exploration of the Continuing Professional Development (CPD) models designed for empowering teachers as espoused in current educational policies.

Furthermore, I have also want to find out how a peer-driven teacher development model can support teacher development within the context of apartheid South African teacher development. In the absence of a clear INSET policy, teacher-development programmes are further restricted by the fact that teachers cannot be removed from classrooms for training, because this means leaving learners unattended. This research argues for a peer-driven model, where teachers do not have to be removed from their schools for lengthy periods. In the absence of qualified personnel to substitute for teachers as they attend longer teacher-development programmes, the department would need to consider an alternative model such as a peer-driven model to balance the tensions between policy implementation and theory. The tensions between curriculum policies introduced in our changing South Africa and the culture of teaching are a critical issue for teachers' professional development. To obtain optimum benefits from the new policies, one needs to consider when, and for how long the structures set up by the department to develop its teaching corps will remain relevant within the new and emerging policies, without causing disruption in schools.

1.5 CRITICAL QUESTIONS

This study will be guided by two critical questions:

- How do teachers trained at Ikhwezi experience opportunities provided by a peer-driven model of teacher professional development?
- How do trained facilitators deal with the challenges facing a peer-driven model of teacher professional development?

1.6 METHODOLOGY

The methodological approach opted for is that of a case study. A group of 120 facilitators was randomly selected from facilitators trained between 1997 and 2003. Questionnaires were used for the

120, journals for 15 facilitators and group interviews were used to investigate facilitator's experiences within the model used in training them. Of the 120 questionnaires, 95 were administered successfully as reflected later in this study. However, there was a no return of 25. I also used two schools as case studies with the major case study of Ikhwezi Community College as the institution whose training model is investigated by this study. I went on to identify three facilitators whose experiences were also investigated as part of my study. My personal experiences have also been used as the manager of this institution.

1.7 LIMITATIONS

Limitations of this study could be placed in personal involvement as leader of this institution. This could therefore have a sense of bias may emerge within this study.

However, in order to address this bias, various perspectives on Ikhwezi activities have been elicited from different people that have an association with Ikhwezi – see chapter 6 and 8

Another limitation could be in the methodology that focused on getting information from people involved in the input process. These are the teachers that were trained as facilitators without finding out how they performed in their various schools. On the other hand, perspectives from schools where the facilitators work was beyond the scope of the study, this is an area for further research.

1.8 FORMAT OF THE STUDY

Chapter Two outlines Literature review: history and policy framework on teacher development. This literature review provides a review of the relevant knowledge base on teacher continuous professional development, offering a synthesis of the literature framing policy implementation and implementation of models of continuous teacher professional development. A review of studies in continuous teacher professional development in other countries, as well as in developing country contexts such as South Africa is provided, and a theoretical location of the study is also presented.

Chapter Three describes models of teacher professional development in the enquiry. It dismantles the concept of professional development, takes a look at various models of TPD, looks at the significance of models and their theory and examines each model in detail. Controversies associated with various

models are also explored and the chapter ends with an overview of global research on TPD and international perspectives.

Chapter Four focuses on *methodology*, starting with an overview of the case study as a research tool and its limitations. Alternative research methods are visited, followed by data collection, research methods, research instruments, questionnaire and interview design, the focus-group interviews and concluding with a marriage of qualitative and quantitative data.

Chapter Five is focussed entirely on *the Ikhwezi Model*, which is the crux of the entire study. The background to Ikhwezi and related visits by Ikhwezi personnel to various schools is highlighted, along with pertinent issues such as challenges, facilities and human resources, the chapter concludes with three individual case studies of trained facilitators: Dudu Mkhize, Tom Jafta and Komala Reddy.

Chapter Six performs a pivotal role in bringing together the *qualitative and quantitative data* gathered during the various research procedures, and looks at the implications thereof. Part One is dedicated to a statistical analysis of all results, and includes a brief outline of the participants, gender bias, race and biographical profile of the various schools, to lay the groundwork for the statistics that are to follow. Each of the topics to which respondents applied themselves is defined and quantified in detail. Chapter seven ends with key challenges and opportunities presented by the data.

Chapter Seven looks at *the model* and asks the all-important question: Does the model cause development or disruption? It goes on to explore the perceptions of the facilitators trained at Ikhwezi and the input of the facilitators as a follow-up to their initial participation in the study.

Chapter Eight pulls together all the elements from the previous eight chapters into a cohesive whole entitled: *Synthesis, conclusions and recommendations*, which presents the way forward for both teachers and the Education Department in terms of the most suitable model to fulfil both the aim of future policy implementation and Continuous Teacher Professional Development.

This chapter has discussed the background and objectives of OBE and has stated the problems of this study. Challenges of capacity building for teachers during curriculum implementation cannot be overshadowed by policy-drivers at the expense of teacher development. There is a dire need to explore a transformative model for teachers to reflect and engage with the complexities of the new curriculum initiatives, instead of sending them on short courses. This researcher proposes a peer-driven model which will assist teachers trained in the colonial content-based approach to change to a participative learner-centred outcomes-based approach. Whereas Chapter One focussed largely on setting the stage for this study in terms of orientation and background, including possible challenges, Chapter Two moves the focus to related literature supportive of a peer-driven model of continuous teacher development. It contextualises and focuses on the Broad Policy Framework in South Africa.

CHAPTER TWO

LITERATURE REVIEW: HISTORY AND POLICY FRAMEWORK ON TEACHER DEVELOPMENT IN SOUTH AFRICA

Whatever factors, variables and ambience are conducive for the growth, development and self-regard of a school's staff are precisely those that are crucial to obtain the same consequences for students in a classroom" (Sarason, 1990:154).

2.1 INTRODUCTION

Having laid the groundwork and motivation for this thesis in Chapter One, Chapter Two takes up the issue of literature relevant to the topic. I will now be looking at literature in the context of South African Teacher Development. This section will further explore models of CTPD and review associated studies. The literature-review section of this thesis represents a contextual critical synthesis of the literature on continuing teacher professional development with the following focuses in mind:

- To set the stage for an inquiry into Continuing Teacher Professional Development via policy initiatives after the 1994 democratic elections in South Africa;
- To utilise available perspectives so as to provide a conceptual platform on which to build the research data collection plan for the study;
- To develop appropriate research instruments used in the study, and
- To provide the basis for the data-analysis strategies employed.

The literature review, therefore, spans two consecutive chapters of the thesis. The first of these chapters presents an overview of the broad contextual policy framework on teacher development in South Africa, together with the educational and historical background which makes the South African situation so unique. The following chapter outlines and clarifies definitions and models of teacher professional development as well as viewing CPD from international and national perspectives. The chosen focal areas arise as a response to the targeted research question of this study which is:

- What are the opportunities experienced by the Ikhwezi trained facilitators?
- How do trained facilitators experience the challenges of a peer-driven model for teacher professional development?

2.2

A BROAD CONTEXTUAL POLICY FRAMEWORK

After the democratic elections of 1994, South Africa had to engage itself in a process of formulating policies that would cover and articulate the democratic values the country was upholding. Education was seen as the important transformative vehicle to produce citizens desired for the new dispensation. It had to redress the gross inequalities of the past in terms of educational attainment and skills development, as well as the existence of various separate education and training systems resulting from the segregationist policies of the apartheid government. It also sought to embody the values of the constitution in terms of social justice, equity and provision of education. Teachers automatically become the essential catalysts to bring about change. This led to the production of a number of policies that would have a direct impact on the professional development of teachers. These policies included the following:

Norms and Standards of Teachers (1997 and revised 2000):

This policy describes the roles, their associated set of competences and qualifications associated with the continual development of teachers. It also provides the necessary scope to providers of the development of learning programmes, qualifications and standards that would be recognised by the Department of Education. Unfortunately, there has been no training for teachers to be effective in their expected roles within this policy, such that some teachers are not even aware of their expected competencies and roles.

Committee on Teacher Education Policy (COTEP) 1996:

ANC-aligned academics came together and deliberated on teacher education policy for South Africa. This process gradually became part of policy forums that shaped the COTEP which contextualise Teacher Education and Development within the democratic aspirations of a new SA. Unfortunately teachers as implementers of curriculum were not directly involved in the development of this policy.

Employers' Teachers' Act 1997 and National Education Policy Act 1998:

This Act aimed at providing for the employment of teachers, the regulation of the conditions of service, discipline, retirement and discharge of teachers connected therewith. Unfortunately this policy did not show any synergy between conditions of service and curriculum issues which are at the core of teacher's career.

 South African Council for Teachers' Act 31/2000 (SACE):

Key objectives of this Act were the promotion of teachers' professional development, their ethical and professional standards, promotion of in-service training of all teachers as well as seeing to research and development of a professional development policy. But due to lack of funding and proper infrastructure, the status of this policy was reduced to that of "witch hunting", focussing on disciplinary issues that led to dismissal of certain teachers for misconduct. There has never been any SACE-related teacher professional development programmes to promote teachers' better understanding of this policy. In general, this has been the weakness of post-apartheid South Africa, in that good policies are just thrown at citizens with no clear or piloted implementation strategy as was the case with OBE.

 ELRC Manual for Developmental Appraisal of Teachers (1998):

The essence of this policy was to maintain and promote Labour practice in education.

 The White Paper on Education and Training (RSA, 1995(a):15)

This policy was committed to OBE which was aimed at changing the whole approach and philosophy of South African education to become outcomes-based and not knowledge-driven as was the case prior to the democratic elections. This approach – while ideal in producing citizens that would be critical thinkers able to make a meaningful contribution to the economy – meant teachers had to be retrained, using a model that would speak to the curriculum philosophy ushered in via OBE (an integrated approach to education and training) and most recently.

 The National Policy Framework for Teacher Education (2007):

This policy aims at professionalizing and regulating teachers' Professional Development Activities in terms of accumulating Professional Development Points (PDP). This means that for the first time in the history of South Africa, teachers will take ownership of their personal development to accumulate PD points to be regulated by SACE.

A brief look back at teacher education issues from 1990 to 1994 shows that this was a period of structural and cultural malaise (Parker, 2002). According to Parker, teacher development was still confined to the apartheid structures with their myriad separate departments, as well as separate curricula and legislation. These apartheid structures were challenged by the introduction of documents such as the National Education Policy Initiatives (NEPI) which were influenced by the anti-apartheid struggles of the 1980s. This document (NEPI) was one of the first to convey the people's education issues with regard to restructuring.

The next stage, according to Parker (2002) was that of 1994 to 1996 which saw the emergence and manifestation of the new structures. Task teams, comprised of various role players, were commissioned by the government to implement the interim constitution which led to the creation of one national, and nine provincial Departments of Education. These were complemented by a number of statutory and non-statutory bodies. Teacher education, as indicated previously, was greatly affected by the laws in place at the time which entrenched the policies of segregation, both in the manner of training teachers and the different institutions of teacher training that were based along racial lines. The 1950 Bantu Education Policy had placed the responsibility of 'white' teacher education on 'white' institutions, and 'black' teacher training on 'black' teacher-training institutions located in the areas designated exclusively for 'blacks'. Indian and Coloured teachers were trained in the Indian and Coloured institutions of the University of Durban-Westville and the University of the Western Cape respectively. In the 1980s, the former homeland states had begun building colleges of education for the training of their own teachers. This led to the mushrooming of colleges of education which reached a peak of 120 teacher-training colleges by 1994. By the end of the apartheid era, the country had 19 different systems controlling colleges of education, as well as 32 partially autonomous universities and technikons – all providing teacher education (Parker, 2002). Under these conditions, one could anticipate that huge disparities would exist in terms of governance, multiplicity of curricula and qualifications and that there could be little or no co-ordination on aspects like planning, supply, and demand, all of which were exacerbated by meagre quality assurance and accountability procedures.

After the 1994 elections, the new National Department of Education was challenged to bring uniformity and quality to teacher development. Due to the huge disparities and lack of information, systems inherited within the diverse apartheid institutions of teacher development, the new national department was forced to introduce several policies that were directed at redressing past inequalities, while at the same time they had to introduce policies that focussed on quality provisions and working conditions. For example, the policy on rationalization and redeployment of teachers attempted to redress some of the past inequalities in teacher utilisation. Teachers declared as excess teachers (based on a post provisioning norm) in one school were re-deployed to other schools that needed appropriately qualified teachers. This policy, however, did not work as anticipated. In the absence of facilities and accessibility to schools, rural schools were not attractive enough to encourage teachers to move from their comfortable urban schools. Nor were there any rewards for teachers to take up places that were seen to be relatively unattractive to them. The rationalisation and redeployment process was initiated in 1996 and had still not been completed by 2000. Given the history of teacher development prior to 1994, it was not possible to match teachers with the available posts in the various schools.

To address the proliferation of apartheid system in colleges of education, curriculum changes for teacher education underwent dramatic transformation after the 1994 elections. The Norms and Standards for Teachers (NSE) (Department of Education, 2000), after several versions became the National Standards (framework) for teacher Education curriculum. The NSE attempted to address the quality issue associated with teacher development that was highlighted as a concern of the apartheid teacher education system in South Africa. The most recent policy framework for teacher education is the National Teacher Education Framework (Department of Education, 2007), which is attempting to regulate initial and continuing teacher education. This policy will for the first time in the history of South Africa, create a Continuing Teacher Professional Development environment, with teachers taking ownership of their personal development. It will also strengthen teaching as a profession within the regulated points system monitored by SACE.

The policy was gazetted in August (2007) by the current National Minister of Education. The new framework builds on principle issues developed in former versions. The Norms and Standards for Teachers policy (NSE), gazetted in 2000, emanated from revisions of the COTEP document referred to earlier in the chapter, and was another important document produced by the new government, in an attempt to regularize teacher education by providing criteria for the roles of teachers. The COTEP document focused primarily on the curriculum, its content and framework, while the Norms and Standards document highlighted the role of the teacher and provided information which then stimulated consideration on how to train teachers to take on such roles and responsibilities. This was important because while the COTEP documents considered the curriculum; the Norms and Standards indicated the requirements needed for teachers, which would ultimately shape the intended curriculum. It was not only new teachers who had to be trained, but thought had to be given to retraining existing teachers in terms of the requirements of the Norms and Standards which aimed at providing standardised norms for teachers' competencies within the democratic education systems to enable them to perform as researchers, facilitators, assessors and mediators of learning, pastoral givers and reflective practitioners. The latest framework for teacher education attempts to make explicit the difference between professional training to becoming a teacher and an academic study in education. By making this distinction between professional and academic study in education, regulating and managing teacher development becomes much more coherent and quality-driven. A further group of policies and acts were introduced to focus on the working conditions of teachers. For example, the Teacher's Employment Act of 1994, the National Education Policy Act of 1995 and the Labour Relations Act of 1995 were acts put in place for the purpose of consultation and negotiation between the employer (the Provincial Departments of Education) and the employee (represented by the unions). Negotiations

included issues relating to career-pathing, work-loads, job responsibilities, remuneration and other aspects of employer-employee relations.

With this background in mind, the researcher intends to closely examine the different development models which attempt to assist teachers to put into practice the curriculum policies of the new government. The argument in this context is that the designers of policy tend to create policies without considering the implementation strategies and challenges. Teachers trained for the purpose of perpetuating the oppressive apartheid system, we S.A. needed to ensure that intensive orientation and retraining programmes were in place for teachers to be better equipped in delivering the new curriculum policies. Van Niekerk, (1997); Lammer and Badehost, Taylor and Vinjevold (1999); Adler (2002); Jansen (1996). Hargreaves (1995) also argues that teacher professional development should be afforded high priority for reform and re-construction initiatives (for example, South African OBE and Curriculum 2005) if these policies are to be successful. This kind of literature informs this study supporting the argument for an alternative teacher development model that will focus on teacher's continuing professional development

Since 1994, teacher development has been unfolding at an accelerating pace. The new democratic government had to introduce, in addition to process changes, structural changes to redress the inequalities of the apartheid system of education. Firstly, the 17 Departments of Education were merged into one national Department of Education for the nine provinces. This was later followed by the introduction of a number of structures like the South African Quality Authority (SAQA) 1995; Education Labour Relations Council (ELRC); South African Council for Teachers (SACE); Heads of Education Committee (HEDCOM); National Skills Authority (NSA) and Sector Education and Training Authorities (SETAs), to develop policies and processes for transforming education and training within the count. These initiatives and many other policies broadcast a strong message aimed at restructuring education to meet the challenges of a new democracy within a social justice framework. As part of this restructuring process, teacher education colleges that were considered viable institutions were incorporated within Higher Education institutions (universities and technikons).

These structural changes had a direct impact on issues affecting curriculum policies on teacher education. The major question at this point was how to change the curriculum of the old regime so that it could meet the challenges of the new government. Guiltig (2003) said in the media through the Mail and Guardian (January 31 to February 6 edition):

But South Africa's critical challenges lie in the turning of commendable policy into workable practice. Teacher Education has been tagged as one of the ways in which the practice of teachers will be transformed.

The transformation of education in SA created a new environment within which teachers could operate. Schools became part of the unitary system of education and training. Along with this, schools became multicultural institutions offering multilingual learning, for which the corps of practising teachers had not been adequately prepared. For example, former white and Indian schools were populated by all races with little change to the teachers' demography, while former coloured and black schools were relatively unaffected by changes to learner populations. While in some schools teachers had to adapt to changing demographics of the learner population, in other schools teachers had to deal with infrastructural changes, technological advancements, curriculum innovations and job-related changes. Most often, the teachers that had to deal with the latter changes were the previously most disadvantaged in terms of teacher support and qualification levels. For example, teachers who had one or two years of teacher training were expected to teach learners within a highly sophisticated OBE curriculum that demanded of the teacher that they be curriculum experts. All of these expectations were without adequate support in terms of teacher development.

Changing of teachers' practice to align with policy changes in South Africa could never be an easy move towards democracy, given the complexity of the basic conditions of teachers, which has been greatly influenced by the past. There are teachers who have practiced as teachers for years without having basic qualifications. On the other hand, there are those who have qualified, but who do not have sufficient subject content knowledge to understand and implement existing curriculum policies. The researcher is concerned with the very assumption that once policy is in place, teachers must be seen to implement it after attending a three-to-five day workshop. In the absence of clear CPD policy guidelines, even schools would not be in a position to provide a sustained CPD programme. The question which arises is:

- ◆ How are teachers perceiving the roles they have to practice in the delivery of curriculum policies?

This relevance of this question can be demonstrated through the following most profound changes to the South African education system – the introduction of OBE into school education. Following the democratic elections of 1994, South Africa had to usher in a new curriculum which could introduce new approaches to curriculum delivery. Outcomes-Based Education (OBE) was researched internationally and identified as the most suitable approach for this purpose. Adopting OBE as a new

approach introduced terminology and a philosophy that was totally different from the manner in which most South African teachers had been trained. It demanded that teachers be exposed to ongoing professional development that would develop in-depth reflective practices, instead of attending short courses that could be seen as ‘add-ons’ to their existing knowledge base.

The notion of unqualified or under-qualified teachers arises not only from the non-exposure of teachers to the new curriculum of OBE, but also from the fact that there was such disparity in the nature of training received by these teachers. There were huge age differences among teachers – some had attended training colleges while others had university educations – and many had received different modes of training, for example, contact mode, distance mode, and mixed mode. This had resulted in an extremely diverse pool of teachers, which the new dispensation had to somehow regulate.

Implementing OBE was thus a huge challenge, which required a transformative model that could accommodate the complexities South Africa had inherited. The type of model required was one that would not, like the deficit models, undermine the image of the teachers. Research has shown that teachers have always resented INSET programmes which did not involve them (Nzimande, 1996):

We are teachers. We should be treated like professionals. But what do we contribute to what we teach? We are just miserable rule-followers, people who are concerned with being up-to-date with DET documents and prescriptions about what and how to teach Modiba (1996).

This study investigates an alternative model which can engage teachers in such a manner that they themselves become owners of knowledge and facilitators of the new changes on an ongoing basis. This would replace the two-to-five-day short courses which were utilised to train teachers on the implementation of OBE. Given the background of our previous apartheid education system, educational policy in the South African context is strongly influenced by personal issues, as well as the socio-political environment in various contexts. Teachers have been trained in environments that racially separated them while implementation of policies within the democratic dispensation seems not to take heed of this crucial factor (Adler 2004).

Professional development which will be defined and discussed further in Chapter Three, can be described as the development and implementation of programmes aimed at addressing lifelong learning needs of teachers, as opposed to in-service programmes which normally target specific knowledge or skills gaps and seek to address these through short courses. According to the NPFTED (2007), professional development activities seek to update, develop and broaden the knowledge that teachers

acquired during their initial teacher education and/or to provide them with new skills and professional understanding. Professional development may also accompany the implementation of curricular reforms. For these reforms to be effectively implemented, training of teachers becomes more important than the wonderful material. DuFour and Berkey (1995) emphasise the fact that for school improvement to be a success it is desired that focus and energies should be on the improvement of people and on the principal as staff developer. Focussing on people or investing in “human capital” is the key to effective curriculum delivery and school improvement.

2.2.1 The need for professional development in the context of new policy framework

Outcomes-Based Education as a new curriculum brought with it huge challenges that demanded new and different ways of teaching. As noted earlier in this study, teachers were at different levels of capacity due to the different teacher training curricular they were exposed to during the apartheid era. It thus became essential to develop some method whereby existing teachers could be brought up to speed, not only with curricular changes, but could achieve some parity between them.

To ensure effective curriculum delivery for teachers exposed to training under an apartheid South Africa, I am hoping to find a more intense teacher professional-development approach as opposed to the in-out short in-service training courses; with experts on the pedestal capacitating teachers as receivers of and not creators of their own development. According to the 2007 SACE CPDT SYSTEM design (unpublished 10th version) teachers should be encouraged individually and collectively, to have a high degree of ownership and identification of their own professional needs and development. Their engagements should, however, lead to the improvement of learners and schools more than self-interest. This should be of benefit to all schools especially those in the deep rural arrears. The SACE document further argues for a committed teacher who will be passionate about ongoing professional development with more emphasis on self professional enhancement as against “upgrading” qualifications.

The argument for lifelong learning is also endorsed by the White Paper on Education and Training (RSA, 1995 a: 21) in that even learners are to take responsibility for their personal performance. This is the kind of thinking that had to be ushered in to replace the notion of Fundamental Pedagogics, which endorsed the teachers as the owners of knowledge and the learners as simply recipients of knowledge. Hargrieves (1995) strongly argues for the need for teacher development providers to put teacher

development issues at the top on their agendas if reform and curricular restructuring are to be successfully implemented. This then endorses the concern of giving CPD activities the attention they deserve for implementation of new curriculum policies.

2.3 PROFESSIONAL DEVELOPMENT: THE SOUTH AFRICAN CONTEXT

Having established the need for teacher professional development, it has to be placed in context. As noted by several South African researchers like Hofmeyer (1995), Parker (2001), Jansen (1998 and 1999), Maistry (2006), Samuel (1998), Modiba (1996) Day (1999), Lewin, Samuel, and Sayed, (2001) there is a need to see teachers as professional persons with unique life histories and as psychological beings Samuel (1998); Niehaus, Nyburgh and Kok (1995) as against the apartheid Teacher Training approach that treated teachers as consumers and not creators of knowledge. Policy framework and programmes of teacher development within an apartheid South African context have mostly had their focus on the acquisition of skills and knowledge. Teacher training colleges within the guidance of the apartheid ruling party shared the same programmes within separate Departments of Education regarding teacher training. The different teacher training colleges under the previous government located in the various regions had to offer curriculum that articulated the then political climate of racial inequality. In this context, this study will investigate an alternative model for teachers to enable them to be better positioned in terms of policy implementation.

2.3.1 The socio-political environment

The apartheid South African context of teacher development was filled with political undertones, which unfortunately compromised quality in the production of some teachers. During this apartheid period, teachers were trained in different institutions that were racially demarcated. They were trained under a philosophy that taught them to listen and follow instruction and to do what the specialists or pedagogues who had a better understanding of classroom practice dictated (Baxen and Soudien as cited in Jansen and Christie, 1990: 131). Noting this context, it would therefore be crucial that incoming teacher-development policies of the post-apartheid South Africa introduce models that would address these issues.

Training in the colleges designated for non-white race groups produced teachers who were inadequately trained, with most teachers exiting with a one- or two-year Certificate in Education as compared to the well resourced white colleges from which most teachers exited with a three-year diploma qualification in teaching, hence the expressions under-qualified/ill-qualified/unqualified. It is this de-professionalisation of teachers which is of consequence to this peer-driven model of teacher development in this research document. This knowledge of our background makes one keen to find out how prevailing teacher development models are addressing these issues.

Research has shown that there were teachers who, due to socio-economic pressures, had to opt for teaching as the best career to meet their financial and social needs. Nzimande (1996). Hofmeyer and .Hall 1995 National Teacher Audit on Teacher Education, Modiba (1996) Macleod (1995) 63-82”

The “responsible” teacher is “called” to the teaching profession. Those who are not responsible are disdained, but also excused because it seems that teaching was not their calling (they must have gone into it for other reasons, possibly financial).

Students enrolling at institutions for teacher education were almost guaranteed financial support as well as employment by the relevant authorities when they emerged as qualified teachers. Many used this financial incentive to pursue a career in teaching rather than pursuing a career of their choice. Finance became the deciding factor. The financial hegemony could also be linked to qualification types offered in teacher training. Large numbers of qualified black teachers were needed to support the expanding schooling system, without a substantive budget. Hence, one-year and two-year certificate programmes met with the two major demands: (i) the need to train teachers, and (ii) a restricted budget to produce these teachers. My argument within this context therefore is that we are seated with a number of teachers in South Africa who have not embraced the value of Continuing Professional Development for their own growth as teachers. If South Africa, like most parts of the world, is to be concerned with quality education, teachers needed to be provided with an environment that would foster that.

The challenges facing the providers of teacher-development programmes within the new dispensation will be establishing under-resourced teacher-development models that provide programmes which meet the requirements and needs of teachers within the new curriculum. Teachers themselves have, generally, not experienced teacher-development programmes that adequately prepare them for delivery of the new curriculum. Looking at the new national curriculum’s objectives following the 1994 elections, it becomes evident that a number of teachers who were found to be unqualified or under-

qualified to teach the subjects they were to teach, needed retraining, or better still further development. Within the South African context, the fact that the new national curriculum is designed to produce citizens who are critical thinkers and can work well with others in teams indicates the need to have teachers who have the relevant training for these national outcomes to be realized. This is the one of the major challenges facing the current providers of continuing professional development programmes post 1994.

Researchers like (Feddeker et al., 1999:5). Modiba (1996) Parker, (1996), Maistry (2006); Cross and Chisholm, (1990:51); Christie, (1992:37); National Policy for General Education Affairs Act (Act 76 of 1984), have noted that that the apartheid government used the education system and schools, other than white schools, as objects of neglect, indifference and discrimination. Teachers' development was influenced largely by Fundamental Pedagogics, tenets of which sought to construct teachers who were simply practitioners.





As a researcher, I strongly believe the professional development of teachers within the current post-1994 election period needs to be in line with the new National Policy Framework for Teacher Education and Development (NPFTED: 2007). This policy will, for the first time in the history of South African teaching, provide a regulated system of their professional development with teachers taking ownership of their personal development. With this policy in place, the Department of Education as the employer will now need to use a social-constructivist CPD framework that will directly address the imbalances of the past.

The new democratic dispensation now should produce citizens of a new South Africa who can work and develop together within the new democratic government. There is need for policy framework with an enquiry form of teacher development, providing teachers with opportunities to engage in discussions with peers about problems experienced in their professional lives. Teacher development in our country has a lot to do with the acquisition of knowledge and skills. But in order to produce teachers who are critical team workers, there is a great deal of improvement we need to attend to in terms of upgrading the level of professional development of a great percentage of our teaching corps. The issue of under-qualified teachers is addressed in one of the local papers, City Press, February 6, 2005, in an article "Teachers plan to battle high dropout rate" based on research done by the Human Sciences Research Council (HSRC) in which Michael Crosser said: "In some cases learners felt they were not getting adequate education from under-qualified or unqualified teachers. They become de-motivated and end up leaving the school".

According to the Norms and Standards for teacher Education, Training and Development: Department of Education (2000:127) teacher development programmes must move away from face-to-face contact which only focuses on transmission of knowledge and does not involve various forms of support like peer-discussion groups. The introduction of Curriculum 2005 and OBE as a curriculum policy will feature strongly in this research as the trained facilitators in this study were still struggling with its implementation and understanding.

2.4 HISTORY OF TEACHER DEVELOPMENT IN SOUTH AFRICA

The historical landscape for teacher professional development encompasses a variety of perspectives attempting to provide a holistic understanding of what shaped professional development in South Africa. Literature cited in this study indicates a variety of models used in the development of teachers. Within our South African context, teacher training was located in a number of institutional types. These included universities, Colleges of Education, as well as other institutions (public and private) that offered distance learning to teachers. Common models used across these institutions for developing teachers included:

-  the face-to-face lecture method model; with students perceived as recipients of knowledge from the experts;
-  the in-out-in model accommodating practice teaching in schools; with students spending a certain period receiving content knowledge from experts and being released to go out to schools for a short period to practice as teachers. This generally has no strong support system in schools where teachers do practice, save for the short evaluation visits by the experts;
-  the master-apprenticeship model: a classic example of “monkey see, monkey do” with an expert as the “master” training a student to imitate the master in practice with no room for innovation and creativity. Teachers learn to teach according to “His Master’s Voice”;
-  the learn-by-doing (constant self-reflection) model: a model similar to the master-apprenticeship model, with more emphasis on the self-reflective aspect, which is a skill that needs to be taught.

Most teacher professional development activities currently aimed at developing teachers to understand and implement the policy changes to school education post 1994 uses these common methods of development. Other professions like nursing, engineering and medicine have been noted to offer professional training that combines various approaches including lengthy periods of in-service/internships, usually mentored by a senior mentor under the regulations of registered and approved professional bodies. These forms/models of professional development appear to be common across various professions in occupational development. Hence, they become entrenched as the dominant model for ongoing professional development activities. Are there other models available for professional development?

The teaching profession seems to differ slightly in the sense that the provision of teacher development, especially during the apartheid era contributed to training teachers who lacked the ability to realize and exercise their professional autonomy (Baxen and Soudien, as cited in Jansen and Christie, 1999). Teaching, being the largest employment sector within South Africa, provides a context that is extremely difficult to regulate largely because of its sheer numbers and types of qualifications evident among teachers. The medical profession, on the other hand, had recognised professional autonomy and was guided by a registered professional body for purposes of accountability and quality assurance.

The teaching programmes prior to the 1994 democratic elections did not have any national regulating body guiding professionalizing of teachers. Instead they produced teachers who had no professional authority and confidence particularly in their curricular development and understanding. This was largely because the focus was on training teachers to teach a particular syllabus within a performativity context. They had to deliver a predetermined syllabus and respond to particular demands of their employer. Very little autonomy was afforded to teachers. In short, one could say that their professional identities were highly distorted as they were left with no intellectual resources to be self-critical about their professional practices and the broader contextual understanding of their careers within their socio-economic environments. If they wanted these intellectual resources, they had to find them independently, hence the desire to register with institutions that offered distance learning.

Unfortunately, most of the programmes offered by such institutions (distance learning) competed with their teaching time and were merely regarded as paper-chasing, used to gain financial recognition as well as upward mobility possibilities for further promotion. Nzimande,(1996) Lewin, Samuel and Sayed, (eds)(2001)).It could also be noted that even the curricula offered in further studies in education were not necessarily directly linked to what they were currently engaged with (teaching

responsibilities), whereby they could improve and address their immediate classroom practices. Hence professional development was largely for self-gain rather than for professional growth and occupational needs. Common practice among South African teachers was to enrol to upgrade themselves through Universities or Distance learning institutions, after which they would automatically qualify for a salary increase. So reasons for PD activities would be for promotion and monetary gain instead of for professional growth.

The common deficiency models used for teacher development cannot easily be associated with those for the highly technical professions like medicine and engineering. There is a need for a student-teacher relationship that should create space for the kind of flexibility and creativity which will be needed in the practical world of work after the initial training period. Benner (1984: 22) reminds us of the fact that the teacher-student relationship, like that of the nurse-patient, “is not a uniform, professionalized blueprint but rather a kaleidoscope of intimacy and distance in some of the most dramatic, poignant and mundane movements of life”. This tells us that teachers need some space to work on the relationship they have with the learners they teach, as well space to interact with themselves and most importantly with their peers, reflecting on their practices. Models currently used in general, have not specifically targeted a peer-learning, peer-reflection-and support-approach. Teachers are invited to attend workshops in large numbers, but in essence these “workshops” are nothing more than information dissemination sessions.

As part of current history on teacher development, Maistry (2006) explores such attempts by teachers to support each other, especially when teachers have to learn and implement new teaching practice, approaches and content in school education. He explores teacher development through a concept called “communities of practice”. He found that organic groupings of teachers come together to explore new course content, new teaching philosophies and curriculum construction. Through this process, teacher professional development is initiated by teachers themselves through peer support.

Similar kinds of groupings are initiated more formally through aid agencies. For example, teacher-development centres are provided by aid agencies and the Education Department in the Eastern Cape to enable teachers to meet and access resources to support their teaching practices. Activities carried out at these centres afford teachers an opportunity to interact and learn from one another as they continue with their learning experiences. The 2006 Mathsnet Internet Communication Project report from the Eastern Cape indicated that the newly introduced teachers benefited and learnt from more experienced and knowledgeable teachers. Such projects speak directly to the ongoing professional development

practices propelled by the current 2007 National Policy Framework for Teacher Education and Development.

The Eastern Cape, one of the provinces of South Africa, has a project called Mathsnet Internet Communication Project which offers opportunities for Continuing Professional Development with enrolled teachers operating in their cluster teams. This study suggests a peer-driven model for teachers to help one another, as another model of peer-driven teacher development, thus creating space for them to avoid burnout as they support one another. To avoid having the blind leading the blind, there should be some individuals trained as facilitators or trainers. The trained facilitator/trainer could be used for coaching, modelling and mentoring purposes. This would not confuse teachers, as the mentors would be classroom practitioners who would themselves have a better insight into theory and practice because they were teachers. In the South African context, where the greater percentage of the teaching corps was not given quality education, a coaching or mentoring model could prove useful in attempting to address the gaps left after their initial training.

The kinds of initiatives unfolding in South Africa have been supported by international literature that celebrates these kinds of initiative. For example, Joyce and Showers (1988), like a number of researchers, have noted that most popular in-service models focus on “knowing what” and “knowing how” and thus ultimately restrict the development of professionalism whilst purporting to extend it. A matrix is a good example in which coaching, modelling and mentoring are preferred modes of learning. Even Kolb’s cycle of observation, experience and evaluation fails to take into account the need for the developmental link between cognitive, emotional, social and personal development in the journey towards expertise in teaching.

Hoban (2002) argues for yet another model of teacher development which is in line with the model supported in this research. Very often the development of teachers is perceived to promote the provision of teachers with prescriptive knowledge that will simply add to their existing base. He argues that the one-off workshop has a tendency to reinforce existing practices rather than transforming them which is consistent with “single-loop” learning (Argyris and Schon, 1974). Teachers operate in a complex environment and their learning experiences should also be offered within the same paradigms. Within this argument we focus on the significance of seeing teachers as learners rather than as objects to be trained. Hoban further advocates the usage of terms like “learning systems” which denote the double-loop system of learning rather than “professional development programmes” which he feels promote the “step-by-step” learning-loop system. The changing of national curricula within the South

African context dictates the need to use models which would encourage an open collective cycle which is what occurs when a group of teachers meet regularly to publicly share personal reflections, experiment with ideas and seek opinions on educational issues from outside the group (Hoban, 2002).

In Chapter Five, I move on to investigate Ikhwezi as a teacher-development institution within the challenging framework of democracy, which has the potential to assist in addressing the teacher's professional ills resulting from the policy of the previous government. There is, at this crucial stage of our democracy, a dire need for a peer-driven model where teachers will be given an opportunity to be seen to work together and to support one another, thus realizing one of the national critical outcomes of producing citizens who can work together in teams. This kind of paradigm does not in any way replace the core subject content which is the basis of knowledge impartation.

What has become evident from the many two-to-three-day or five-day workshops that have been conducted to assist teachers to cope with the requirements of the new curricular issues of OBE, is that the common approaches used oscillate between a lecture method used by some facilitators who may be battling with the demands of the curriculum themselves, to group discussions with teachers having to chart their own course through curriculum and policy documents. As noted by a number of researchers, these fall within the category of short courses characterised by their inadequacy in meeting the needs of teachers especially when considering the complexities of the South African teacher development inherited from the apartheid regime. If we are to be guided by the lifelong learning aspect of continuum professional development, we will have to look to more creative models that do not have a once-off impact with no follow-ups, so that teachers can be afforded the professional space they need to occupy jointly with other colleagues.

The model of teacher development argued for by this research is that of looking at teacher professionalism as the continuing professional development of teachers within the context of a changing society as experienced by South Africans after the ravages of the apartheid government. I support the idea that teachers know better than anybody else where the shoe of professionalism pinches as we experience the challenges of change within the new democratic dispensation as "new" South Africans. There should not be any so-called "experts" coming in with superior minds, wanting to have the upper hand in dealing with teachers' professionalism. While there is great value from knowledgeable experts for teacher development, this cannot be the one and only teacher professional development model. I believe that teachers should be sufficiently enabled to develop their own

colleagues in more than one way. Strong and empowered teachers as school-based facilitators, have the potential to contribute to effective whole-school development and growth.

In spite of my argument for creating professional space for teachers to help, inspire and develop their own colleagues; I would support a need now and then for the input of an expert, through a top-down process. Taking Fullen's (2000) idea seriously, we should opt for conditions that will allow for the active learning of teachers. Schools need to reflect learning cultures mainly "because teachers cannot create and sustain the conditions for productive development of children if conditions do not exist for teachers" (Sarason, 1990).

It is clear from the presented context that the present democratic government was challenged with a huge task of undoing the wrongs and ills of the previous government within teacher education. The greatest challenge was in helping teachers make a huge paradigm shift to enable the democratic policies to work. Not only were school principals expected to learn how to manage OBE; but they also needed to be transformational leaders with vision, as well as helping and supporting teachers grappling with curriculum delivery using methods and approaches they were never exposed to during their initial teacher training. It is a scenario of this nature that the 1994-elected government had to urgently address. Teachers as key figures and agents of democratic change were to be given proper training and development considering the baggage of poor and unequal training opportunities from the Teacher Training Colleges and Universities they had attended.

In summarising the contextual landscape of South Africa's political past, it was eminent and urgent that a new way of exploring teacher professional development than the dominant past methodologies be investigated. Teachers could no longer be effective teachers in the delivery of the democratic curriculum policies that warranted competency skill they never were exposed to in their initial training programmes.

CONCLUSION

This chapter has looked at the historical background of policy framework in teacher development with the South African context and how teachers were influenced by these. These policies have revealed the apartheid impact on Teacher development with black teachers trained in separate and inferior conditions. These inadequacies indicate the need to investigate a model of teacher development that would address the democratic curricular changes South African teachers have to contend with. Most of the viewed policy frameworks have inadequately prepared teachers for this democratic dispensation hence the need for an alternative model for Teacher Development. The literature used was found by the researcher to be relevant for the study both for conceptual and methodological reasons. The apartheid defeatist approach for teacher development warranted different and innovative methods of developing teachers for the new democratic dispensation. The following chapter will examine some of the models with the South African context Teacher Development with the aim of investigating their relevance for South African teachers and the democratic curriculum policies they have to implement.

CHAPTER THREE

MODELS OF TEACHER PROFESSIONAL DEVELOPMENT

3.1 INTRODUCTION

In this chapter I intend discussing the various professional-development models and their functions. In order to do this, it is first necessary to recap on the definition of what professional development is and analyse how it has been applied, as well as to determine what some of the available literature on this aspect emphasises. Teacher Professional Development as a continuum is explored and global research findings are discussed. Teacher participation in professional development concludes Chapter Three.

3.2 THE CONCEPT OF PROFESSIONAL DEVELOPMENT

Professional development can easily be interchangeable with terms such as “staff development”, “teacher learning”, “teacher development”, “teacher growth” and “in-service education” (Dean, 1991). The complexity of the term “professional development” is noted by a number of researchers who use different themes to define it. For instance, professional development has been viewed as the acquisition of skills and knowledge through deliberate and systematic change (Ferstermacher and Berliner, 1983; Joyce Showers, 1980; Rosenholtz, 1989; Guskey, 1986). Hoyle (1990) defines a profession as an occupation – the members of which are reputed to possess high levels of knowledge, skills, commitment, and trustworthiness. Discussing teacher-professional development, however, presupposes the existence of the image of the teacher as a professional. This assumes that teaching is a profession, and that professionalisation refers to the developmental process in the profession directed at meeting the general criteria of that profession (Hoyle, 1989).

However, South African teachers are still to be introduced and orientated to understanding teaching as a profession, with properly regulated systems guiding their professional growth through the introduction of NPFTED (2007). The general impression created is that teachers are professionals, which in certain circumstances and contexts cannot be the case, as some unqualified or under-qualified teachers, referred to as ‘un/under-qualified’, have had to practice without proper training or qualifications.

Several researchers have conceived of professional development in two broad approaches – the psychological and socio-political contexts. The psychological paradigm looks at teachers’ thinking (Clark and Peterson, 1986), teachers’ expertise (Berliner, (1987)), the types and forms of knowledge held and used by teachers (Block and Hazelip, (1995); Bloom, 1976) and the ways in which teachers’ beliefs shape school culture and reform efforts (Feinman-Namser and Floden, (1987); Sarason, 1982). I have also noted two approaches that attempt to explore teachers’ thinking: the schemata theory (for example, Berliner and Calfee, 1996; Borko and Putman, 1995); and the nature of reflection (Donald Schon, (1987)).

The schemata theory researchers accentuate the ways in which pre-existing structures resist new stimuli, which suggests that teachers, whilst open to change, can create for themselves mechanisms with which to maintain and strengthen largely pre-existing belief systems. Researchers who note the reflective processes of professionals like Schon (1987) challenge the notion of the role of previous experience and understanding in learning. Schon (1987) goes on to say that professional activity within this paradigm consists of instrumental problem-solving made vigorous by the application of scientific theory and technique. He argues for the complex ways in which such activities are utilised by professionals, which then adds to the popularity of the reflective process. Research related to socialization and professionalism provides an argument that considers socio-political perspectives of teachers within their professional development. It is an aspect that could include issues related to school improvement and school effectiveness.

School leadership is noted as the other important aspect when talking about the socialization perspective of teacher professionalisation. Hargreaves (1991, 1992, 1993a, 1993b, 1995a, and 1997) focuses on a school culture that nurtures teachers’ relationships as an interactionist tradition. He distinguishes between the content of teacher culture (which embraces values, beliefs, habits, assumptions and ways of doing things which could be shared in groups) and the forms of teacher culture. He further notes possible forms of teacher culture such as individualism, balkanisation, contrived collegiality and collaboration. For them to make mind-shifts, these various forms of professional development for the South African teacher would require intensive capacity building and support for teachers to be able to deal with deprived and restricted exposure to the unequal and sometimes extremely inferior models of CPD to which they were exposed. For them to be able to break down barriers of segregation and be able to work collaboratively as a means of professional development, would need exposure to a CPD model that would be transformative. Professional

development can therefore be defined for teachers in a democratic South Africa as a system regulated to enhance the status of teaching as a profession, creating a space for teachers to take ownership of their personal professional needs and development.

3.3 THE MODELS OF TPD

3.3.1 Significance of Models for Professional Development

In general, models designed for teacher professional development should aim at producing the kind of teacher who will have relevant competencies, pedagogic knowledge and skills to perform his/her duties in the best professional manner possible. Currently CPD models should be moving from the age of access towards a quest for quality. These should be models that purport acquisition of knowledge coming through shared, continuous and lifelong learning. Lifelong learning should be of significance where CPD models are specifically challenged with unqualified and under-qualified teachers, as is the case in South Africa.

Rapid changes that teachers have had to contend with since the period of “knowledge explosion” demand that teachers thrive on lifelong learning. It therefore becomes imperative that CPD models used for teachers equate the demands and needs of teachers in their specific context. Within the South African context, the role played by the identified model for professional development can never be overemphasised as it will determine the realisation or non-achievement of the desired and intended curricular changes which are crucial to our young democracy. The identified model(s) should address the needs and anticipated roles teachers have to play (Norms and Standards for Teachers (2001)). Day (1999) supports interactive, collaborative approaches to teachers’ professional-development programmes which this study aims to investigate.

Within the South African context, the collaborative CPD models would be relevant and in line with the guiding documents on Education, which aim to produce citizens who can work well together in teams this is one of the critical cross-field outcomes within the education system in SA. The following section explores CPD models. From a variety of available models, this study will focus on the following:

3.3.2 Theoretical models of Professional Development: general orientation

The general orientation to these theoretical models focuses on:

- a. Professional development related to acquisition of new knowledge on teaching: Activities intended to facilitate the implementation of policy or educational reforms, which are often undertaken by large groups of teachers together, for example, by means of conferences designed to provide new information.
- b. Professional development related to performativity issues: Task-orientated professional development aimed at preparation of staff for new functions which are undertaken by individuals or small groups of teachers, which may include courses, self-study, and so on. Another example is that of school-based professional development which is aimed at responding to school needs and serving the aim of school development, which often involves groups of teachers from the same school working jointly on a problem, or developing a programme.
- c. Professional development related to personal growth: A further model is that of personal professional development chosen by the individual participant for professional enrichment and further education (Day (2003)).

Such activities are often undertaken outside of the teacher's school, either on an individual basis, or with teachers from other schools. In some countries, personal professional development activities are closely linked to the outcomes of teacher evaluation. The South African education structure still has to provide opportunities for teachers to get to the discussed level of professional development in the absence of a confirmed CPD policy. This study, in its attempts to find an alternative CPD model, is carried out within the context of state-driven imperatives, which are, in the main, the major vehicle for teachers' CPD programmes. While we conceptualise Continuing Professional Development, we need to understand the career life cycle for teachers so as to know what models will be needed for the opportunities and challenges they normally experience in their career cycles.

3.4 CAREER-CYCLE DEVELOPMENT

Career-cycle development is one model that offers interrelated dimensions of teacher development Leithwood, (1990). The deeper understanding of psychological development encompassing people's egos and moral conceptions could be found to enhance teacher development, thus contributing to producing stress-free environments for teachers. This is a model which makes teachers better able to understand and embrace whatever challenges they may experience at each level as they proceed through different and challenging stages of their careers. Leithwood (1990) related teachers' psychological and career-cycle development to the growth of professional expertise, which he claims can be influenced directly by school principals. As Day (2003) alleges, teachers' professional development within the career-cycle development cannot happen without the principal's support and full understanding of the teacher's needs as diverse as they may be.

This model argues that the school needs to cater for the needs of teachers who are within their first three years and still discovering themselves and aiming for survival. Such teachers' needs will not be the same as those who are within their fourth or sixth year. At this stage teachers may feel slightly more comfortable and could be experiencing a sense of stability in their jobs. Those who have between seven and eighteen years of service, could be at the stage of experimenting with a different career aspect, stock-taking and interrogating themselves on a number of professional issues. Nineteen to thirty years' service indicates serenity or conservatism, while thirty-one to forty sees the onset of "disengagement" or teacher apathy, "serene" (the mature and experienced teacher) or "bitter" feelings (encompassing disgruntled teachers.) Psychological perspectives on teachers' professional development have been noted by a number of researchers as the psychology of behaviour, even though not one cognitive perspective can be viewed as definitive for example, Borko and Putman, (1995); Brown and McIntyre, (1993). The immense field of constructivist research has a rich diversity of perspectives that currently subscribe to this paradigm. For instance, Greeno, Collins and Resnick, (1996) present an informative view of various approaches to situated, social and distributed cognition.

According to Kessler and Christiansen (1992: 32), dynamics of the teacher career cycle such as Experience, Expertise and Competence, Personal Environment, Organizational Environment and Career Cycle do influence one another. The model postulates a "dynamic ebb and flow with teachers moving in and out of stages in response to environmental influences both from the personal and organizational dimensions" as seen in Huberman's (1995) Model Sequences of the Teacher Career Cycle: A Schematic Model. For the South African teacher, this would be viewed as sophisticated and

too advanced given the challenges of poor provision for CPD, lack of resources, and teachers' lack of understanding of personal professional development. This study therefore hopes to investigate opportunities that will bring teachers this level of CPD understanding.

3.5 Common models of CPTD within South Africa

3.5.1 The face-to-face Model

The face-to-face model was followed by most universities and colleges of education that trained teachers in South Africa. Particularly in the teacher training colleges, registered students for initial training were to follow programmes guided by the Fundamental Pedagogics, with emphasis on teacher-centred adult-leading-the-child-to-maturity dogma for a set period of three years for black student teachers and four years for white student teachers. The last year was usually a combination of both face-to-face and practice teaching. This meant that students could be placed in schools for a period of eight to twelve weeks to put into practice the theory that was received during the first years of full-time training at a college. This model operated along the lines of "master-apprentice", where teachers were socialised to work as individuals, following the "one teacher, one chalk board, one chalk" mentality. Education was a very individual exercise which encouraged teaching behind closed doors with little leeway for team teaching, or even mere observation by a colleague to offer developmental comments. Samuel. (1998) Adler and Reed, (2002 b) Nzimande (1996)

3.5.2 South African College Of Distance learning (SACOL)

Distance learning is one of the teacher-development models that were found to meet the needs of teachers who entered teaching either as unqualified or under-qualified teachers. A number of training colleges especially designated for black/African teachers had curricula that were inferior compared to those of other races. While Colleges like Edgewood College, Johannesburg Teachers' College, Durban Teachers' College (all formerly white student teacher institutions) ran a four-year degree training programme for Primary School teachers; colleges like Ezakheni, Mbumbulu, Eshowe, Esikhawini (colleges training African students) offered two-year and three-year training programmes.

This is the context in which new democratic curricular policies were to be implemented in South Africa. In general, these were the teachers whose training backgrounds were disintegrated and unequal with disadvantaged training colleges producing ill-prepared teachers. It is in such programmes, in addition to the number of teachers who became involved in teaching careers without any training, that a

need arose to give further training to teachers while they were in service. These programmes were offered by institutions like the University of South Africa (UNISA), Damelin and later on the South African Colleges for Learning which were introduced after all Teacher Training Colleges were closed down. Teachers were to attend lectures during their holidays with most of their assignments being done via correspondence. This model encouraged individual and isolated professional development, with teachers having no exposure to teamwork or practical experience.

3.5.3 Master-apprenticeship Model (full-immersion system of teacher development)

The model assumes a one-way transmission of knowledge and skills from a knowledgeable and experienced mentor to a lesser or inexperienced novice. Professional development takes place predominantly at the site of school. The relationship between the experienced teacher and the novice teacher is such that the novice, through an extended period of time spent observing his/her mentor, gains familiarity with the job requirements, and that the organisational aspect of the job is also transmitted through the apprenticeship. This idea of mentoring for new or inexperienced teachers is proposed in the new National Framework for Teacher Education (NFTE) (2007), as a model for school-based activities for continuing teacher professional development. Mentoring and coaching are skills that need to be taught and embraced for teachers and schools to function effectively. This study is therefore investigating a CPD model to afford teachers similar skills that are at the core of curricular delivery post 1994.

3.5.4 The Peer-driven Model

Having noted some of the models of teacher development used both locally and internationally, below I present and discuss the model that this research is investigating as an alternative CPD model within the South African context. The Peer-Driven Model (PDM) has been noted nationally and internationally as a model that attempts at drawing from tutors' own knowledge and experience to effectively connect theory and methodology to practice Day, (1999); Maistry, (2006); Abel (2005); Bennnett and Lockyer (2004). It is a model that thrives on several ongoing, dialogic processes which engage tutors in collaborative reflection on their work and on their own experiences as learners (One-Hour Pre-Conference Institute: 40th Annual CRLA conference – Portland, Oregon – Oct. 31 – Nov. 3, 2007).

The (PDM) as an alternative model to distance learning, face-to face and others and their challenges leading to barriers of learning are of lack of support as well as the assurance to the notion of producing changed participants

As an alternative model for a democratic South Africa, this model will hopefully address the knowledge and competency skills demands within the context of transformation that aspires for a better and different education system. Teachers in this context were not just expected to embrace new curriculum policies, but in so doing, they had to change the nature of classroom practice, thereby improving the quality of learning. The (PDM) investigated in this study will ensure collaborative learning, support and growth to realise the stated outcomes of producing citizens who can work together in teams.

Ball (1999) supports the peer-driven model of development as it meets the needs of teachers through interactive, collaborative activities which encompass reflective thinking and practice. This peer-driven approach was extended to other professions, helping with effective school-based drug prevention programmes. Maistry (2006) also endorses the benefits of this model in his study with Economic Science teachers learning in communities. This study intends investigating the usage of this model within the Ikhwezi facilitation programmes for teachers.

3.5.5 Cascading model for Policy Implementation

The cascading module of PD was used extensively to facilitate new policy initiatives within schools. This kind of model uses three levels of cascading: from policy makers and interpretators to national facilitators (level 1). From national facilitators to regional facilitators to groups of teachers (level 2). From trained teachers to all teachers in schools (level 3). Ushering in curricular changes normally come with political mandates from the ruling party for example, the example of C2005 (O.B.E) Policy in S.A. The cascade model was mostly used in the introduction of this policy. I believe that the manner in which citizens are orientated and trained will determine the success of policy implementation.

3.6 Arguing for a peer-driven model of teacher professional development within South Africa

Curriculum policy and implementation never happens in a vacuum as there are various contextual issues that have a significant role to play. Teachers are normally perceived as crucial agents of change when education policies are implemented. Samuel (2005). The type of professional development model used must consider what level teachers are at – both as individuals and as a collective – during implementation. South African teachers, as an example, were at differing levels with huge knowledge and pedagogical disparities, when the democratic policies were to be implemented.

The teacher-development model this researcher is investigating is one which will be in line with peer-support and development, with teachers working together and supporting one another in teams. In the models cited earlier in this chapter, South Africa has always commonly used teacher-development models which perceived teachers as receptors and not creators of knowledge. The idea of having teachers actively engaged in an interactive approach where they participate as researchers and creators of knowledge was not considered even within the introduction of democratic policies.

Day (2003) argues further for collaborative teacher development that will not look at the involvement of an expert or coach to do the actual work, since there is no one better than the teacher him/herself, also bearing in mind that this is not a master-apprenticeship relationship. The coach usually introduces expertise, experience, ideas and insights into a cooperative relationship. This way of thinking highlights the significance of using peer-professional development and support when addressing issues of professional development, especially in a changing context like that presently being experienced by South Africa, if we are to realize the national educational outcomes. If we are to produce reflective practitioners, a product which is the core of professional development, then, as Hugh Sockett (1993) noted, we need to create an environment that will encourage peer support and development as opposed to individualized teaching activities.

A study done by the University of Michigan (Day 1993) in the United States examined how teachers developed knowledge through peer-driven discourse. The study focussed on the usefulness of peer interaction in the development of professional knowledge of prospective secondary mathematics teachers. The findings of the research indicated that the use of peer collaboration and collaborative reflection had the potential to facilitate teacher development Monouchehri Azital, (2002). Some researchers, like Eraut (1996), as cited in Day (2003), argue that the purpose of continuing professional

development is to maintain and extend teachers' professional knowledge, defined as: the knowledge possessed by professionals which enables them to perform professional tasks, roles and duties with quality. There is no doubt, when looking at the contributions made to professional development, that teachers, as professionals, need to have the kind of knowledge that will be deemed relevant and suitable for the curriculum they have to deliver.

The question as to how teachers experience the various courses and programmes they have to attend in the name of their professional development gives another dimension to the arguments on teacher development. The question arises as to who the "teacher" referred to in the discussions of teacher development actually is, and what the teacher brings to discussions of teacher development, as a person. Day (2003) supports models that focus on teachers-as-persons more than employees. However, he also acknowledges the danger of adhering to these arguments whilst oversimplifying the issue of meeting the needs of the system (Samuel, 1999). So, in short, one may agree with researchers who believe that both the socio-economic and organizational contexts have a pivotal role to play when looking into the provision of professional development for teachers. Within the social constructivist framework, teachers could be identifying with one another and giving one another that emotional support not easily realised in other models. Turnbill (1994) cited in Hoban (2002) argues for changing the learning culture of schools in such a way that teachers automatically become empowered.

In a project conducted in Australia, Turnbill (1994) propagates a Professional Learning System (PLS) whose focus is that of seeing teachers as professional learners within a flexible collaborative environment. He looked at the role of facilitators in changing teachers' beliefs and practices. The success of the project was associated with the willingness of school managers to create space to accommodate teachers' professional needs. Teachers worked in groups/teams under the guidance of a facilitator. He aligns the project's success to the willingness of teachers to view themselves as thinkers and learners within a collaborative structure, rather than as ordinary individual "doers" or practitioners of someone else's theory. The professional learning model used here is one that views school cultures as "social open system(s)" (Betts, 1992; Asayesh, 1993; Turnbill, 1994; Capra, 1996).

These cultures are seen as "open" systems, because ideas generated by teachers are allowed to be imported and exported, as opposed to "closed" individual classroom systems which do not allow for the two-way flow of ideas. The success of the project was also attributed to teachers viewing themselves as learners; asking questions which ultimately would have an impact on how they teach. It

was hoped that this kind of meta-cognitive awareness would help to improve their teaching skills as they addressed questions like:

What is learning?

What strategies do I use as a learner?

How do I feel when I'm successful or not successful?

What does this mean for my teaching?

This approach to teacher development is in line with the model argued for in this research. It is an approach that will help teachers whose training did not afford them opportunities to develop and use the critical thinking skills that are now demanded by the new curriculum. Such teachers could benefit immensely from this interactive approach. It should be remembered that the poor teacher training curriculum engaged in prior to the 1994 democratic elections had the specific political purpose of producing teachers who would not be critical thinkers. As a consequence, this was a system that researchers like Lortie (1975:77) referred to as:

...a knowledge-based system in which teaching remains largely personalised and experiential, meaning that those occasions when assistance is sought from others tends to be in the form of helpful "tricks of the trade" rather than broader conceptions which underlie classroom practice.

The South African approach to teacher development has utilised various models ranging from:

- face-to-face interaction – with experts directly delivering teacher-development programmes through contact sessions
- distance education – teachers studying as part-time students
- in-out lecture and practice teaching approach – a combination of contact sessions with school-based short-term teaching practice sessions

This indicates that for many years, Higher Education Institutions, various Departments of Education and service providers like NGOs have used in-service education and university courses to improve individual skills, qualify-for-salary skills and to meet certification requirements. Professional development rewarded teachers with personal and professional growth, greater job security and career advancement. However, the recent national curriculum mandates and initiatives within the South African education system have demanded a different approach to teacher development as teachers of today are required to be critical, efficient and relevant in terms of the new OBE approach. Within the

new Outcomes-Based Education (OBE) system, teachers have been seriously challenged to develop cooperative teambuilding skills so as to realize maximum benefit for the implementation of the new curriculum. This would, in turn, address and meet one of the national critical cross-field outcomes – that of producing citizens who can work together in teams.

In the development theory, the teacher is described by a number of researchers as a development practitioner, whose role is that of facilitating the emergent consciousness of others (Kaplan, 1996). It is also a fact that this function and other roles that teachers are expected to perform can never be achieved in isolation. These roles or functions will always be aspired to and realized within specific contexts that will have to embrace the complexities of policies, personal identities, as well as socio-economic factors which teachers often experience simultaneously. This then implies that the democratic South Africa needs to provide an enabling and supportive environment for teachers, thereby enhancing their professional development. This paradigm within the South African context illustrates the desperate need for fresh approaches to teacher-development models and programmes which will directly address imbalances inherited from the apartheid regime. Reminiscent of the bold assertion that introduced the paradigm of the School Effectiveness Movement – that the schools “make the difference” – I agree with Blunkett (1998), who claims that “teachers make a difference”.

This assertion provides a strong argument for the notion that teachers need significant development for themselves to enable them to offer high-quality teaching. Day (1993) also introduces similar arguments by saying that it is axiomatic that any attempt to improve children’s learning depends upon some form of teacher development. I therefore intend questioning the models in current use regarding whether they address the demands and needs of teachers.

Certain researchers reviewed professional development in terms of self-directed learning opportunities Clark, (1992); Marsick, (1987); Marsick and Watkins, (1990). South Africa had a number of institutions or colleges which offered teacher-development programmes that were participative and contextually relevant and consistent with the above researchers' ideas. Professional development has also been considered as being related to issues of personal and professional identities Fuller, (1969); Huberman, (1992); Smyth, (1992, 1993a); Nias, (1984, 1989); Samuel, (1998; 2005); Sikes *et al.* (1985). There are also studies which looked at the nature of professional activity that could include aspects like helping others Nixon *et al.* (1997); Pring, (1993). Professional growth and professional activity was noted by Dean (1991), while Griffin (1983) looked at teachers’ beliefs and attitudes. Professional accountability was another

aspect of interest to researchers like Eraut (1994), while other researchers focussed on other areas of interest such as teacher autonomy Hargreaves and Fullan, (1992); Smyth, (1995), and empowerment Carr and Kemmis, (1986); Smyth, 1998; Webb, (1996).

From the discussions above I note that researchers have focussed on the key aspects of putting the teacher at the centre of CPD like: teachers' personal identities, self-directed teachers; the agency element in teachers helping others; teachers' professional growth and professional accountability. If these are at the core of CPD, which model should then be used to ensure that we provide teacher-development programmes that will enhance professionalism of teachers in South Africa? There are some researchers who viewed professional development as the integration of individual and organizational development Day, (1999); Hargreaves and Fullan, (1992); Loucks-Horsley, (1995). The development and performance evaluation of teachers is gradually shifting from the conventional, traditional notion of professional development. Teachers are gradually being developed, evaluated and assessed along the lines of performance – giving rise to politically attractive alternatives to state investment (Ball, 2003). The new voices in teacher development have given rise to teachers having to contend with a multitude of systems for monitoring their work, as well as dealing with the prescribed and intrusive national curriculum. This kind of environment dictates the need to have high levels of support where there are challenges of implementing curricular changes. This is especially true to the newly appointed teachers that could be perceived as “novices: in the profession, if they are to grow professionally. Low levels of support tend to limit the professional development of teachers especially when challenges are high

Growth requires both support and challenge as illustrated by the following figure (See Figure 1).

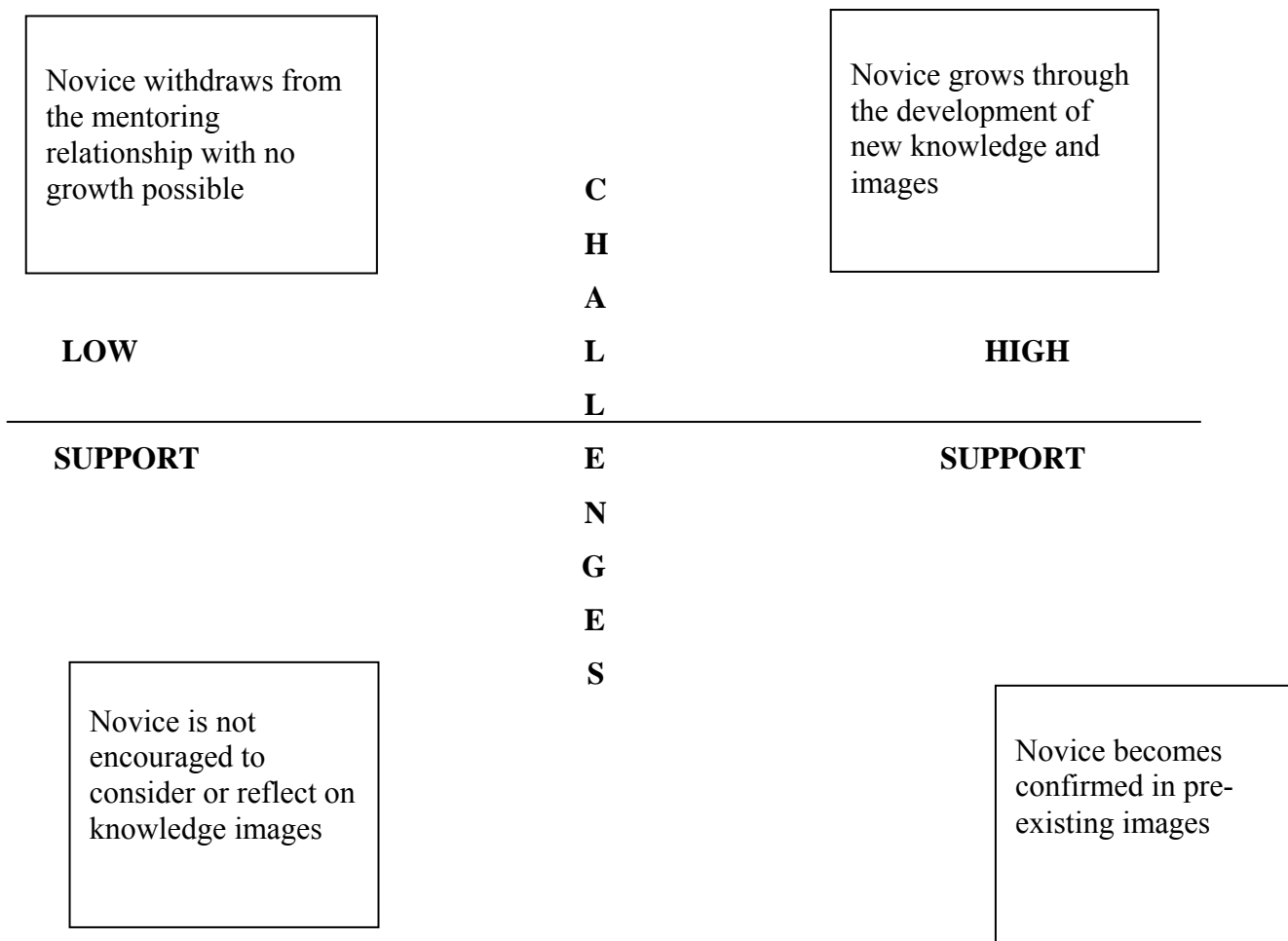


Figure 1. Key to continuing teacher development is an appropriate level of support and challenge. Day (1999)

The figure exposes the fact that newly young and inexperienced teachers will initially have no confidence with low or no support and mentoring in their jobs. However, with high support their knowledge increase, enhancing and sharpening their focus on their professionalisms. Within the peer-driven model, teachers are the creators, producers and implementers of knowledge. They therefore need support through exposure to ongoing professional development. Pursuant to the argument of the model from the figure above, I believe that teachers both as newly appointed and newly introduced to curricular changes, need a huge amount of support to realise the policy implementation outcomes intended.

There is widespread recognition that countries need to have clear and concise statements of what teachers are expected to know and be able to do, and these teacher profiles need to be embedded throughout the school and teacher education systems. The profile of teacher competencies needs to be derived from the objectives for student learning, and to provide a profession-wide and shared understanding of what counts as accomplished teaching.

3.7 THE THEORETICAL LOCATION OF THIS STUDY

The discussions and argument I have raised so far indicate the theoretical direction of this study as that of the peer-driven conceptualisation of teacher professional development. Teachers whether experienced or new recruits have to be exposed to programmes that will be seen to be supporting their professional needs, if quality learning is to be realised. Teachers working together, sharing and supporting one another as a model has been noted as one of the best models for professional development. This as one of the growth models would be recommended for South African teachers who now are to be clued up with teamwork as they plan and deliver on an Outcomes Based related curriculum. Guskey (1995). Ball (1999) as noted in chapter two supports the peer-driven model of development with the conviction that it meets the needs of teachers through interactive, collaborative activities which encompass reflective thinking and practice. He also extended this peer-driven approach to other professions, helping with effective school-based drug prevention programmes. Maistry (2006) also endorsed the benefits of this model in his study with Economic Science teachers learning in communities.

In the present climate of reconstruction of the South African education system, the issues of policy change seem to receive more attention than the crucial issues of teachers' professional development. Institutions dealing with teacher development, like Ikhwezi Community College of Education (ICCE) had to find creative ways to ensure the development of teachers. To this end, peer-driven professional development became the norm between the years 1997- The current study aims at investigating the experiences of school-based facilitators trained at (ICCE) in pursuing peer-driven development.

The literature presently reviewed indicates that critical theory approaches would be more useful for this study in understanding how the peer-driven model is benefiting or not benefiting trained

facilitators. The researcher needed to review and interpret policies earmarked for Teacher Professional Development, like the Norms and Standards for Teachers and Developmental Teacher Appraisal, which have been noted as core teacher development initiatives after 1994. Important policy documents that had an impact on teacher development after 1994 have been consulted in this regard. These include the 1995 National Education Policy Act (NEPA) document which states that the national Minister of Education will determine national policy for the professional education and accreditation of teachers; the ELRC, SAQA and SACE.

The introduction of Curriculum 2005 and Outcomes-Based Education (OBE) and its implementation has been used in this research as an example to indicate the need for creative ways to develop teachers so that they are relevant to the current changes aimed at addressing issues of apartheid. Reading done so far places this part of the research within the critical and post-modernism theoretical framework. Kanpol (1997) has noted Giroux (1992); Apple, (1988); Britzman, (1991); Capper and Jamison, (1993); Grant and Sachs, (1995) as some of the towering figures in critical pedagogy. Critical pedagogics is noted for the creation of multi-dimensional views and knowledge and its ability to focus on more than one issue.

The researcher will be adopting some of these authors' approaches in scrutinizing Teacher Professional Development models in subsequent chapters that could be crucial in addressing the wrongs of apartheid through the current policies and their implementation, for example: OBE. Using the experiences of the school-based facilitators attached to Ikhwezi Community College, research tools will be used to find out how the ICCE facilitators experience the model used and whether they are finding the model of benefit to their self-esteem. Questions posed will include what facilitation means to them and how facilitation at ICCE connects to curriculum issues in their schools, as well as whether facilitation makes them function differently as opposed to how they functioned in the past. These two approaches have the potential to lead the researcher to interact with the policies and models available for teacher development with the intention of influencing policy on issues related to Continuing Professional Development for Teachers

3.8 GLOBAL RESEARCH ON TPD AND LOCAL ISSUES

Globally, the discussion of professional development often lacks clarity because a potentially large number of different activities are grouped together. For example, professional development can serve several different purposes. Professional development is provided in different institutional settings. Often, universities and teacher-training institutions offer professional development courses or modules for practising teachers in both subject-matter content and pedagogical skills. In some systems, professional development is largely provided by state agencies (for example, France, Germany, Korea, and Spain). Other systems (for example, the Flemish Community in Belgium, Denmark, Finland, Hungary, the Netherlands, Norway, Italy, Sweden and Switzerland) are moving from a supply-orientated model of in-service training to one based on demand and have deregulated the market for professional development accordingly. Schools are allocated funds to organise in-service training which caters to their specific needs and so can pay for trainers, researchers or advisers. In such countries, universities and other teacher-education providers sometimes compete with non-governmental agencies, private consultants and training firms offering professional development activities for teachers.

A summary compiled from the Country Background Reports (2004) reveals the following key organisational features of professional development in participating countries. In over half the countries, there is no minimum time requirement for teachers to engage in professional development. In those countries that have a set of minimum requirements (some states in Australia, Austria, the Flemish Community of Belgium, Finland, Hungary, The Netherlands, Sweden, Switzerland, Scotland and some school districts in the United States of America), the requirement is most commonly five days a year, with a range from 15 hours per year in Austria to 104 hours in Sweden, and 169 hours (10% of the total teacher workload) in the Netherlands. In Hungary, it is mandatory for teachers to have a minimum of 120 hours of professional development over a seven-year period.

Teachers in most countries make some sort of financial contribution to the costs of transport, course fees or course materials in recognized professional-development programmes. The major exceptions are Chile, Sweden and Northern Ireland where teachers generally do not contribute to such costs. In about one quarter of the countries, completion of professional-development activities is required for teacher promotion or re-certification; for promotion to principal in England and Wales, Korea, Switzerland, Northern Ireland and United States, and for re-

certification in Israel and the United States. Most countries note, however, that participation in professional development is generally considered beneficial to career progression.

Most countries now link professional development to the development priorities of the school and co-ordinate in-service education in the school accordingly. In three-quarters of the countries examined, professional development activities are planned in the context of school development, although not exclusively so. School management, and in some cases local school authorities, play an important role in professional-development activities. Funding plays a key role in teacher professional development. The Country Background Reports show markedly different positions among countries regarding the financing of professional development at the upper-secondary level. In Belgium (Flemish Community), Denmark and Sweden, over 95% of upper secondary school students are enrolled in schools that have a separate budget for professional development. By contrast, the corresponding proportion was less than 20% in France, Portugal and Spain. In the latter countries, professional development is generally organised and funded by educational authorities rather than by schools. In almost all countries, though, a substantial number of schools organise staff-development activities, whether or not they have a specific budget for that purpose.

There is, however, according to the Country Background Reports (2004), not a single country that offers in-school training aligned with school-development activities. In almost all countries the individual teacher decides which professional development activities she/he wishes to pursue. Most countries offer teachers a range of different professional-development activities inside and outside the school. In many countries, teachers can obtain leave of absence, a sabbatical, or a research grant to pursue study and research activities.

Teachers' participation in professional development varies widely across countries as well as within countries. According to the OECD PISA Database, a survey conducted among school principals on the percentage of teachers who attended a professional-development programme in the last three months indicated that an average of about 40% of teachers had attended a programme of professional development during the previous three months. However, the spectrum of participation across countries ranged very widely, from less than 10% of teachers of 15-year-olds in Greece, to 70% in New Zealand.

More detailed information on teachers' participation in professional development is available from the OECD "Survey of Upper Secondary Schools in 15 countries" (OECD, 2004). As

reported by principals, about one-third of upper-secondary teachers participated in ICT-related professional development activities in 2001/02, and about half participated in professional development related to other topics. The reported participation rates were highest in Sweden, Finland, Denmark, Norway and Switzerland (with at least 50% of teachers involved in ICT-related professional development and lowest in Italy, Korea, France and Hungary). However these rates may underestimate the extent of teacher participation, since teachers may engage in professional development without necessarily informing the principal. In France and Spain, for example, professional development activities are generally organised by educational authorities in direct contact with teachers. Overall, however, the results of the survey conducted with PISA school principals and the percentage of teacher participation in professional development activities, suggest that there is more extensive teacher participation in professional development than the minimum requirements would imply.

One of the difficulties in analysing professional development is the potentially large variety of activities that it encompasses. An OECD analysis of participation by upper- secondary teachers in nine common types of professional development revealed interesting findings. The most common form is in-service courses or workshops: 94% of upper-secondary students were enrolled in schools where the principal reported that at least one teacher had this form of participation. Less formal types of professional development were also commonly reported: regularly scheduled collaboration among teachers on instruction (81%) and collaborative research and/or development (72%). The least commonly reported forms were observational visits to other schools (52%), mentoring and/or peer observation and coaching (53%) and participation in professional networks (54%). Since these indicators are based on whether at least one teacher in the school participated, they probably overstate the extent to which all the teachers were involved.

The most effective forms of professional development seem to be those which focus on clearly articulated priorities, provide ongoing school-based support to classroom teachers, deal with subject matter content as well as suitable instructional strategies and classroom-management techniques, and create opportunities for teachers to observe, experience and try new teaching methods (OECD, 2004: 110). The importance of professional development organised around groups of teachers is supported by the research of Desimone *et al* (2002). They drew on longitudinal data from a sample of 200 mathematics and science teachers to conclude that professional development is more effective in changing teachers' practice when it is organised around the collective participation of teachers (from the same school, department or grade levels),

focussed on active-learning activities (teachers apply what they are learning) and aligned with teachers' professional knowledge as well as external standards and assessments. Decentralisation of schools and site-based management has created new demands and opportunities for the professional growth of teachers. In order for teachers to 'own' and lead school-improvement efforts, they need to be offered expanded and enriched professional development experiences.

3.9 CONCLUSION

The vital role played by Teacher Professional Development was illuminated within the context of Chapter Three, with brief insights into global patterns. Various concepts and models of CPD have been raised gleaned from both national and international practices. However, South Africa, with its apartheid-related historical background, has deprived a number of teachers' opportunities of exploring what their professional development roles are. Lack of resources, with no finances allocated for CPD, have limited teachers' imaginations to engage in the various patterns of professional activities otherwise realised internationally. This chapter has once again endorsed the need for the South African government to ensure that regulated, well-resourced CPD structures are in place to enable teachers to make the necessary mind-shift required in the delivery of transformed curricular initiatives. The explored CPD theme is expanded on in the next chapter, which takes the focus from the general: international trends evident in first-world continents – Europe, America and Scandinavia – to the specific: domestic trends found in developing countries like South Africa.

CHAPTER FOUR

METHODOLOGY

4.1 INTRODUCTION

The previous chapter reviewed literature available on professional development of teachers. This chapter introduces the methodological course of this research, and, as noted by Hitchcock and Hughes (1995: 95) it is important to emphasise that the choice of the method is determined by the chosen topic and the type of data collected. This study, in fulfilling a social research function employs a combination of qualitative and quantitative research methodology to obtain its primary data. The quantitative data collected will enhance and complement the qualitative analysis (Cohen *et al*, 1980:370). Journals, documentary analysis, questionnaires; focus groups and interviews were the main sources of data collection.

Permission to conduct my research study was granted by the Regional Directors, Department of Education –South Durban Region. Preliminary visits were made to the principals of the schools selected, to explain my choices of schools, and the aims and purpose of the research. Thereafter I made contact with the principals of the schools and set up appointments to conduct the interviews and to administer the questionnaires to principals, members of the schools' management teams and the teachers. I was received very favourably in all of the schools and all the stakeholders were very cooperative.

I opted to use Ikhwezi Community College as the case study since it provided an opportunity to examine the perceptions and experiences of teachers and school managers who have been trained to assist with the development of other colleagues. I believe that, as a qualitative approach to research, a case study would allow for the exploration and deepening of insight of what this research intended to investigate.

4.2 THE CASE STUDY AS A RESEARCH TOOL

At this point I wish to clarify why I felt case study to be a method particularly appropriate to my research. The case study method is a qualitative research tool that concerns itself with the natural

context in which research is conducted, so it is capable of being used to gauge how stakeholders understood and implemented policies. According to Guba and Lincoln (1981: 124), “human behaviour unlike that of physical objects cannot be understood without reference to meanings and purposes attached by human actors to their activities”. The decision to choose a research design such as qualitative case study hinged on the fact that I was investigating questions appropriate to my study (Yin, 1994), as well as the fact that my desired end product was intended to be a holistic, intensive description of how facilitators experienced the training method at Ikhwezi Community College. As a researcher, I was particularly interested in facilitators’ insight as they experienced their training. This is referred to as “interpretation in context” (Cronbach, 1980).

A case study approach also aims to uncover the interaction of significant factors characteristic of the phenomenon. Yin (1994) observed that case study design is predominantly suited to situations where it is impossible to separate the variables of the phenomenon from their context. My selection of qualitative case study as a research tool is also linked to Merriman’s description (1988: 20-21) description of personal characteristics of this type of research. She refers to personal people skills such as the tolerance for sound communication skills, empathy, ambiguity, sensitivity, and good listening skills as essential aids to qualitative research. As a teacher, researcher and head of a teachers’ development institution, I have worked towards refining and developing my own skills in these areas in order to pursue this kind of study as an instrument of discovery.

Pursuant to the argument for the use of case study, it may, at this stage be fitting to this discussion to consider definitions of case study provided by other writers. Cohen and Mainon (1994: 106-107) describe the aim of case study as being:

...to probe deeply and intensively analyse the multifarious phenomenon that constitute the life cycle of the unit with a view to establishing generalisations about the wider population to which that unit belongs.

Walker (1983) describes case study methodology as the “science of the singular”. Once again, my choice of this method was prompted by the belief that case study research has several advantages. Case study data is “strong in reality”: but may be difficult to organise. Case study allows for generalisations, either about an instance, or from an instance to a class, as well as

recognising social situations and having the ability to represent conflicts between viewpoints held by participants and to offer support to alternative interpretations. The data may form an archive of descriptive material which can be interpreted at a later stage. Insights from case studies may also be directly interpreted and put to use. The research data may be presented in a more publicly accessible form than other kinds of research data. A wide variety of methods of gathering data may be used, but for this study, while aware of other research instruments, the researcher has opted for the Case Study approach as it was the most suitable instrument for eliciting teacher's personal experiences. Case study also offers insights and illuminates meanings that expand the reader's experience. Case study plays an important role in advancing a field's knowledge base.

Bromley (1996:38) argues that the aim of case study is “not to find the ‘correct’ or ‘true’ interpretation of the facts, but rather to eliminate erroneous conclusions, so that one is left with the best possible, the most compelling interpretation.” This notion is supported by Guba and Lincoln (1981) when they suggest that the aim of the naturalist inquirer is not to present a single inquiry asserting itself as the ‘truth’. Naturalist inquiries should aim to discover the multiple realities that co-exist within any research context. My role as researcher was to present this messiness, after having been thoroughly immersed in the thickness of the context of Professional Development and Support through the training of teachers as facilitators. The respondents of the research should judge the value of the research itself, and gauge whether their realities have been accurately represented. Therefore, the trustworthiness of the research derives from whether the respondents find the data credible, rather than whether the data proclaims an eternal truth.

Merriam (1988: 23) described empathy as “the founder of rapport”. Empathy and openness was maintained with the different stakeholders during the interviews. I attempted to understand the ‘other’, as if I was the ‘other’, bearing in mind that I had also been a teacher for several years. I needed to understand the factual content of what was said, in addition to the emotional undertones. I also reflected on my own thoughts and feelings throughout the study, so that I would be unlikely to bring distortions to the interviews. Throughout the research I was aware of my personal limitations as a researcher which could impact on my study. I thus made my personal assumptions, viewpoints, biases and beliefs available to the various respondents.

By using qualitative case study research, I attempted to understand how all the parts work together to form a whole, the assumption being that there are multiple realities; that the world is not an objective thing out there, but a function of personal interaction and perception. It is a highly

subjective phenomenon in need of interpreting rather than measuring beliefs, rather than facts form the basis of perception (Merriam, 1988: 17).

Merriam (1988) further propagate four characteristics which are essential properties of a qualitative case study, namely particularistic, descriptive, heuristic and inductive qualities. Particularistic refers to the case study's focus on a particular situation, event, programme of phenomenon; while descriptive infers that the end product is a rich, 'thick' description of the phenomenon under study. It also involves "interpreting the meaning of demographic and descriptive data in terms of cultural norms and mores, community values, deep-seated attitudes and notions and the like" (Guba and Lincoln, 1981:119). Heuristic indicates that the case study illuminates the reader's understanding of the phenomenon under study, thereby bringing about the discovery of new meaning, extending the reader's experience and confirming what is already known. Inductive refers to the emergence of generalisations, concepts or hypotheses from an examination of data which is grounded in context. My research on exploring and elucidating the experiences of facilitators is characteristic of these four properties.

Stake (1995) claims that knowledge learned from case study are different from other research knowledge in important ways, some of these being:

- that it is more concrete: it resonates with our own experience because it's more vivid and sensory than abstract.
- that it is more contextual: our experiences are rooted in context, as is knowledge in case studies.
- that it is more developed by reader interpretation: readers bring to a case study their own experience and understanding leading to generalisations when new data are added to old data based more on reference populations determined by the reader.

4.3 LIMITATIONS OF CASE-STUDY RESEARCH

In spite of all the advantages, the researcher believed that the drawbacks should also be acknowledged. A main problem is that of generalising from a single case, especially when the researcher uses a small and unrepresentative sample; also applicable to reliability and validity. For case studies involving detailed descriptions, time and money may be a constraint. Furthermore, the product may become too detailed or too lengthy for policy-makers and teachers to read. The researcher opens him/herself to oversimplification or exaggeration of the situation, leading the reader to erroneous conclusions about the actual state of affairs.

The reader may be seduced into thinking that the case study exists as an account of the whole, when it is but a part of the whole. The case study is limited by the sensitivity and integrity of the individual researcher who has to rely on his/her own instincts throughout the research. Finally, the researcher could select from the data anything s/he wished to illustrate Creswell, (1998). As the primary instrument, my role was an important one in interfacing with participants' backgrounds, values and biases which could affect the data. My role was challenging as it brought awareness that human interaction is intricate and complex and I needed a great deal of self-awareness when communicating with respondents. This self-awareness needed to include my emotional reactions, thoughts and habitual responses. The researcher aimed to establish feelings of trust, ease of communication and maintenance of a sensitive rapport conducive to all the various stakeholders.

While this was a difficult and strenuous task, the advantages of using case study as an option far outweighed its limitations (Cohen, Manion and Morrison, 2000). These can be identified as follows:

- The tendency to recognize the complexity and embeddedness of social truths by careful attendance to social situations. Case study represents an interface of the discrepancies or conflicts between viewpoints of participants.
- The allowance of generalisations either about an instance, or from an instance to a class; their strength residing in their attention to the subtlety and complexity of each case in its own right.
- The provision of a product which might, from its consideration as an archive of descriptive material, be sufficiently rich for subsequent reinterpretation.
- The beginning with the world of action and the contribution to action and change-insights

which may be interpreted and used for staff development and school improvement.

- The tendency to be a more accessible form than other types of research or reports, thereby contributing to democratised decision-making.
- The generation of data that is strongly based in reality thus making it attention-holding and in harmony with the reader's own experience providing a natural base for generalisation.

4.4 OTHER RESEARCH METHODS

Despite the researcher's choices and the definite advantages, case study was not the only available option. A number of researchers have identified various ways of conducting qualitative research. Cresswell (1994, 1998) has identified four strategies which this research is aware of while pursuing the Case Study approaches, namely: Biography, Phenomenology, Grounded Theory and Ethnography.

The case study approach allowed for an in-depth analysis of 95 facilitators, as well as an in-depth study of two schools; three facilitators, and myself as a researcher. This approach accommodated rapid reporting and a rich description of information from a small sample from the two schools. In this way, patterns were identified which led to in-depth analysis. As Nisbeth (1980:6) claims, case study enables the researcher to get "beneath the skin" of a situation instead of studying it in a detached way.

This research needed to be in line with identified patterns or trends across teachers and contexts or a cross-case analysis of information (Yin, 1994). Researchers in a study conducted in 23 OECD countries have revealed that reports on innovation and changes in maths, science and technology in education. Black and Artkin (1999) The whole research focused on a relatively small number of teachers - small enough to help one examine in depth each teacher, but also large enough to enable one to realize some patterns and trends across teachers.

This research will also involve a small number of teachers used as facilitators, out of a huge number of +- 90 000 teachers in the province. As a researcher I hope to realize results that could influence curriculum practitioners as well as policy-makers. The chapter is divided into three parts and outlines the methods used to gather and interpret the data. In each of these parts I will present the methodological approach for each of the critical questions:

Part One: Document analysis with critical research questions.

Question One: How do we deal with the challenges of a peer-driven model?

Part Two: Questionnaire analysis and interviews dealing with critical research.

Part Three:

- Critical Question two: How do we take advantage of the opportunities offered by a peer-driven model?

The peer-driven model used at ICCE meant training teachers as facilitators in groups, so that they, in turn, facilitate the training of others towards meeting the requirements of the new national curriculum policies like OBE. One of the requirements of the OBE philosophy is that of being able to facilitate learning outcomes. Emphasis was on teachers training as teams, so that they could give and receive support both as individuals as well as teams. As peers, teachers would develop other teachers' emphasis was also given to their particular school experiences. It should be noted that facilitation as a skill was never part of teachers' initial training. Teachers' mindsets as per the type of training received within the apartheid government were those of placing the teacher on a pedestal as the owner of knowledge which had to be delivered behind closed classroom doors.

The major challenge was based on the fact that the discrepancies in the levels and methods of training South African teachers under the apartheid government were really highlighted or brought to the fore during the training sessions. The variance among methods and levels of training, and skills acquired through training, became problematic during the training sessions, and were found to challenge aspirations of diversity. It was noted from training that white teachers did not always submit to participation, as they had the perception that due to the better quality of education they had received, they could not be developed by supposedly "inferior" races.

The training and experiences of the ICCE trained facilitators must also be considered as taking place during a very crucial period when there were numerous national policy initiatives aimed at redressing the unjust system of education resulting from the apartheid government. Facilitators were trained when the country was undergoing social and educational transformation. The National Curriculum Policy on Outcomes- Based Education plays a crucial part in this research, as the training of the facilitators was implemented to assist them to become better facilitators

within the dictates of this national curriculum initiative which was intended to replace apartheid education. The purpose of the analysis will be located in the facilitator training within the context of broader policy developments in education.

In the analysis of the ICCE trainers, the researcher examined the contents, claims, objectives, assumptions and silences of the key propositions of the teacher training models within a curriculum changing environment. The effectiveness of ICCE training will also be analysed with the aim of capturing the experiences of the facilitators as they engaged with the continual professional development of themselves and later of other teachers.

Critical Question Two:

- How does a peer-driven model provide opportunities for teacher professional development?
- How do school-based teachers experience the ICCE model?

The aim of this critical question is to understand the opportunities that could be realized through a peer-driven model. In this model, teachers and school managers were trained without being permanently removed from their jobs. This would hopefully create opportunities for on-going Teacher Professional Development. These teachers were then frequently requested to participate in capacitating other teachers and managers. It is hoped that this kind of exposure will enhance both their personal and professional development. In understanding the peer-driven model, one would be compelled to look closely at the experiences of the trained facilitators.

The researcher is also mindful of the fact that this training took place within the context of numerous tensions among the staff complements in schools, as they were subjected to a number of policies which had a radical impact on teachers' lives. Policies such as those of redeployment, retrenchment, and the severance package options created tensions in the school 'working' environment. Teachers were working under very stressful circumstances, having to make difficult choices within the uncertain context of adjusting to the newly introduced OBE. curriculum with its demands.

Teachers' new roles according to the Norms and Standards for Teachers Department of Education, (2000) meant that in order for them to efficiently implement OBE. They had to be:

- Facilitators
- Material developers
- Counsellors
- Assessors
- Pastoral caregivers
- Managers
- Mediators of learning

This was indeed a tall order for the teaching corps who were known to have had huge discrepancies in their training with a high percentage of un- and under-qualified teachers in their midst. To generate qualitative and quantitative data pertaining to the ICCE-trained facilitators, I used a survey method. This can be viewed in the light of a practice-based approach (Lampert and Ball, 1998) as a case study within a case study. It is a case study with the aim of improving practice, as well as contributing to policy and practice in the professional development field.

A pilot study was conducted with 60 school-based facilitators before the actual survey was carried out. The researcher used facilitators trained between 1997 and 2003. This study used teachers who had already been trained, or had hopefully been influenced by the model offered at ICCE. These could be referred to as “contextualised teachers” or “the teacher-in-school” Adler and Reed, (2002).

Two schools were used after permission was sought from the regional senior officials for access. All participants were informed about the purpose of the study, and the confidentiality of the information that was requested of them. Throughout the pilot study I was allowed the opportunity to reflect on the questionnaire, and certainly found some questions to be either too vague, or too ambiguous, with a few statements which proved to be confusing. On the basis of the pilot study, I then had to adapt the lay-out and structure of the questionnaire and the interview schedule, sharpening its focus by omitting repetition, and thus also clarifying ambiguous statements. For the purposes of this study, data was collected via questionnaires, journals and interviews.

4.5 REASONS FOR DATA COLLECTION

The data collection from my questionnaire and interviews was used to answer my critical questions as indicated earlier on. The main reasons for the process of data collection are outlined below:

- How do trained facilitators experience the challenges of a peer-driven model?

The main focus and purpose of this part of the research is to examine the challenges of the Ikhwezi model of teacher development, as well as to consider how the facilitators experienced the type of training offered by the institution. I will also look at how this method is facilitated, and eventually experienced by the facilitators. The role of schools and departmental officials will be crucial in the process. This research also considered how school principals perceive the goals of ICCE training. Do they, within their roles as principals, see the need to support the implementation of skills to be acquired by other teachers in their institutions? What support mechanisms are they able to propose? Finally, what constraints do they experience?

4.6 THE INITIAL RESEARCH PROCESS

A meeting with the facilitators initially trained was requested. The intention of the meeting was to request their permission to be part of the study, as well as to share with them the process of how data was to be collected from them in their capacity as trained facilitators. This process was explained to them. As the College had trained facilitators from the eight regions within the old provincial structure of the Department of Education and Culture during the 1997 to 2004 period, the researcher intended to use two regions out of the eight. The responses of facilitators who were invited to attend the first meeting from the two regions were too low due to promotions, relocations, change of careers and deaths. The researcher thus had to include facilitators from other regions like Zululand, Ukhahlamba, and Umgungundlovu.

A detailed letter was later sent to the Department of Education's officials within the researched regions to seek permission to conduct research in two schools, one in the Durban South Region and the other in the North Durban Region. The letter provided a detailed explanation of the nature of the study, the research focus, the type of data collection strategies used, and the benefits of the research findings to the broader community.

4.7 CHALLENGES OF THE ICCE MODEL OF TEACHER DEVELOPMENT

The democratic dispensation presented the challenge of providing alternative models of teacher development which complemented the traditional face-to-face model of teacher development. Current national curriculum policy initiatives like OBE demanded a paradigm shift which moved away from a teacher-centred approach to a learner, or better still a learning-centred approach. While trying to assist with the implementation of national initiatives, providers of teacher development had to juggle with the complexities and tensions of change, in aiming at providing programmes that were geared to the transformation of practice.

The project took place at a time when the KZN DoE did not have a clear policy on continual professional development. All providers of in-service training had to negotiate with departmental officials, in a more or less extemporized, makeshift style. Ikhwezi College carried its initial pilot status of being perceived as an N.G.O long after the pilot period was over and Ikhwezi was operating within departmental structures. The name “college” complicated the perception of the institution even more, as all colleges were ultimately closed down, with initial teacher training relocating to Institutions of Higher Education.

It appeared that even though the KZN DoE had committed itself to adopt the Danish initiated INSET pilot project, it really did not have a distinct INSET strategy which could place Ikhwezi as a Teacher Development institution in the correct location without compromising its status. This uncertainty caused tensions not only for College management, but also at the district and school structures, with principals sometimes refusing to release teachers to participate in programmes from an institution with an ‘NGO’ status.

4.8 DATA-COLLECTION METHODS

4.8.1 The choice of research instruments

A major volume of work has been done by researchers using the sophistication of qualitative methods Denzin and Lincoln, (1994), but I had to grapple with methods that would help me achieve the best results, given the complexities of training imbalances in the teachers trained as facilitators. Some trainers were not familiar with being observed, and videotaping their lessons made things even worse, by promoting anxiety which thus affected their performance. While videotaping them, I often had to redo sessions, giving them the assurance that this was not going to discredit them in any manner. A number of trainers, especially the African teachers, had never had the opportunity of working closely with other races. They first had to adjust to sharing the same room, facilities and platform with Indian, coloureds and occasionally white teachers. This tension led to most of them being reluctant to participate with English being used as the main medium of instruction. The other races had to learn to adjust their listening and communicative skills, as they had also not been exposed to a multicultural environment. These were the real challenges of a democratic, yet racially imbalanced society, which encompassed teaching participants' socially-related coping strategies over and above the curriculum issues at hand.

I gave careful thought to the different types of data collection methods which might best suit the type of information I needed. The research instruments were carefully selected for my study, and I found that the use of questionnaires, video lessons, and semi-structured interviews and journals were the most suitable instruments for data collection to answer my critical question two. Merriam (1988: 69) argues that the reason for using different techniques in data collection is that "the flaws of one method are often the strengths of the other" and by combining the methods I would be able to achieve the best of each method". The use of multiple methods includes both quantitative and qualitative data within the school context.

4.8.2 Designing the research questionnaire

My survey questionnaire was developed systematically to obtain data on the second critical question. I decided to develop my own instruments and validate them before use. I was guided by research practices of similar studies conducted in other countries. I found these examples quite helpful even though their contexts differed tremendously from the South African one. The major

difficulty was in finding an instrument that would speak to the complexities of a diverse environment with different levels of teacher qualification and training like that in South Africa. Designing my instruments was extremely difficult because there no international studies had been conducted within the same socio-political environment as we were in the throes of change from an oppressive to a democratic government. The local study on “Challenges of Teacher Development” edited by Jill Adler and Yvonne Reed contributed a great deal, as their study was done within the same political climate change.

There was no one valid instrument, which could be used to ascertain the experiences of school-based facilitators whose initial training as teachers was conducted within a country whose philosophy had been one of separating education systems according to race. **Adler and Reed (2002b) The researcher** thus relied on video-tapes, questionnaires, interviews, and the keeping of journals.

4.8.3 Reasons for the choice of questionnaire design

I believed that the responses to the various questionnaires would be reliable responses, capturing what trained school-based facilitators and their principals would say about how they experienced ICCE training as a model of teacher development. I believed that data collection would reveal a broad spectrum of views, perceptions and experiences of trained facilitators and principals, with regard to the type of training they were exposed to within the new dispensation as new curriculum initiatives were being introduced.

Judd, Smith and Kidder (1991) support the use of questionnaires in social science research. Various advantages of using written questionnaires are outlined. The first advantage that is noted is the low cost factor when administering questionnaires by allowing responses to be obtained from a high number of respondents thus increasing the sample size. Secondly, potential interview bias is avoided by the autonomous filling in of the questionnaires. Thirdly, researcher bias is avoided by using written questionnaires, as the responses will be qualifiable as they stand, and can't be swayed by the researcher's own leanings. When filling in questionnaires, respondents experience a greater feeling of anonymity and a sense of openness and encouragement, especially when responding to sensitive questions. Lastly, the written questionnaires place less stress and pressure on respondents for immediate response to the issues concerned. i also included a few

closed-ended questions in which the respondents were offered a choice of alternative replies. Generally, closed-ended questions are seen as easier and quicker to answer. They are seen as straight-forward, allowing respondents the freedom to use a tick for their responses. Loss of spontaneity and expressiveness are the major disadvantage of closed-ended questions. There may also be a bias element, by forcing them to choose between given alternatives. There is the general perception that most respondents prefer and respond to all closed-ended questions. By way of securing confidentiality, the eight-page questionnaires did not ask for names or addresses. This was also a means of giving those in management, like principals, the respect they deserved. There were three sections which were widely spaced with only one side of each page containing text to avoid pages being overlooked.

4.8.4 Questionnaire design and layout

I felt that the general layout and appearance of the questionnaire was crucial, and was an important factor in determining the return rate of my questionnaires. The layout of the questionnaire was attractive, appealing and simple to complete. I realized the need to change it, mainly because the one used for piloting the survey had not been as user-friendly.

The aim of my questionnaire was to explore two main questions viz:

1. How do we deal with the challenges of a peer-driven model?
 - (a) Do facilitators have opportunities to share their acquired skills?
 - (b) Are facilitators familiar with the team/co-facilitation technique, and can they associate it with the national critical outcome of producing citizens who can work together in teams?
 - (c) Do departmental officials provide teachers with the space for professional development?
 - (d) Do schools have policies supporting school-based professional development?
 - (e) How are issues of teacher professional identity addressed by the peer-driven model?

2. How does a peer-driven model provide opportunities for teacher professional development?

The four parts that made up the questionnaire for the teachers and school management teams are as follows:

Part A: BIOGRAPHICAL DETAILS

This section outlined the biographical details to be filled by the respondents. The biographical details consisted of the name of the school, type of school and designation of teacher, main teaching learning area, age, teaching experience in years, gender, nature of appointment, formal qualification completed, and whether or not the respondent was a member of a teaching union.

Part B: BIOGRAPHICAL DETAILS OF THE FACILITATOR

- Age
- Gender
- Teaching experience
- Qualifications

Part C: TRAINING DETAILS AND REFLECTIONS ON FACILITATION

- How did you become aware of ICCE training and facilitation?
- Has the exposure to ICCE contributed to your knowledge about the implementation of OBE?
- Has training contributed to your professional career?
- Has the training contributed to (a) Thinking Skills, (b) Personal Growth, (c) Values and Beliefs, (d) Better understanding of policies? (Explain)
- What challenges have you faced as a facilitator?
- Has the training contributed to changing your teaching approach and values? (Explain)
- Have you had an opportunity to influence your colleagues regarding the teaching styles acquired?

Part A: School Details

This section outlined the biographical details to be filled in by the principals. The biographical profile consisted of the name of the school, the type of school, description of the post level of the school, biographical profile of the facilitator, gender, age, formal qualification completed management experience.

Part B: Biographical details of the facilitator

Biographical profiles are normally found useful in the deeper understanding of respondent's personal particulars in relation to qualifications. In the questionnaire I requested personal details including age, gender, qualifications and teaching experience, in order to ascertain the spread of facilitators in terms of these criteria.

Part C: Training Details and Reflections on Facilitation

This section was designed around questions that seek facilitators' reflections on both the content, as well as the facilitation part of the training received. Except for the management type of training which is not directly linked to the subject content the teachers were exposed to, the majority of questions were mostly applied to the subject content. I must acknowledge the fact that, like most South African researchers, subject expertise for teachers has always been found to be uneven and in most cases poor, especially within the black African group of teachers. As noted earlier in this research, teacher training for the previously disadvantaged groups was inefficient leading to unqualified or under-qualified teachers.

The training teachers were exposed to at ICCE challenged in various ways the preliminary pedagogical training teachers received in their initial teacher training. They now had to work in groups and ask questions meant to challenge and encourage their reflective critical thinking skills. They were to ask themselves and think about:

- what kind of material they had to prepare for conducting workshops for their group members
- why the chosen material was thought to be relevant to their workshops within the context of a particular Learning Area
- how the selected material was to be presented within the OBE. philosophy guidelines
- how they were going to work and plan together as teams as opposed to the individual delivery of knowledge they were trained to offer
- what type of questions they needed to ask for participants to be challenged, and to become active instead of being passive

This meant that they needed to be prepared to be open-minded, and needed to be primed to challenge and be challenged. Taylor and Vinjevold (1999) in the research report “Getting Learning Right” (a report undertaken in 1998 as part of the President’s Education Initiative (PEI) noted that teachers’ poor grasp of the knowledge structure of mathematics, science and geography acted as a major inhibition to teaching and learning these subjects, and that this was the general problem in South Africa.

In designing the questions for this section (as I later in the questionnaire asked facilitators questions demanding reflection, in-depth understanding and insight into the training process) I was constantly mindful of the possible limitations that could have originated from their initial teacher training. My thoughts were confirmed by some responses where facilitators gave minimal responses to the questions, as opposed to responses obtained from the interviews which were much more interactive. From Taylor and Vinjevold’s (1999: 161) observation of the fact that INSET programmes for teachers can have a significant impact on the quality of learning by improving their conceptual knowledge, I also had confidence in the type of in-service training they received at ICCE, and that it would make a contribution by way of addressing some of the limitations. ICCE’s emphasis also revealed that INSET programmes gave teachers confidence and the resources to engage children at more challenging levels, and to undertake more adventurous learning tasks.

- Question 1 concerns information on how the facilitators learned about the training offered.
- Question 2 concerns the year and Learning Area of training.
- Question 3 is a Likert-type question with 29 statements divided into the following themes:
 - School-based INSET
 - Policy documents
 - Teams and co-facilitation
 - Methodology
 - Leadership skills
- Question 4 had five open-ended questions

With my involvement at the college from inception, I was able to answer the various issues, concerns and important matters which needed to be included in each of the three sub-questions. I strongly believed that the choice of a Likert-type scale was the most appropriate and the best format to elicit data by means of my questionnaire. The range of agreement and disagreement responses permitted in a Likert Scale also make the respondents feel more comfortable in indicating their position than straightforward answers such as an “agree” or “disagree”. There were several key factors which I kept in mind while designing my Likert Scale. These took the following format:

- ❑ Using a single sentence with one complete idea
- ❑ Keeping the various statements concise
- ❑ Keeping the sentence in the present tense
- ❑ Avoiding ambiguous statements
- ❑ Using simple wording which could be understood by respondents

Question 3.1 indicates a Likert-type scale which was used in drawing up of Part C of the questionnaire.

| | | | | | |
|--|-----------------------|--------------|-----------------|-----------------|--------------------------|
| | Strongly agree | Agree | Not sure | Disagree | Strongly disagree |
|--|-----------------------|--------------|-----------------|-----------------|--------------------------|

Part D: of the final questionnaire

I believe that this type of scale was extremely useful in capturing the teachers’ and school principals’ perceptions, attitudes with regard to the influences as well as the contribution of the peer-driven model to the implementation of the OBE policy. Furthermore, it is an easy and unambiguous way for the respondents to answer questions. The experiences of school-based facilitators in respect of their training within the OBE philosophy were listed in the form of statements, one below the other. These experiences were gathered from conversations with facilitators themselves, as well as from my literature review.

Researchers like Best and Khan (1996: 181) believe that it's not that important to worry about the correctness of the statements, as long as they clearly bring across the opinions held by a substantial number of people. I had to balance the statements between positive and negative input. The Likert scale was used in order to ascertain the extent to which the respondents agreed or disagreed with a particular statement regarding the facilitation training offered.

For starters, I opted for clear and unambiguous instruction, which guided the respondents, for example, the idea of placing a tick (√) made the questionnaire user- friendly and easier for my respondents to complete. Graphs requiring interpretation were avoided, based on the notion that placing ticks in boxes and columns as a way of responding to a question was one which most respondents were familiar with. The technique of subdividing the questionnaires was useful. I grouped the questions in such a way that each of them dealt with a specific category.

4.8.5 The reliability of questionnaire issues

From the literature reviewed I realized that one of the approaches which provides an estimate of the reliability of the measures used, is to check whether there is any correlation of scores on the same measure (questionnaires) administered on two separate occasions. This is called Test-Re-test Burns, (2000); Judd *et al.*, (1991). I have not applied this check to my questionnaire on two separate occasions. I did, however, use an alternate preferred procedure of "internal consistency reliability" which is called Cronbach's alpha, and which, in actual fact avoids all the practical issues such as time, costs and refusal of participants. At this point I was interested in the scale to which the scale measures a single variable. This procedure rests on the idea that random measurement errors vary not only over a period of time, but also from one question or statement to another within the same measure. Alpha scores are produced to indicate the measure of internal consistency. The alpha scores range from 0 to 1, with 0 meaning complete unreliability and 1 meaning perfect reliability. I also used the Cronbach Alpha Test to measure the internal consistency of items in parts B, D and E of the questionnaire. The reliability of the questionnaire is expressed as a correlation coefficient.

4.8.6 Designing the interview schedule

I used two types of interviews as a tool which I thought would help me read more closely the perceptions of the facilitators.

4.8.6.1 Focus group: Interview Schedule 1 – newly-trained facilitators

I initially interviewed a group of six newly-trained facilitators from the deep rural schools on the outskirts of Ladysmith region. These trainers had undergone the initial three-day training, followed by the 20 hour follow-up sessions where they had to prepare, in teams, for their own workshops, where they were to facilitate as teams. These follow-ups were done jointly, with their initial trainers giving them support through coaching and mentoring. This stage was then followed up by a Test Course where the initial trainers were to evaluate the performance of the trainees as they conducted the same kind of workshop as the one run initially for them by their trainers.

I requested that the trainers be videotaped as they were facilitating. This was later followed up by an interview after we had all sat and watched the videos. These facilitators were given the first opportunity to comment about their own performances as depicted in the videos. I then interviewed them, around the following issues:

- How did facilitators facilitate after the introduction of O.B.E
- How did they experience the training (methodology) approach used at Ikhwezi?
- What challenges were experienced in the usage of policies like OBE, Developmental Appraisal System (DAS)?
- How did they experience the preparation stage for the delivery of workshop? (the usage of teams, research, co-facilitation, participatory approach)

4.8.6.2 Focus Group: Interview Schedule 2 – old facilitators

I decided to interview three facilitators who I thought had grown differently within Continuing Professional Development experiences. They came from different training groups, trained by different Danish facilitators. Issues of gender, post -levels, race, and teaching experience were considered. (see appendix.11 and 12 for more information about facilitators selected) The responses from the semi-structured interviews were responses obtained mainly from the facilitators who were trained initially. I hoped to get ‘close’ to these facilitators and the peer-

driven model used in order to understand and carefully record the depth and detail of how facilitators perceived the model within the challenges of curriculum delivery of OBE. The first was a newly appointed school manager of Ziko High School from Tamatisi Township at the time of his training, Mr. Zwide followed by Miss Khanda, a post level one teacher from Induna Township. The third candidate, Mr Morten Andersen, was a dedicated teacher who was later promoted to the position of Head of Department in East Coast Secondary School.

4.8.6.3 Questionnaires: School principals, deputy-principals and heads of department (HODs)

The responses from the managers' questionnaires were responses mainly from the school principals, trained facilitators, as well as those who were not facilitators, but had ICCE trained facilitators in their schools. Looking at the results of the questionnaires, I was particularly interested in three categories of the policy *viz.*

- What teachers, principals, and the school management teams perceive as the intention of facilitation training within the OBE Policy.
- How this policy was disseminated to school principals by the Education Department.
- How teachers were trained and prepared for this policy to be implemented in schools, and whether ICCE training was of assistance in enhancing understanding of policy initiatives.
- What affect the ICCE training had on the trained facilitators, as well as on their colleagues?

I hoped to get 'close' to my respondents and the situations under investigation so as to understand and carefully record the depth and detail of how principals perceived the intentions of the facilitator training, and how the acquired skills were perceived in relation to OBE implementation. Like Addler and Vinjvin (1998) I strongly believe that teacher development will in most cases be successful if the given context is seriously taken into consideration.

- My main aim in the qualitative data collection was to capture the 'reality' of what goes on within the school context, and to record what principals and teachers say about the peer-driven model of teacher development.
- A further aim was to highlight the richness of the qualitative data. I hoped to probe more deeply, unlocking the voices of principals and facilitators and how they engaged with the implementation of OBE.

I had taken cognizance of the following issues to ensure the quality of data collected:

- The different types of questions to be formulated
- The sequence of questions to follow
- The depth of the information I required
- The length of the interview
- The type of questioning technique to be used

4.8.6.4 The planning of the actual questions within the three categories

The main reason for collecting information within the following categories is to triangulate and further explain the results obtained from the survey questionnaire. Therefore, the choice of questions for all categories is extremely important to probe ‘more thickly’ the responses gleaned from the survey questionnaire. Through carefully reading of literature on the issues of design and questioning techniques, I planned and prepared the interview schedule which led to the different types of questions being formulated. The discussions in each category that shaped the questions are outlined below:

Category One: School-Based INSET

This section aimed at investigating the nature of Professional Development Activities, trained facilitators had to engage with given the opportunities afforded from being trained at Ikhwezi. School, though not having a clear CPD Policy mandate guiding school-based Inset, did each have their freedom to take the lead in the development of their staff.

Category Two: Policy Documents

At the time of training, the Department of Education had certain intentions in introducing the Outcomes Based Education Policy into schools. However, the manner in which this policy was introduced left some teachers, especially those in management, in the dark, as implementation was staggered. At first, the lower phases, Foundation Phase teachers and practitioners were given initial training of three to five days. The general feeling was that this was inadequate, leaving most participants in ignorance.

Category Three: Teams and co-facilitation

Dissemination of the OBE policy by the Department of Education to the teachers is critical for successful policy implementation. The researcher's aim here was to allow the interviewee to comment on the brief from the perspective of teachers being prepared to implement the policy.

Category Four: Methodology

In this section I needed to find out how the teachers as trainees experienced the peer-driven method. Knowing that most teachers were normally trained either using the face-to-face, or distance-learning methods, and that a peer-driven approach was found to be extremely challenging; the main purpose here was to find out how this aspect was perceived to benefit teachers in the implementation of OBE.

Category Five: Leadership Skills

Principals trained at ICCE had to receive training for the implementation of the OBE Policy. In this category, the intention was to determine how the ICCE training of the principals, as well as of those in management positions was perceived. Did the training enhance their leadership qualities aiding their ability to work as teams?

The sequence of questions (questionnaires)

I started with very simple biographical questions about the schools, followed by personal information so respondents would feel less intimidated. These were followed by questions on the actual training which facilitators received. I then moved on to statements that were straightforward and required minimum recall and interpretation. The questions on how the facilitation skills were used at school level required the respondents to describe in more detail how they experienced the training. Once the respondents had provided some responses impacting on school-based capacity- building within the implementation of OBE, questions on the training methodology were integrated.

The questions on opinions and feelings followed the statements that were designed in accordance with the Likert type. I thought that it was more accurate and important at this stage to move on to the open-ended questions, to allow the respondents to provide personal point of views on their own performances in an endeavour to capacitate others.

4.9 Focus-Group Interviews

❖ Structure of the focus group

Ms Swazi, Mr Siphon, Ms Dlaladlala, Mr Bean, Ms Nkwezela

The group consisted of newly-trained facilitators from the deep rural area of uMsinga (North-Eastern part of the province), together with experienced facilitators who were the trainers and mentors of the newly-trained facilitators. The reason for the selection of the group was to accommodate teachers from the rural area who have limited opportunities for professional development given the rural challenges of logistics and un/under-qualified teachers.

❖ The depth and length of the interview

The main aim of the in-depth interview was to get the facilitators to talk about their experiences, feelings, and their changed knowledge of their practice. The amount of information and the depth required depended on the kind of friendly relationship that I secured with my respondents, as well as the amount of time I spent on the interview. Most importantly, I believe that my Critical Question Two provided a framework for the depth of information I required. In order for them to answer my Critical Question Two adequately, I believed that an interview of about forty-five minutes to an hour was sufficient.

4.10 Validity of the questionnaire and the interview schedule

I discovered that the validity of my instruments had been better because both the survey questionnaire and the interview schedule had been thoroughly designed, carefully planned and prepared. I also sought the assistance of departmental officials who were directly involved in the implementation of OBE to select essential questions which were directly linked to my Critical Question. Although I carefully thought out the structure of the questionnaire and interview schedule, the face validity of both the instruments had been established. This was done by giving the draft questionnaire and the interview schedule to an expert in the field of Teacher

Development within the new OBE implementation philosophy, for checking, I found that the critical judgments of the experts were of tremendous benefit in terms of rewording, avoiding ambiguous questions, and the reshaping of the structure of both the questionnaire and the interview schedule. This further enhanced the validity of my instruments. Having seen to these crucial aspects, I was now confident to pilot this study to a group of 60 facilitators who were randomly selected. This gave me an opportunity to further restructure some of the statement and questions to avoid ambiguity, thus fine tuning.

4.11 THE RESEARCH PROCESS

4.11.1 Seeking permission and administering the questionnaire through the trained facilitators and principals

My **120** questionnaires were prepared, **95** of which were administered personally to trained facilitators who were both teachers and principals. **25 questionnaires were posted to teachers in the deep rural arrears were not returned.**

Interviews were to be administered to four seasoned facilitators selected from both North Durban and the Durban South Region. Another group of six newly trained facilitators was interviewed. It was essential to seek approval from all the Circuit Managers for the release of the facilitators concerned. I secured appointments with most of the facilitators after school hours, to discuss my research study. I informed all the principals of the purpose of my research. To address the issue of confidentiality, I reassured all facilitators that the identity of all the respondents would remain anonymous. Facilitators were very helpful, since my research was going to contribute to reshaping the policy on Continuing Professional Development and Support for teachers which would impact on school improvement. My capacity as principal, and my attendance of Departmental meetings, workshops and my facilitation at education management development workshops made communication with the facilitators and Circuit Managers easier, and enabled me to keep a check on facilitators regarding the return of my questionnaires.

4.11.2 Linking Qualitative and Quantitative Data

In trying to link qualitative data and quantitative data I considered the following:

1. Methods relevant to my topic.

2. Data sets required to best answer my critical questions.
3. The best usage of various methods.
4. How the data sets could best be interpreted, analysed, and evaluated.

The collected data was then discussed and analyzed, using the quantitative method separately and then later integrated with the qualitative data set to show the richness in each method. I have always believed that both the quantitative and qualitative approaches are powerful in themselves, because they represent two distinct approaches to social research. Both approaches have a variety of methods of data collection.

I used survey questionnaires for the qualitative approach and semi-structured interviews for the quantitative approach. I decided to link the two approaches (interviews and open-ended questions from the questionnaires). As Patton (1980) confirms, the quantitative methodology (questionnaires) is a much more predetermined and fine-tuned research tool which seeks to capture an overview perspective of the situation at hand. Patton further defines quantitative measures as “succinct, parsimonious and easily aggregated for analysis” (1980: 28). He goes on to state that quantitative data are “systemic, standardized and easily presented in a short time” (*ibid*).

The researcher believes in the flexibility of the qualitative methodology, (interviewing) which calls for complex, in-depth and discursive answers from the respondents. The qualitative method is viewed by Bullock, Little and Millham (1992) as “an intensive or micro-perspective which relies on evidence gleaned from individuals or a situation (1992: 85). The argument is that the one way of integrating both quantitative and qualitative approaches in social policy research, is by using the in-depth qualitative findings to explain and justify the findings of the quantitative research method. This is, in a way endorsed by Putton, (1980) who argues that “qualitative data consists of detailed descriptions of situations, events, people, interactions and observed behaviours; direct quotations from people about their experiences, attitudes and thoughts” (1980: 22). He goes on to explain further that the qualitative approach seeks to capture the in-depth and detailed experiences, as well as the personal voices of respondents, concerning what they have to say about a particular situation. Depth and detail emerge through the careful choice of certain direct quotations. I therefore concluded that the use of both quantitative and qualitative methods in an integrated fashion is an extremely powerful way of conducting research. I nevertheless had

to engage in a balance of the use of both the methods due to pragmatic considerations. This approach of linking the different data sets is endorsed by Brannen (1992) who believes that the different methods can be combined or integrated in one research study. He further argues that the integration can be made interesting, with the linkage occurring at a certain stage, for example, at the analysis or the write-up stage.

While it may be an advantage to encourage researchers to make use of a repertoire of research methods, it is similarly crucial to take cognizance of the fact that certain kinds of methods are appropriate for particular research problems as opposed to others. It is in this conceptual framework that I strongly believe careful consideration must be given to how different research techniques are used alongside each other to obtain different data sets. The different data collection methods used in this research had resulted in different kinds of results. The data presented in the written form, for example, the responses from the questionnaires, are the responses of the facilitators “of what they publicly espouse”, that is, within and away from their teaching practice. On the other hand, the data presented in the verbal form, for example, the responses from the semi-structured interviews are the responses of facilitators “of what they personally experience” about the training they received at ICCE.

4.12 CONCLUSION

In this chapter, I presented a detailed description of how I adopted my methodological course. The central focus was on data collection instruments, sample population and data analysis. The three data collection instruments were chosen for their appropriateness to this study, namely, survey questionnaire and interview schedule, and journal writing. I am convinced that all the selected instruments were thoroughly planned and validated to elicit data in response to my critical questions. The sample population, I believe, can only make sense in relation to the target population. Thus I have described both my target population and my sample population in great depth. In describing why I selected my particular combination of qualitative and quantitative research, and, once decided upon, how it was actually effected, as well as why certain choices were made within defined areas of research, I believe I have explained why the methodology I adopted for this research was the most appropriate, and led to the discovery of results both crucial and relevant to my study area.

CHAPTER FIVE: THE IKHWEZI MODEL

CASE STUDY DEEPENS OUR PERCEPTIONS AND GIVES US A CLEARER INSIGHT INTO LIFE... IT GETS AT BEHAVIOUR DIRECTLY AND NOT BY AN INDIRECT AND ABSTRACT APPROACH.

CHARLES HORTON COOLEY

5.1 INTRODUCTION

This chapter will look at the model of teacher development used by Ikhwezi Community College of Education. I have opted for the case study approach so as to get closer to the experiences within the establishment and the development of a peer-driven approach within the institution. I will focus on the case study aspects of this research. In the previous chapter which dealt with methodology I looked at the theoretical debate on the usage of case studies. In this chapter, I will give a detailed account of Ikhwezi Community College; its origin, as well as a detailed account of the model of training teachers as facilitators. The detailed description of Ikhwezi has been compiled from the perspectives of people who have been part of this organisation for a sustained period of time. The reason for selecting this institution as a case study is due to the uniqueness of the training approach I observed at Ikhwezi. I will include case studies of two schools which will form part of the main case study. Individual case study of three facilitators and their schools were chosen due to the constant involvement of these teachers as facilitators. The aim here was to observe how schools experienced the capacity and skills acquired by teachers who had been exposed to the peer-driven model and to discover what opportunities and challenges are experienced at school level.

Finally, through the use of structured and semi-structured interviews and journals, I had explored the personal stories of three facilitators who were originally trained at the inception of the project. The different roles of these teachers, one, a school manager, another H.O.D (Head of Department) and the last a classroom practitioner, will be examined. The purpose here is to further explore at a more focussed and personal level how facilitators have experienced the peer-driven model in terms of their various school role functions. I believe that the period of six years since they were trained is sufficient for the possible implementation and reflection on acquired skills. The last part of this section will cover the personal encounter of the researcher as the Rector of Ikhwezi.

This part affords me the personal space to reflect on my own professional experiences in my capacity as Rector of the case-study institution. The utilisation of this particular method was carefully selected due to the fact that not only was a model easily accessible to me for study and analysis, but also because insight from case studies can be interpreted directly and utilised. This makes the findings conveniently accessible to students, teachers and academics who can benefit from the theories learned and the practical examples available for its effective use. The data obtained is founded in reality and is thus not hypothetical or theoretical, but is of a fundamentally practical nature. Education is a practical field where obstacles are often frighteningly tangible, and the examination of a case study allows all the variables to be factored in.

5.2 CASE STUDY IN OPERATION

5.2.1 CONCEPTUALIZATION OF IKHWEZI

With the various challenges of the apartheid imbalances, the ushering in of a new democratic order in the country emphasised the urgent need for an INSET intervention for South African teachers. Most of the teaching corps had been trained by the old regime with knowledge and skills which would not be relevant to the democratic changes. Debates on education between Danish and South African teachers led to the establishment of an In-service Training Community Centre for education in KwaZulu-Natal as a pilot project, which was eventually absorbed by the Department of Education (KZN) in 1998 (see appendix 13 KZNDOE letter of Ikhwezi's status)

The origins of Ikhwezi date back to 1994 as a result of a teacher-exchange programme between the Danish Cultural Institute and the Association of Professional Teachers of KwaZulu-Natal (The Evaluation of the Ikhwezi Community Centre for Education: Dlamini, T. C., and Van Dyk, B., 1997: 3). From inception, the Ikhwezi Community of Education (ICCE) pilot project was initiated by the Danish Consortium and supported by the South African teacher's union APEK (Association of Professional Teachers of Kwa-Zulu Natal). The DoE and the Danish Ministry of Foreign Affairs have been very supportive according to their strategy. The members of the Danish consortium are comprised as follows:

- AM International, Copenhagen, Denmark
- Blagaard Statsseminarum, Denmark
- Danish Cultural Institute Denmark
- HFC and VBE, Copenhagen, Denmark

When the project was implemented in 1997, all teacher's Unions in KwaZulu-Natal(KZN) were invited to commit to the project by supporting it through its recruitment procedures of teachers, managers, as well as representatives in both the Advisory Board of governors and in the Finance Committee. During this period, the supporting Unions were:

- APEK: Association for Professional Teachers in Kwa-Zulu Natal)
- NATU: Natal African Teacher's Union
- SADTU: South African Democratic Teacher's Union
- SAOU: Suid Afrikaanse Onderwyser's Unie

As the project was to benefit all teachers in the province, regardless of race and union affiliation, partnership with all Teacher Unions was noted to play a vital role. Generally, the major objectives for the College within the international co-operation are the professional development of:

- School Managers as management trainers
- In-Service trainers in general
- Training of Trainers (in Languages)
- IT-Consultants

From the observations of the researcher, ICCE's vision was seen as being that of:

- developing and promoting education;
- developing material that would encourage a love of life-long learning;
- promoting critical thinking, as well as encouraging a hands-on approach to learning, following an integrated approach to learning and recognizing that individuals learn at their own pace;
- acknowledging that our society is multicultural, and that a need exists to ensure that emotional and social development is promoted by encouraging the acceptance of all points

- of view on most issues, thus allowing for individual knowledge to develop over time;
- motivating teachers to empower their schools through a process of affirmation that would lead to increased self-esteem and respect for all; enabling teachers and learners to take their rightful place as citizens in society, and to make a positive contribution to their society;
 - assisting in the acquisition of qualifications, ICCE supported the vision of life-long learning with an integrated approach to education and training;
 - supporting principles of quality, sustainability, efficiency and productivity in relation to the development of society and in response to national curriculum needs.

The above imperatives, including the assertion by Dr B Nzimande (1996) of the Parliamentary Portfolio Committee on Education, that, “The need for support for teacher-development and effective school management ...in the process of redressing the poor quality of education inherited from Apartheid”, saw the coming together of the Danish Consortium and Department of Education (KZN). These two role-players worked in partnership with Denmark providing the initial financial resources for furniture, subsistence and travelling for teachers, salaries for the South African book-keeper and Danish Managers together with their consultants. The Kwa-Zulu Natal Department of Education had to provide the venue for the Centre; salaries for the South African managers, as well as the capacity in the form of participants for the setting up of the pilot project. Two South African Managers were seconded by the Department, assisted by two Danish expert managers who were appointed to oversee the pilot project

5.2.2 OBJECTIVES OF THE ROLE-PLAYERS

The pilot project was introduced to ensure that the Danish experts and the South African managers train the teachers to be known as ‘trainers’, who, in time were to continue to train teachers and managers. The trained Language teachers later decided to be called ‘consultants’. This could have been as a result of ‘competition’ between themselves as Post Level One teachers, versus their counterparts who were school managers - School Principals. This structure created a gap which made some school principals feel a bit uneasy as their normal management power base had to be diminished, and often ignored. At Ikhwezi, the role-players were to be the same, if not equal, sharing the same platform as school-based facilitators.

It was expected that by this training method continual consultation, dialogue and co-operation would exist between Danish and South African educationists. These relations were indeed nurtured and maintained through the Teacher Exchange Programme known as “Job Swap”. This process sees interested candidates fill in forms indicating an interest in the programme. These are faxed to Denmark with the response from a suitable Danish partner who shares the same professional and social interests. Selected participants are then financially supported by the Department through Ikhwezi’s budget to go to Denmark for a period of two weeks, shadowing the partner and *vice versa*. This was one way of extending the Continuing Professional Development with teachers getting an international perspective in countries which have used a learner-centred approach similar to Curriculum 2005.

One of the intended outcomes of the pilot project, was the expectation that the trained teachers would, through the INSET programme at Ikhwezi, help in the development of their own institutions as a whole. They were expected to mentor their peers, act as a resource and assist inexperienced or under qualified teachers in INSET programmes in their own or neighbouring schools. This approach to INSET gave rise to the idea of ‘train the trainer’ which utilises the cascade model.

The challenge for Ikhwezi in the early stages was to employ an effective model of teacher INSET, and to keep abreast of all the educational changes sweeping through the country and to adapt accordingly. It was also important that INSET programmes break new ground, and search for an alternative model that would counteract the notorious three-to-five-day OBE workshops that teachers were exposed to via the Department’s training program. The peer-driven model used at Ikhwezi allowed teachers the space to learn and grow together with their peers. They were challenged to plan jointly in their teams and present their prepared sessions jointly, in what is commonly known as co-facilitation. This challenged most of the teachers as they were not using a co-facilitation technique in their schools. It was an approach that militated against the ‘one teacher one chalk-board’ teaching behind closed doors method. This was the common culture that they had to unlearn, and Ikhwezi allowed them to break the mould by being exposed to sharing as they co-facilitated.

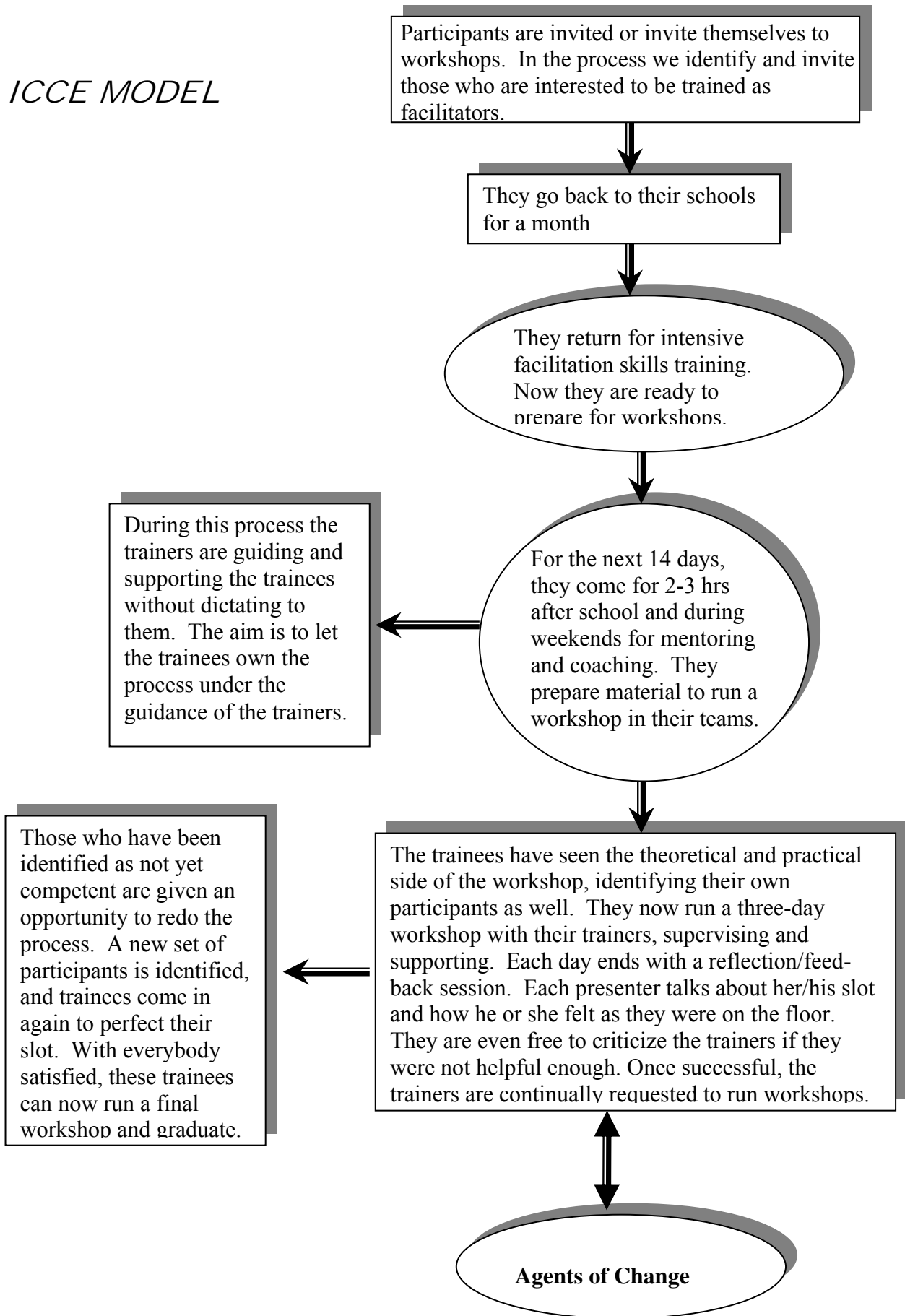
Ikhwezi opened opportunities for its school-based facilitators to be exposed to other opportunities for further development. The DoE, through the services of UNICEF and Professor John Weldon from Oxford Brooks University of the United Kingdom, conducted a two-week Education Management workshop where DOE officials and Ikhwezi staff and trainers were invited to be trained to train adults. Ikhwezi staff and trainers gained further invaluable skills in ‘train the trainer’ approaches strengthening their already acquired skills. Participants who attended this training combined their facilitation skills training with their newly acquired ‘train-the-trainer’ capacity to enhance the Ikhwezi model of ‘train the trainer’.

With the Ikhwezi model, participants are trained over a three-to-five-day training session in any given or specific area of development or programme. After this training session, teams of two to four team members plan, and then conduct a three-day test course where they train other teachers on the chosen topic of study. This idea of learning is based on the notion that one learns 95% of something new when one teaches others what one has learned (Glasser, 1998). Although this concept of learning worked well it was not the only ingredient for success. The trainees acquired other qualities such as enthusiasm and a love for teaching. They polished effective communication skills, and became motivated and willing catalysts for change in their schools. School-based trainees had a platform at Ikhwezi where, during planning sessions, members from different schools, different educational and racial backgrounds could meet and pool their resources and share ideas and strategies on some of the challenges each faced in his/her own school situation.

This structure was adopted and absorbed into the current structure of Ikhwezi. Over the years it became increasingly difficult for school-based Ikhwezi trainers to get time off to conduct training sessions for other teachers in the province of KZN. At this time of education transformation in the country, Teacher training Colleges were being closed down making staff (lecturers) redundant. Lecturers from these Colleges were recruited and transferred to Ikhwezi to co-ordinate and conduct INSET in the different programmes run by Ikhwezi. The assistance of the school-based trainers was solicited on a request and release basis.

The following diagram presents the stages of facilitator training and development at Ikhwezi

ICCE MODEL



This initial training session is followed in four to eight week's time by a test course in which a team of trainees of four to five members, conduct a two or three day training session with a group of teachers identified to participate in the test course. The trainees plan for such a test course, which is the assessment session for the trainees by the facilitators "master trainers" who trained them right from the first workshop they attended, followed by weeks of follow up and preparation done with the support of the "master trainer s". Trainees have to recruit their own participants as well as see to all other logistics to run a professional workshop, and arrange for the participants. At other times the participants are arranged by Ikhwezi as part of its on-going or usual INSET programmes. The trainee team is then observed, during the test course, by their trainers who are commonly referred to as Ikhwezi school-based facilitators who could be seen to be equivalent to master trainers.

5.3 Feedback and Reflection

At the end of the test course, the trainees meet in conference with the master trainer(s) to reflect on the test course, and to receive feedback from the master trainer(s) as well as their colleagues. This stage accommodates the peer-assessment strategies. The nature of the feedback is mainly developmental, and indicates areas of strengths and weaknesses needing further development to be considered the next time the trainee gets an opportunity to train other teachers. During the first part of the reflections session, each facilitator in turn is given the first opportunity to talk about her/his performance responding to the following questions:

- How did you feel about your session?
- What do you think went well?
- What do you think did not go well?

Questions of this nature allow each presenter to do self-assessment even before her/his colleagues have anything to say. Applying one's mind to one's own performance in the presence of colleagues does lead to in-depth growth and development. Immediately after this presentation and self-evaluation, each co-presenter is requested to give their own input on how they perceived the presentation. Here facilitators are given an opportunity of doing self-evaluation as reflective practitioners, a skill recommended by Schon (1998)

The last part is designed for each master trainer to make concluding remarks as well as charting the way forward. The weaker facilitator is given more support and allowed to take bigger slots for the following day, thus getting an opportunity to perform at a higher level based on the comments from colleagues.

5.3.3 ENHANCING THE IKHWEZI MODEL

The current model of ‘train-the-trainer’ has recently been aligned with the new unit standards requirements as per the South African Qualifications Authority (SAQA) requirements. A generic facilitation skills training unit is part of the ‘train-the-trainer’ programme. In this unit, participants are assisted in acquiring generic skills that will enable them to facilitate the learning process of others. An additional unit on specific subject content is also learned, followed by a unit on developing a facilitation script. This script serves as a planning unit that contains the learning outcomes, the delivery or training mode or methods employed the resources to be used, and the time management.

The Ikhwezi model of teacher development endorses the involvement of school-based facilitators in both the creation and the implementation of knowledge. This links to the social constructivism theory of learning. Teachers are recruited via the existing departmental structures managed by District and Circuit managers. There are instances where teachers may individually request to be trained as facilitators in their various fields of specialization.

5.3.4 Case Study of Mvubu Secondary School: Historical Background

I chose this school due to the newly trained facilitators teaching in it. The aim was to mix the facilitators in this study based on their level of entry at Ikhwezi. This school was a unique one as it was right in the heart of an informal settlement located in the area known as uMkhumbane, a former political active settlement in the apartheid South Africa. It is +- 15km outside the University of KwaZulu-Natal. The structure of the school was surprisingly modern better resourced than the ordinary Township school. History of the school indicates that funds were sort for its establishment with the Department of education taking over with staffing and curriculum issues. It was officially opened on the 30th September by King Goodwill Zwelithini.

I was introduced to a very active, enthusiastic principal by the name of Mr Bhekisisa Zwide who later enrolled as an Ikhwezi facilitator. I learnt that it was Mr Zwide dedication and creativity that drew founder's interest to support the school. As an active and outgoing manager, he introduced a number people to support the school. On touring the school I noticed a highly disciplined and professional ethos with learners relatively well behaved.

For an informal settlement environment, the school's resources were surprisingly impressive, a Double-story structure with the following: 22 Classrooms, 2 laboratorial, 1 HomeEcon Centre; 1 Computer Centre; 1 typing Centre, 1 Technical Drawing Centre; 2 General Purpose Centre 2 H.O.D offices; 1 tuckshop; 2 sets of toilets; Changing rooms; Administration Block (Principals; Office Dep Principal's; Toilets; Admin Clerk's office; Staffroom; stock room; strongroom; photocopying room leitcher and 2 sick rooms).SPORTGROUNDS;1 Mini Stadium;1 Netball Ground.30 teachers – The Principal;4 HODs;25 Teachers; 1Admin ClerkCleaners/Helpers.

From the many visits I made to the school, I noticed huge strides of growth, with the school producing it own CPD policy and more staff exposed to Ikhwezi programmes. I however, picked up tensions between management and staff which ultimately led to having the principal relocated to another school. These tensions did contribute to the non-delivery of CPD programmes, despite the many interventions from other Ikhwezi facilitators both school-based and college-based.

5.4 CASE STUDY OF MVELA PRIMARY SCHOOL

I chose Mvela Primary school as a case study school due to its geographical and racial composition. With most of the facilitators coming from the township areas, which during the apartheid years were purely designated for a single racial group, Blacks, I was curious to find out about the experiences of facilitators coming from a semi-rural area with mixed races. My further aim as a researcher was to find out what the trained facilitators' experiences and challenges at school level were.

This school is an ex-House of Delegates school formerly designated for the Indian population only (a legacy of the old racially segregated system) which is located in a semi-urban area 20km outside Pinetown. Being a previously Indian school, the staff component is still largely Indian with some Black. This was a worrying factor because the learner population is directly the

opposite, being predominantly black. Having been introduced to the principal Mrs Pelepele, an Ikhwezi trained facilitator herself; I then had a brief discussion with her about my research topic which interested her a great deal.

The school has an inviting atmosphere with a well structured management reception area in which to wait prior to seeing the principal. At the entrance of the school there is a beautiful welcoming painting on the wall with an environmental theme. I later discovered that it was painted by members of an environmental club, comprised of learners, teachers, parents and members of the community. The structural state of the school was fairly good, with no broken windows, doors and unmanaged school grounds. The school is well fenced, with allocated parking facilities. There was a security guard whose main task was to see to security issues as well as to make access easy by leading one to a well-tarred and designated parking bay for visitors. I was not made to sign any book, nor was I asked what the purpose of my visit was. This environment was welcoming and was a completely different scenario from that of the majority of township schools. On touring the school, I realised huge disparities with normal black schools. The school had designated rooms like the staff room, the Science Lab, The computer room. There learners were well behaved, with teachers in all classes with no children left unattended. These factors contributed the work ethos of the school

- Number of Personnel: The staff composition is 8 African staff and 10 Indian teachers, 5 of whom are males.
- Teacher Qualifications: All teachers are well qualified with a degree and a teacher's qualification categorizing them in the REQV 14+ (Relevant Education Qualification Value).
- Teacher Learner Ratio: 1 to 45, however, talking to the principal about this situation, she indicated that she would be happier with 1:40.

From the several visits I made to the school, I picked up general commitment to teaching from the observations I made. However, the concept and practice of professionalism with school-based professional development activities was lacking. The school did not have a structured CPD policy. Yes teachers were time and again allowed to participate in workshops organised outside the school either by the Department as the employer, and or by NGO's or Union. Not much was known about the provincial CPD policy launched in 2004 as the Province itself had no clear direction on the launched policy even before it was overtaken by the National Policy Framework for Teacher Development.

This scenario meant that even the few teachers who were exposed to the training at Ikhwezi were not having a supportive PD school environment. I then decided to do a case study of one of the trained facilitator who's experienced alluded to the many challenges linked to lack of CPD school policy. Following is her encounter:

5.5 CASE STUDY OF REMEDY ZIMU: REPORT FROM REMEDY ZIMU – OF MVELA PRIMARY SCHOOL

It is with a deep sense of honour and gratitude that I write this report regarding my association with ICCE. It is said often that fist impressions are lasting ones. This has certainly been the case for me when I was invited to attend a school manager's workshop facilitated by ICCE. The friendly, easy-going style of the facilitators allowed me to shed my inhibitions and to join in the fun and laughter especially the form of academic workshop. Their dedication and commitment inspired me to such an extent that I was already enquiring about the next workshop. This marked the beginning of my exciting and fulfilling relationship with ICCE. I kept in contact with ICCE and was informed timeously when workshops were held during the vacations and weekends.

Invitations were also received by my school to inform us of the various workshops that were being held for professional development of our teachers. Due to logistical challenges at school, I was often not able to attend these workshops if they were held during school hours. Whilst ICCE was the only institution that was offering this kind of 'hands on' training, principals were reluctant to release teachers because ICCE was regarded as an NGO. ICCE had the foresight to assess and understand the needs of teachers at grass roots level and to address these needs in an efficient manner. Many teachers viewed ICCE as a ship that could grant them a safe passage through the stormy waters. This ship captained by Ms Peggy Msimango, had a set destination and was determined to reach there, despite the many obstacles. During a time of much uncertainty, low teacher morale and the bombardment of OBE, ICCE was a beacon of hope. I have seen myself, as well ICCE grow professionally and become leaders with a mission that is to empower the nation through education. My relationship at ICCE has encouraged me to become confident, focused and has rekindled my enthusiasm for teaching. In 2003 I began training as a library science facilitator. Under the guidance of Ms Gwendolene. I was able to complete my training in 2004 and graduated in 2005. I have attended workshops given by the Department of education, but their style of facilitating is different in that ICCE empowers people not to be afraid but to make

mistakes and learn from them. It's this that's make teachers want to attend workshops that ICCE offers.

I was disillusioned when my desire to conduct workshops at school in order to empower my colleagues was met with negativity. Teachers were not willing to attend workshops outside school time. Even when workshops were scheduled to finish before 2.30 pm. Teachers felt too tired and distracted to participate actively. Some teachers were not prepared to do anything 'extra' that was required of them. Thus with my enthusiasm dying a slow death, I decided to influence close friends and those that were interested in professional development and wanted to grow. I have thus far been able to persuade three of my colleagues to attend workshops. They have now joined the ICCE family as facilitators. Encouraging teachers to become professionally empowered is not an easy task. It is only those who have a strong desire to improve themselves as teachers, will follow this path.

My training as a facilitator has led me to new ground. I am presently being prepared to train teachers and CPDS co-ordinators in the rural areas where the demand is great. Having three library science facilitators at our school is indeed an advantage because we share the same ideals that are to improve the literacy skills at our school. Attending and conducting the course Jumpstarting the library led to my reviving the library at my school. My school library became dysfunctional when the library was physically dismantled in order to serve as a classroom. All the books were kept in storage and reading of library book not in existence. Becoming a library facilitator has inspired me to make the books available to learners by taking them out of the boxes and placing them on shelves in the anti-rooms. This is now used by the teachers and learners so that teaching and learning process is much more efficient than before. These resources are being used to the maximum. Thanks to ICCE, I finally felt that I am doing something that is beneficial to teachers and learners. I may not have been able to influence many teachers at my school but I hope to be an inspiration to many others.

Ms Zimu's encounter highlights both the empowering opportunities she experienced from Ikhwezi's programmes as well as the challenges from her school environment that somewhat disappointed her. The sense of agency came out strongly from this encounter, with Ms Zimu exploding with zeal to help others as well as making a difference at her school. The on-going CPD engagement with Ikhwezi, allowed her the space to grow further, giving her the opportunity to share her acquired skills with teachers that appreciated her contribution. This ongoing engagement

sustained Ms Zimu's professional growth and is endorsed by the life-long learning values of the NPFTD (2007).

5.6 CASE STUDY TWO: NOMAKHUBALO DLODLO

Ms Dlodlo was a post level one teacher of Chaza Combined a Township School at uMlazi Township. This being in the Black Township, staff and students were all Black with no racial integration. Unlike the Ex Indian and Coloured school, lack of resources in this school made a sharp and remarkable difference in the provision of education inherited from the apartheid South Africa

5.7 REPORT FROM NOMAKHUBALO DLODLO FROM CHAZA COMBINED PRIMARY SCHOOL

I want to highlight my experiences as an Ikhwezi facilitator. Let me first highlight that I started teaching during the times of the apartheid government. During that time, certain groups of people were victims or targets of injustice, oppression, discrimination and prejudice, while other groups and individuals were privileged by virtue of their race. That was before 1994.

During 1994 our country went through the enormous challenge of being a nation undergoing a massive transformation from oppressive minority ruled apartheid state to a democratically based state with a Constitution, which upholds human rights and dignity. It was during those years of the 1990s when the National DoE came up with educational policies for example, C2005 and the Outcomes-Based Education approach. The policy rejected the old principles and practices where learning was teacher-centred. At that time we would spoon-feed learners. In that way we always produced learners who were passive listeners. Everything said by the teacher was final. We treated learners as empty vessels. It was not our fault; it was because of the principles and practices at the time.

In 1997 my school was one of those which received recruitment forms so that they could identify two teachers, one for Languages (LLC) and one for Mathematics (MLMMS). I was lucky because my colleague with whom I was identified was not chosen, since there were too many teachers

from primary schools for the training. I was expecting the same kind of training that I had received from the previous training courses. To my amazement I was introduced to training which is learner-centred. We had to learn to share ideas. Everyone had to contribute. No matter how little information you brought, it was accepted. For the first time I was not afraid to be criticised, as long as it was a constructive criticism. It was a hands-on training and an intensive one, because we were to become Teacher Trainers (Facilitators).

Things were not easy for me when I went back to school. I encountered many problems, one being my principal. She had a negative attitude towards Ikhwezi. She wouldn't allow me to help my colleagues who were in the Foundation Phase. Somehow I could help the individuals who would come to me and ask for assistance. This went on until the training of the Intermediate Phase. Since I was in the Intermediate Phase during that time, she had no choice because the Deputy Principal and the HOD forced her to allow me to workshop the I/Phase teachers. We were busy with planning, yet they would be afraid to contribute and I would motivate them, telling them that it's like they know nothing. Whatever they thought was useful, they should bring about. I also told them that I was also learning, and assured them that "it's not like I'm a know-all". They were duly motivated and encouraged and were able to ask if they encountered any problems.

I also want to emphasise that I was also engaged in the development of other teachers from neighbouring schools. We formed a cluster of three schools: Khwela Junior Primary School – Londa Mzobe; Caca Senior Primary School - Sphiwe Chumalo and Induna Combined Primary School, where I'm teaching. I have been exposed to a number of programmes run by Ikhwezi. Such programmes include Computer Literacy where we train teachers to be computer literate. I've been exposed to Whole School Development (WSD), where we trained principals from the Vryheid region. That workshop was not an easy one because the minute the principals saw us, they had many questions about who we were and how knowledgeable and capable we were in terms of facilitating the workshop.

I was also engaged in Intel Teach to the Future, which is an ICT programme designed to help teachers throughout the province to develop their Unit Plans using ICT. We used to work during holidays when the schools were closed. What I have learnt is that each time I run a workshop I also gain something new. We have held workshops as far south as Port Shepstone; inland to

Bergville; Newcastle; Pietermaritzburg; Ulundi; and into other deeply rural areas. I'm also engaged in the Train-a-Trainer Programmes, such as Natural Science; Life Orientation and Computer Literacy. Now I'm involved in CPDS, which is Continuing Professional Development and Support. I have contributed to designing a Resource Manual and a Training CPDS Manual. If it wasn't for Ikhwezi I wouldn't be where I am today. Since we were exposed to C2005, we learnt about Learning Areas that were new to the Curriculum, for instance, Technology; Human and Social Sciences; Life Orientation etc. I took a particular interest in Technology. My interest for further development followed after we attended an OBE Initiative Conference at Epworth College in Pietermaritzburg in 1998. Carol Thatcher, who was a Lecturer at Edgewood at that time, made me feel passionate about Technology. I started attending Technology Conferences, which run provincially, nationally and internationally. I was doing my own research on how to teach this Learning Area. I realized that it was not enough. I needed to have subject knowledge and Technology skills in order to teach it to the learners effectively.

In 1999 I was engaged in a project where we were going to train College Lecturers to become OBE Facilitators. It was not an easy thing because some of the colleges belonged to those people who grew in times of apartheid and everything favoured them. It was not easy for them to accept something done by a so-called Black person. They resisted the changes presented to them by people like myself. When C2005 was reviewed, I was exposed to RNCS, which is the Revised National Curriculum Statement. My being always ahead of change helped a lot at my school and at neighbouring schools. My principal's attitude has now changed for the better, because she knows that whenever I go out to run a workshop, there are changes that will be brought back to our school. She no longer feels threatened by me. It took her a long time to recognise me as a facilitator. That was because of my perseverance, patience and tolerance. My development brought about by Ikhwezi has contributed greatly towards my professional development. (END)

Ms Dlodlo highlighted her experiences as an Ikhwezi facilitator by remembering that she started teaching during the times of apartheid government where certain groups of people were victims or targets of injustice, oppression, discrimination and prejudice, while other groups and individuals were privileged by virtue of their race. That was before 1994. However, her dedication to on-going CPD programmes, allowed her to grow.

What came out strongly was the agency feeling with her wanting to share her acquired skills with teachers in her school as well as in the District. Her passion for technology grew, leading her to start attending technology conferences run provincially, nationally and internationally.

5.7 CASE STUDY: MORTEN ANDERSEN

Tom Morten was Head of Department from Eastwood Secondary School. This was an Ex House of Representatives(HOR) mainly designed for Coloured citizens in the Apartheid South Africa. The school has predominantly coloured teachers while learners are mostly Black coming from the Townships

5.9 REPORTS FROM MR MORTON ANDERSEN: EASTWOOD SECONDARY SCHOOL

Historical background and my involvement

I write this account as a teacher trained by Ikhwezi as an INSET provider since its inception in 1997, and as a grandaunt of the concept of continuing professional teacher development and support. Since then, I have been involved in training other teachers in the varied competency building programmes that I have gained at Ikhwezi. Additionally, I write this account because I am living the Ikhwezi experience.

I was first introduced to Ikhwezi by my Union representative and Board member of Ikhwezi. I was one amongst others from my teacher union. Similarly, other teacher unions recruited a proportional number of teachers from their own union. Thirty-three teachers were recruited for the first round of trainees.

As indicated earlier, my involvement with an teacher in-service institution with national and international links such as ICCE, dates back to the inception stages, 1997, an epoch filled with political turmoil, educational transformation, teacher uncertainty regarding their roles in the classroom. Initially, ICCE was housed at Overport in an ex-House of Assembly primary school. I was one of the first cohort of thirty school-based teachers trained by Education Professionals from the Danish Education Ministry. This initial training, for me, was life changing – affirming of my identity, building my self-esteem, helped me shape an identity of myself (both personally and

professionally). In short, due to the legacy of apartheid, my previously non-existent or restricted world-view of teaching and learning grew in leaps and bounds. From my limited vantage point at the time, this type of teacher development represented real empowerment, and a major paradigm shift.

Key, firstly, in the shift, for me meant that (a) I am important and unique, (b) I am capable, (d) I am worthy, (e) I have a choice, and (f) I am able to learn anything when given the opportunity to do so. Furthermore, that learning incorporates not only what one can do (as largely emphasized in my teacher training years) but that this includes what one thinks, and what one feels. The question uppermost in my mind at the time: Why did it take my benefactors so long to come to my ‘*rescue*’? Imagine the years of damage I caused to the learners in my care as an teacher, or the continual harm I would have inflicted on them had I not been exposed to the work and influence of ICCE back in 1997.

Key, secondly, in the above shift, is the ‘hands-on’, ‘minds-on’ and ‘hearts-on’ nature (that is, the 3 H’s, namely, **head**, **hands** and **hearts**) of the teacher development and empowerment conducted by our learning mediators. The learning mediation model employed by the co-mediation team is what I call on-going engagement of participants through the 3H’s using appropriate whole body activities that include ‘collaborative conversations’ within small social groups of about seven members each. This model was subsequently adopted by all ICCE trainers and is dubbed or commonly known as the ‘Ikhwezi way’ of conducting teacher empowerment sessions (that is, workshops).

Thirdly, and lastly, key in the continuing teacher professional development at ICCE, is the notion of an Ikhwezi facilitator being a resource person at his/her own school, for the creation of an environment for on-going learning opportunities of other teachers. This resource person shares with peers or conducts development for peers on the experiences gained at ICCE. In this way, putting in practice what one learnt at ICCE strengthens and extends such learning.(END)

Morton’s experience emphasised the significance of the learner centred nature of the Ikhwezi model which strengthened his hands-heart and minds on PD values. His on-going involvement also contributed to his personal and professional growth, allowing him opportunities to do what he likes best- sharing and contributing to the development of other teachers. His exposure to the

Danish Teacher Exchange “Job-Swop” programme also enhanced and sustained the participatory approach he first experienced at ikhwezi. The facilitation skills he acquired, also helped him make and value the shift of removing the teacher and placing the learner at the centre of learning. This endorsed the OBE philosophy he had to implement.

A perspective of the Ikhwezi Model- From Morton Andersen

The current model of train-the-trainer is being aligned with the new unit standards requirements as per SAQA requirements. A generic facilitation skills training unit is part of the train-the-trainer programme. In this unit participants are assisted in acquiring generic skills that will enable them to facilitate other’s learning. An additional unit on specific subject content is also learnt, and then a unit on developing a facilitation script. This script serves as a planning unit that contains the learning outcomes, the delivery or training mode or methods employed, the resources to be used, and the time management.

This initial training session is followed, say in two weeks time by a test course in which a team of trainees (say three or four members) conduct a two-day training session with a group of teachers identified to participate in the test course. The trainees plan for such a test course, and arrange for the participants as well (at other times the participants are arranged by Ikhwezi as part of its on-going or usual INSET programmes). The trainee team is then observed, during the test course, by their trainers who may then also be referred to as the master trainers.

Feedback and Reflection

At the end of the test course, the trainees meet in a conference with the master trainer(s) to reflect on the test course, and to receive feedback from the master trainer. The nature of the feedback is mainly developmental, and indicates areas of strengths and areas needing further development – the next time the trainee gets an opportunity to train other teachers.

7. CONCLUSION

This chapter has explored the aspects of case study as a research instrument I found most useful to help me get closer to the trained facilitators at Ikhwezi. While limitations to such an instrument have been noted, I have ,however, managed to get closer to the opportunities teachers were exposed to via Ikhwezi's peer-driven model. Teachers' professionalism was enhanced supported and sustained by their constant involvement long after their initial training. I also picked up a major weakness of the model used in that there were no follow-up monitoring mechanisms of trained facilitators in their schools. This could be a research area which unfortunately was not part of this research

CHAPTER 6

THE IMPLICATIONS OF CPTD: LINKING QUALITATIVE AND QUANTITATIVE DATA

6.0 INTRODUCTION

This chapter performs a pivotal role in bringing together the qualitative and quantitative data gathered during the various research procedures. Part One is dedicated to a statistical analysis of all results, and includes a brief outline of the participants, gender bias, race and biographical profile of the various schools, to lay the groundwork for the statistics that are to follow. Pertinent issues brought under the spotlight include staff development, resources, issues relating to teaching, confidence gained, OBE implementation and its challenges, co-facilitation and teamwork, reflection and growth. This chapter ends with the focus firmly on Ikhwezi, the courses offered and their benefits as attested to by respondents. It concludes finally with a reflection on key challenges and opportunities.

6.1 GENERAL DESCRIPTIVE STATISTICAL RESULTS OF ALL RESPONDENTS

This section will focus on the analysis of questionnaires completed by trained facilitators.

6.1.1 Participants

Participants were drawn from facilitators trained both at inception stage, as well as three years after the initial training. These participants included teachers trained as school managers, deputy managers as well as Heads of Department, since in most schools they comprise the management team. Other respondents were represented by teachers as classroom practitioners in their specific learning areas.

Mixing of participants regardless of their levels and positions of rank was aimed at allowing facilitators the space to learn and share their expertise at the same level, giving them a rare opportunity of understanding their roles and challenges outside of the formal school environment.

6.2 Demographics

❖ Male to female ratio

The selection of respondents was mindful of equal representivity of both male and female following the structure of their training as facilitators who always worked in mixed teams.

❖ Urban/Semi-urban Schools

Participants, though initially selected from the urban environment of the city of Durban and its surrounds, were selected such that there was representation of both urban and semi-urban areas.

❖ Race

Racial representation in the selection of participants was given particular attention given the history of racial divides in the education and teachers' training programmes of the past. However, it must be noted that there were no respondents representing the white population of South Africa. Respondents had a fair distribution of Indians and coloureds, with African teachers in the majority.

Pursuant to the two critical questions of this research; namely that of exploring the opportunities and challenges of teachers, I hoped that the criteria discussed above were of importance in probing for answers.

6.3 RESULTS OF BIOGRAPHICAL PROFILE OF SCHOOLS

Total number of Teachers and Principals Participating

The actual table figures are located in the Appendices section. Table 7.1 reveals that a spread of 60% teachers and 40% principals participated in this study. These results reflect that the percentage of teachers participating in INSET programmes is higher than that of principals. This table allows the researcher to assume that even though the initial participants at the pilot-period stage consisted of two groups, ie: thirty (30) school managers and thirty (30) language teachers; teachers as implementers of policies availed themselves more for further INSET programmes. This behaviour is endorsed by the National Policy which emphasises that the exposure of teachers to capacity building programmes is essential for teachers who are key agents of change of quality learning and implementation of that change. National Policy on Teacher Supply (1996). However,

the Ikhwezi model used an approach that said both managers and teacher should be exposed simultaneously to programmes of professional development. Exposure of teachers separately from school principals could have the danger of shifting the power of knowledge to teachers, running the risk of school principals being undermined as ignorant managers.

This data further allows for suggestion that there could have been flaws in the manner in which policy initiatives were introduced by the Department of Education where teachers were trained prior to school managers. The urgency with which the Ministry of Education in South Africa implemented the OBE curriculum gave rise to a major challenge. Jansen (1997); Naicker, (1999) Initial training of OBE known as Curriculum 2005, targeted foundation phase teachers as implementers, leaving school managers behind.

6.4 TYPES OF SCHOOLS PARTICIPATING IN THE PROJECT

Table 4.2 and Figure 2 indicate the schools that participated in this project. A total of 49.5 % are from Ethekezi, 21.1% from Uthukela, 11.6% from Zululand and 17.9 % from Pietermaritzburg. This data permits the researcher to validate reasons that led to more responses from the Ethekezi region, which is an urban area surrounding the city of Durban. This was due to the fact that the pilot project concentrated on the two regions around Durban: North Durban and Durban South. The other regions were exposed to the INSET programmes after the pilot phase was over. Resources at the inception stage did not allow for the inclusion of more than two regions, but the impact as training skills were cascaded to other regions, compelled the researcher to include other regions where facilitators were trained even though they were outside the demarcated area of the pilot.

6.5 RACIAL DIVIDES AND DISCREPANCIES AMONG PARTICIPATING SCHOOLS

Table 4.3 and Figure 2 reveal the dispersal of involved ex-departments of schools, which participated in this project. A total of 13.7 % are from HoD, 4.2 % from HoR, 13.7 % from DET and 68.4 % from KDEC. When viewed through the historical perspective of apartheid education in South Africa, Table 4.3 paints a general picture of the racial divides and the discrepancies between the many departments of education. Prior to the 1994 elections, the training and employment of teachers was based on racial divides. The House of Delegates (HoD) was mainly

for the Indian population; the Department of the House of Representatives (HOR) accommodated Coloured the Department of Education and Training (DET) served mainly the white citizens and later accommodated black schools falling under the Pretoria government; The KwaZulu-Natal Department of Education and Culture (KZNDEC) was mainly for black learners, and fell within the ambit of the blacks-only area known as the homelands. The significance of these demarcations was echoed in the type of training teachers received. These demarcations adversely impacted on the formulation of facilitator teams who comprised all race groups with the exception of whites. Absence of whites did not hinder intercultural interactions Mr Zwide in his interview said:

Ja, has helped me in fact a lot especially on a personally; level because I am in a position to meet different people. It as benefited me at a personal level to interact with different levels and with different people. People are different with diversity INSET has sharpened my listening skills. I have become more open to views which are different to mine.

This data unfortunately does not cover the total picture of races across the board as there were no representatives from the white community. This allows the researcher to make the assumption that white teachers, as the main beneficiaries of the apartheid system, never felt the need to be exposed to in-service training. However, the multiracialism experienced by facilitators in the early days of the democratic dispensation came with their own unique challenges. Teachers were, for the first time in their lives, allowed the opportunity to share the platform of professional development with races that they never worked with before. Swazi, a participant from the focus group had this to say about her exposure to a multicultural setting during training:

I was afraid of Mr Bean (a South African Coloured/mixed race person) ...the way he talked English made me feel inferior knowing that English is not my mother tongue. I am not used to working with coloureds

Such utterances could be indicative of benefits as well as challenges experienced within a peer-driven model which allows teachers the professional space to interact and socialize. The model/s used to introduce curricular initiatives like OBE should be models that accommodate the historical socio-economic challenges teachers are bringing into the new democracy. In-service programmes should question how their models would assist teachers to deal with their historical backgrounds if these programmes are to have a major impact on how the new curriculum is to be implemented.

6.6 SCHOOL PHASES PARTICIPATING IN THE STUDY

Table 4.4 and Figure 4 reveal the different types of schools which participated in this project. A total of 74.7 % are primary schools, 6.3 % are secondary schools, 10.5 % are combined schools and 8.4 % are high schools. This data permits the researcher to focus on national curriculum implementation strategy after 1994. Democracy in South Africa saw the introduction of a transformative education system in the form of OBE that was implemented by means of Curriculum 2005 strategies. The aim was to first train primary school teachers, specifically referred to as Foundation Phase, (Grade R to Grade 3), followed by school managers and the rest of the other Grades. This, as reflected in Table 4.4, meant that when invitations were sent out for OBE training it was mainly primary school teachers who responded as they were the ones affected hence the 74.7%.

6.7 DISTRIBUTION OF RESPONDENTS

Table 4.5 and Figure 5 reveal the distribution of respondents who participated in this project. A total of 32.6 % are principals, 11.6 % are deputy principals, 24.2 % are HODs and 31.6 % are teachers. This data facilitates the understanding that the training of teachers for the pilot project focussed on two categories; 30 school principals for a management-training course and 30 teachers for language training. Primary school principals were challenged by the changes dictated in terms of implementation of Curriculum 2005 which was first rolled out to the foundation phase, hence their enthusiasm to participate. The Ikhwezi's exposure of both teacher and Principal/Deputy Principal or Head of Department formed part of the pilot-project strategy aimed at exposing more than one teacher from each school to the programme, to ensure support and sustainability of skills acquired. The argument was to ensure that principals have a buy in so as to support and sustain school-based professional development. . Zanele Mshengu from her journal shared her frustrations:

| |
|---|
| “..... This attitude of the principals really hinders the process of development in schools” |
|---|

Mshengu's frustrations with school principals resistance for staff to be exposed to PD programmes offered at ikhwezi, could be caused by the staggered manner of OBE training by the Department of Education.

6.8 GENDER SPLIT OF RESPONDENTS

Table 4.6 and Figure 6 reveal the gender ratio of respondents who participated in the project. A total of 62.1 % are females and 37.9 % are males. The high percentage of females who participated in the survey; correlates with data that indicates a dominance of female teachers in the teaching force in South Africa. This gender distribution resonates with the teaching profile countrywide. (Quote DoE; Badcock Walter (2000;); Ramrathan (2002).

6.9 AGE DISPERSION OF RESPONDENTS

Table 4.7 and Figure 7 reveal the age dispersion of respondents. A total of 41.1 % are between 31 and 40, 45.3 % are between 41 and 50 % and 13.7 % are between 51 and 60 years of age. This data indicates that 86.4 % of these teachers have spent more than ten years in the teaching field. These are teachers who have been long in practice and might respond differently to changes in comparison with younger, more inexperienced peers. The participation of teachers from a mix of age groups in this survey echoes the general profile of the teaching force in South Africa . Schein and Scchiller(2001) also highlight the support and professional benefits of teachers working together regardless of level differences.

The researcher believes that conducting this survey among teachers who have ten years' or more experience, would challenge policy makers to consider a model of professional development that would be much more rigorous and transformative. The proposed peer-driven model would have the additional benefit of enabling younger teachers to benefit from the experience of teachers with longer tenure.

6.10 EDUCATION LEVELS OF RESPONDENTS

Table 4.8 and Figure 8 reveal the education levels of the respondents who participated in this project. A total of 3.2 % studied for a two-year diploma, 34.7 % have a three-year diploma, 3.2 % have degrees and 32.6 % have degrees and diplomas. A total of 16.8 % have more than one

degree and 9.5 % studied have a four-year diploma. The results of table 4.8 allow for the assumption that training of teachers in South Africa pre-democracy was flawed with disparities with regards to qualification types for teaching.

All respondents have qualifications ranging from a two-year diploma to a degree. While a three-year teaching qualification is regarded as a minimum qualification to be regarded as a qualified teacher, the reality in the South African teaching force is that approximately one third of teachers are unqualified or under-qualified (DoE Teacher Education Act 1995; Ramrathan (2002); Badcock-Waters (2001). Within the new dispensation after the 1994 elections, all teachers regardless of their competencies are expected to teach a transformed curriculum. The teacher corps' capacity to deliver within national curricular mandates is factors to be seriously considered in teacher-development programmes.

6.11 EXPERIENCE LEVEL OF RESPONDENTS

Table 4.9 and Figure 9 reveal the experience levels of respondents. A total of 3.2 % have 0 to 5 years' experience, 15.8 % have 6 to 10 years, 45.3 % have 11 to 20 years, 31.6 % have 21 to 30 years and 4.2 % have 31 and above years' experience. Table 4.9 supports the argument that there is a high percentage (81.1 %) of teachers who have taught for more than 10 years participating in this study. These are teachers who are deeply entrenched in their teaching methods and as such may view proposed educational changes as a huge challenge, if not a direct threat. This was evident in the large number of teachers who took severance packages after the 1994 elections. Teacher Framework (2004) acknowledges that as teachers accumulate additional years and experience, they get to know what works and what does not.

Data from this part of the survey could be understood to say that introducing curricular changes like Curriculum 2005 within the South African context challenges policy makers to consider a model of professional development that would be much more rigorous and transformative.

Ms Khanda in her interview session said:

“Eeeh I benefited a lot because I had realized that there are many things I had to learn, many things in my facilitation ways and method. My way of thinking was changing. I became a facilitator not a teacher..

Khanda’s experienced within the Ikhwezi model allowed her an opportunity to deal with the many years of experience as a teacher to make the mind shift and see herself as a facilitator.

The 35.8% of teachers who have been relatively long (21 years and above in the system are the likely category of teachers to be most affected by the introduction of the new OBE curriculum as claimed by senior researchers like Jansen (1999) and Chistie (1999). These are teachers who are set in their various ways of teaching and to assist them to adapt to change would call for a transformative model. Hargrieves(1995);Hoban (2000) have argued for the teacher development approaches that put teachers at the centre for them to be personally engaged otherwise they would resort to teaching the way they were taught .

6.12 AWARENESS OF ICCE TRAINING AND FACILITATION

Table 4.10 reveals an awareness of ICCE training and facilitation among respondents who participated in this project. A total of 20.0 % were informed by the Department of Education, 38.9 % were invited to a workshop run by ICEE, 6.3 % were informed by their teacher unions, 9.5 % were informed by the SEM, 6.3 % read the circular from ICCE and 18.9 % were informed by colleagues or others. Poor response from SEM reflected the constant challenge for Ikhwezi, with some officials seeing it as an NGO even after adoption by KZN Dpt of Education. . Zanele Mshengu’s concerns from her journal still resonates this challenge:

“...They(principals) are of the idea that the college is not an education department institution.... This attitude of the principals really hinders the process of development in schools”

Lack of understanding of Ikhwezi challenged and frustrated teachers who needed an enabling PD development in their schools.

Table 4.10 indicates that there were multiple sources of information about the INSET programme. However, the majority of respondents engaged in the programme attended as a result of

invitations sent out by ICCE, which indicates that the response rate to programmes of this nature would be enhanced by sending personal invitations to participants.

While the results indicate that more respondents attended as a result of invitations sent out by the ICCE, poor participation by Department of Education structures is cause for concern, because trained facilitators later met resistance at school level. Zanele Mshengu confirms this in her journal:

...They (principals) are of the idea that the College is not an Education Department institution. This attitude of the principals really hinders the process of development in schools.

These comments endorse the low 20 % of invitations received from Departmental Structures, which highlights the negative effects of poor communication of the INSET pilot project when carried out in partnership with the Department of Education and Culture.

6.13 PERCEPTIONS OF SKILLS-ENHANCEMENT BENEFITS OF ICCE TRAINING

Table 4.11 reveals the perceptions of respondents regarding the skills-enhancement benefits of the ICCE training programme. A total of 3.2 % disagree, 41.1 % agree and 55.8 % strongly agree that ICCE training has enhanced their peer-assessment skills. Table 4.11 enables the researcher to make assumptions about whether the respondents were exposed to team teaching which would have afforded them an opportunity to observe and be observed and assessed by colleagues. Teachers got a chance of learning from other colleagues. Morton Andersen in his case study input said:

Yes, I did undergo some couple of test courses. It helped me a great deal especially coming into contact with different teachers from different perspective of life. We shared so many ideas and we also developed a vision on how to improve teachers' skills in OBE. I also benefited in how to design lesson plans in OBE. How to facilitate in workshops? I also gained knowledge in developing co-operative learning and integrating learning areas.

The Ikhwezi training ushered in the various skills noted by Morton which were relevant to the expected roles and expertise from South African teachers in delivering the newly introduced national curriculum. A high percentage of 96.9 % positively agreed with the fact that that training empowered respondents with the necessary skills to assess their colleagues. It is also noted from

the 3.2% disagreeing that there were a few who came in better equipped with the skills to assess others. Dr Mandawe, a trained facilitator, made the following comments in his journal:

...I therefore regard the above as the test course because we first made in-depth preparation of the Learning Programme to be covered and I was greatly assisted since these activities were hands on. I have undergone an observation test by Ms Steam (a college-based co-ordinator) on running an actual workshop for teachers. I did not feel judged, but rather empowered to do better. The assessment was developmental.

By evaluating personal comments on his own assessment experience, the researcher believes this newly acquired skill would be used by Dr Mandawe when assessing his own colleagues. The concept of assessment is a topical one for South African teachers as OBE and Norms and Standards for Educators; Department of Education (2000) demand that teachers display their role as assessor efficiently and effectively.

6.14 UTILISING ICCE TRAINING SKILLS TO ENCOURAGE FREE PARTICIPATION

Table 4.12 reveals perceptions of respondents regarding using training skills acquired at ICCE. A total of 1.1 % disagrees, 2.1 % are neutral, 37.9 % agree and 58.9 % strongly agree on using the training skills from ICCE. The 97.8% positive response to the question allows the researcher to draw the conclusion that the training received was beneficial to the participants and that the learner-centred approach with facilitators had given skills to encourage participation as opposed to the teacher-centred approach to which they were accustomed.

This was a huge learning curve for most facilitators who were not trained to handle adult learners like themselves. It was a skill that needed them to reflect both on themselves as facilitators, as well as on their participants. A skill of this nature was relevant as it related to the National Cross-field Outcome of:

- producing citizens who can work collaboratively in teams.

A learner-centred approach is one of the values taken from the White Paper on Education (1997) and is echoed in the South African Constitution, where emphasis is laid on:

- producing citizens who should be active in their learning, rather than passive recipients of knowledge.

The eradication of passive learning is an approach that needed new skills for teachers who themselves were victims of passive learning. A three- or five-day workshop would not be sufficient to help most teachers acquire learner-centred skills as required in terms of the new OBE philosophy. The researcher believes that most teachers would benefit more within the peer-driven model that would allow them the comfort of learning with their colleagues in a non-threatening environment. This would be an environment that purports *ubuntu*, a philosophy most South Africans are familiar with. It is a philosophy which embraces teamwork and team support. In other words, because “you are, therefore I am”.

6.15 FACILITATION

Table 4.13 reveals perceptions of respondents regarding their skills to become more of a facilitator than a dictator. A total of 1.1 % disagrees, 20.0 % agree and 78.9 % strongly agree on this issue. This data allows the researcher to believe that the skill of facilitation was a new and critical tool to learn within the OBE philosophy. Exposure to ICCE was addressing the traditional one-man show of teaching by meeting one of the significant roles of the teacher as articulated in the Norms and Standard document of (2000) that teachers should perform as facilitators of learning.

I believe that changing teachers’ mode of thinking to be facilitators is a skill that needed a mind shift that could not be easily acquired through the once off exposure through the short-term courses. Constant exposure with on-going practice through the support of other colleagues in a peer-driven model who are also in the same learning curve is crucial.

These comments were endorsed by Morton Andersen who trained as a facilitator:

The crucial aspect of this methodology was the fact that it continuously prompted me to think deeply, as to who I am and it was very engaging giving me meaning. This approach was very much hands-on, helping me make that paradigm shift. Preaching that we were exposed to when we were trained to be teachers was not part of this mode of training.

This comment resonates with the Ikhwezi model that insisted of facilitation and not teaching. The impact noted by Morton ensured that he had to make that shift and not teach like the way he was

taught. More research needs to be done to monitor and support teachers in their classrooms as they deliver on acquired skills.

RESPONDENTS' PERCEPTIONS REGARDING FACILITATION SKILLS AND INFLUENCE OF LEADERSHIP STYLES

Table 4.35 reveals perceptions of respondents regarding facilitation skills and influence of leadership styles. A total of 3.2 % are neutral, 28.4 % agree, 68.4 % strongly agree that the facilitation skills have improved leadership styles. Amongst the trainees, there were those who were in management either as Principals, Deputy Principals, or Heads of Department. Their roles within the new dispensation had to change to suite the times. Data reveals that there is a score of 96.8% of respondents whose leadership styles at work changed tremendously after exposure to ICCE training. Mr Zwide a Principal at Ziko when interviewed maintained:

,.... I have learnt through INSET to work harmoniously with all the stakeholders. Leadership styles has really helped as well as good governance and financial management are skills that I learnt through Ikhwezi helped the school to become the force in terms of knowledge.....

It has always been the main aim of the Ikhwezi model to have school managers exposed to PD with the belief that they (principals) are at the core of school-based CPD. If the school principals have not bought to the significance of PD, schools would normally be dysfunctional.

RESPONDENTS' PERCEPTIONS REGARDING THEIR ABILITY TO FACILITATE ACTIVITIES

Table 4.40 reveals perceptions of respondents regarding their ability to facilitate activities. A total of 88.4 % said yes, 11.6% said no to the statement. The practice of facilitating was also ushered in with the new democracy within the South African concept of teaching. The skill to facilitate was made imperative through policies like Curriculum 2005; Norms and Standards for Teachers (2000) articulating the significance of facilitating as one of the roles of teachers. The high percentage of 88.4% of teachers from table 4.40 above indicated that through the training programme, they have benefited and are now able to facilitate an activity. Makhosi Mtaka ,a teacher at uMsinga had this to say from her journal:

I was using it for the first time and I was scared. These are not available in our schools, but I find them useful instead of the chalk boards- they save time

To facilitate Ikhwezi activities Makhosi had to learn how to use an overhead projector which she found useful though intimidating at first. This resonates with the many teachers who have to implement a highly sophisticated curriculum like OBE without the relevant skills and or appropriate skills.

RESPONDENTS' PERCEPTIONS REGARDING TEAMS AND CO-FACILITATION

Table 4.43 reveals perceptions of respondents regarding teams and co-facilitation. A total of 2.1 % are neutral, 32.6 % agree, 65.3 % strongly agree. The results from this data reveal that while 2.1% of respondents were not sure weather working in teams and co-facilitation was beneficial. A high response (97.9%)strongly agreed with the statement. This could be interpreted to mean that team work and co-facilitation were well received democratic practices. The new democratic policies in South Africa like the Country's constitution, Norms and Standards for Teachers, the national critical cross-field outcomes endorse the significance of **producing citizens that can work together in teams**. Co-facilitation during training seems to have encouraged the shift from individual to team delivery.

ANALYSIS AND PRESENTATION OF JOURNAL FINDINGS AS PROVIDED BY THE TRAINED FACILITATORS

In this section I present an analysis of the journals as provided by the trained facilitators (Appendix A). A group of 15 facilitators trained in the various learning areas were given journals to keep for a period of six months to record their experiences. In the analysis of the journals the researcher has identified a number of themes which can be categorised as opportunities presented and challenges identified.

Opportunities Presented

Teamwork

The information gleaned from journals clearly indicates that attending the facilitation course at Ikhwezi has undoubtedly encouraged teamwork.

Data from journals revealed the following:

- ❖ That the acquired training made facilitators extremely confident. This confidence encouraged teamwork as they were able to make contact with facilitators from different environments. This way they were exposed to different perspectives of the nature of facilitation and to life experiences of the facilitators. The teamwork spirit also benefited the trained facilitators in how to design lesson plans the OBE way, as well as how to be good facilitators in workshops embracing the co-operative learning approach much needed in integrating learning areas. Dr Mandawe in his journal mentioned that:

....I also benefited on how to design lesson plans in OBE, and how to facilitate in workshops.

The exposure to Ikhwezi model allowed them an opportunity to share many experiences allowing them to generate ideas which contributed to extending their vision on how to improve teaching skills in OBE.

- ❖ These facilitators also felt that the training approach of facilitation enabled them to benefit in different ways. They felt they were developing continuously as teachers as they were now able to work with other teachers without feeling ashamed of exposing their ignorance as they had the opportunity of asking their team members. They learnt how to accept their mistakes without feeling degraded. Day (1999: 161) confirms this argument thus:

“ self and peer confrontation, and sharing of insights gained from this are essential ingredients in the professional learning. Change means the private assumptions and practices must be shared and opened up for questioning by self and scrutiny by others.”

Ikhwezi offered this kind of CPD platform.

- ❖ They also learnt the new approach of using a variety of skills of presenting lessons to gain the same knowledge. They also learnt how to acknowledge the presence of others, to share ideas with others, learn from others that one aspect could be present in many different ways, using different skills to gain the same knowledge respecting different opinions.

Confidence in Preparing and Delivering a Workshop

Confidence also came across as an area highly acknowledged by trained facilitators in the following manner:

- ❖ The training they received enhanced their confidence in various ways. They could now

ensure that trust with the school management team is developed by encouraging that teachers give feedback on the school workshops as a means of cascading skills acquired from Ikhwezi training. Sphandla Mzolo, once a school-based facilitator confirmed thus:

The style used at Ikwezi helps trainees to gain confidence

- ❖ Some facilitators have introduced platforms in their schools that every Wednesday they could reflect on their needs of development as teachers, reviewing school policies, and the constitution of the school.
- ❖ At a class level, the training was of benefit because they felt that they could now develop and produce better quality of work, teaching with confidence.

Dr Mandawe claims:

“...at a classroom level, my teaching has become better and better. At first, I used to teach English, but now I develop learners holistically....I also benefited in how to design lesson plan in OBE...”

- ❖ Some felt that their work was now neater and well integrated.
- ❖ One facilitator felt that she now was an asset for her school, with teachers not longer hesitating to come to her for help. She felt she was now an aid to all school phases during planning and even in application of certain skills in Arts. If a colleague is having a birthday or other occasions, she is the one to do the greeting or sympathy cards if not by her class kids. This made her happy because she could see her talent being extended to other colleagues.
- ❖ Those facilitators in management positions as HODs found it easy to pass knowledge. The skill of co-facilitation was noticed by some facilitators to have contributed towards building their self-confidence, team spirit developing a need to further studies. Mr Zwide, a school principal confirms:

“I learnt at Ikhwezi about participatory management where you allow more participation of stakeholders, a democratic participation where even a new teacher or child at school will be given a kind of platform to contributefor the development of the school

This kind of response resonates with the approach of the model which ensured that not only teachers were exposed to CPD programmes offered. Capacitated managers contribute greatly to whole school development and improvement

Acquisition of Facilitation Skills

Through the training approach at Ikhwezi, facilitators noted that they had to twice attend a three-day facilitation skills workshop. Skill acquired through the method used for facilitation benefited them in the following manner:

- ❖ At a class level, they felt that they learnt that in order to achieve an outcome, one has to give pupils more activities to perform. They learnt the learner centered approach, allowing them to lead the lesson and assist them with little assistance where they find difficulties.

Debriefing is one of the skills that facilitators were not mindful of until they had the training exposure at Ikhwezi. After contact with the facilitators at Ikhwezi, this skill was applied and found to be very productive. Morton Andersen a school-based Ikhwezi trained facilitator confirms this by saying:

I am able to read the policy document with understanding and other related documents such as RNCS. I am able to implement the OBE following its methodology of implementation such a learning programmes, related steps to be followed as well as the related activities to achieve learning and specific outcomes. The college has developed me professionally by rendering these refresher courses because this is a new curriculum of which the practitioners have to be abreast with new knowledge...

- ❖ That workshops on skills for the implementation of Art and Culture helped them pay more attention to the learning programmes, the related critical outcomes and their specific outcomes as well as using the policy document as a source of reference.
- ❖ The hands-on workshop aimed at imparting skills so that learners could create projects in areas of Art and Culture such as visual art, drama, music and dance. Those teachers who never had exposure to handling and teaching Arts and Culture during their teacher training programmes, found this part of training extremely useful as they had to work in-depth when covering these areas.
- ❖ Facilitators benefited skills in their participation in the test course as they had to do intensive preparation for the facilitation skills workshop. This exposure enhanced the

in-depth preparation and understanding of the Learning Areas like Arts and Culture, filling in the knowledge gaps they had prior to the training at Ikhwezi.

- ❖ As a result of these workshops by Ikhwezi facilitators were now able to facilitate the Arts and Culture both in their schools, as well as serving as district facilitator and regional facilitation for the Department of Education and Culture.
- ❖ The process of training by Ikhwezi covers a crucial peer and individual assessment period Facilitators have commented to the fact that this part of training has given them confidence as they did not feel judged but empowered to do better. This assessment process was found to be more developmental than otherwise.
- ❖ After the initial training sessions, there is a Test Course where trainees had to demonstrate the acquired skills and knowledge of facilitation. Facilitators felt that the Test Courses developed self-confidence and self-reliance in preparing worksheets and handouts, organizing and running workshops for a school/s and a circuit. Even those who were using gadgets like Overhead projectors for the first time had a lot to learn. Makhosi Mtaka from uMsinga in a focus group interview had this to say:

I was using it for the first time and I was scared. These are not available in our schools, but I find them useful instead of the chalk boards- they save time

Huge number schools especially in the rural areas do not have resources, hence teachers coming into training without exposure on how to use facilities like overhead projectors. Makhosi's statement indicates the crucial area of need for PD support in the schools for teachers to enhance effective teaching and learning.

RESPONDENTS' PERCEPTIONS REGARDING THE EFFECTIVENESS OF CO-FACILITATION AND INDIVIDUAL FACILITATION

Table 4.26 reveals perceptions of respondents regarding the effectiveness of co-facilitation and individual facilitation. A total of 2.1 % disagree, 1.1 % are neutral, 23.2 % agree, 73.7 % strongly agree. This data allows the researcher to argue for a need for team teaching approach in the delivery of the new national curriculum initiatives. The 96.9% respondents felt that co-facilitation made them to be more effective. Teachers prior to their training were not exposed to co-presentation. The common South African practice has been that of individual teaching as against team- teaching. Benefits of team teaching are supported by Day (1999;: 161 who says "Self and peer confrontation, and the sharing of insights gained from this are essential ingredients in the

professional learning. Change means that private assumptions and practices must be shared and opened up for questioning by self and scrutiny by others.”

The peer-driven model used at ICCE embraced the concept of UBUNTU, which encouraged sharing as against the individualistic philosophy, which focuses on the self. This philosophy is also enshrined both in our constitution as well as in one of the cross-field outcomes that aims at producing citizens who can work together.

Makhosi a facilitator, comments about co-facilitation during her Test-Course:

During the second-slot I was very nervous. I was thinking very much about the active participants, and me with my rural background from uMsinga, I was very nervous. Support from the experienced facilitators gave me confidence- the level of co-facilitation was extremely high-trust from facilitators gave me confidence

Makhosi’s experiences within the model highlights the significance of exposure to teamwork. Her insecurities about her rural background emerged as the pressures of teacher’s identities which can hinder their professional development in the absence of support. Her exposure to Ikhwezi’s model also highlights the benefits of having teachers with different backgrounds, working together. Of significance here is the perception of inferiority given her rural area background. Models of PD need to take into cognisance teacher’s identities and contextual conditions Samuel (2006).

6.16 BE-RELATED ISSUES

RESPONDENTS’ PERCEPTIONS REGARDING ICCE INVOLVEMENT AND UNDERSTANDING OBE

Table 4.18 reveals perceptions of respondents regarding involvement at ICCE, and understanding of the Outcomes-Based Education (OBE) policy. A total of 1.1 % disagree, 10.5 % neutral, 38.9 % agree, 49.5 % strongly agree. OBE is a sophisticated philosophy that was ushered in with a number of OBE terms that needed unpacking through English, which is a second language to most of the teachers. There were a number of two to five-day workshops that were organized through the Department of Education that addressed OBE. Some of the identified trainees were facilitators for other Units like the Curriculum Unit. The participative and ‘hands on’ approach used at ICCE did clarify a number of grey areas hence the high percentage of 87.5% of respondents who

agree and strongly agree that their understanding improved as ICCE trainees. Thuli, a focus-group participant explains the ICCE training by saying:

It goes in line with the OBE approach as we have to work in groups – in the buzz groups we have to give activities for participants. This helps them to unlock the knowledge they may have.

Morton Andersen, in his case-study comments says:

My involvement at Ikhwezi has had a positive impact, especially with the newly introduced OBE policy. I have been able to interpret and apply OBE policy with great ease using the skills and tools gained through my involvement from 1997 to date. I was able to tackle the nationally designed policy and practised it in my classroom. The hands-on approach of the Ikhwezi methods empowered me to tackle or implement OBE in school in teamwork situations.

In his journal Dr Mandawe illustrates that he believes that the acquired skills have impacted on his teaching philosophy:

At a classroom level, my teaching has become better and better. At first I used to teach English, but now I develop the learners holistically. I also benefited from how to design lesson plans in OBE and how to facilitate in workshops.

RESPONDENTS' PERCEPTIONS REGARDING IMPLEMENTATION OF OBE

Table 4.21 reveals perceptions of respondents regarding the implementation of the OBE. A total of 1.1 % disagrees, 7.4 % are neutral, 50.5 % agree, 41.1 % strongly agree that they now are able to implement OBE.

Data at this point reveals that not only were trainees given an opportunity to better understand the new curriculum, but also the hands on approach further enhanced their confidence of implementing OBE. Morton Andersen a school-based Ikhwezi trained facilitator confirms this by saying:

My involvement at Ikhwezi has had a positive impact especially with the newly introduced OBE policy. I have been able to interpret and apply OBE policy with great ease using the skills and tools gained through my involvement at Ikhwezi since 1997. I was able to tackle the nationally designed policy and practised it in my classroom. The hands-on approach of the Ikhwezi methods empowered me to tackle or implement the OBE in school teamwork situations.

This data allows the researcher to argue for the importance of using a transformative social-constructivist model when introducing curriculum policies to teachers that were not trained in similar paradigms. The researcher is also mindful of the small percentage of participants responding negatively which calls for constant review of the programmes offered so as to improve on quality.

RESPONDENTS' PERCEPTIONS OF THEIR OBE KNOWLEDGE

Table 4.22 reveals perceptions of respondents regarding their knowledge of the OBE. A total of 1.1 % disagrees, 5.3 % are neutral, 44.2 % agree, 49.5 % strongly agree. These results permit the researcher to believe that OBE as a new and sophisticated curriculum. To ensure better understanding of some of the new and complicated concepts like- range statements; teachers needed to be exposed to an on-going transformative model, instead of a once-off three or five-day session. OBE courses are not to be viewed as an add-on to the already existing knowledge, but a totally new concept as teachers were never exposed to it during the pre-service training.

Information from the journals confirms this by saying:

At the school where I'm educating, I am able to work with colleagues as a team, by implementing the skills that I have acquired at Ikhwezi. Sometimes I take the lead since I have been equipped with more knowledge and leadership skills. Since the unpacking process is very slow, but by attending the College continuously, I will comprehend these principles, I hope.

RESPONDENTS' PERCEPTIONS REGARDING OBE FACILITATION SKILLS

Table 4.23 reveals perceptions of respondents regarding the facilitation skills of OBE. A total of 2.1 % disagree, 6.3 % are neutral, 41.1 % agree, 50.5 % strongly agree the statement that the facilitation skills had given them a better understanding of OBE. The results from this table

illuminate the understanding that the understanding and implementation of OBE was enhanced by the practical involvement of teachers through facilitation skills. Responses from the journals confirm this. Zanele Mshengu says:

I have benefited from the knowledge that (C2005) is based on learners achieving certain outcomes as they move on in their education for example creative writing, developing listening skills, speaking skills, reading skills and writing skills. This became evident when the Grade Two learners wrote their own books which they shared with their class within their grade by the end of 2003.

Jansen's (1998) Why OBE Will Fail cites the complexity of OBE terminology as a hindrance factor given the level of training South African teachers received. A hands-on approach was to play a significant role in the understanding of OBE.

RESPONDENTS' PERCEPTIONS AND VIEWS OF OBE TRAINING AND THEIR PROFESSIONAL GROWTH

Table 4.30 reveals perceptions of respondents and their views regarding ICCE training and their professional growth. A total of 3.2 % disagree, 38.9 % agree, 57.9 % strongly agree that ICCE training has improved their professional growth. 97% of respondents have agreed to the fact that the training contributed to their professional growth.

This data illuminates that teachers got an opportunity to reflect on their own professional growth. This allows for the understanding that training must have challenged teachers as they reflected on the skills acquired after training. This, as the researcher argues, is a skill that comes with on-going exposure and involvement of teachers in professional development programmes, as against the short term once - off INSET courses. At ICCE teachers are trained, then they go back to their school, giving them time and space to reflect as they try out newly acquired skills before coming back again to proceed with training.

Hoban (2005) endorses the importance of long term, transformational exposure to professional development as against the once off exposure which easily qualify as an add-on approach. The new policies that teachers had to contend with within the new dispensation challenged them to be

better teachers benefiting the learners. Brown (1975: 11) confirms this by saying: “Good teaching is in the eye of the beholder, effective teaching is in the pupil learning”.

6.17 TEAMWORK

RESPONDENTS’ PERCEPTIONS REGARDING TEAMWORK

Table 4.24 reveals perceptions of respondents regarding teamwork. A total of 2.1 % disagree, 38.9 % agree, 58.9 % strongly agree. The 97.8% of respondents indicated that the training exposed them to an approach that helped them work in teams. This leads to the perception that team-teaching to most of the South African teachers was a totally new concept, as their initial training did not capacitate most of them on team -teaching. This was an approach that made them to be confident to learn in a non-threatening environment of other teachers. It was at the same time a challenging environment as some of them (Dlaladlala) were exposed to working with different races for the first time. Comment from facilitators Journals noted that:

Teamwork/co facilitation building confidence of facilitation has made me to be able to be a co-facilitator and to work better in team work. Managing conflict and housekeeping in preparation of workshop and delivering a workshop.

Team work and team teaching as one of professional development strategies was not commonly used by South African teachers This was due to the manner in which most of them were trained as teachers as well as factors of teacher shortages. The ushering of OBE compelled teachers to make a mind shift to class group work, co-planning according to Learning Areas. Such activities needed teachers to have specific skills in dealing with these areas. Ikhwezi’s training afforded them that opportunity to grow in this kind of thinking:

RESPONDENTS’ PERCEPTIONS OF TEAMWORK ENHANCEMENT

Table 4.25 reveals perceptions of respondents regarding enhancement of teamwork. A total of 1.1 % disagrees, 1.1 % are neutral, 24.2 % agree, 73.7 % strongly agree.

97.9% of the respondents indicate that their confidence was enhanced in handling the new curriculum. Data from Table 4.25 permits for the interpretation that most teachers benefited from the training programmes. The concept of working in teams was unfamiliar to most participants as it was an uncommon practice to South African teachers. Confidence and lack of had a major role

to play in the presentation of their topics as the training concept demanded that they exposed to assessment both by their trainers as mentors, as well as the participants in a workshop.

RESPONDENTS' PERCEPTIONS OF TEAMWORK AS A FEAR-REDUCING MECHANISM

Table 4.27 reveals perceptions of respondents who participated in this project. A total of 2.1 % are neutral, 26.3 % agree, 71.6 % strongly agree that working in teams help to reduce the level of fear when handling new topics. The results in this table leads to the understanding that working in teams within a challenging environment of curriculum changes. OBE being the new curriculum in South Africa challenged teachers in various ways. The uncertainty and anxiety that came with first understanding the new philosophy and its unfamiliar concept; could be compounded by the lack of presentation skill. The 93% respondents both agreeing and strongly agreeing have indicated the benefit of teamwork when handling new topics.

RESPONDENTS' PERCEPTIONS OF COMMENTS FROM TEAM MEMBERS

Table 4.29 reveals perceptions of respondents regarding comments from team members. A total of 2.1 % disagree, 31.6 % agree, 66.3 % strongly agree that comments from team members have improved my performance. Results from Table 4.29 lead to the perception that peer assessment contributes favourably to the professional development process. The 66.3% respondents indicating that they benefited from the comments they received from their colleagues after presentation, present the researcher with the reality of the benefits of team teaching and reflective practice. These are new roles that teachers are to comply with from Norms and Standards for Teachers (Department of Education 2000) which demands that teachers perform as reflective practitioners. This needs to be understood by all management structures to give teachers the support they need. Russel (1993: 145) further argues that “an appropriate school environment is a key factor to nurturing reflective practice”.

RESPONDENTS' PERCEPTIONS OF CONFIDENCE IN TEAMWORK

Table 4.31 reflects perceptions of respondents regarding confidence in working in teams. A total of 1.1 % strongly disagrees, 1.1 % disagree, 3.2 % neutral, 34.7 % agree, 60.0 % strongly agree. These results permit the understanding that team work and team presentation has been found more beneficial than individual presentation. This data reveals that 94.7% of trainees has agreed to the

statement and have seen their confidence enhanced. This teamwork approach they got from the training they received came at the right time when there were numerous changes ushered in by the new curriculum. Teachers needed a lot of support both emotionally and professionally so as to cope with the various stress levels affecting them. Working in teams, mundane, as it may appear was a skill that teachers had to learn, as they had not been socialized into it.

Mr Sphandla Mzolo; a school-based trainer, says in his journal:

The style used at Ikhwezi helps trainees to gain confidence

...At school where I am educating, I am able to work with colleagues as a team by implementing the skills that I have acquired from Ikhwezi..

Teamwork as a new PD strategy and skill , in line with OBE and one of South Africa's cross field outcome was essential to acquire. In a democratic dispensation, it helped teachers both in their classrooms as they had to encourage group work, as well as in their staffrooms as they now had to prepare and plan in teams.

6.18 PLANNING AND PREPARATION

RESPONDENTS' PERCEPTIONS REGARDING PRIOR PLANNING OF WORKSHOPS

Table 4.32 reveals perceptions of respondents regarding planning prior to conducting a workshop. A total of 2.1 % are neutral, 38.9 % agree, 58.9 % strongly agree that planning sessions are very important. These results suggest the belief that lack of planning leads to failure. The 97.8% of respondents indicate that the planning which compulsory, prior to presenting in a workshop is crucial. It is during planning that facilitators get a chance to research on the topic, familiarize themselves with various approaches, as well as tools to be used. Planning is one cornerstone of the training session that assists teams to gel. Confidence is one attribute that is crucial as a presentation skill for teams to succeed. These skills rub on their roles back at school hence the comments from the focus-group member Siphso:

The participatory approach helped me as I gained a lot of information from the participants. ICCE showed me how to prepare a script, which I found to be the heart of what has to be done. I could call it a map, or a guideline because it must reflect what the participants have to achieve. I have since changed the style of my daily preparations for my learning area in Geography.

Sipho's response to planning requirement during training endorses the need for teacher's constant and on-going exposure to PD for them to go back into their schools and begin to question the relevancy of their practice to teaching and learning.

RESPONDENTS' PERCEPTIONS OF PREPARATION SKILLS

Table 4.33 reveals perceptions of respondents regarding preparation skills. A total of 3.2 % disagree, 2.1 % are neutral, 34.7 % agree, 60.0 % strongly agree that teamwork has improved preparation skills of teachers. Table 4.33 permits the researcher to argue that 94.7% of the respondents indicate have gained tremendously from the "mock presentation" sessions that have to be done prior to the actual running of the workshop. With a number of trainees coming from the previously disadvantaged Teacher Training Colleges, presentation skills could have been compromised, hence the high percentage showing positive response to the approach of presenting in a non-threatening environment to their own team members.

Mr Zwide now Superintendent of Education (Management) when interviewed said:

You know methodology at Ikhwezi when you are going to do a workshop, you start by planning and preparations two days earlier. You sit down as a team and everything must be properly put down. You prepare yourself so that when you do the workshop, the participants believe in you and them.

The facilitators' response to thorough and intense planning requirements prior to the running of workshops could have enhanced and contributed to their professionalism, benefiting curriculum delivery. It is such planning also that led to high levels of confidence when developing others.

6.19 LEADERSHIP

RESPONDENTS' PERCEPTIONS REGARDING THEIR INVOLVEMENT AT ICCE AND THEIR LEADERSHIP STYLES

Table 4.37 reveals perceptions of respondents regarding their involvement at ICCE and their leadership styles. A total of 4.2 % disagree, 13.7 % are neutral, 33.7 % agree, 48.4 % strongly agree. Table 4.37 allows for the researcher to speculate that the introduction of a new curriculum meant that there were interventions to be made for the school environment to be relevant. For Outcomes Based Education to be implemented with a measure of success. Schools should be structured such that there is integration, transparency, trust and commitment. These needed a management style that is collaborative and accommodative, instead of an autocratic one. OBE ushered in integration and planning for personnel to operate as teams. According to the respondents data reveals that 82.1% is in agreement with the fact that the training they received assisted in changing them from being autocratic to being collaborative. Cooperation and collaboration are crucial values that were also endorsed by the South African constitution. However, the researcher believes that this being a huge learning curve, teachers and schools cannot on their own make the necessary changes for the realization of these values. There needs to be training and a supportive enabling environment. Mr Zwide, a principal and one of the interviewees, said:

I learnt at Ikhwezi about participatory management where you allow more participation of stakeholders, a democratic participation where even a new teacher or child at the school will be given a kind of a platform to contribute something to the development of the school. Ikhwezi has taught me a style I learnt to adopt whereby everybody owns the school and everybody can make a contribution to the school.

The leadership style principals of schools were exposed to, challenged their original way of doing things as centres of power in the schools. National imperatives were also shifting to school management teams, a skill they were exposed to in the Ikhwezi model. Mr Khanda a teacher and school-based Ikhwezi facilitator though not in management, she found her school management team lacking in collaborative management style and did not hoard information:

Unfortunately I am not a manager, but the SMT(meaning School Management Team) always come to me for help/ Well as a PL1 teacher (meaning post level)1 I had to share ideas with the SMT. I introduced this method of participatory management and the had to practice participatory management Their management style was to be transparent. We set up policies, eg: School Policy. I also assisted in setting up different committees in my school.

RESPONDENTS' PERCEPTIONS REGARDING LEADERSHIP SKILLS

Table 4.45 reveals perceptions of respondents regarding leadership skills. A total of 6.3 % are neutral, 47.4 % agree, 46.3 % strongly agree. There seems to be a fair agreement across the teacher spectrum that the training they received enhanced their leadership skills. Democracy in South Africa introduced policies that demanded school managers in particular to make a visible democratic shift in their management styles. Principals who participated in the training programme benefited from the skills that capacitated them giving them the confidence to implement democratic policies.

6.20 WORKSHOPS

RESPONDENTS' PERCEPTIONS OF THEIR SUPPORT TO RUN WORKSHOPS

Table 4.14 reveals perceptions of respondents regarding their support to run workshops at their schools. A total of 6.3 % strongly disagree, 5.3 % disagree, 15.8 % are neutral, 36.8 % agree, 35.8 % strongly agree. Table 4.14 permits the researcher to believe that the idea of school-based In-service training was not equally supported by all principals who participated in this study. The gap in these responses could be clarified by making reference to the fact that the Department of Education nationally in South African had not produced policy on Continuing Professional Teacher Development. Lack of resources in a number of previously disadvantaged schools could have been a contributory factor. This data makes it possible for the researcher to believe that the 64% of respondents were, saw the need to capacitate others within their schools.

Issues of power-base cannot be ignored when talking about school-based In-service programmes. There are school managers who still hold on to the traditional authoritarian culture that information and knowledge flow should be controlled by the head -teacher, and the teacher's domain is in the classroom. Elliott J (2001). In the action research he conducted, data revealed that there were territorially defined spheres of authority. The teacher's sphere is in the classroom, while the head teacher's sphere is believed to be is the school as a social organization.

Here we see territoriality-defining spheres of authority that is still common in South African education structures ten years after the democratic elections of 1994. Capacitated teachers in certain schools are not allowed the space to capacitate others possibly for the protection of the

management power base: Ms Dlaladlala a focus-group member, who is a school principal herself, said:

The HIV/AIDS workshop made me realize that we as managers needed a drastic change in our management style. We use to “block” teachers. Now I realized that we need one another to develop and enhance interaction.

RESPONDENTS’ PERCEPTIONS OF MANAGEMENT SUPPORT TO ATTEND EXTERNAL WORKSHOPS

Table 4.15 reveals perceptions of respondents regarding their management support to attend workshops outside their school. A total of 6.3 % strongly disagree, 5.3 % disagree, 15.8 % are neutral, 36.8 % agree, 35.8 % strongly agree. From this data it is possible to assume that 50.5% trained school-based facilitators were supported to attend workshops outside their school. This was part of the pilot project plan to have trained facilitators sharing their school within their schools as well as the clustered neighbouring schools. While this data reveals a high percentage of positive responses, the responses to the negative are a cause for concern. Capacitated individuals view lack of support for school-based INSET as a drawback. Comment from the journals alludes to lack of support thus:

...This will assist us in developing the whole school as well Principals too needs to be work shopped so that there will no conflicts at schools...

Facilitators generally experienced lack of PD support mainly in their schools. This ultimately would impact negatively in supporting and cascading acquired skills to other schools as well. The newly introduced NPFTED(2007) will hopefully address this issue, helping teachers at all levels understand the significance of professional development and support frameworks that go with it.

RESPONDENTS’ PERCEPTIONS OF RESOURCES TO RUN SCHOOL-BASED WORKSHOPS

Table 4.16 reveals perceptions of respondents regarding resources to run school-based workshops that were adequate. A total of 1.1 % strongly disagree, 20.0 % disagree, 22.1 % are neutral, 26.3 % agree, 30.5 % strongly agree. The results at this point indicate that while there was a higher

percentage of respondents agreeing that resources were made available; the 20% disagreeing is a cause for concern. The issue of lack of resources in most South African schools is an area of concern nationally (quotation). The majority of facilitators came from those schools that were previously disadvantaged where teachers taught without relevant resources for curriculum delivery. Makhosi Mtaka, a focus-group participant said:

I was using it (the overhead projector) for the first time. And I was scared. These are not available in our schools, but I find them useful instead of the chalk boards, they save time.

Lack of resources especially in the previously disadvantaged Black schools, is a common phenomenon working against the noble aims and benefits of PD generally. Only 30% of the respondents indicated that the issue of lack of resources was not problematic. This challenge of resources is noted by Jansen J (1999) as a major draw back in the implementation of the new Curriculum 2005. The success of the newly introduced Outcomes-Based Education in South Africa hinged on the availability of resources which most schools did not have hence Jansen's argument "Why OBE will fail". The phenomenon of resources and the capacity of teachers to be creative and improvise is key to the successful implementation of the new democratic curriculum.

RESPONDENTS' PERCEPTIONS OF STAFF-DEVELOPMENT PROGRAMMES

Table 4.17 reveals perceptions of respondents regarding staff development programmes. A total of 1.1 % strongly disagree, 3.2 % disagree, 6.3 % are neutral, 40.0 % agree, 49.5 % strongly agree. The high numbers of 49.5% and 40.0% responding positively illuminates the fact that those facilitators who were interviewed were confirming that the training they received enhanced their confidence tremendously. The training revived their presentation skills, which was always under scrutiny of the other trainees, as well as the trainers who acted like mentors during the training sessions.

I have gained confidence in my work through the skills I've acquired at Ikhwezi. I now know what is expected of me when the (Integrated Quality Management Systems IQMS) is to be implemented at school (Ms Dlaladlala)

The data from journals ushers new knowledge with this respondent assimilating and transferring the acquired skills to the other policies that were not part of the training programme benefiting other colleagues at school.

Another experience from the Mvela School case study had this to say:

...“if Ikhwezi is running a workshop please attend”, so it wasn’t just to me, but it was to others as well, and when she had come back from those workshops she always had something to share with others, and I think it was the manner in which she came back with the cascading of information, and talking about how teachers can be less frustrated when they have some kind of mentoring groups or have someone assisting them in teaching_development.

Trained facilitators felt the need to let their school colleagues benefit from experiences they were exposed to at Ikhwezi. Such commitment does contribute to the development of others even if they were handled in any manner be it formal or informal.

RESPONDENTS’ PERCEPTIONS OF THE IMPORTANCE OF CONTINUAL REFLECTION

Table 4.28 reveals perceptions of respondents regarding the importance of continual reflection as an effective teacher. A total of 30.5 % agree, 69.5 % strongly agree that working in teams has contributed to my effectiveness. Table 4.28 allows the researcher to argue further for a peer-driven model of professional development as one of the best solutions for South African teachers as they implement curricular policies aimed at replacing the apartheid system of education. All 100% of the respondents have responded positively confirming that during training, they benefited from teamwork which also exposed them to continual teamwork.

As a new role is also enshrined in the constitution as well as in the cross-field outcomes where:

- citizens are expected to work together in teams.

This is challenging demand that is meant at bringing citizens who in the past were not allowed to mix. All structures were separated under the apartheid’s philosophy of “divide and rule. Now in the new dispensation this had to be corrected and citizens are expected to work together.

The new curriculum in its core calls for teachers to be reflective practitioners. As they work together in their teams at ICCE, they are constantly challenged to reflect on themselves as facilitators, and especially back in their school while the learners are in the process of learning as they work towards achieving outcomes.

The training sessions compel facilitators to observe one another so that after the day's activities, they have to sit together in their teams and reflect both at a personal level as well as the professional level. Questions like: "How did you feel about the slot that you presented?" Compelled one to do self-evaluation both during and after presentation

RESPONDENTS' PERCEPTIONS REGARDING IMPROVEMENT OF TEACHING SKILLS

Table 4.34 reveals perceptions of respondents regarding improvement of teaching skills. A total of 2.1 % disagree, 4.2 % are neutral, 41.1 % agree, 52.6 % strongly agree. These results allow for the perception that OBE as a competency based approach dictates that teacher adopt the learner, or better still the learning cantered approach. This is a skill that normally cannot be acquired with ease within the short-term INSET training courses. It is a concept that needs the proper usage of questioning skills simultaneously combined with self- evaluation/ self-reflection expertise. All these are skills new to most teachers.

This part of the data indicates that the trainees have benefited from the model giving them facilitation skills that they can use back at school as they encourage learners to participate instead of being passive. It is a skill that impacts both on the type of learning as well the facilitator who must act as an agent of change.

RESPONDENTS' PERCEPTIONS REGARDING INTRODUCTION OF CHANGES IN SCHOOLS

Table 4.36 reveals perceptions of respondents regarding introduction of changes in schools. A total of 3.2 % disagree, 8.4 % are neutral, 34.7 % agree, 53.7 % strongly agree that ICCE training has helped to introduce changes in schools. Results from table 4.36 allow for the understanding that even though 53.7% respondents agree with the statement, the small percentage that disagrees as well as that which is neutral does raise concerns. It is the indication of organizational challenges teachers experience back in their schools. Implementing changes after they have been to INSET courses could meet with resistance.

RESPONDENTS' PERCEPTIONS REGARDING SCHOOL-BASED INSET

Table 4.41 reveals perceptions of respondents regarding school-based inset. A total of 1.1 % disagrees, 8.4 % are neutral, 63.2 % agree, 27.4 % strongly agree. One of the objectives of training teachers as school-based facilitators was to contribute to whole school development through Continuing Professional Development. The high percentage of 63 indicates the value of trained facilitators to the development of school-based INSET.

RESPONDENTS' PERCEPTIONS REGARDING POLICY DOCUMENTS

Table 4.42 reveals perceptions of respondents regarding the understanding and usage of policy documents. A total of 1.1 % disagrees, 8.4 % are neutral, 46.3 % agree, 44.2 % strongly agree. Training at Ikhwezi contributed to teacher's better understanding of policy documents. This is confirmed by the 90.5% of respondents agreeing with the statement. This could be interpreted to indicate a need for an approach that would encourage policy interpretation both at an individual and team level.

RESPONDENTS' PERCEPTIONS REGARDING METHODOLOGY

Table 4.44 reveals perceptions of respondents regarding methodology. A total of 1.1 % disagrees, 4.2 % are neutral, 52.6 % agree, 42.1 % strongly agree. Data on this table leads to the understanding that method used at ICCE ushered in fresh approaches befitting the new policies. 98.7% of the results demonstrate how trained facilitators benefited from the training method they were exposed to. This allows the researcher to assume that the participants were benefiting from a method which allowed them to interact learning new ways of doing things.

Mangaliso Mshengu in the group interview talking about Ikhwezi's method maintained:

....Quite a number of things stood out for me, and I always reflect on, the very first thing that we stand on is the connections, the so-called connections where you connect to yourself, you connect to your peers, you connect to the facilitator, you connect to the topic the content, and you connect to whatever is going to be happening there
.... for me, even in my own classroom when teaching in the school, I make sure there is some kind of connectedness, connections, before we begin any teaching and learning enterprise.

Of prominence from the Ikhwez's method was the new way of doing things that influenced facilitators introducing them to new and creative ways of doing things in their schools, impacting of teaching and learning. These innovative ways, were coinciding and matching the OBE system .

6.21 THE VARIETY OF PROGRAMMES OFFERED

The training teachers were exposed to was also found to be multi-pronged as it exposed them to a variety of programmes, thus benefiting their schools in different ways.

- ❖ One teacher was trained in Languages, Whole School Development. These were found to be more relevant as they were facilitated by teachers who were better informed about what was happening on the ground and could give practical advice and offer solutions. A whole range of programmes covered development in all areas, eg: school management also engaging in the acquisition of facilitation skills.

Interpretation of Policy

Policy interpretation is one area where trained facilitators seem to benefit a great deal. This enhanced their performance as required by policy, eg: Integrated Quality Management Systems (IQMS).

- ❖ At an individual level, facilitators indicated that they have learnt to teach in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age and place of origin.
- ❖ From Revised National Curriculum Statements (RNCS) they felt that they benefited from the knowledge that there are differences and similarities between Curriculum 2005 (C2005 or Outcomes-Based Education or OBE) and RNCS, in that one must have access to basic human rights, social and environmental justice.
- ❖ They have gained a lot in Arts and Culture. They now know what Arts encompasses and have knowledge of all aspects of Arts and Culture, including music, drama, visual and dance. They indicated that they have gain a lot of skills in working with the Arts.
- ❖ With the acquired facilitation skills, they could integrate almost all learning areas into Arts.
- ❖ One facilitator indicated that in his school, he initiated the usage of the RNCS policy documents and found it easy to adapt in usage of these documents as they had mastered the usage of policy documents from workshops and training workshops at Ikhwezi College. He also had the confidence to share all the knowledge gained at the College with

other colleagues. Siphon, a facilitator from one of the deep rural areas uMzinga said:

When I went back to school, I asked for policies and I studied them and realized that the available policies are there to support OBE I then explained to my stakeholders the importance of policies like DAS (Developmental Appraisal System). My school was like “ihlathi” – a forest –(meaning a laissez-faire type of school). But I came up with suggestions that the school should change.

- ❖ Problems were sometimes encountered when introducing new information on OBE. There were conservatives who disliked the information or were resistant to change. They also found it even more difficult to deal with if that person was in a senior position or was a friend of a superior. However, the management skills they acquired through the training often solved problems automatically.
- ❖ Sometimes personal interferences in their teaching were encountered. These presented challenges, leading to demotivation and lack of passion in their work. Prior knowledge of certain hindering in the field was the solution to most problems encountered. These problems were sorted out with the help of the acquired training and exposure to the SACE ethics and code of conduct.
- ❖ There were those facilitators who indicated that through the training they got at Ikhwezi, they were now able to read the policy document with understanding and other related documents such as a RNCS. They were also better able to implement OBE following its methodology of implementation such as learning programmes, related steps to be followed, as well as the related activities needed to achieve learning and specific outcomes.
- ❖ The refresher courses they attended at Ikhwezi did develop them professionally for them to be able to meet the demands of the new curriculum requiring practitioners to be abreast with new knowledge.
- ❖ They felt that their exposure to training enhanced their basic understanding of the National Qualifications Framework.
- ❖ The training made them feel that they are resource persons, able to help other teachers and as trained facilitators they felt capacitated to unpack different Policy Documents, for example, C 2005 and/or RNCS, highlighting similarities and differences. They could also design and develop other teaching approaches, which might be useful tools to gain more insight into policy documents and Professional Development of Teachers.

Professional Development

Aspects of professional Development and Growth were highlighted by the trained facilitators as one area of benefit from exposure to Ikhwezi's training.

- ❖ They felt that at a class level they were now working towards promoting the qualities of initiative with learners so that they could realize and recognize the human right to self determination and to use this knowledge to build confidence within themselves.
- ❖ At an individual level they have learnt to teach in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age and place of origin.
- ❖ At a colleague level they have developed the interest of arranging meetings to discuss resources improvisation to enable every person to enjoy teaching and learning. This practice contributed to the culture of networking within other neighbouring schools for example Ngane Junior Primary where they have to meet as a cluster interacting about outcome based education. One facilitators introduced this networking culture with Vezi School, a predominantly Indian school, getting an opportunity to interact with other teachers of all races in South Africa focussing on language problems.
- ❖ The training exposure empowered them and one facilitator was held accountable for transformation in her school even though she was holding a junior post, by helping teachers to manage a quality assurance development- appraisal system including whole-school evaluation, whole-school development and policy making.
- ❖ Prior to Ikhwezi's exposure, teachers used to be very frustrated when fitting the programme to this learning area. Facilitation training has enabled them to do planning without having a problem. They are also able to pass on the skills learnt from Ikhwezi training, resulting in learners doing more than they have been taught.

Personal Development

- ❖ Ikhwezi's training helped trainees develop interest to arranged meetings where discussions on resource improvisation could be explored to enable every person to enjoy teaching and learning, networking within other neighbouring schools.
- ❖ Training entrenched trainee understands and loves for Continuing Professional Development through the keeping of a journal. The recording of workshops one has benefited from was found to be particularly empowering.

- ❖ They felt more efficient and effective as teachers. They could now, at a personal level, interact with policy documents like the Education Labour Relation's Council (ELRC) document with other educators, negotiating meaning of its contents, especially the seven roles of teachers, the code of conduct of teachers and code of conduct of learners. This helped them to understand and be aware of the administration of corporal punishment to learners.

6.22 Challenges

From the above analysis the following key insights are gleaned

- ✚ That there was not enough support from the Departmental structures that seemingly did not corporate within District Offices to enable teachers who run workshops to be substituted in their daily duties.
- ✚ The lack of support from Department raised concerns as to the absence of a clear Professional Development Policy for the capacitation of teachers to be capacitated.
- ✚ That trained facilitators cannot cope with both school work and Ikhwezi's programmes.
- ✚ There was a strong suggestion that facilitators who run workshops must be based at ICCE for at least nine months so that they could strengthen their professional knowledge and art of training others

One facilitator endorsed this saying she would like to see Ikhwezi employing if not all then at least some of the facilitators full time and learning satellite colleges in different areas/regions.

- ✚ The Ikhwezi programmes made some facilitators feel that the College should increase offered programmes to accommodate courses that would meet the requirements of the under-qualified teachers to upgrade themselves.
- ✚ Another facilitator endorsed this point by saying that the college must provide distance education facility.

- ❖ Exposure to the offered professional development programmes made facilitators feel very empowered such that they suggested that facilitators from Ikhwezi were capable of taking senior positions within the Department of Education
- ❖ With the loads of work and expectations that came in with the newly ushered Curriculum, a suggestion to the effect of enrolling unemployed teachers to update them about the new education systems was made by one of the facilitators

- ❖ There was also a desire and suggestion to have more teachers trained as OBE facilitators. This could be understood to mean that the programmes were extremely beneficial that no teacher would survive without the offered skills.
- ❖ Another facilitator remarked to the fact that ICCE being the only INSET College in the whole KZN Province, had the tremendous ability to reach out to so many teachers even in the deep rural areas. This belief was confirmed by another facilitator who felt that Ikhwezi had an opportunity of expanding throughout the province to give its services to all teachers. She went on to say that it could have its stationed wings (meaning satellites) each in every region, as there are still some regions where they have never heard of ICCE.
- ❖ The idea of having more staff capacitated to handle professional development programmes was endorsed by one facilitator who wished to see Ikhwezi growing and employing more facilitators to be stationed in every region and becoming more effective.

SYNOPSIS

Experiences of trained facilitators have highlighted a number of issues that need attention both from Ikhwezi structures as well as schools representing the Department of education. Teachers through the usage of journals have had PD space to reflect while articulating their experiences. While a few journals had scanty information, majority of transcripts indicated huge leaps of PD by the majority. Journal keeping was used for the first time by the majority, indicating limited exposure to PD strategies. Feedback had implications for the Department of Education with no CPTD policy in place. Opportunities realized from the Ikhwezi experience led trained facilitators want to be agents of change, sharing acquired skills with other teachers. The notion of training teachers to be trainers automatically increased their desire to want to go out and develop other teachers. As requests for workshops were increasing, there was an element of frustration, with facilitators feeling over-stretched, wanting more teachers to be also trained to share the load. This pressure did not seem to deter them, instead it increased their desire to be more attached to Ikhwezi, hence the plea for the Department to get substitutes, allowing them to spend more time developing others.

Of significance from the transcripts was the level of professional growth, with a number of suggestions for Ikhwezi to extend its PD programmes to cater for the under-qualified teachers. Some went to the extent of suggesting Distance Education Programmes, catering for the rural area

teachers as well. Even though these demands were outside the scope of PD programmes offered within the constraints of available resources, of note was the profound professional growth and undertaking of the trained facilitators to have the burning desire to their colleagues's needs met. To them PD did not end with the self, but the concept of "UBUNTU"(I am because you are) was highly prevalent. Surprising from this was the fact that these desires were very strongly articulated without being dampened by the huge challenges noted from their schools.

6.23 CONCLUSION

Whereas Chapter Six focussed on The Ikhwezi Model, this chapter has drawn together the threads of research and has drawn conclusions from these. Outstanding in this chapter is the fact that South African teachers challenged to implement newly introduced curriculum needed to be given intense professional development support. Lack of policy direction on professional development of teachers stood out as the main challenge with enthused newly trained facilitators not fully supported and utilised to share acquired skills.

The professional development exposure at Ikhwezi gave facilitators opportunities that contributed positively to their better understanding and implementation of national curriculum initiatives.

In Chapter Eight, the researcher poses a vital question: Does the model matter? I will go on to discuss the various elements which come into play when looking at what road should be taken in terms of the future.

CHAPTER SEVEN

DOES THE MODEL MATTER? DEVELOPMENT OR DISRUPTION?

7.1 INTRODUCTION

As the concluding part of the study, this chapter will be divided into three sections. Section one of this chapter will focus on the description of the model as perceived by me as the researcher. Being the Head of the college within which this model of professional development is being promoted, I have a perspective which may be different from those experienced by the research participants of this study. Hence this perspective will provide another view into this model highlighting the opportunities and challenges this model presents. Section two will explore the challenges and opportunities as presented by the facilitators trained at Ikhwezi and the last section will cover the inputs of the facilitators through the focus group interview that explored collectively the emerging issues related to this model of professional development.

7.2 SECTION A: MY INVOLVEMENT

As a lecture at the then University of Durban-Westville, I was approached first by my union Association for Professional Teachers for KwaZulu-Natal (APEK) to participate in negotiations with the established Danish Consortium aimed at running In-Service Training programmes for teachers in the province. This as a pilot project was to be funded by the Danish International Developmental Aid (DANIDA).

My responsibility working together with KZNDoE was to promote Teacher Development initiatives through this project. I was requested to establish networks with structures embracing issues of Teacher Development. I started by approaching all other sister Teacher Unions, the Universities, and NGOs.

When the time came for us to implement in-service training activities, we had to use the model imported from Denmark, but had adapt it to suit the South African context. My experience of the model dates back to the period of inception when the model was conceptualised.

7.3 SECTION B: DESCRIPTION OF THE MODEL

The initial part of the model was imported from Denmark which was published in a book “Platform Philosophy, by Tue Freltoft and Jorgen Kay, published by AMU-International (1993). The author writes about facilitators coming to college, meeting other colleagues with similar concerns and challenges from their schools to be trained by Danish experts. After the first part of training, they would go back to schools motivated and feeling empowered. The book shares the platform philosophy... The book shared the Danish experience in the training and sharing of PD skills using what they called the “Platform Philosophy”

Description of the whole process

For the particular area identified for training for example, Management, invitations are sent out to schools via District structures including Senior Education Managers (SEMs) as well as Union Representatives. This would ensure that programmes offered had the blessings of all structures concerned, including the Department of Education and teacher unions. Schools were to organise themselves such that duty loads of the identified participants were shared amongst existing staff. This means that schools are fully informed of the expectations of this form of professional development.

On receipt of submitted names, management would go through the forms to do the first level of selection. Once the suitable candidates were identified, they would be called in for a short interview session after which they would be invited for training. Through this process, teachers become aware of the expectations from this training process.

Once the teachers have been selected the following activities unfold:

- ◆ Danish experts conducted an intensive 5 –10 day workshop where participants would be exposed both to the theory as well as practical hands-on examples of how to apply some principles at school level, for example, Service Management, Team Building, Difficult Talks, Leadership Skills. This period was the most crucial pillar of the model, with participants being exposed for the first time to an environment totally unfamiliar to the way they were initially taught. Being a participatory model, they were constantly engaged in the form of questions asked directly to them like “What do you think?” “How would you handle this situation?” “How do/did you feel?” These were common questions aimed at introducing a reflective mode of learning as against the common receptive mode of treating participants as empty vessels ready for knowledge to be poured into their minds. I want to believe that the purpose of this

approach for the Danes was to ensure that knowledge was internalised as well as contextualised. The emphasis on “you” was deliberately intended to force them to think and reflect on the subject, as well as encouraging them to feel free to express their own thoughts.

- Participants had to go back to their schools for a period of two weeks, giving them space to reflect and possibly apply some of their acquired ideas.

- After the two-week break, they had to come back for a two-day follow-up session where they would be exposed to facilitation skills, after a reflective exercise where they had to share their experiences of what worked, what did not work and why? The South African managers, assisted by the two seconded Danish managers based in South Africa who were supporting the 18-month pilot project, handled this process. It was at this stage that the model had to be adapted to fit the South African context. Given the variety of challenges trainers were exposed to, some of the areas had to be changed accordingly.

At this stage, they were divided into teams of 4-6. Each team had to consider aspects of race, gender, location and position. School principals had to work with both deputy principals and heads of department responsible for the various learning areas at school. This period presented its own management challenges, as some school principals felt that working together with deputy principals and especially heads of department, challenged their power base for they were used to a bureaucratic structure that allowed them the power and space to be isolated from other levels below theirs.

In these teams, they now had to identify topics linked to the theories they were exposed to in their initial training, but at the same time, they had to ensure that identified topics addressed current school-related issues and challenges as their case studies. They then had to research on these in preparation for their planning sessions.

- They returned again to their schools for a week before they could come back for another set of follow-up sessions. The next follow-up sessions demanded that they now work in teams, planning and preparing for a workshop to be conducted by trainees, referred to as a Test Course. This was once more a unique approach but relating to one of the national outcomes aiming at producing citizens that can work together in teams.

- This stage demanded that in their teams, trainees would come to the centre for planning, spending fourteen hours spread over five three-hour half-day sessions. Planning had to be extremely thorough with all team members contributing to the writing of the presentation

script, developed with the support of the South Africans in the absence of the initial Danish experts. This process had to have a mock-presentation session, with each individual showing the whole team exactly how her/his slot would be handled in the actual workshop.

At this point trainees would have bonded with their team members such that they would not be afraid to be critiqued by fellow members. It was at this stage where tensions of racial differences, position power, and inadequate training issues surfaced. Teachers who had never worked with other races were easily intimidated by the other races whom they considered to be “superior” based on the education they were exposed to prior the democratic dispensation. All this is done in the presence of the managers who at all stages had to be physically present, to give the mentoring and coaching skills needed. Clear assessment guidelines would be discussed with the trainees in preparation for their workshop.

➡ This stage is normally regarded as the highlight of the training course. Each trainee had to contribute to the process of inviting participants to their own workshop. They were encouraged to invite at least two teachers from their schools with the aim of expanding the acquired skills and philosophy within the same schools. From the beginning right to the end of the Test Course with trainees facilitating, the managers, as part of the initial training team, would be sitting, observing and assessing the process without interruption or interjection. Initially with the project funds permitting, Danish Experts would come in to evaluate and support this process.

At the end of each day’s deliberations, the team got together with the mentors responsible for evaluation for the reflective session or “post-mortem” Each trainee would be given a turn to respond to the two questions:

| |
|--|
| “How did you feel as you presented/facilitated your slot?” “What went right and what went wrong?” |
|--|

Questions of this nature were meant to encourage teachers to be reflective practitioners, a concept they were not familiar with. In their response, they were encouraged to give honest answers as the main objective of this stage was development in a non-threatening environment. All members of the team were to give an honest response with the aim of doing a better job next time and aiming for excellence. Aspects emerging from this part were seen to be addressing the gaps experienced by all trainees in their initial training. Even those who had a better-enriched curriculum, like Indian and coloured teachers, still had an opportunity to learn from working with other races, and something they had never done before. OBE, as the

core of this training process, was a new curriculum, simultaneously challenging all teachers regardless of race, gender or position. Personally I felt that this approach encapsulated the UBUNTU concept, which says we need one another; “for me to succeed, I need you.” It covers the whole training process, as follows:

- U.....Unravel who you are through connection
Unpack the concepts within specific policies and theories
- B.....Bond “in your groups” with the whole group
Build on who you are and what knowledge you bring to the group.
- U....Understand, contextualises and internalise the concept(s) your own way “what do you think?” “What does it mean to you?”
- N.....Network with the other members in the group who will have
Computer Skills, people skills, leadership skills, so that topics for
our workshops can be shared according to what we can each bring
to the workshop.
- T.....Team up well, accommodating and tolerating one another (race,
gender, union affiliation, position, levels of knowledge). We are
different but equal on this platform, therefore we co-facilitate using our different
strengths.
- U..... Un-bundle how you felt
Reflect and evaluate the usefulness of the exposure both at
personal and professional level on yourself/ trainers/facilitators/
materials used (relevance, quality, theories and your colleagues).

The opportunities from sustained professional development within this model are endless. It promotes agency more than content. The process is emphasised rather than the output. The participation of all stakeholders, including the Department of Education, the teacher unions, the schools, the colleagues from the schools and the school management, presents a process of professional development that is shared and accepted. These qualities of the Ikhwezi peer-driven model of teacher development suggest a successful and innovative model for professional development. The challenges are not in the conception of the model but rather in the school context where these trained teachers (facilitators) are expected to promote and sustain a climate of on-going teacher professional development that is shared within the school context.

7.4 SECTION B: THE FACILITATORS EXPERIENCE OF THE MODEL

This section explores the opportunities and challenges of the Ikhwezi peer-driven model as experienced by the teachers. The data for this analysis has been obtained through the questionnaires, interviews and journals of the teachers. The data source is available in Appendix ****. A synopsis is presented here to support the assertions made about the challenges and opportunities of this model.

7.4.1 EMERGING THEMES

This section will cover themes as they emerged from the various instruments used to collect data. In discussing these, I will be highlighting how the facilitators experienced the peer-driven model.

➤ 7.4.2 PROFESSIONAL DEVELOPMENT

Professional development as covered and explained by various authors in chapter two can mean different things to different people. Although development usually connotes internally guided rather than externally compulsory changes, professional development is considered to be the result of a learning process which is directed at acquiring a coherent whole of the practical and theoretical knowledge, insight, attitude and repertory that teachers need for curriculum delivery (Vonk, 1991). In this study I argue for the peer-driven model of professional development with teachers exposed to a platform that allowed them to learn, develop and grow together regardless of race, gender, position, qualification and union affiliation. Stated below, are some of the comments lifted from some of the research tools used.

To my amazement I was introduced to training, which was learner-centred. We had to learn to share ideas. Everyone had to contribute. No matter (what) little information you bring about it was accepted. For the first time I was not afraid to be criticised, as long as it was a constructive criticism. It was a hands-on training and intensive, because were to be Teacher Trainers (Facilitators).

.....

At a class level: my teaching has become better and better. At first I used to teach English, but now I develop learners holistically. My teaching approach is continually improving.

Of importance from these expressions is the fact that these facilitators found the model to be useful as it allowed them space to grow and are now able to reflect on their classroom practice.

➤ 7.4.3 PERSONAL DEVELOPEMNT

Personal development as one of the themes that emerged from the data seemed to come up more frequently from the data collected. Professional learning is normally based on continuous reflection on one's experience within a given context. Personal development as experienced by trainers in this model cannot be said to have taken place in isolation, but within the context of peer learning. (Fullan, 1991, p. 315) This is evident from the following comments:

As an individual I have learnt to teach in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age and place of origin.

.....
Morton Andersen: I was one of the first cohorts of thirty school-based teachers trained by the Education Professionals from the Danish Education Ministry. This initial training, for me, was a life-affirming of my identity, building my-self-esteem, helped me shape my identity of myself (both personally and professionally). In short, due to the legacy of apartheid, my previously non-existent or restricted world-view of teaching and learning grew in leaps and bounds. From my limited vantage point at the time, this type of teacher development represented real empowerment, and a major paradigm shift. Key, firstly, in the shift, for me meant that I came to the realisation that I am important and unique.

Mangaliso: I'm not clear on the agency aspect. I'm clear on the growth aspect because I see growth in the model itself. I'm driven by the fact that I need to be capacitated enough in a particular way that would help my peers to then also grow. How that growth takes place is individualistic. It could never be the path that I followed. Whether that is something that will be parallel for them or is something that will be incidental for them or something that will be mimicry, or whatever it is, I cannot say how that happens for them.

Of note from these comments is the impact of the damage done by the previous education system that these participants seem to be reacting to. The model challenged the aspect of human rights and human dignity for participants to want to teach in a manner that addresses issues of respect and personal identities. As teachers, they now had confidence in affirming their images both as individuals and professionals with an added social responsibility: to respect human dignity. I view this as one of the most significant factors of the Ikhwezi model which coincided with the democratic policies teachers were introduced to in South Africa. It was a model that exposed teachers, for the first time, to an approach that said: You have the right to be yourself regardless of gender or race. Learners taught by teachers with this paradigm would certainly provide the right material for the young democracy that is South Africa.

➡ 7.4.4 TEAM TEACHING

Team teaching as part of professional development has its significance in teachers supporting one another by sharing and enhancing professional expertise. It is also one of the crucial aspects of the peer-driven model, in that most teachers within the South African context have never been exposed to this collaborative method, given the huge challenges of teacher-pupil ratio.

Remedy Zimu: At school where I am educating, I am able to work with colleagues as a team by implementing the skills that I have acquired from Ikhwezi. Having three library science facilitators at our school is indeed an advantage because we share the same ideals, which are: to improve the literacy skills at our school. Attending and conducting the course led to my reviving the library at my school.

From this comment, one cannot assume that true team teaching took place, but teachers were certainly able to work together in sharing professional knowledge as against delivering curriculum at classroom level. However, the exposure they had did contribute to them making a mind shift from operating in silos to working and interacting with other colleagues. This idea of working together within a school was made possible because all three teachers were trained within the Ikhwezi model and share similar backgrounds. This team spirit can be greatly enhanced if all teachers with a school community buys into teamwork as promoted by the Ikhwezi model.

Team teaching to the South African teachers was still an unfamiliar concept at the time of the project implementation. The ushering in of Curriculum 2005 (OBE) with its integrated approach, meant that teachers as trainers within this model had to change their teaching patterns. Admittedly in a number of schools, due to the current teacher-pupil ratio and high numbers, team teaching is still an ideal practice. What is important though is the fact that Ikhwezi was exposing teachers to a model where they were to **practically experience** the value, benefits, challenges and disadvantages of team teaching. Exposure of this nature would put teachers in a better position for them to understand what was to happen or not happen when they put their learners into groups as they delivered OBE. The exposure to teams during their training would hopefully have helped Ikhwezi-trained facilitators to understand the group dynamics that needed to be adhered to.

This would hopefully help them create an enabling learning classroom environment as against empty “noisy OBE classes” with learners bundled into groups with no clear guidelines in the absence of the full understanding of group dynamics.

➡ 7.4.5 CONFIDENCE IN INTERPRETING POLICIES

Confidence in curriculum delivery cannot be overemphasized as part of professional development.

At a school level: almost every teacher in my school has been to ICCE workshops on a number of occasions and that has benefited the school in terms of teaching and learning processes as well as in the implementation of the new transformational policies.

.....

In our school we have started using the RNCS documents. It was very easy to adapt in usage of these documents as we have mastered the usage of policy documents from workshops and training workshops at Ikhwezi College. I have shared all the knowledge I gained at the college with my colleagues. Sometimes I do encounter some problems when introducing some new information on OBE. There are conservatives who don't like it or who are not prepared to change. It is very hard when that person is in a higher position or is a friend of a superior and the most influential to him. But because of management skills we learned from the college some of the problems are solved automatically.

.....

My involvement at Ikhwezi has had a positive impact especially with the newly introduced OBE policy. I have been able to interpret and apply OBE policy with great ease using the skills and tools gained through my involvement from 1997 to date. I was able to tackle the national designed policy and practised it in my classroom. The hands-on approach of the Ikhwezi methods empowered me to tackle or

Democratic curriculum policies introduced aimed at replacing the apartheid curriculum had their own challenges. In addition to teachers having to understand, the philosophies they embraced, issues of language and OBE terminology frustrated and interfered with the grappling with and delivery of these policies.

➡ 7.4.6 FACILITATION SKILLS

Facilitation skills as part of professional development play a significant role especially in ensuring that learners are mostly engaged in one activity or another aimed at achieving the desired outcomes. This, as the newly introduced skill in the South African context, differs drastically from the traditional school environment where classroom teaching, was the norm. The highly teacher-centred pattern with little pupil initiative normally does not ensure pupil learning, as against a more decentralized classroom set up with learners able to use their initiative, while the teacher facilitates. Matthjssen (1984) Brown and McIntyre (1988)

Facilitators from their journals had the following to say after training:

When doing planning, sometimes they would be afraid to contribute and I would motivate them, telling them that it's not like they know nothing. Whatever they thought, they should bring about. I also told them that I'm also learning, it's not like I'm a know-all. They became motivated, encouraged and were able to ask if there was a problem.

I have attended workshops given by the Department of Education, but their style of facilitating is different in that ICCE empowers people not to be afraid but to make mistakes and learn from them. It's this that's made teachers want to attend the workshops that ICCE offers.

.....

It goes in line with the OBE approach as we have to work in groups. In the buzz groups we have to give activities for participants. This helps them to unlock the knowledge they may have.

.....

For me it would be planning and support, so at Ikhwezi no one goes out for a workshop, whatever, without seeing to it that proper planning has been done, not an overnight or add-on kind of planning. So the material has to be there, and not just any material, but material of a particular standard, and then proofread to see to it that the material is worth its salt.

Magaqa Moosa: The highs of being involved at Ikhwezi, with being able to inspire and empower others and going out as a facilitator and making such an impact on those teachers out there, especially in the rural areas has been such an inspiration for me that, we were so motivated to go out on every workshop that was offered here, to go out there and make an impact on teachers, and it's amazing that without even being paid we want to do this because of the feedback that we were getting from these teachers.

Some of the comments that we got from our staff members was that “they must be getting paid to do this job because they are so enthusiastic about it”, but it was because of the feedback that we were getting from these teachers, that we actually touched something in them, and they then immediately signed on to be workshopped so that they could become facilitators, and we realised that there were so many people out there who wanted more, they wanted the challenge, they were motivated to do something different in their jobs. I felt that I had done something, if not touched anybody else, that I had done something in education.

➡ 7.4.7 REFLECTIVE PRACTICE

Reflective practice is noted by researchers such as Day (1999) and Schon (1998) to be an essential skill for PD programmes. South African teachers in the majority were never exposed to such skills in their initial teacher training programmes prior to the democratic government. This is also one of the roles that teachers are expected to adopt as stipulated by the Norms and Standards for Educators (2002).

.....
“The HIV/AIDS workshop made me realize that we as managers needed a drastic change in our management style. We use to “block” teachers. Now I realized that we need one another to develop and enhance interaction”

Ms Dlaladlala

.....
Just a reflection on some of the workshops or seminars where people get feedback in terms of directly or indirectly assisting peers to begin to question themselves, and to begin cultivating their own initiation of growth if they were stagnant, or if they were idling or if they were not growing. I don't know how that idea is contributing as far as maybe agency is concerned, because people would say “I didn't know that I had to begin developing myself”, comments like that. After this workshop one thing I learned is that I need to begin developing myself. I didn't know that because I always thought development would come from somewhere. (Morton Andersen)

7.4.8 CHALLENGES

❖ Perceptions and negative attitudes by school managers towards Ikhwezi CPTD activities

Things were not easy for me when I went back to school. I encountered many problems, one being my principal. She had a negative attitude towards Ikhwezi. She wouldn't allow me to help my colleagues who were in the Foundation Phase. Somehow I could help the individuals who would come to me and ask for assistance. This went on until the training of the Intermediate Phase. Since I was in the Intermediate Phase during that time, she had no choice because the Deputy Principal and the HOD forced her to allow me to workshop the Intermediate Phase teachers (Ms Khanda from Chaza Primary School)

❖ CPTD activities met with negativity by colleagues

Teachers were negatively affected by a number of things with the introduction of many policy changes in the new democratic dispensation. They mostly felt challenged by huge number of learners, thus increasing their workloads. There were many and various workshops coming from all directions, mostly without necessary support, thus making them frustrated and tired.

I was disillusioned when my desire to conduct workshops at school in order to empower my colleagues was met with negativity. Teachers were not willing to attend workshops outside school time. Even when workshops were scheduled to finish before 2.30 pm. Teachers felt too tired and distracted to participate actively. Some teachers were not prepared to do anything 'extra' that was required of them. Thus with my enthusiasm dying a slow death, I decided to influence close friends and those that were interested in professional development and wanted to grow. I have thus far been able to persuade three of my colleagues to attend workshops. They have now joined the ICCE family as facilitators. Encouraging teachers to become professionally empowered is not an easy task. It is only those who have a strong desire to improve themselves as teachers, who will follow this path. (Remedy Zimu: Mvela Primary School)

- ❖ Major challenges were in the school leadership styles with principals not giving educators the CPD support they needed. Trained facilitators, wanting to be agents of change, with the aim of sharing acquired expertise, were frustrated by no support with the department of education having no clear CPTD policy in place. Facilitator's Engagement with PD programmes at Ikhwezi was more of a personal engagement with no systemic support as policy.

What I would like to see materialising is probably through Ikhwezi's input that facilitators be recognised by the district and be given the time to do the facilitation, because for us as teachers it becomes a personal struggle with our managers to get that time off, and some of us have left school at three o'clock immediately with our baggage, travelled for three and a half hours and started a workshop immediately, right into the night. This is just because of our desire to inspire others and to really sustain this programme and because of our gratitude to Peggy for all the work that she has done, but sometimes with the politics within the schools it becomes difficult to be released and to be able to do the work that we want to do.

7.5 SECTION C: COLLECTIVE EMERGING THEMES ON THE IKHWEZI PEER-DRIVEN MODEL

The following session covers the analysis of data from a group of facilitators trained at different levels and in different areas of specialization obtained through the focus group interview. The purpose of this exercise was to establish the extent to which the teachers share the same opportunities and challenges presented by the Ikhwezi peer-driven model of teacher development.

Due to the length of inputs, the teachers' responses are summarised. However the entire data source are available in the appendices section.

❖ Teachers' previous exposure to professional development activities.

All teachers that participated in this focus group interview had previously participated in professional development activities organised by external agencies. However they found this model of TPD to be a different experience from the other CPTD activities. They found this (Ikhwezi approach) to be informative, challenging and hand-on. It promoted a different learner-centred approach promoting care and support rather than content. It also promoted a critical self-reflection process. The model required, as mandatory, teamwork and co-facilitation.

Major factors acknowledge was the different **learner-centred style**, with them as important people in the process and not the facilitators. They noted that the **facilitation style**- the whole approached made them to be **reflective and critical of themselves** as well. Emphasis was also made of the fact that it was teachers as people familiar with the challenges on the ground, who were capacitated to train others.

Another distinguishing feature was in the fact that they were to **co-facilitate and work in teams**, mixing with other races, officials at different levels. In other instances managers and teachers had to work together ignoring the issue of levels and ranks

Majority of facilitators were very keen to come back to the excitement initially experienced in their first week/days of PD. As it was the initial stages of policy changes countrywide, those who in their schools had to deal with multicultural classes for the first time were thrilled. This coming back gave them an opportunity to mix with teachers from other races, thus allowing them space to talk about some of cultural challenges they were experiencing from their learners.

❖ **Challenges experienced by teachers**

Respondents noted this as one of the challenges with no substitutes to help with their school programmes while they went on training. This was the area that challenged the employer with no clear policy on CPD. The incoming NPFTD(2007) will hopefully address the issue on school-based PD programmes.

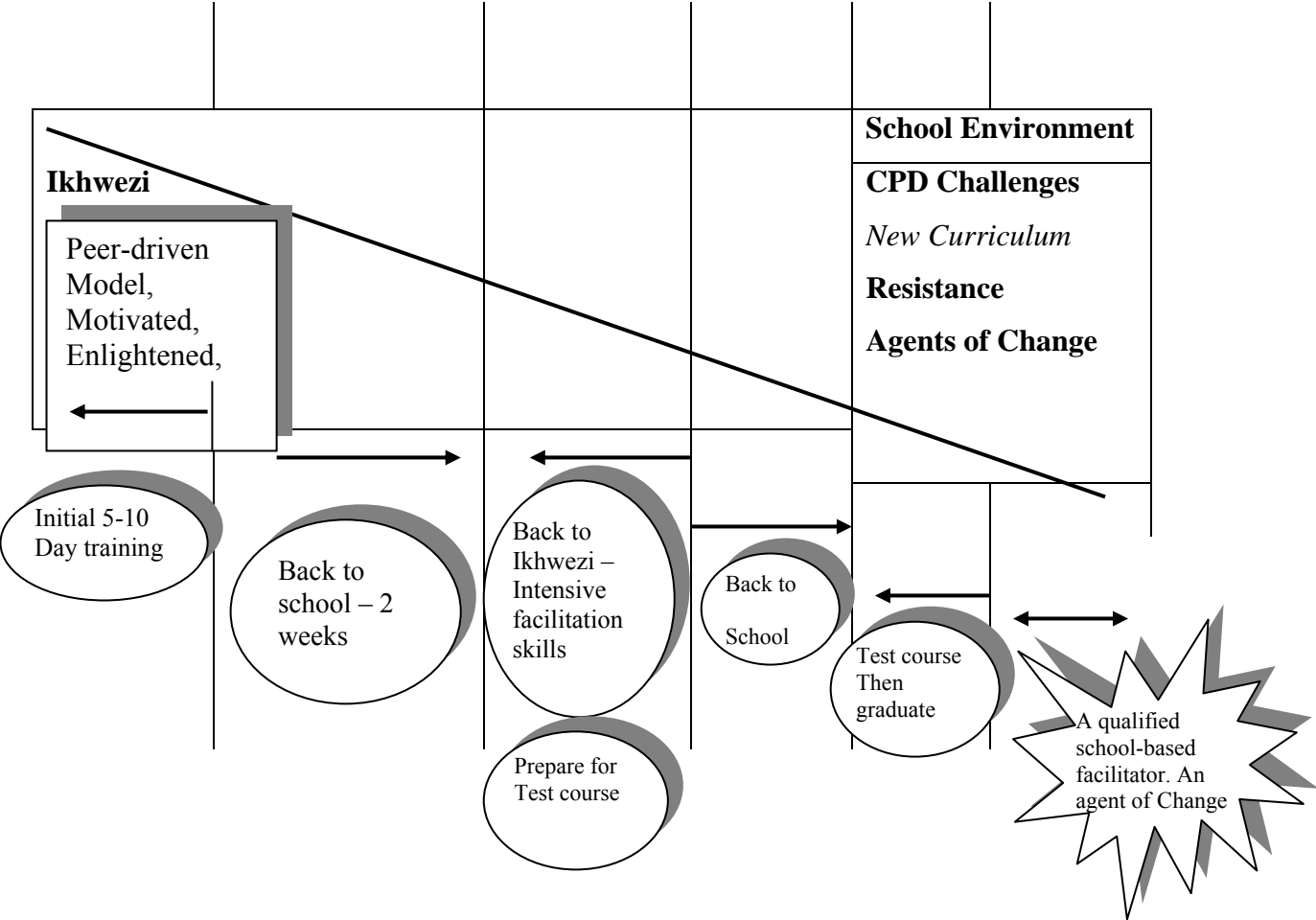
General concerns were in the fact that there were no support structures for school-based PD. Managers were mostly not supportive, with some feeling threatened by powerful, capacitated and knowledgeable teachers. Teachers, in general were desponded and or too busy , inundated by numerous policy changes, with no time for any other activities.

Facilitators who had their school principals involved, generally did not have major problems, as compared to those that did not know about Ikhwezi or did not embrace PD. Some teachers, for example, Remedy (one of the research participant), despite the lack of interest within her school, resorted to working with just her friends so as not to dampen her excitement and interest. Others, like Ms Makhanda from uMlazi , a Township South of Duran had to share her skills with neighbouring schools, until her colleagues saw the light.

Of prominence as a concern was the lack of PD support structures at school level with some managers resisting change. Lack of substitutes to support teachers as they go for development was another major concern. Morton Andersen's (a research participant) major concern was the lack of mechanisms to sustain trained facilitators. The fact that not all facilitators were pulling the same weight was also a concern for him. In trying to understand facilitator's lack of commitment to develop material, he thought this could be alluded to lack of capacity for material development, more than lack of interest. The issue of Ikhwezi's identity was raised with some principals and officials still thinking of it as an NGO. Lack of proper communication from the Department of Education at the point of absorption of the pilot project could be the main factor in this regard.

This section has addressed a number of facilitators' opportunities at Ikhwezi and how they were experienced Challenges mainly from the school environment impeding their interest, dedication and commitment to share and pass on acquired skills were also articulated.

MAPPING THE CHALLENGES AND OPPORTUNITIES ON THE IKHWEZI PEER-DRIVEN MODEL FOR CPTD AND THE SCHOOL CONTEXT



Teachers have indicated that coming to be trained at Ikhwezi has had tremendous benefits with huge opportunities for their personal and professional growth. When they first enrol, they are exposed to a unique, but challenging approach of PD allowing them to shared off a number of unproductive habits whiles having their eyes opened up to many opportunities for their own growth. They, however, are normally disheartened by the huge challenges in their schools with no PD culture and support. Their enthusiasm is basically eroded by the school culture that promotes the status-quo thus questioning the notion “does the model on its own matters?”

DOES THE MODEL REALLY MATTER?

From the experiences expressed by the trained facilitators in this study, a question of whether a model matters does emerge especially when focussing on the school level side of the facilitators.

SCHOOL CONTEXT

The school context emerges as the most significant part of the professional development of teachers. Majority of facilitators have indicated that most of their challenges came from their schools where the environment was seen not to be conducive enough to nature and sustain the enthusiasm they bring into their schools after being trained at Ikhwezi . Morton Andersen in his interview expressed his frustrations when saying:

| |
|---|
| Teamwork has also not yet been fully explored or understood at school level as educators are still working in silos. Educators should still not think and do things on their won. Hence, I still not have experience a team at school. I have not experienced fully as a team member when delivery curriculum at school but I have seen it work at Ikhwezi. |
|---|

OBE as a national democratic curriculum initiative, warrants that teachers be auw fair with the concept of teams. This is also endorsed by one of the national critical outcomes-that of producing citizens who can work in teams. Principals as managers while having the challenge of understaffing as well as huge numbers, are nevertheless expected to be creative enough to explore such concepts that will contribute to quality teaching and learning. Remedy Zimu from Mvela shares some of the most crucial challenges at school level.

I was disillusioned when my desire to conduct workshops at school in order to empower my colleagues was met with negativity. Teachers were not willing to attend workshops outside school time. Even when workshops were scheduled to finish before 2.30 pm. Teachers felt too tired and distracted to participate actively. Some teachers were not prepared to do anything 'extra' that was required of them. Thus with my enthusiasm dying a slow death, I decided to influence close friends and those that were interested in professional development and wanted to grow.

This has been the general feeling from most facilitators. Teachers are generally over-stretched by the curriculum changes they have to implement.

SCHOOL MANAGEMENT STYLE

The management style of any school will have huge influence and impact on how issues of professional development are understood and handled. If school managers are going to neglect teachers needs, but instead feel threatened by enlightened, capacitated and informed teachers; continuing professional development will always be compromised at the detriment of quality education and learning.

School principals and their management teams are at the centre of teacher professional development that will ultimately lead to whole school development. They are expected to be sensitive and supportive to professional development needs enhancing a healthy and progressive environment. As managers in a democratic dispensation, they are challenged and expected to be well versed with national management and curricular policies so as not to feel threatened and end up frustrating enlightened and capacitated teachers. If school principals are not going to assume a responsible, progressive and nurturing role, no model no matter how effective, would contribute to school improvement through teacher development.

RECEPTION OF FACILITATORS AS AGENTS OF CHANGE

The success and effectiveness of any model for teacher development would be assessed by the impact and influence made by the teachers involved in it. Majority of trained facilitators in this study have noted several opportunities that contributed to their personal and professional growth such that they developed a sense of agency, wanting to develop others. Some facilitators also noted with regret the lack of enthusiasm from their school colleagues who were not enthused by the incoming flow of professional development brought by their own colleagues.

Teachers' general apathy, lack of motivation to new and fresh ideas brought by their colleagues could be attributed to a number of factors. The general feeling of being flooded and inundated by many democratic policy changes could be one factor. The speed at which democratic changes were to be made left a number of teachers confused and frustrated by what we may call policy overload. The Norms and Standards document, Department of Education (2000) is one classical example of policy overload, with teachers expected to practice and display the seven roles as assessors, mediators of learning, reflective practitioners, pastoral givers, managers, leaders and facilitators with limited and or no proper training. Teacher's morale or self-esteem would naturally be low, in this kind of environment; short-changing them the opportunities of possible professional development brought by their own school colleagues now trained as facilitators. Tom Jafta noted in his interview that his attempts to conduct school-based PD programmes were perceived as an extra load of work. If these issues are not given the attention they deserve, will a model matter?

SUPPORT MECAHNISMS

Support mechanisms for professional development in schools are to be in place, if models of teacher development are to be effective and beneficial. Sophisticated curricular like the newly introduced OBE in South Africa, need schools with relevant resources and infrastructure. Facilitators trained to use computers, research and develop their own materials need to have these facilities in their school to further develop their competencies and capacitate colleagues in their schools. School with no photocopying machines, over head projectors, libraries with relevant books will always frustrate and challenge trained and capacitated facilitators; and the question remains- does the model matter? Does it matter to expose teachers to PD models, with fantastic opportunities of professional growth if schools are not supported with relevant mechanism for teachers to practise and nurture acquired skills?

7.6 CONCLUSION

This chapter has highlighted both the opportunities and the challenges experienced by the trained school-based facilitators. Exposure to the Ikhwezi model has enhanced teacher's professional and personal potentials opening avenues for most of them feel the sense of agency. Most facilitators felt the urge to want to go out and share their newly acquired skills, contributing to other teacher's

development. However, challenges linked to poor management, lack of resources, teacher low morale had a negative impact, discouraging them from practicing as agents of change. These challenges then put under the microscope the question of “does models of teacher professional development matter? This chapter concluded with the argument that puts this question at the centre of professional development within the South African context.

With the developments of this study, it could be argued that while the model is focussed on giving teachers opportunities for development which is much needed for the delivery of the newly introduced curriculum policies like OBE, the aspect of pulling out teachers from schools for their professional development, could be contributing to disruption in schools. This leads to a debate of asking ourselves whether it is better to keep ignorant teachers at school, or disrupt schools for a short period to bring back a stronger force of teachers that could easily find a way of making up for the lost time. Pulling out teachers could be seen as an escape route and abused by teachers who find school environment with all the demands brought about democratic changes to be hostile and extremely stressful, bordering on burnout. This could be realised as one of the unintended outcomes of the model, where teachers enjoy a platform that brings them together providing them space to share and deal with emotional and professional support crucial for their survival. It is a necessary “evil” that will bring back a teacher who is more hopeful and professionally determined and confident to cope with the stressful school environment.

CHAPTER 8

SYNTHESIS, CONCLUSIONS, AND RECOMMENDATIONS

8.0 INTRODUCTION

The purpose of this chapter is to present a synthesis of the chapters and argument as it has unfolded thus far, together with the implications of this study. Here I will also document highlights and limitations of this study, noting areas that might need further investigation. I have noted that issues of professional development for teachers have been well researched. I have been intensely guided by Day, (1999) and Hargreaves (1995) while Adler and Reed (2002) provided insight on local professional development issues.

8.1 STUDY SYNTHESIS

8.1.1 Literature Review at a contextual level

The two critical questions of this research sought to examine how facilitators experienced the peer-driven model used at Ikhwezi. The study examined the challenges and opportunities of teachers trained at Ikhwezi as school-based facilitators. Literature review on contextual issues of teacher development noted the need to have teacher training models that would align with the implementation of democratic curriculum policies. It also revealed the imbalances of teacher training prior to the democratic changes, emphasizing the notion of training teachers in the various Teacher Training Colleges and Universities. Focus at this stage was extended to the exploration of a number of policy options to address past teacher training imbalances.

Literature at contextual level in SA noted the various modes of teacher development that were in place within the segregated education systems. It further highlighted several policy frameworks produced by the democratic government in efforts to restructure the education system as well as the curriculum. In reviewing literature in line with this study, I found that there were numerous international programmes and research on Professional Development for teachers, while here in South Africa, the language and approach of teachers' development has been more that of teacher training. This was due to the philosophy and doctrine of the apartheid regime. It was only after the democratic elections in the period of 2000 onwards that the language and approach started changing from that of seeing teachers as objects for training, to making provision for training and introducing Continuing Professional Development. This mind shift should not only be language-

based, but also should be seen in practice where teachers need to be given the space to take charge of their own Professional Development (NPFTED 2007). Literature reviewed also allows the researcher to argue and claim that teachers within the growth model have the potential to coach, mentor and develop their fellow colleagues. Facilitators trained during the course this study have indicated the significance and necessity of having an environment that will enable and support teachers to take ownership of their own development. Literature reviewed in this study indicated that teachers benefited from the Peer-Driven Professional Development environment that allowed them the space to work together in teams, thereby learning from one another Day (1999), Hargreaves (1995).

8.1.2 Professional Development Models

Literature reviewed indicated the impact and influence of the type of models used for teacher development. The majority of South African models on Teacher Development embraced the defeatist approach, viewing teachers as recipients of knowledge, rather than creators of knowledge. For the South African teacher who was taught within the context of models that did not encourage creative thinking, reflective practice, and teamwork; changing of mindsets for them to take ownership of their own professional development will warrant major IN-Service Training attention (Adler and Reed, 2000).

The capacitation of teachers to be school-based facilitators for fellow South African teachers was a new phenomenon that needed all management structures within the Department of Education to change attitudes and structures to create an enabling environment for Professional Development. According to the Norms and Standards for teachers (2000), South African teachers are now expected to assume seven roles, which are:

- Manager and Leader
- Assessor
- Facilitator
- Pastoral Giver
- Reflective Practitioner
- Researcher
- Mediator of learning

There has been general criticism that these are too numerous and present an unrealistic, overambitious tall order for teachers, whose teacher-training background never exposed them to training as researchers, reflective practitioners etc. Teachers were mostly still struggling with the understanding and delivery of curriculum initiatives. While on paper this policy indicates a huge shift from the type of teacher that was “trained” to pursue state educational philosophy and mandates, but in reality this would remain a pie in the sky without vigorous CPD programmes in place. What teachers were now expected to do – practicing the seven roles – warranted practice and development which was not readily available in the workshops they attended. The once-off workshops, without monitoring mechanisms and follow-up, were the norm in teacher-development activities post-apartheid. Such workshops were ineffective in developing subject content, especially for a huge unqualified and under-qualified teacher corps in South Africa.

It is within the peer-driven environment that teachers are afforded the space to learn and explore curriculum challenges whilst enjoying support from one another on an ongoing basis. Within this nurturing environment professional development activities become meaningful and effective. Maistry (2006) in his study on Teacher Learning Community of Practice highlights the importance of exposing teachers in teams or communities to networking possibilities.

8.1.3 The Methodological Perspectives

The methodology perspectives of Ikhwezi as a case study afforded me insight into the opportunities and challenges of the teachers who had been trained as facilitators at Ikhwezi. It also required that I faced the challenge of being both the researcher and a participant, sharing my personal experiences as a manager of both the In-Service Pilot project and the adopted Departmental INSET institution. The changing of roles of being both the researcher and the participant, allowed me to have even deeper and closer links with the facilitators, by understanding their passions and frustrations even better. The interplay of these roles also gave me a deeper understanding of the challenges and weaknesses being experienced by the Department of Education as the employer and the main provider for teachers’ Continuing and Professional Development.

Within Ikhwezi as a Case Study, there was International exposure through the Teacher-Exchange Programmes run between the KZN Department of Education and the Danish Cultural Institute, Sheffield and the University of Pennsylvania in the USA. To me as a manager and researcher, these activities reinforced my awareness of a dire need for Continuing Professional Development

of South African teachers, especially after the 1994 elections. With this passion in mind, I ensured that Ikhwezi spear-headed provincial CPDS discussions with various stakeholders like NGOs, HEIs and Education Departmental Officials, with a view to the production of a Provincial CPDS policy document which was launched in 2004. The implementation of this policy could not be realised as it was overtaken by the National Framework for Teacher Education and Development. Mahomed (1999) addressed the implementation of OBE in South Africa, which he calls OBET (Outcomes-Based Education and Training). He looked at the emphasis on accountability, equity, positivity, the mix of central and local responsibility and competence, changed roles and responsibilities of teachers, learners and communities, and at the significance of what is being learned: he argues that OBET is the answer for South Africa. Lack of resources and the limitation of financial and human resources were noted as concerns, but no solutions were offered. He did however acknowledge that we needed to tap into international experience and potential for assisting us in addressing our particularly deep and complex educational problems (Mahomed, 1999).

This research provides some solutions to the challenges Mahomed noted in the implementation of OBE, by allowing teachers the professional development space in their teams to act as creators and implementers of knowledge

8.1.4 Case Study at school-level

Research at this level revealed a need to have proper CPTD structures at school level. Trained facilitators were to help schools improve through having enlightened and well-capacitated teachers. While teachers' exposure to Ikhwezi training afforded them a number of opportunities, coming back to schools in general limited their opportunities to further their professional development needs. The absence of clear CPTD school policies, allied to low teacher morale, deprived most facilitators the platform to explore and share skills and knowledge acquired.

Attempts to have Professional Development understanding within the two schools as case studies in this research revealed the contextual challenges facilitators had to contend with in their schools. Teachers' enthusiasm in Marrianpark was frustrated by lack of commitment of teachers to engagement in Professional Development activities outside of working hours. Their personal commitments as well as low morale were major hindrances. In Mayville Secondary School, lack of involvement and self-initiation for further development could be linked to teachers' poor

understanding of their roles in the implementation of democratic curriculum initiatives. With the involvement of Ikhwezi's initiatives, where CPD programmes were brought to the school, these were unfortunately not appreciated at the same level by all teachers. Elements of resistance were met when trying to join as active and trained facilitators, with the school keeping the two teachers that were motivated and keen, as trained facilitators. The general tone and morale within the school does play a major role in determining and appreciating opportunities for professional development. Teachers should be at a level of understanding where they embrace their roles in the implementation of curriculum initiatives.

In general, teachers may not be committed to the implementation of the new curriculum if their belief systems are at variance with the intended curriculum. Hewson *et al* (1987) pointed out that the way teachers implement a curriculum is influenced by what they believe and think about content and students. Cronin-Jones (1991) pointed out that if teachers' beliefs were ignored, then the implemented curriculum would probably differ from the intended curriculum. Teaching is a process-oriented action. The way in which teaching occurs in the school is important for the development of teachers, learners, the community and the curriculum itself. Facilitators trained in this study have in general enjoyed the professional development enabling environment, by coming in more than once to plan, prepare, research, practice before they could run workshops. This culture at Ikhwezi is meeting some of the research voiced by Jones (1998) who argued that research literature should address the curriculum-training aspect of teachers extensively and match this to the teacher level of effectiveness in implementing the new curriculum. The method of training in this study made an effort to align OBE challenges which required the resourcefulness of teachers, whether qualified, unqualified or under-qualified. The research approach noted that not all teachers who came in for training as facilitators were resourceful in implementing the new curriculum. This research method appreciated the under-resourced contexts where teachers have not been able to single-handedly to close the gap between policy and practice, hence the concept of co-facilitation practiced at Ikhwezi.

This research believes that teachers are resources. If teachers are expected to be curriculum developers developing learning programmes, they need exposure to preparation and experience in this area. Teachers often do not have the experience or the insight as to what is expected of them, including a lack of understanding of the need for planning, presenting and making future considerations for an OBE-learning programme. They need to be developed, particularly the unqualified or under-qualified teachers, who are more often than not teaching in disadvantaged

schools with few physical resources. This is a situation where the teacher needs to be able to draw heavily on his/her own resources and training to provide quality education. The two Case Study schools as well as those interviewed in this research have been in a position to add value to the implementation strategies of OBE in their schools.

8.1.5 Case Study at Facilitator's level

This study at this stage explored the opportunities and challenges of teachers trained and referred to as school-based facilitators. As facilitators, they narrated their personal experiences mixed with desires and ambitions of making their schools better. In their narratives it surfaced that there were more challenges emanating from schools either through lack of management support, or low teacher morale and the ever-changing school structures.

The study also provided an in-depth analysis of the methodological challenges of using trained facilitators as part of the case study, when there were no clear policy guidelines on the issues of Continuing Professional Development for teachers. Post South Africa was producing a number of curriculum policies addressing the ills of apartheid. Teachers, with their different levels of training development, were to implement sophisticated curriculum policies like OBE with minimum training. This research, through the usage of teachers trained via an ongoing peer-driven model in a form of a case study, was challenging the existing models of teacher development that generally were not providing transformative opportunities and approaches for teachers to become the agents of change much needed for a young South African democracy.

Christopher (1999) and Hargreaves (1995) provided the theoretical perspective on Continuing Professional Development of teachers. This study does present a form of critique for the feasibility of using models that will give teachers the space to participate in an environment that gives them confidence as creators and not merely consumers of knowledge as is generally the case in South African teacher-development programmes. Toner (1999) confirms thus...Teachers learn best when they are active in directing their own learning and when their opportunities to learn are focussed on concrete tasks and dilemmas.

Such theoretical framework allowed me to note the need to have a method that would enable teachers to participate as learners, researchers, mediators of learning, facilitator's managers and leaders, thereby meeting the requirements of the Norms and Standards document of (2000). The methodological perspectives of this study also allowed me to challenge the Continuing Professional Development models that are generally used in South Africa, which view teachers as technicians, based on the deficit mode l(Christie, Harley and Penny 2004) (Maistry 2006).

The methodological perspective of this study goes on to challenge the current two- to five-day short courses currently used in South Africa, ignoring the professional and pedagogical needs of teachers with lack of in-depth content knowledge given the poor quality of training they were exposed to prior to the democratic South Africa. Day (1999: 48) concurs:

Many short-burst training opportunities do not fulfil the longer. Term motivational and intellectual needs of teachers themselves. They fail to connect with the essential moral purposes that are at the heart of their professionalism or to address directly the needs of teachers seeking to improve the quality of pupils' learning in changing circumstances.

This study **claims** for a method that is interactive, participatory and transformative, allowing teachers, through their continual involvement at Ikhwezi, to embrace the knowledge practically before they are to deliver workshops. It is an approach that allows professional development engagements on an ongoing basis with teachers coming back for more than once to perfect their various modes of delivery.

One other feature of the methodology of the study is the presentation of an opportunity for teachers to develop together in a social constructivist manner, breaking down the rigid social and racial barriers entrenched by the apartheid government. For the first time teachers were to work in teams regardless of race, gender and/or religious barriers. This afforded teachers an opportunity to enrich their deprived racial, cultural as well as pedagogic barriers as they had to work in teams.

The significance of the structure of formulating teams within the historical context of South African education was crucial for effective Continuing Professional Development programmes. Given South African history prior to the 1994 elections, when teachers taught in separate and unequal educational institutions, teachers needed to be coaxed to work together.

This study also illuminated facilitators' practice as they learnt to facilitate in response to the call of the newly introduced Outcomes-Based Education system. South African teachers had, generally, never been taught as facilitators, but as teachers who own and deliver knowledge from a pedestal. This study reveals that the model used when teachers were introduced to OBE through short courses was ineffective as compared to the peer-driven alternative which allowed them room to internalise implementation strategies. Classroom activities and practise for the trained facilitators was bound to change. Cliff Malcolm (1999) presented a critical analysis of the model of OBE in operation in South Africa, and compared it to the models adopted by Australia and the USA. He argues that it is not enough to talk about creative teachers in creatively managed schools doing creative things in spite of the system (Malcolm, 1999). He states that government policy, theoretical models and management and support systems must help all teachers to become creative. However, Malcolm does not discuss how the issue of under-resourced schools should be addressed. What he does mention is evident in that teachers have a low knowledge base (in relation to what is required) and the system is woefully under-resourced. The peer-driven model in the study provided facilitators with an opportunity to explore opportunities of enhancing content knowledge and becoming creative within the under-resourced environment of their schools. Working together in teams and mixing with colleagues from better-resourced and advantaged schools, gave some teachers coming from under-resourced schools an opportunity to learn from their colleagues.

This study's methodology also claims the teachers' identities get addressed as they were being taught to become facilitators. Maistry (2006) noted the change in teachers' identities within the learning community for EMS. Teachers in this study now identified themselves as facilitators. The initial group of facilitators went to the extent of naming themselves "pioneers" or "consultants", based on their facilitator-training exposure. Going back to their schools, teachers now saw themselves as special and empowered individuals. Their newly acquired skills also encouraged them to act as agents of change in their schools.

8.2 Synthesis at the level of data analysis and interpretation

Research tools used in this study have given further illumination on the opportunities and challenges of the trained facilitators at Ikhwezi. By means of triangulation using questionnaires, interviews and journals, facilitators' opportunities experienced as a result of being involved at Ikhwezi, have been highlighted. In the second interview session, (Betty Smith, one of the facilitators) expresses concern due to her non-involvement in programmes offered by saying: "I feel like I have lost by missing out on the current programmes run."

While teachers take advantage the opportunities offered at Ikhwezi's workshops, school restrictions – as a result of no clear guidelines and policy on CPD – have contributed to the demotivation and non-involvement of trained facilitators.

Facilitators who were asked to keep journals have confirmed the need to have teachers take ownership of their own development. This behaviour comes with responsibility and commitment to the understanding of their personal continuing professional development. There were participants who were unable to keep their journals updated. Lack of depth and insight into reflective practice came through in some of the brief and shallow reports on some of the professional development activities. These responses professed the need for trained teachers to be inquirers and reflective practitioners, so as to focus on self-evaluation. "Teachers' abilities to understand and interpret events in their own lives and classrooms require situational knowledge" Day (1999: 53). Journals played a vital part in helping facilitators maintain and extend their professional knowledge, which is meant to enable them to perform professional tasks, roles and duties with quality (Eraut, 1996).

8.3 FINDINGS: POLICY CPTD IMPERATIVES: OBE POLICY IMPLEMENTATION

As discussed previously, many teachers in South Africa were disempowered before the implementation of the new curriculum even took place. These teachers were faced with a new language, (OBE-speak) and policy documents which were difficult for them to understand. They were trained briefly and then expected to implement the new curriculum. This shallow exposure did nothing but cause confusion and anxiety in most teachers, as they were left with a lot of uncertainty as to what was expected of them (James, 1998).

Facilitators trained in this study have, however, noted the vast improvement of their policy understanding and interpretation to the extent of being able to share and cascade information. However, the various levels of facilitators who in their teams had to work with teachers of other races, whose first language was English, meant that trainers had to take longer in the preparation and training of teachers to be facilitators at the same level.

What OBE implementation did was to create the assumption that all teachers are creative and effective and these teachers can function effectively within their specific school contexts. This research rejects this assumption, noting that teachers differ so vastly in their professional qualifications, experiences, abilities and levels of confidence and competence to implement the new curriculum. Fabiano (1998) endorses this notion by arguing that effective learning is possible if all schools are provided with appropriately trained teachers.

Teachers need longer and on-going Continuing Professional Development exposure for them to appreciate a deeper understanding of curriculum policies. This study has revealed and confirmed that the types of models used in the implementation of new policies, should take into consideration the level of understanding and development of teachers, given the challenges of the Apartheid S.A. Newly introduced policies in South Africa are generally introduced in the same manner and period, disregarding the different levels of the teachers, given their historical backgrounds.

The peer-driven model of teacher development in this study affords teachers the opportunity to learn from one another in a non-threatening environment. However, the excitement and confidence gained from this kind of exposure has often been threatened and dampened by the school environment, with some schools not having the capacity or the will to support and sustain facilitators' enthusiasm. Lack of facilities to make policies easily implementable has also contributed to low teacher morale.

Facilitators in this research noted that the practical changes brought about by OBE were focussed on new or revised materials, new teaching approaches and the possible alteration of beliefs. Fullan (1992) confirms that all three aspects of change are necessary, because together they represent the means of achieving a particular educational goal or sets of goals. The teachers' feelings, ideas and actions that are carried out are all questioned in terms of how teachers understand the change ushered in by the OBE policy. The training they received helped them understand their

significance and roles in how they were to implement the policy changes in practice within their particular teaching and learning contexts.

I argue that the effectiveness of the implementation of OBE in schools should be enhanced by the training of teachers as facilitators, for teachers to embrace curriculum change with ease. Khan (2000) purports that the introduction of OBE policy can be viewed as the most far-ranging change in education that South Africa has ever seen.

In highlighting the challenges experienced in understanding policy changes, I quote Jansen (2000) who argues that “declaring policy is not the same thing as achieving it.” His conviction was confirmed by the challenges experienced by facilitators in this research. Very little consideration was given to the complexity of resources and support systems needed to move from policy enunciation to policy enactment within schools and classrooms. Changes expected from OBE policy implementation, routinely underestimate the complexity of the system into which such change was introduced.

The study endorses that curriculum change requires well-trained facilitators and a well-organised support system at the centre and in classroom levels. Thus, policy intended to simply change teacher behaviour is very likely to be short-lived and inconsequential, unless the focus shifts to changing teacher understanding of knowledge as the peer-driven model in this study aimed to do.

8.4 MANAGEMENT SUPPORT AND COMMUNICATION

This study has noted the frustrations caused by poor communication and lack of support of CPD activities. A number of facilitators indicated frustrations in terms of being released to participate in CPD activities due to lack of or poor communication between the KZN Departmental structures. Ikhwezi, although formally adopted by the most senior officials of the Department, was still seen as an NGO, with some school principals and SEMs refusing to release teachers to attend Ikhwezi workshops, but releasing them for other Departmental workshops. This kind of identity crisis has been as a result of lack of commitment on the part of the Department in clarifying Ikhwezi’s role. Evident also was also lack of commitment in providing stable accommodation, resulting in Ikhwezi having to relocate to three venues within six years of operation.

8.5 SCHOOL CPTD ACTIVITIES

It is evident that the introduction of South African OBE as a curriculum innovation did not take adequate account of the resource status of schools, (particularly classrooms) and the capacity of the teachers to change and implement policies in the general environment of the school (Jansen, 1999).

Furthermore, the school management teams were also not examined in terms of how well developed they were to meet the challenges of curricular management and implementation. It is now evident that, with the introduction of Curriculum 2005 (OBE) implementation methodology by the National Department of Education, systemic changes were planned, but were ineffectively introduced and managed by the Education Department. This has resulted in the attempted change in the South African classrooms bringing about confusion, frustration, anxiety and uncertainty amongst teachers, who are still battling to accept the changes even at the end of 2006 (James, 1998, Maistry, 2006).

Trained Ikhwezi facilitators have indicated that generally, they would leave Ikhwezi in a highly motivated and committed frame of mind, ready to disseminate the acquired CPD knowledge and skills. In the absence of the team teaching, team support or buddy-systems in schools, teachers revert to the one-man show, teaching behind closed doors with no peer support and evaluation. Lack of school CPTD policies have been noted as the contributing factor in discouraging teachers from engaging in professional development activities. Coming back to an environment that has no understanding of the acquired knowledge has disheartened teachers, with colleagues viewing the skilled facilitator as someone who brings in “extra” work.

It is aspects of this nature that highlight the merits of this study. The Ikhwezi approach creates a non-threatening environment where teachers come together get used to “the culture of work”, and find a common platform for their professional development. It is a platform that affirms their professionals, as they jointly research, plan, preparing to deliver as trained facilitators. Unlike most workshops conducted by those considered as experts with knowledge to impart to teachers are ordinary participants, this study strongly argues for the growth model, with teachers taking ownership of their own development. NPFTD (2006)

8.6 CO-FACILITATION: IMPLEMENTATION FOR TEAM TEACHING

The model aimed at using experts and consultants in the implementation of OBE in South Africa became a common phenomenon. This sent the message that teachers are the perpetual empty vessels ready to imbibe knowledge. The assumption that teachers cannot be capacitated to train others is challenged by this study. Like Girroux (1985) I argue that given the necessary content and professional-development skills, teachers are in a position to train others. This study noted that other teachers as participants were professionally developed in the comfort of presenters who themselves were at chalk-face position when we talk about implementation of national curriculum mandates.

The newly introduced democratic curriculum policies bound to redress the imbalances of the past had to be implemented by teachers with the correct and relevant skills gave more confidence as compared to presenters who were not linked to schools and their challenges. However, the tension caused by pulling teachers out of classrooms posed challenges associated with teacher-release for facilitation to participate in these kinds of professional development activities. This was made worse by the absence of clear policy on teacher-professional engagements. International literature indicated that there were countries like UK with special CPD days for teachers. South Africa will need to consider spending money on teacher-capacitated teacher assistance and substitutes while teachers see to their professional development.

The peer-driven model used in the training of Ikhwezi facilitators exposed them to approaches that were aimed at undoing the old mode of teacher training acquired during apartheid South Africa. Since the new democratic constitution aims at “producing citizens who can work together in teams,” teachers had to make the necessary paradigm shift and learn to teach in teams. This is still an ideal situation in South Africa due to issues of supply and demand of teachers and lack of financial resources to support assistant teachers. The co-facilitation skill facilitators acquire at through the peer-driven model investigated in this study would assist curb some of these challenges. Trained facilitators could and should be used to capacitate other colleagues through school-based Continuing Professional Development opportunities.

8.7 FACILITATION SKILLS: AGENTS OF CHANGE

Data from this research revealed that with the training and skills acquired from being Ikhwezi facilitators, teachers felt the need to share the skills with others. This could be attributed to the fact that facilitators were made to understand that they were trained to train others. The ongoing involvement in their own professional development endorsed the culture of helping to benefit others. Trained facilitators noted that the training enabled them to implement curriculum policies with relative ease, since they had the understanding and insight into policy framework and implementation strategy that they never had prior to their involvement at Ikhwezi.

I am, however, sounding a cautionary note in terms of having the power of agency contained and guided by policy frameworks. Christie (2004) refers to the power and potential of human agency in engaging with CPD programmes and activities, but insists that these be done with state involvement. The suggestion is that the state takes ownership of CPD programmes. Luckily Ikhwezi as an adopted Departmental organ always worked within the framework of the state curriculum mandates. Nevertheless, the tensions between bureaucratic government structures and some of the Department of Education officials in restricting teachers' involvement in Ikhwezi-run CPD activities was noted to have negative impact, by limiting the "agency" element in trained facilitators.

Lack of CPD structures and support at school level also undermined the "agency" power facilitators brought with them. Challenges of this nature threatened the opportunities for teachers' professional growth as active and committed agents of change who genuinely wanted to make a difference. The role played by lack of finances, especially for the previously disadvantaged schools in black communities, cannot be underestimated as one of the major challenges restricting professional development and engagement. Enthused and capacitated facilitators went back to their school environment fraught with financial challenges that dampened their new-found enthusiasm. This was confirmed when facilitators shared that they were seeing and handling an overhead projector for the first time.

8.8 CPD VIA TEACHER-EXCHANGE PROGRAMMES

Activities of Teacher Exchange Programmes in this study have been noted by the participants as being of immense value, enhancing and widening their insight into the significance of CPD as practiced by countries like Denmark, Sheffield and the USA. 'Job Swop' activities, inherited from

the initial relations with Denmark from the pilot stages of the institution were maintained for a period of ten years. Such exposure enhanced facilitators' image and status as agents of change. There are schools that benefited immensely from these Teacher-Exchange Programmes.

The three facilitators identified to share their personal encounters within this study have explicitly expressed conviction that participating in the Teacher-Exchange Programmes capacitated them by enhancing their professionalism, which, in turn, benefited their schools. This research also noted that power relations at school level seemed to be a huge challenge, stifling professional growth. This came from other teachers, especially those in management structures who would resist change introduced by teachers at a lower rank level than theirs. Exposed and empowered teachers would introduce changes and curriculum innovations that were benefiting the learners, but would simultaneously threaten those in decision-making positions.

8.9 RECOMMENDATIONS

8.9.1 WHAT DO TEACHERS WANT?

The provision of CPTD should be closely linked to what teachers need. This endorses the notion that teachers are really at the core of CPD provision. As the NPFTED is proposing the need for research, I would recommend that this should not be a once-off occurrence, considering the change of environment South African teachers have had to contend with. Over and above the challenge of unqualified and under-qualified teachers that the HEIs are attempting to address through programmes like NPDE, teachers' school environments are constantly affected by other factors, for example: HIV/AIDS. Schools constantly have to move teachers around while their colleagues are on sick leave. Teachers need to be equipped with multi-tasking skills, including the eight intelligences, to be effective.

The Norms and Standards for Teachers (2002) bear crucial CPD underpinnings and expectations for teachers in the form of the seven roles teachers are now expected to perform without any form of training. Apartheid South Africa did not, for instance, train teachers to be creative thinkers, assessors or mediators of learning, to name but a few expected roles.

I would recommend that teachers be thoroughly capacitated in the stipulated Norms and Standards Roles, to enable them to meet the expected requirements so they can effectively facilitate curriculum delivery.

8.9.2 WHO DRIVES CPTD?

The NPFTED (2007) indicates clearly that the employer, HEIs and other providers are to provide CPTD programmes. The introduction of OBE has alerted us to the danger of using certain providers who were not *au fait* with curricular initiatives, and were confusing teachers even further. I would recommend that the Department of Education establishes a dedicated structure that will interview, screen and rotate service providers to ensure that good service is spread across a larger spectrum of teachers.

This study, believing in teachers as intelligent partners in providing CPTD programmes, has illustrated the specialised and critical role played by teachers as trained facilitators for the benefit of their schools and that of other teachers. In the presence of a clear CPTD policy, teachers are the best role players to run CPTD programmes among their own colleagues, since they speak a language that other teachers can relate to with ease given similar opportunities and challenges.

Providers of CPD programmes should have clear monitoring and evaluation programmes in place to ensure that acquired skills are delivered accordingly. Lack of follow-up and evaluation has been one of the greatest weaknesses of Ikhwezi's peer-driven model. In the absence of adequate employees, trained facilitators never had continued support at the implementation stage.

8.10 WHEN CPTD?

Facilitators in this study have indicated their challenges with regard to time constraints when engaging in CPD activities. While I agree that teachers must teach and learners must learn, I would recommend a little bit of disruption so as to have a knowledgeable, enthused and passionate teacher in the classroom as opposed to an ignorant, confused and disinterested teacher who is misguiding learners. I believe that damage done to learners will be counter-productive in achieving the national outcomes in producing relevant citizens for the 21st century.

Like in the UK and other international countries, the employer needs to have a variety of CPD opportunities available for teachers to choose from. We could have the one-day model for CPD activities, and schools need a creative means of replacing teachers which could include parental

involvement and/or teacher assistants. The Western Cape Teaching Institute in South Africa has a model that engages teachers over a period of three to four weeks, with schools identifying their own substitute teachers who are paid by the Department of Education. Again the employer will need a structure that will vigorously screen and capacitate assistant and/or substitute teachers to ensure quality in terms of curriculum delivery.

The employer will need a clear release policy for CPTD in response to the expectations from the NPFTED for teachers to secure 150 PDP in a three-year cycle. One only hopes that the PDP-chasing system will not take us back to the paper-chase period when teachers simply collected certificates for promotion possibilities with students' results not showing significant and remarkable improvement.

8.11 WHERE?

Rural areas have been noted by the facilitators as being badly affected by issues of poverty, lack of resources and a higher number of unqualified and under-qualified teachers. With the ushering in of the NPFTED and the expectation that teachers accumulate 150 PDPs, teachers in rural areas are once more faced with another bout of being disadvantaged in accessing services to help them meet the PD-SACE requirements. I therefore recommend that CPD service providers be encouraged and incentivized differently for programmes carried out in rural areas to ensure that these services are brought to the teachers, instead of the other way round.

The NPFTED also indicates that CPTD is to be given priority through school-based programmes. South African schools in the majority will need huge amounts of finance to ensure that facilities and resources relevant for school-based professional development are in place. In certain schools even standard infrastructure is a huge challenge, with no staff rooms and proper management offices. Technology, smart boards, Internet and photocopying facilities will have to be given top priority to create an enabling professional environment.

8.12 HOW WILL CPTD PROGRAMMES BE DELIVERED?

The New South Africa's major challenge, inherited from apartheid South Africa, has been the huge number of unqualified and under-qualified teachers. Over and above courses offered by the HEIs like NPDE, B.PED and various ACEs, the question at hand is how are they trained in the context of the new learner-centered approach. Universities have a long-standing theory-based approach to teacher development. How much attention is given to the hands-on Outcomes-Based

approach for teachers to be adequately prepared for curriculum implementation still remains to be seen. Universities, the Department of Education and schools should consider programmes done in partnerships. Teachers could be encouraged to identify real school-based or school-driven CPD topics that could fit into university accredited Masters Programmes. This would benefit, school, teachers, the Department and Universities.

8.13 THE PEER-DRIVEN MODEL

This research has noted the impact of a peer-driven model with teachers trained as facilitators, empowering other teachers through an effective co-facilitation strategy of knowledge delivery. Acquisition of facilitation skills is key to this model whilst simultaneously meeting the requirements of the roles teachers must obtain, as stipulated in the Norms and Standards (2004) document. Acquisition of these skills is also significant as it encourages teachers to create space for learners to be at the centre of learning and not themselves as was the case in apartheid South Africa.

8.14 CONCRETE STRATEGIES

- ❑ The Department of Education must have a clear teacher release policy for the teachers to attend CPD programmes without compromising learner's quality learning times.
- ❑ School managers should be exposed to CPD management programmes for them to understand and exercise their management roles effectively.
- ❑ Trained facilitators should be seen and used as agents of change in their schools so that acquired skills and expertise are put into practice. This will benefit both the quality of education in the schools as well as enhance the opportunities of implementing acquired skills.
- ❑ Trained facilitators should be used as mentors and coaches at school level so as to help give needed CPD support to the newly employed 'novice' teachers.
- ❑ All school are to have a well-articulated CPD policy to help reduce challenges teachers are faced with as they implement curricular changes.
- ❑ HE's should be allowed to work in partnership with school with teachers engaging in accredited school based research projects towards their Masters Degrees.
- ❑ The Department should either provide buses or transport tours for teachers as they attend CPD programmes.

8.15 CONCLUSION

Finances normally play a crucial role in terms of the provision of professional-development programmes. South Africa's biggest challenge has been that of providing the most basic of facilities for normal school activities. The introduction of sophisticated curriculum policies like OBE within poverty stricken school environments has placed teachers in an invidious position, leaving them without access to even basic facilities. Teachers have been out of synch within this context, without the possibility of utilising their professional-development skills as required for effective curriculum delivery.

Facilitators who participated in this research have, in the majority, indicated their lack of involvement due to the fact that, from their meagre salaries, they were expected to pay for transport to attend professional-development programmes. To avoid long-distance travelling, available Education Centres need to be properly furnished with the latest technological equipment, and this must be made available for teachers to use. E learning could also enhance teachers' professional-development opportunities, but schools and Education Centres will need a sizeable budget to begin gradual upgrading of poorly equipped existing facilities. Hoban (2005) in his book questions why many beginning teachers do not cope with the reality of schools? Why beginning teachers often revert to conventional teaching methods when they hit the classroom? Why 30% of new teachers leave in the first five years? We need a better way of educating pre-service students by using a program design that mirrors how to best learn about teaching and portray it as a complex profession if our teachers are to survive the challenges of the 21st Century.

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APPENDICES

Appendix 1: Introduction to the ICCE programme

An Introduction to the ICCE-programme: AN OPERATIONAL FRAMEWORK FOR TEACHER DEVELOPMENT AND EDUCATIONAL SUPPORT.

A partnership between The Department of Education and Culture in KwaZulu-Natal and the Danish Ministry of Foreign Affairs represented by The Danish Consortium has resulted in the establishment of the IKHWEZI COMMUNITY CENTRE FOR EDUCATION.

The “IKHWEZI COMMUNITY CENTRE FOR EDUCATION” in KwaZulu-Natal

It is envisaged that by October 1997 a new INSET-Centre will be ready to operate in KwaZulu-Natal with South African managers and trainers, as follows:

- 2 managers;
- 28 management trainers;
- 28 trainers in general INSET;
- 28 trainers in INSET who will deliver school-focused, subject-based INSET.

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This new institution could provide a provincial and national model, which can help assist in the transformation of the INSET-sector into a viable and dynamic component of teacher education and school development.

The ICCE will be the centre of a regional network including schools, the organised teaching profession, individual teachers, individual managers, and school communities, which will combine in an initiative to support school development in general.

Introduction to the staff

The consortium has appointed Ms. Peggy B. Msimango as chief manager for The “IKHWEZI COMMUNITY CENTRE FOR EDUCATION in the project period in 1997.

The chief manager will be supported by 2 Danish managers in 1997:

Lisbeth Manicus and Søren F. Andersen (the latter is responsible for the project implementation in relation to the Terms of Reference and the project document).

A second South Africa manager will be appointed by 1st March and at the same time a secretary will be appointed.

The managers will be supported by 8 Danish assistants in planning and implementing the training sessions for the 84 trainers.

Project implementation will be undertaken by the managers of the ICCE together with the Danish Consortium in consultation with the KwaZulu Department of Education and Culture.

In 1998 a Danish consultant will support the ICCE for 5 months.

Introduction to training of trainers

The team of trainers will be recruited from head of districts, superintendents, principals, vice-principals and teachers from different schools. This is a way to establish networks of professionals

at all levels and to strengthen and develop the exchange of experience and knowledge. It is expected that the trainers will continue their ordinary jobs during the pilot-project period.

The general frame for training of trainers is a 10-day course and 15 days of training and curriculum development in specific subjects in groups of 7 trainers. In the 1st period the trainers will be supported by Danish and South African expertise and by the managers. In the 2nd period the trainers will be supported by the ICCE managers.

The concept of the pilot-project ensures that Danish assistance and the ICCE-managers will train the South African trainers, who in time will continue to train other teachers and managers. This will entail a continual consultation and dialogue between Danish and South African teachers.

The trainers will train other superintendents, principals, vice principals and teachers. This will create the cascade effect of the project.

Appendix 2 : Questionnaire: Education Manager’s Perception of the Facilitation and Training at Ikhwezi Community College of Education

QUESTIONNAIRE

**EDUCATION MANAGER’S PERCEPTION
OF THE FACILITATION AND TRAINING
AT IKHWEZI COMMUNITY COLLEGE OF EDUCATION (ICCE)**

The purpose of this questionnaire is to collect information about the manager’s experience of the ICCE Training and Facilitation. The information you supply will be treated confidentially and will be used for research purposes only.

It would be appreciated if the Principal or his/her Deputy completes this questionnaire. Please use a tick ✓ in the appropriate column (where columns are given).

THE SHADED BLOCKS ARE FOR OFFICE USE ONLY.

PART A: BIOGRAPHICAL PROFILE OF A SCHOOL

1. Name of the school: _____
2. Location of a school:

2.1 Region:

-eThekwini

-uThukela

-Zululand

-Pietermaritzburg

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2.2 District

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2.3 Circuit

3. Name of the ex-department of your school

3.1 H.O.D.

3.2 H.O.A.

3.3 H.O.R.

3.4 D.E.T.

3.5 KDEC

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4. Classification of your school

4.1 Primary

4.2 Secondary

4.3 Combined

4.4 High School

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5. Your Post level

5.1 Principal

5.2 Deputy Principal

5.3 H.O.D.

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PART B: BIOGRAPHICAL PROFILE OF THE MANAGER

6. Gender

- 6.1 Female
- 6.2 Male

7. Age

- 7.1 20 – 30
- 7.2 31 – 40
- 7.3 41 – 50
- 7.4 51 – 60

8. Formal Qualification Completed

- 8.1 2 year diploma
- 8.2 3 year diploma
- 8.3 Degree only
- 8.4 Degree and Diploma
- 8.5 More than one degree
- 8.6 Other (specify)

9. Teaching and management experience:

- | | |
|--|----------------------|
| | Years |
| 9.1 How many years of teaching experience | <input type="text"/> |
| 9.2 How many years of experience do you have as an HOD | <input type="text"/> |
| 9.3 How many years of experience do you have as a Deputy Principal | <input type="text"/> |
| 9.4 How many years of experience do you have as a Principal | <input type="text"/> |

10. Other working experience (please specify)

PART C: ICCE TRAINING AND FACILITATION

1. How did you first become aware of ICCE Training and Facilitation?

- 1.1. I was invited to a workshop run by Department of Education
- 1.2. I was invited to a workshop run by ICCE
- 1.3. I was informed by Superintendent of Education
- 1.4. I was informed by Teacher Union
- 1.5 I was informed by colleagues/others

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2. Have you noticed any professional change of behaviour from the ICCE trainer?

Yes No

In the following lines briefly explain this change.

3. Has training at ICCE contributed to the teacher’s professional career?

Yes No

In the following lines briefly explain your response

4. Has the ICCE training contributed to the following

| | | | | | |
|-----|--|-----|--------------------------|----|--------------------------|
| 4.1 | Better understanding of Outcomes Based Education(O.B.E.) | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4.2 | Personal professional growth? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4.3 | Values and beliefs about teaching and learning? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4.4 | Improved team work skills? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4.5 | Thinking skills about the field of training (OBE)? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 4.6 | Improved facilitation skills within the OBE framework? | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |

Briefly explain in what way ICCE training has/ has not influenced your teacher with regard to the points mentioned above.

5. As a manager with an ICCE facilitator , what challenges have you faced, with regard to the following:

5.1 In him/her promoting professional development at school sight?

5.2 Management support?

5.3 Resource support?

6. Did the facilitator get an opportunity to facilitate a professional development activity (for example,. DAS, Team Building) at school?

Yes No

6.1 In the lines provided below, briefly describe a professional development activity that was conducted or facilitated by the ICCE facilitator within your school.

Using this activity answer the following questions:

6.2 Has the training contributed to the assessment of the participation of other teachers? Please explain your response.

6.3 What topics of professional development were targeted in this activity?

6.4 What came out of the targeted professional development activity?

6.5 In your opinion, what were the achieved outcomes of this activity?

Appendix 3 : Questionnaire: Facilitator’s Perception of the Facilitation and Training at Ikhwezi Community College of Education (ICCE)

QUESTIONNAIRE

FACILITATOR’S PERCEPTION OF THE FACILITATION AND TRAINING AT IKHWEZI COMMUNITY COLLEGE OF EDUCATION (ICCE)

The purpose of this questionnaire is to collect information about the facilitator’s experience of the ICCE Training and Facilitation. The information you supply will be treated confidentially and will be used for research purposes only.

It would be appreciated if the ICCE trained school based facilitator completes this questionnaire. Please use a tick ✓ in the appropriate column (where columns are given).

THE SHADED BLOCKS ARE FOR OFFICE USE ONLY.

PART A: BIOGRAPHICAL PROFILE OF A SCHOOL

Name of the school: _____

10. Location of a school:

2.1 Region:

- EThekwini
- uThukela
- Zululand
- Pietermaritzburg

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2.2

District

2.3 Circuit

11. Name of the ex-department of your school

- 3.1 H.O.D.
- 3.2 H.O.A.
- 3.3 H.O.R.
- 3.4 D.E.T.
- 3.5 KDEC

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12. Classification of your school

- 4.1 Primary
- 4.2 Secondary
- 4.3 Combined
- 4.4 High School

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13. Your Post level

- 5.1 Principal
- 5.2 Deputy Principal
- 5.3 H.O.D
- 5.4 Teacher

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PART B: BIOGRAPHICAL PROFILE OF THE FACILITATOR

14. Gender

- 6.1 Female
- 6.2 Male

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15. Age

- 7.1 20-30
- 7.2 30 – 40
- 7.3 40– 50
- 7.4 50 – 60

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16. Formal Qualification Completed

- 8.1 2 year diploma only?
- 8.2 3 year diploma only?
- 8.3 Degree only?
- 8.4 Degree and Diploma?
- 8.5 More than one degree
- 8.6 Other (specify)

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9. Teaching experience

How many years of teaching experience do you have?

Years

- 9.1 0-5yrs
- 9.2 5-10yrs
- 9.3 10-20
- 9.4 21- 30yrs
- 9.5 31 and above

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9.7 Other working experience (please specify)

PART C: ICCE TRAINING AND FACILITATION

2. How did you first become aware of ICCE Training and Facilitation?

1.1. I was informed the by Department of Education

1.2. I was invited to a workshop run by ICCE

1.3. I was informed by my Teacher Union

1.4. I was informed by the SEM

1.5. I read the circular from ICCE

1.6 I was informed by colleagues/others

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2. In which learning area were you trained? And which year?

3. Please read each of the statements below about your training at ICCE. For each one, please tell me how much you agree or disagree with the statements that have been made about facilitation training.

PLEASE CIRCLE APPROPRIATE CODE FOR EACH STATEMENT

| | | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|----------|--|----------------|-------|----------------------------|----------|-------------------|
| | SCHOOL BASED INSET | | | | | |
| 1 | ICCE training has enhanced my skills in assessing the participation of my colleagues | 5 | 4 | 3 | 2 | 1 |
| 2 | Using the training skills from ICCE, I have been able to encourage participants to participate freely, raising their concerns. | 5 | 4 | 3 | 2 | 1 |
| 3 | ICCE has skilled me to be more of a facilitator than a dictator. | 5 | 4 | 3 | 2 | 1 |
| 4 | I have had management support to run workshops at my school | 5 | 4 | 3 | 2 | 1 |
| 5 | I have had management support to attend workshops outside my school. | 5 | 4 | 3 | 2 | 1 |
| 6 | Resources to run school based workshops were adequate. | 5 | 4 | 3 | 2 | 1 |

| | | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|----|---|---------------------------|--------------|---------------------------------------|-----------------|------------------------------|
| 7 | I am now able to contribute to staff development programmes which is something I could not do before getting ICCE training. | 5 | 4 | 3 | 2 | 1 |
| | POLICY DOCUMENTS | | | | | |
| 8 | With my involvement at ICCE, my understanding of the Outcomes Based Education (OBE) policy has improved. | 5 | 4 | 3 | 2 | 1 |
| 9 | I am now able to share and explain the significance of OBE policy to my colleagues. | 5 | 4 | 3 | 2 | 1 |
| 10 | A better understanding of O.B.E. has enhanced my facilitation skills as an teacher. | 5 | 4 | 3 | 2 | 1 |
| 11 | I am now able to implement Outcomes Based Education (OBE). | 5 | 4 | 3 | 2 | 1 |
| 12 | My knowledge of OBE has been enhanced with my involvement at ICCE | 5 | 4 | 3 | 2 | 1 |
| 13 | The facilitation skills have given me a better understanding of OBE | 5 | 4 | 3 | 2 | 1 |
| | TEAMS AND CO-FACILITATION | | | | | |
| 14 | I am now able to work better in teams than I was before I received ICCE training. | 5 | 4 | 3 | 2 | 1 |
| 15 | Working in teams has enhanced my confidence as I am now express myself freely. | 5 | 4 | 3 | 2 | 1 |
| 16 | I find co-facilitation to be more effective than individual facilitation where there is lack of mutual support. | 5 | 4 | 3 | 2 | 1 |
| 17 | Working in teams help reduce the level of fear when handling a knew topic. | 5 | 4 | 3 | 2 | 1 |
| 18 | Working in teams has made me realise the importance of continual reflection on my activities as an effective teacher. | 5 | 4 | 3 | 2 | 1 |
| 19 | Using comments from my team members, I am able to reflect better on my performance. | 5 | 4 | 3 | 2 | 1 |
| | METHODOLOGY | | | | | |
| 20 | ICCE training has helped me with my professional growth as my values and beliefs about teaching have improved. | 5 | 4 | 3 | 2 | 1 |
| 21 | The method of being compelled to working in teams has enhanced my confidence as an teacher. | 5 | 4 | 3 | 2 | 1 |
| 21 | The planning sessions prior to conducting a workshop have helped me reflect more on my planning as an teacher. | 5 | 4 | 3 | 2 | 1 |

| | | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|--------------------------|--|---------------------------|--------------|---------------------------------------|-----------------|------------------------------|
| 22 | The method of presenting my slot to my team members during planning sessions has improved my preparation skills as an teacher. | 5 | 4 | 3 | 2 | 1 |
| 23 | The method of encouraging participants to open up and participate has improved my skill of teaching to be in line with the OBE policy. | 5 | 4 | 3 | 2 | 1 |
| LEADERSHIP SKILLS | | | | | | |
| 25 | The facilitation skills have positively influenced my leadership style in my work. | 5 | 4 | 3 | 2 | 1 |
| 26 | I have been able to introduce some changes in my school | 5 | 4 | 3 | 2 | 1 |
| 27 | With my involvement at ICCE my leadership style has changed from being autocratic to being collaborative. | 5 | 4 | 3 | 2 | 1 |
| 28 | The ICCE facilitation skills have given me confidence to know when to instruct and when to delegate. | 5 | 4 | 3 | 2 | 1 |
| 29 | Working in teams at ICCE has taught me that leadership is a shared Function in School Management Teams. | 5 | 4 | 3 | 2 | 1 |

4. Did you / did you not get an opportunity to facilitate a professional development activity (DAS, Team building) at your school?

Yes No

4.1 Using the space provided below, describe a professional development activity that you conducted or facilitated within your school.

Using this activity answer the following questions:

4.2 Has the ICCE training contributed to your assessment of the participation of your colleagues? Please explain your response.

4.3 What topics of professional development were targeted in this activity?

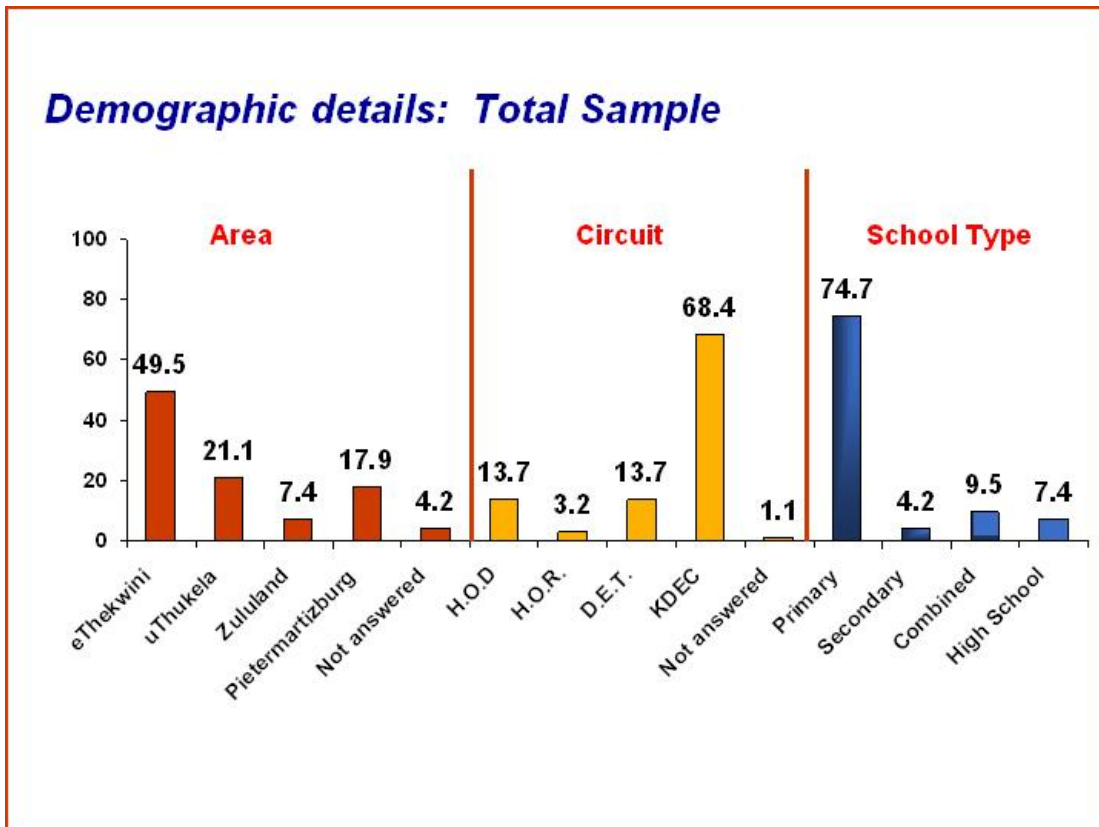
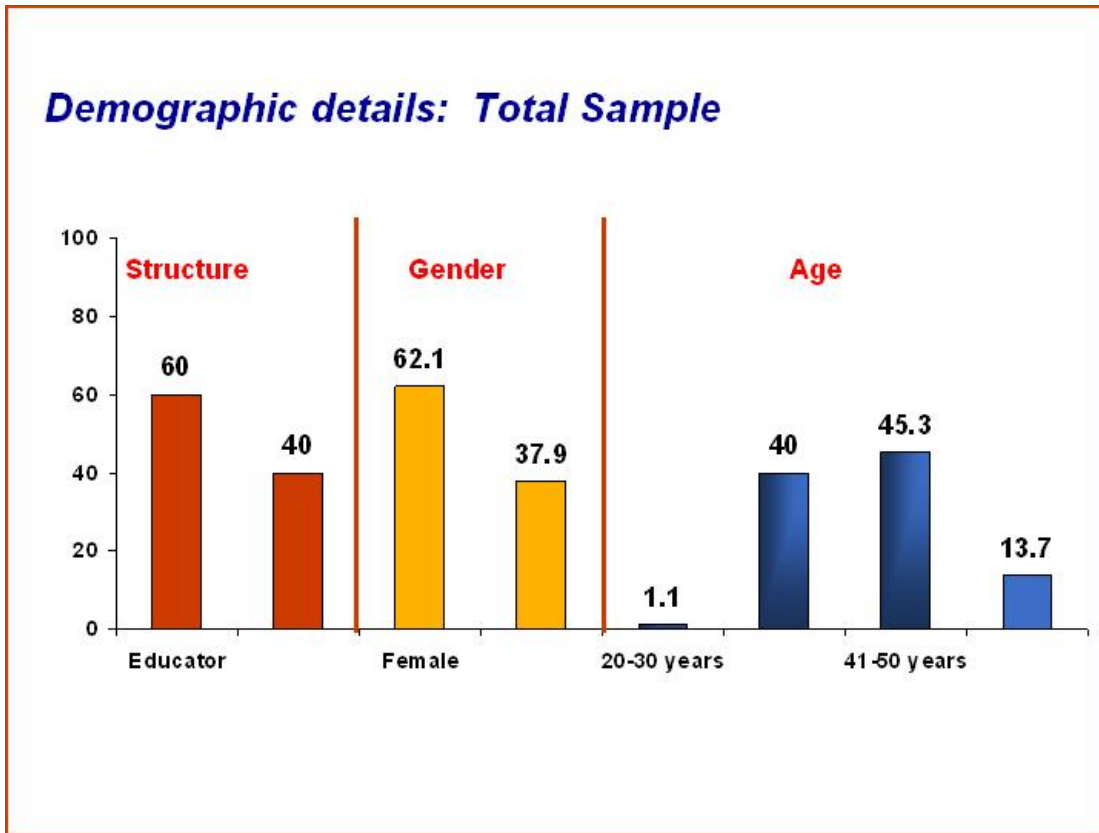
4.4 What came out of the targeted professional development activity?

4.5 In your opinion, what were the achieved outcomes of this activity?

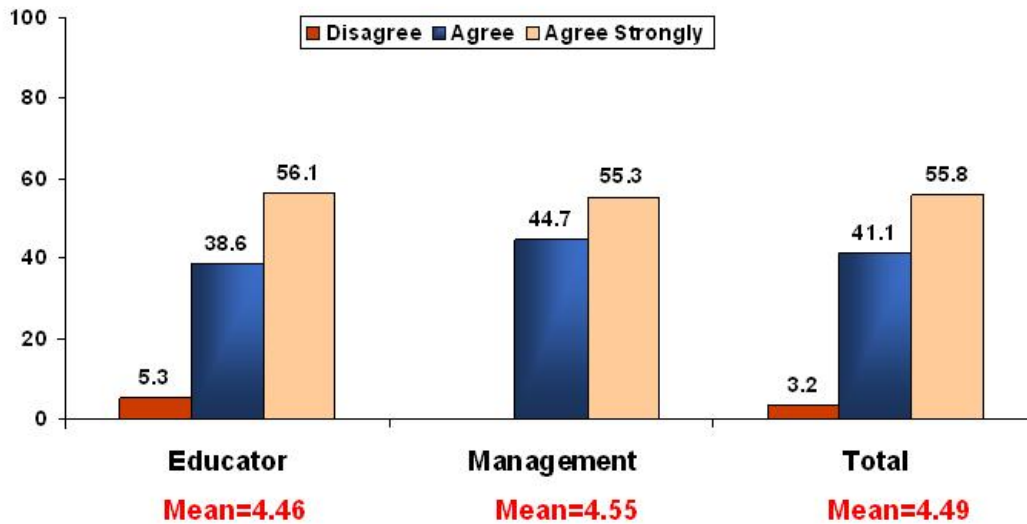
4.6 If you were to do this activity again, what would like to change?

Thank you

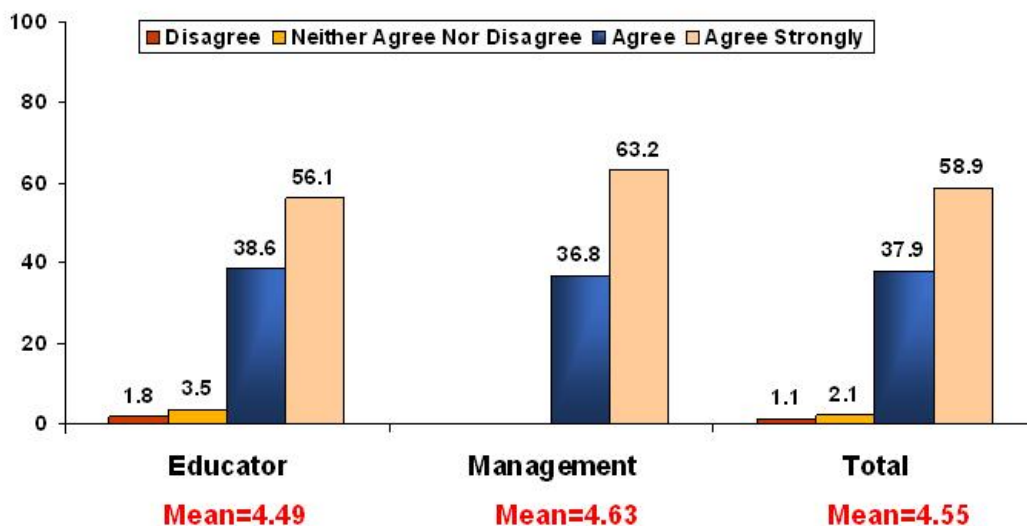
Appendix 4 : Charts reflecting data



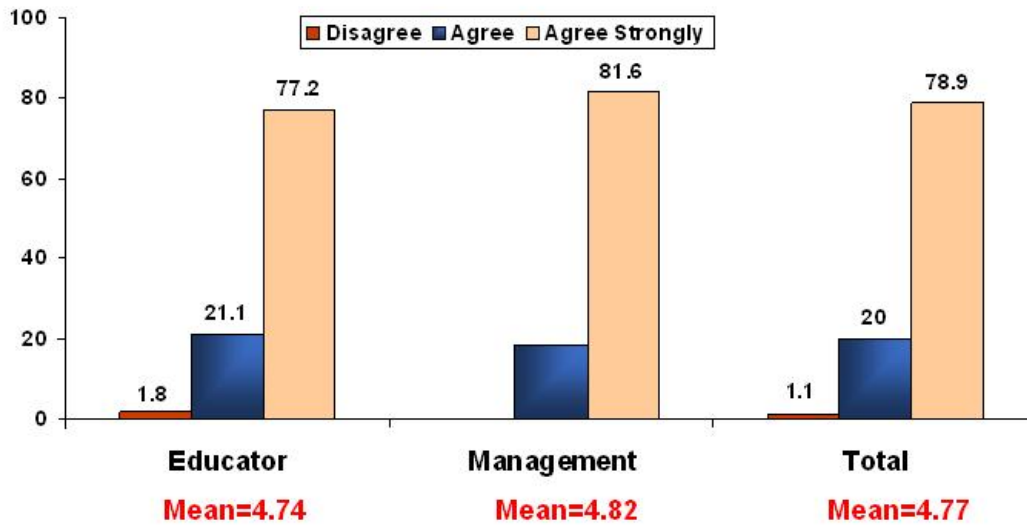
ICCE training has enhanced my skills in assessing the participation of my colleagues



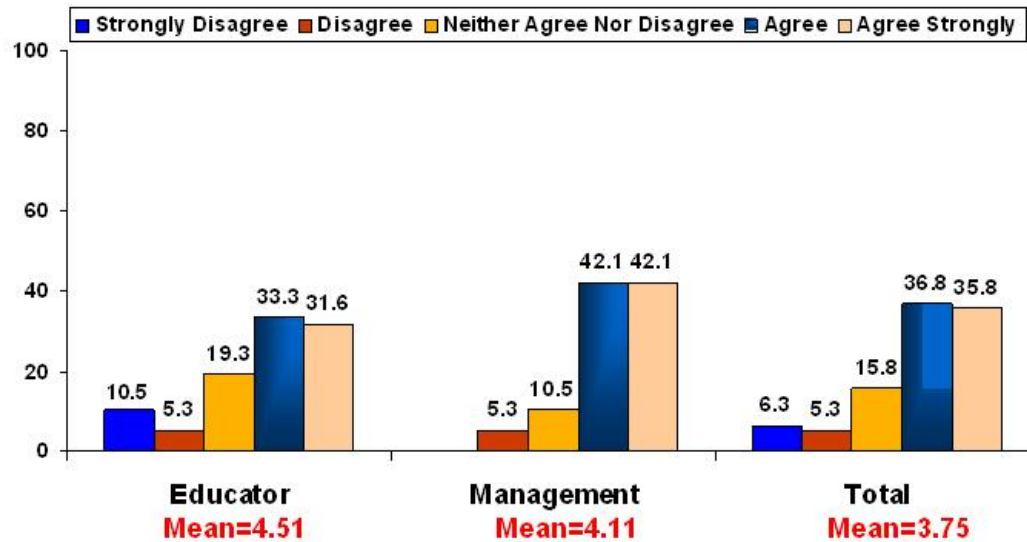
Using the training skills from ICCE, I have been able to encourage participants to participate freely, raising their concerns



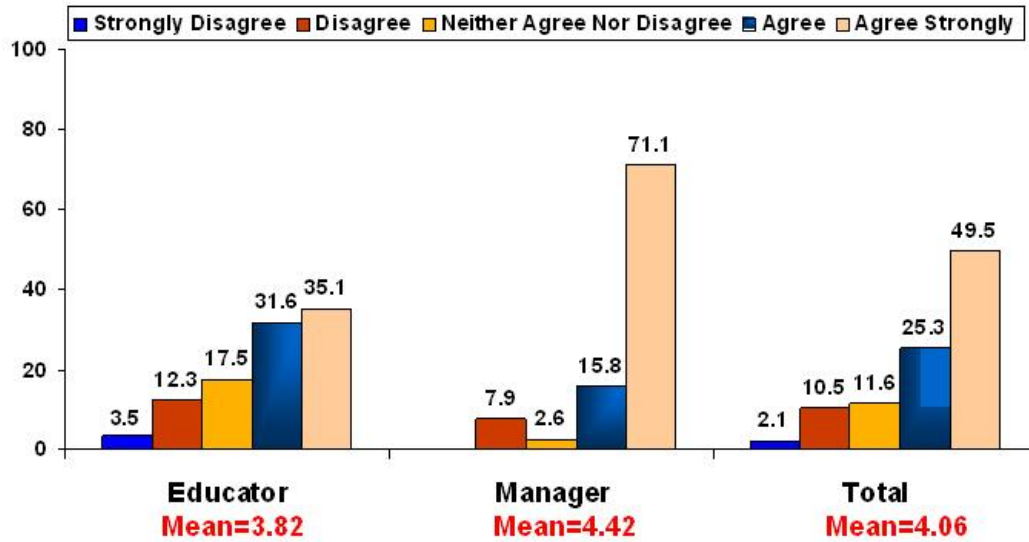
ICCE has skilled me to be more of a facilitator than a dictator



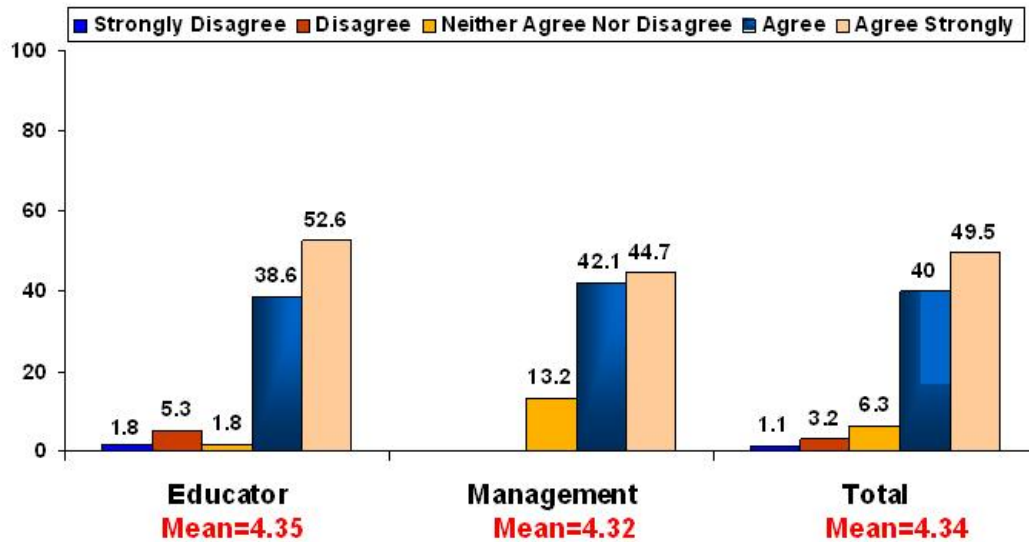
I have had management support to run workshops at my school



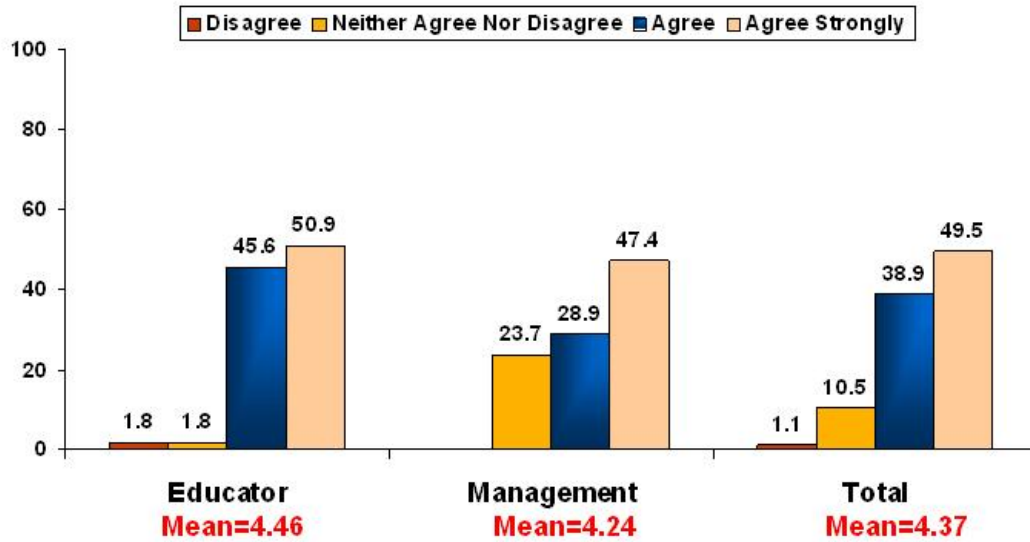
I have had management support to attend workshops outside my school



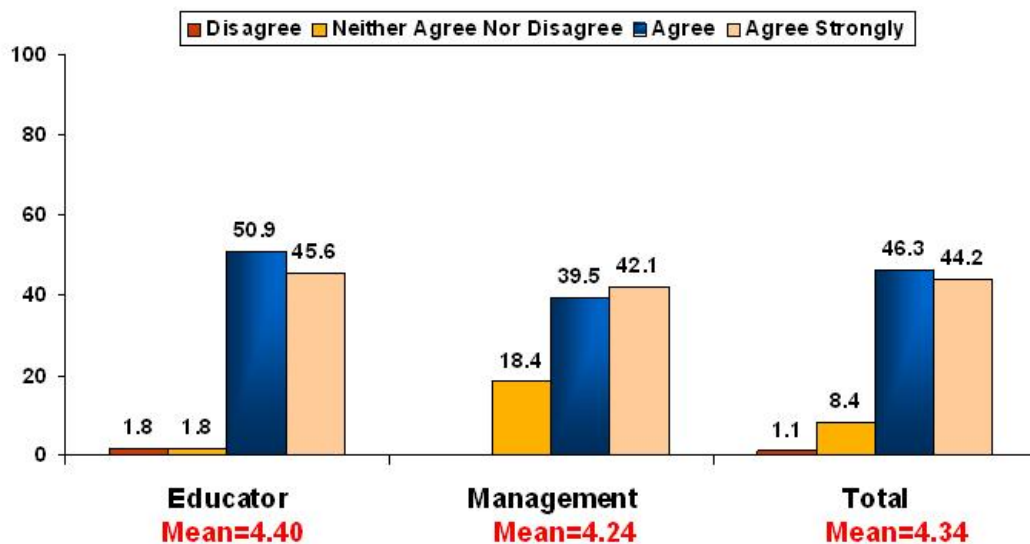
I am now able to contribute to staff development programmes which is something I could not do before getting ICCE training



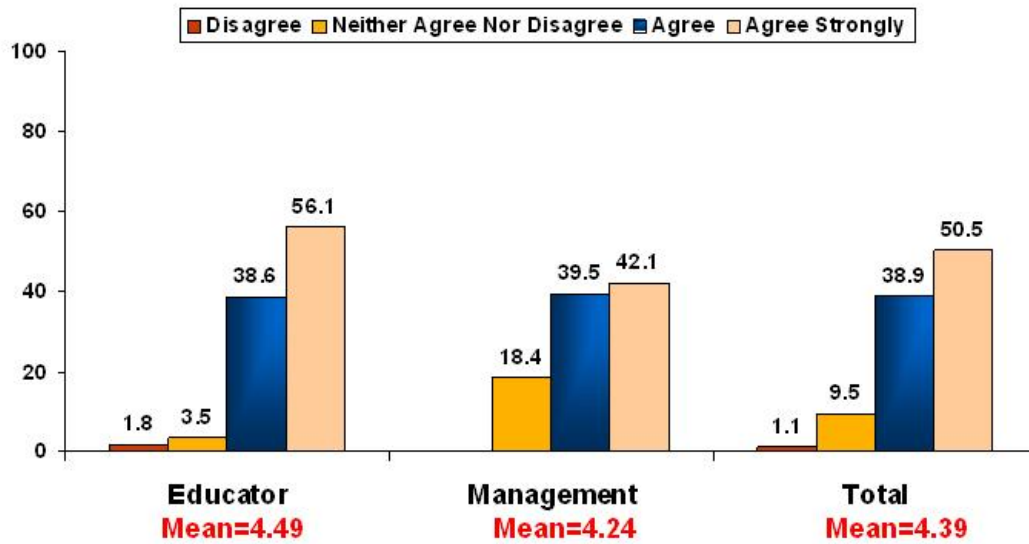
With my involvement at ICCE, my understanding of the Outcomes Based Education (OBE) policy has improved



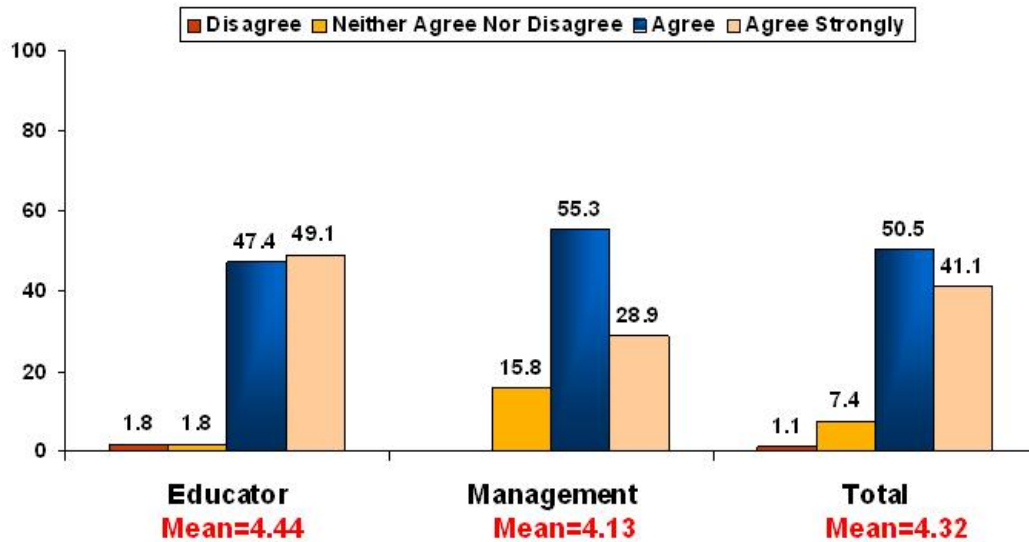
I am now able to share and explain the significance of OBE policy to my colleagues



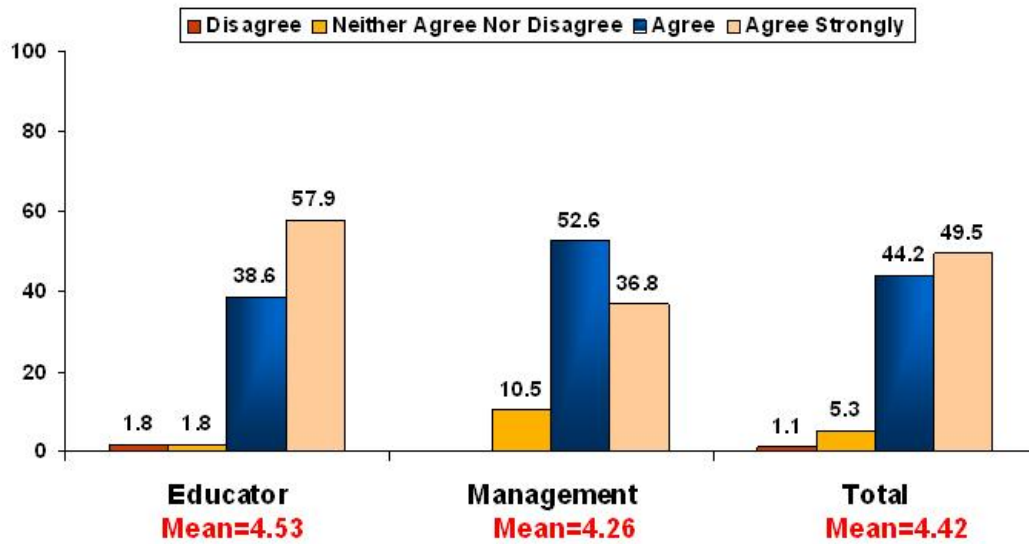
A better understanding of O.B.E. has enhanced my facilitation skills as an educator



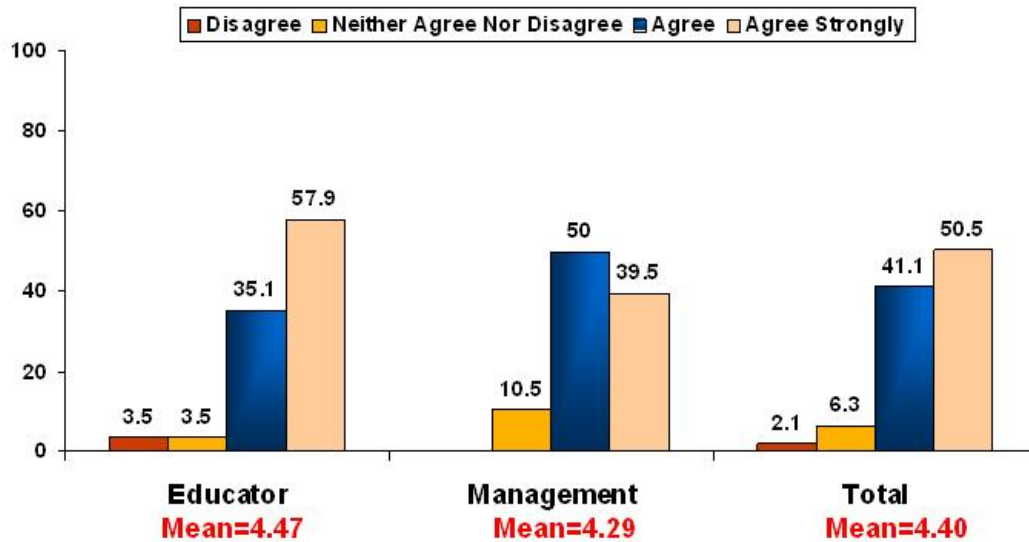
I am now able to implement Outcomes Based Education (OBE)



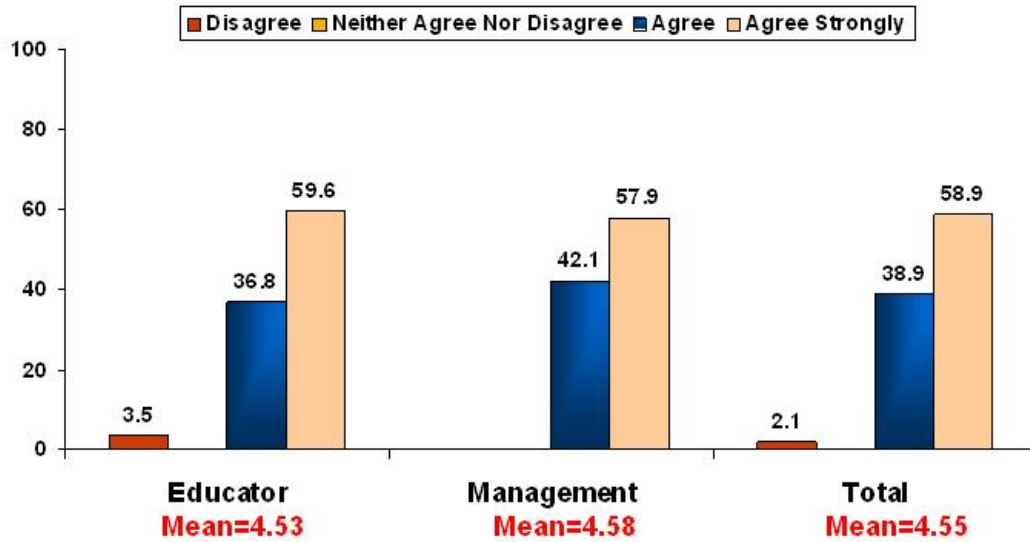
My knowledge of OBE has been enhanced with my involvement at ICCE



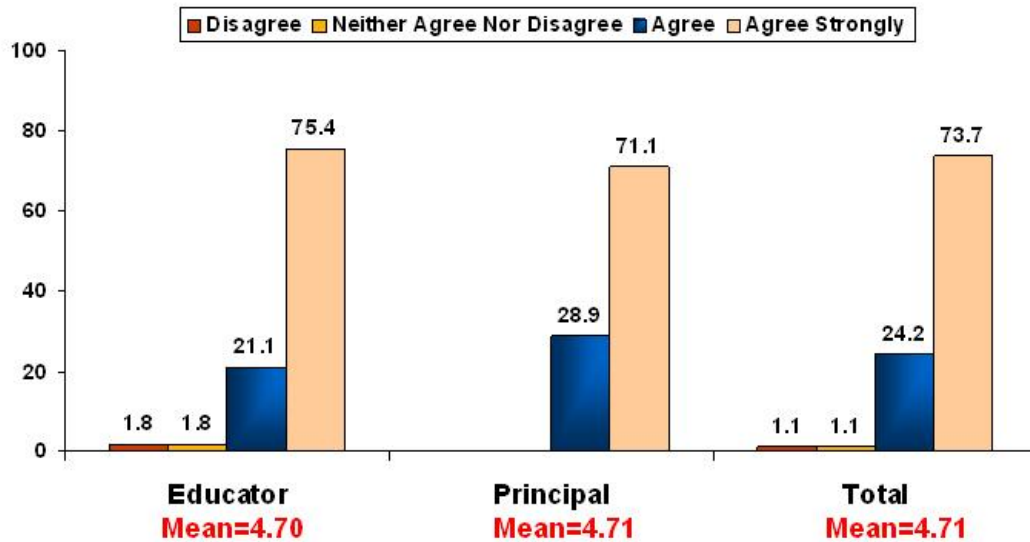
The facilitation skills have given me a better understanding of OBE



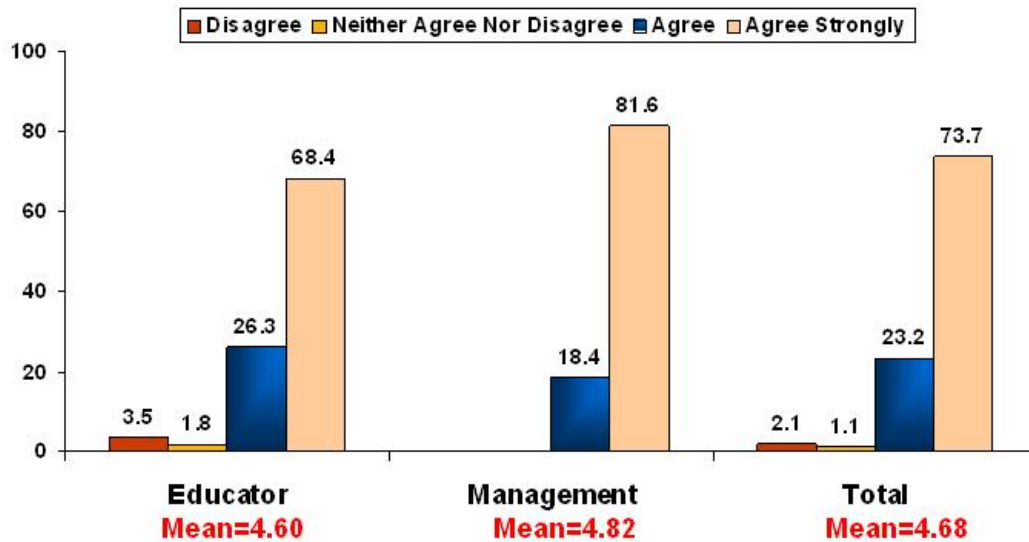
I am now able to work better in teams than I was before I received ICCE training



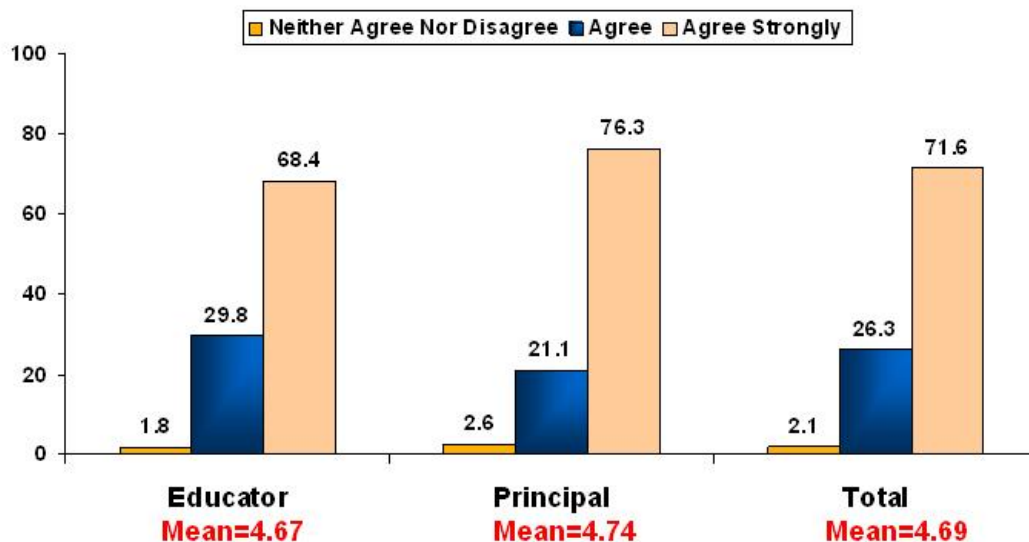
Working in teams has enhanced my confidence as I am now express myself freely



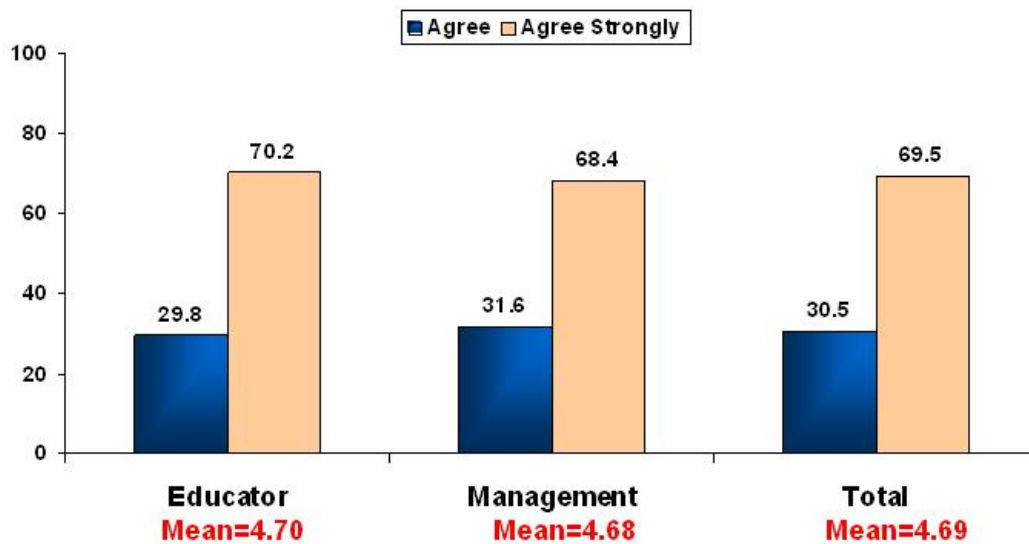
I find co-facilitation to be more effective than individual facilitation where there is lack of mutual support



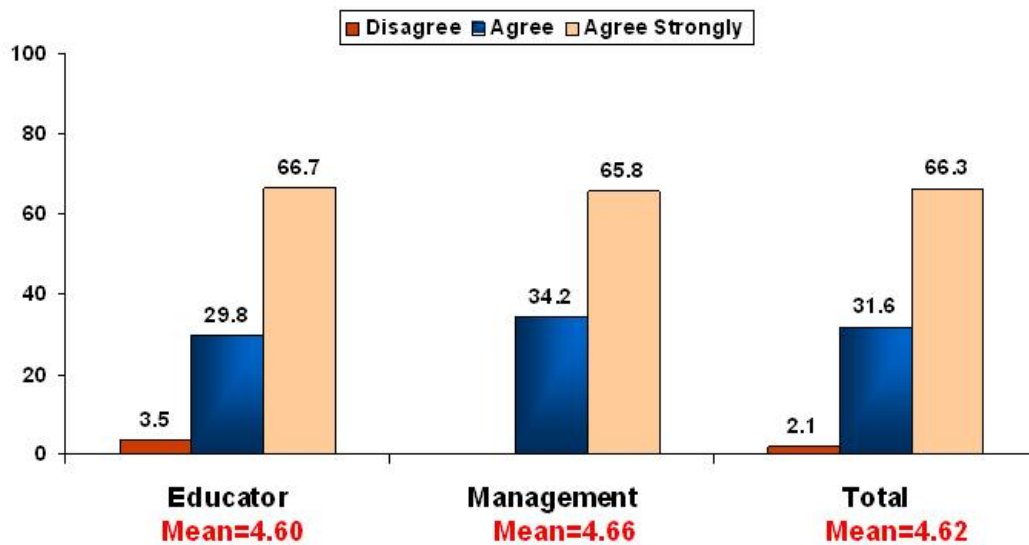
Working in teams help reduce the level of fear when handling a knew topic



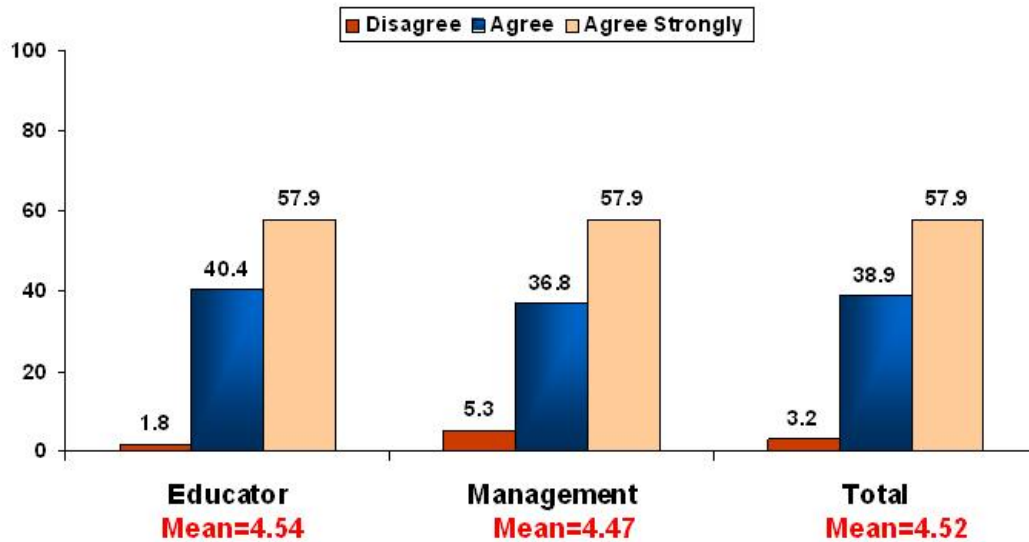
Working in teams has made me realise the importance of continual reflection on my activities as an effective educator



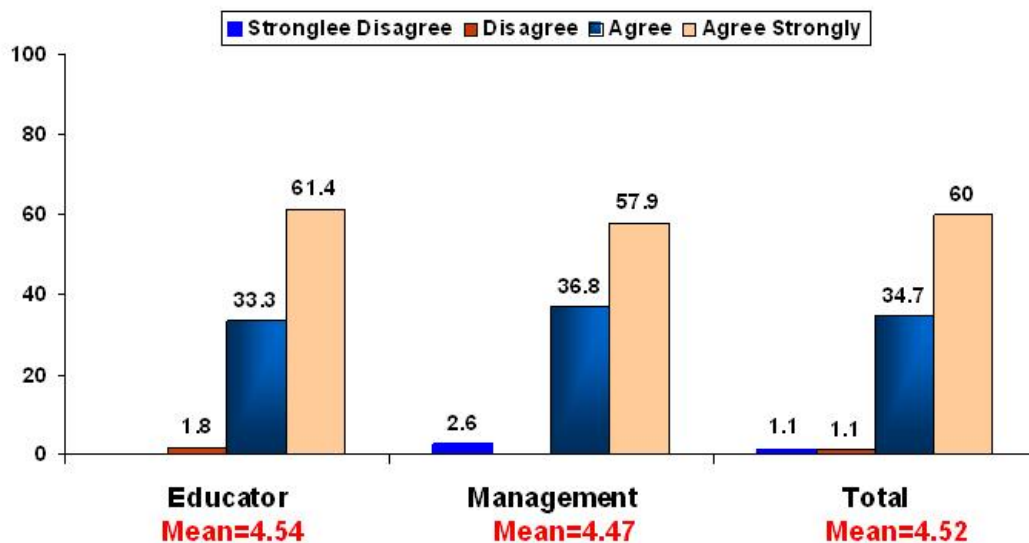
Using comments from my team members, I am able to reflect better on my performance



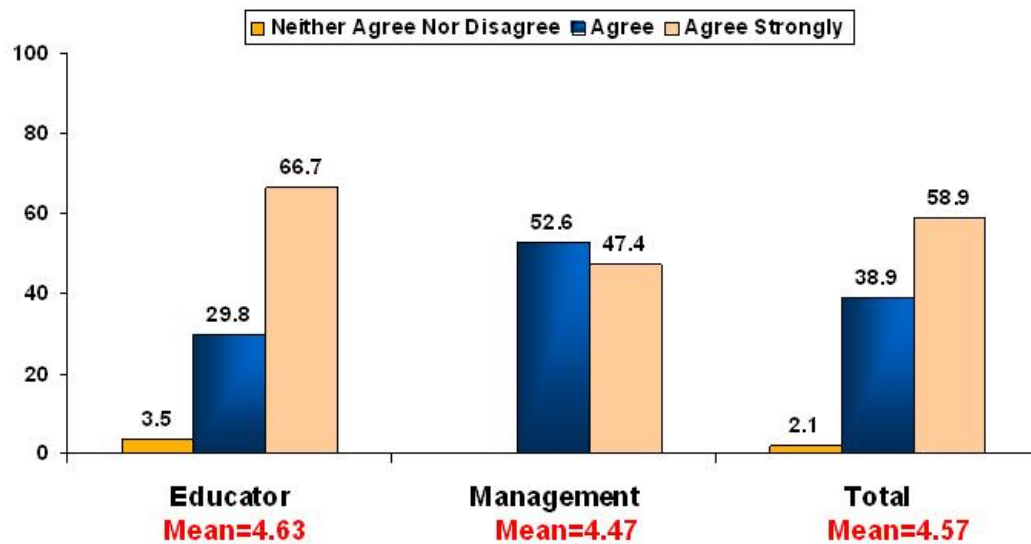
ICCE training has helped me with my professional growth as my values and beliefs about teaching have improved



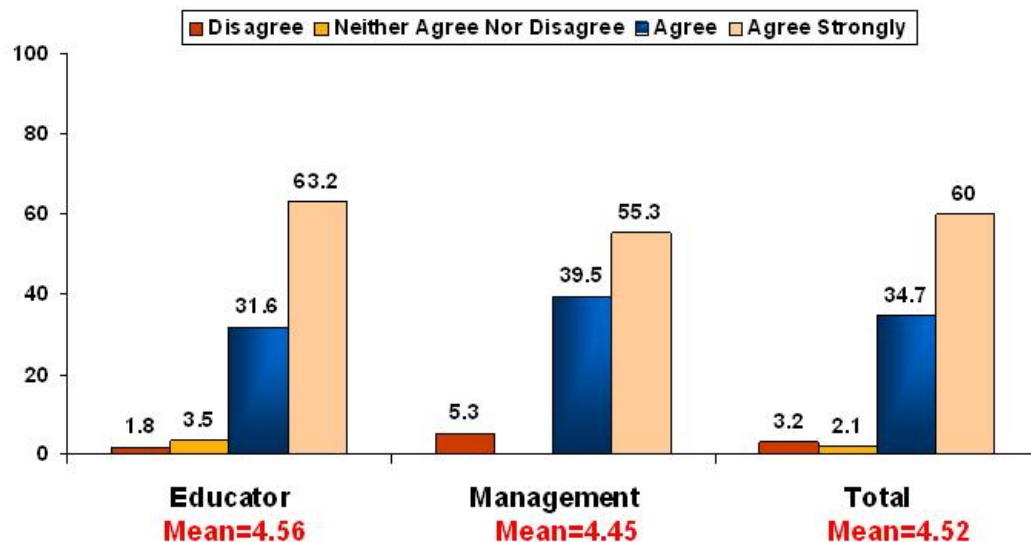
The method of being compelled to working in teams has enhanced my confidence as an educator



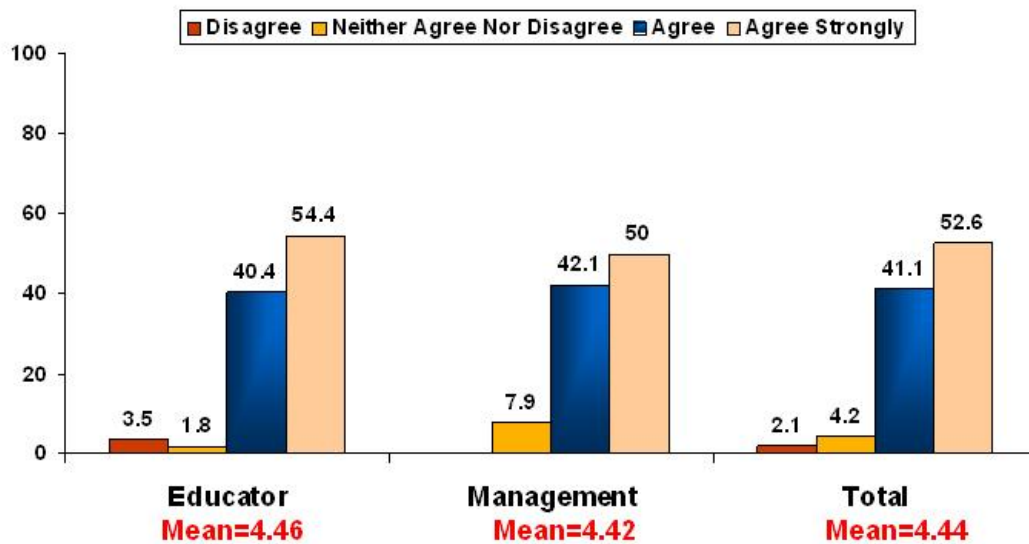
The planning sessions prior to conducting a workshop have helped me reflect more on my planning as an educator



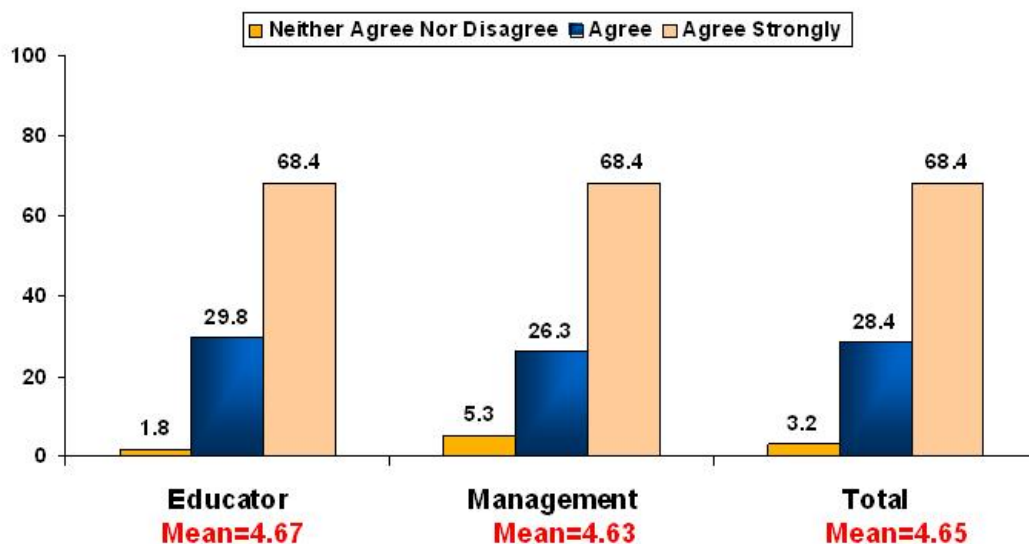
The method of presenting my slot to my team members during planning sessions has improved my preparation skills as an educator



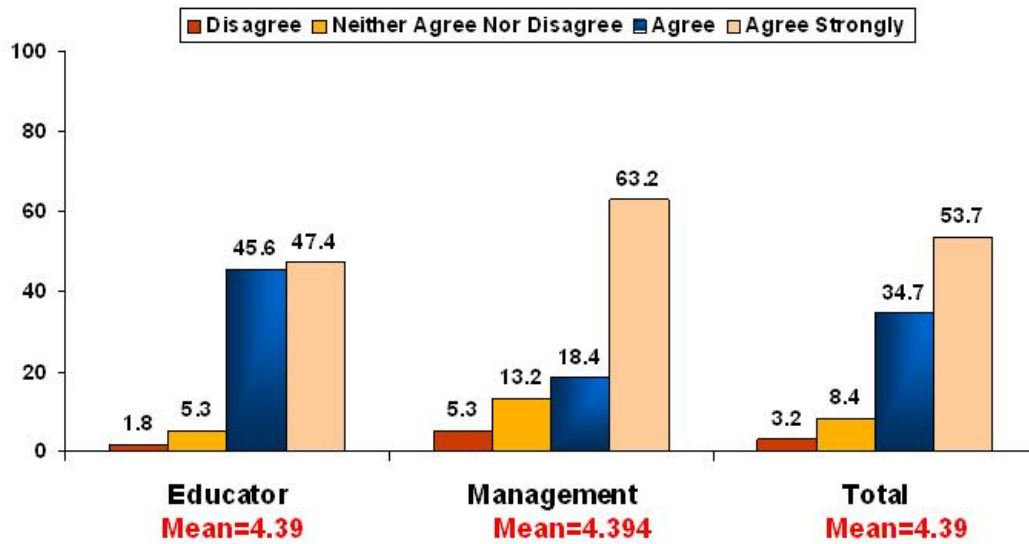
The method of encouraging participants to open up and participate has improved my skill of teaching to be in line with the OBE policy



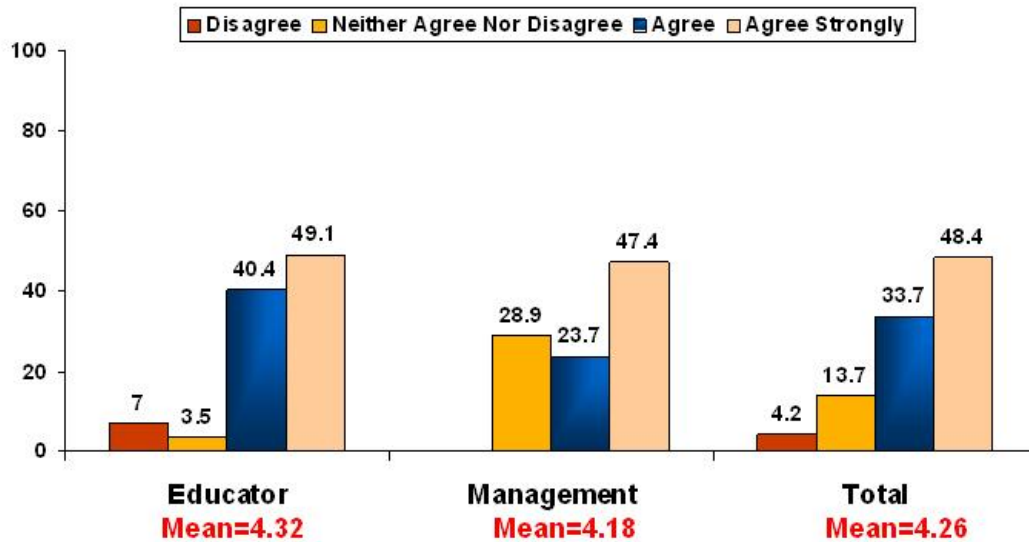
The facilitation skills have positively influenced my leadership style in my work.



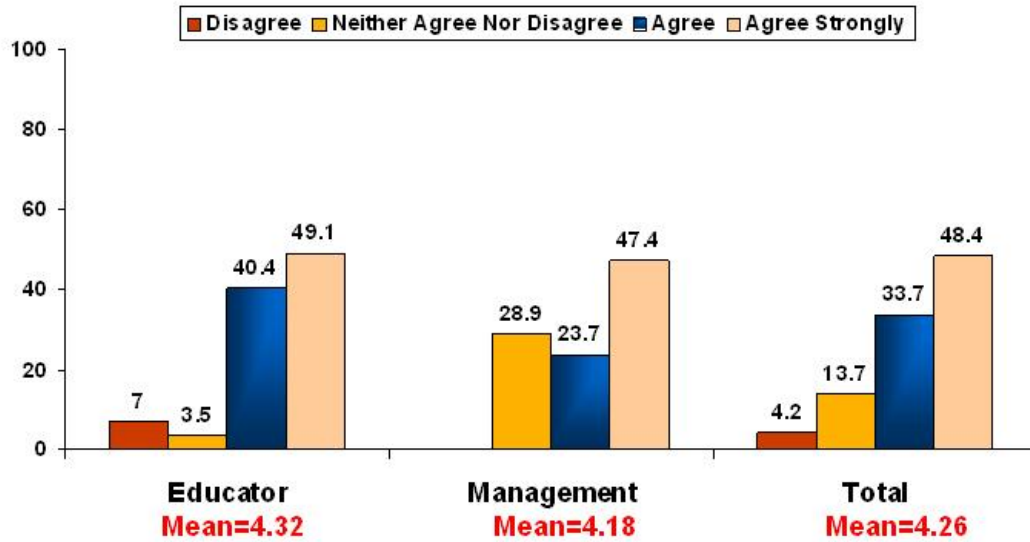
I have been able to introduce some changes in my school



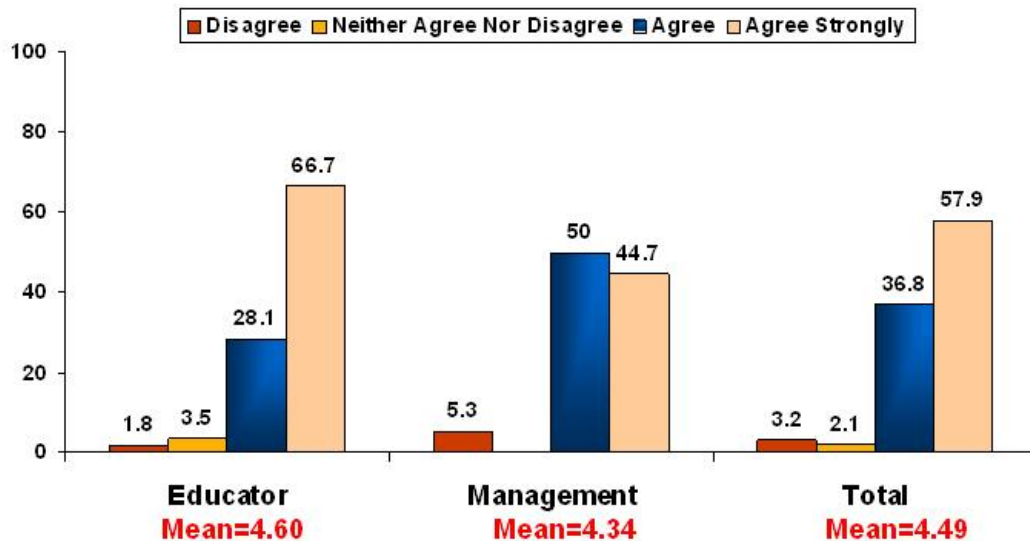
With my involvement at ICCE my leadership style has changed from being autocratic to being collaborative



With my involvement at ICCE my leadership style has changed from being autocratic to being collaborative



The ICCE facilitation skills have given me confidence to know when to instruct and when to delegate



Working in teams at ICCE has taught me that leadership is a shared function in School Management Teams

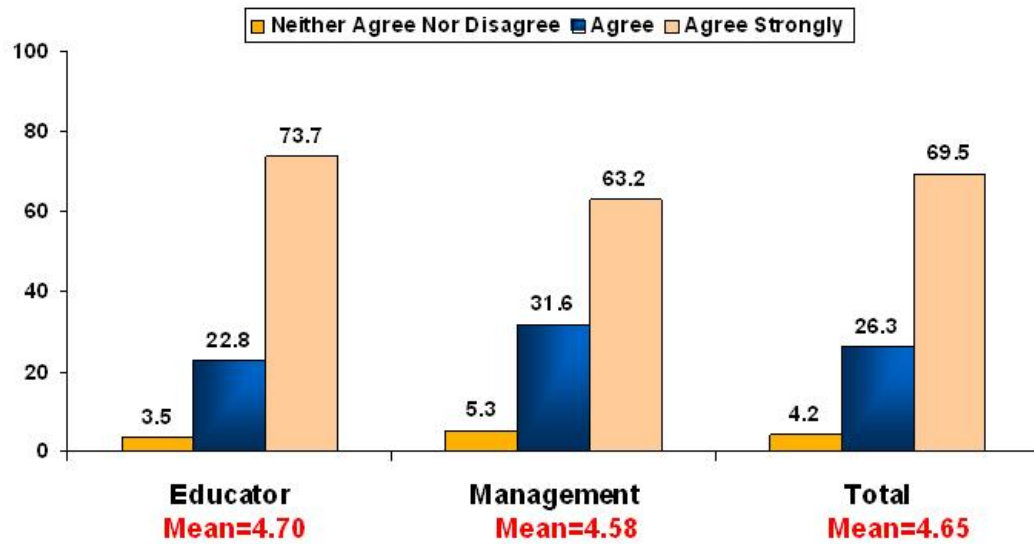


Table 4.1 – Total number of Teachers and Principles Participating*Table 4.2 - Location of Schools: Region*

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Ethekekwini | 47 | 49.5 | 49.5 | 49.5 |
| U Thukela | 20 | 21.1 | 21.1 | 70.5 |
| Zululand | 11 | 11.6 | 11.6 | 82.1 |
| Pietermaritzburg | 17 | 17.9 | 17.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.3 - Name of the Ex-department of your school

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| H.O.D | 13 | 13.7 | 13.7 | 13.7 |
| H.O.R | 4 | 4.2 | 4.2 | 17.9 |
| D.E.T | 13 | 13.7 | 13.7 | 31.6 |
| KDEC | 65 | 68.4 | 68.4 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.4 - Classification of School

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------|-----------|---------|---------------|--------------------|
| Primary | 71 | 74.7 | 74.7 | 74.7 |
| Secondary | 6 | 6.3 | 6.3 | 81.1 |
| Combined | 10 | 10.5 | 10.5 | 91.6 |
| High School | 8 | 8.4 | 8.4 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.5 - Respondents Post Level

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|-----------|---------|---------------|--------------------|
| Principal | 31 | 32.6 | 32.6 | 32.6 |
| Deputy Principal | 11 | 11.6 | 11.6 | 44.2 |
| H.O.D | 23 | 24.2 | 24.2 | 68.4 |
| Teacher | 30 | 31.6 | 31.6 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.6 - Respondent's Gender

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Female | 59 | 62.1 | 62.1 | 62.1 |
| Male | 36 | 37.9 | 37.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.7 - Respondent's Age group

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| 31 - 40 years | 39 | 41.1 | 41.1 | 41.1 |
| 41 - 50 years | 43 | 45.3 | 45.3 | 86.3 |
| 51 - 60 years | 13 | 13.7 | 13.7 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.8 - Formal Qualification

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------------|-----------|---------|---------------|--------------------|
| 2 year diploma | 3 | 3.2 | 3.2 | 3.2 |
| 3 year diploma | 33 | 34.7 | 34.7 | 37.9 |
| Degree | 3 | 3.2 | 3.2 | 41.1 |
| Degree and Diploma | 31 | 32.6 | 32.6 | 73.7 |
| More than one degree | 16 | 16.8 | 16.8 | 90.5 |
| 4 year diploma | 9 | 9.5 | 9.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.9 - Respondent's teaching experience

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|-----------|---------|---------------|--------------------|
| 0 - 5 years | 3 | 3.2 | 3.2 | 3.2 |
| 6 -10 years | 15 | 15.8 | 15.8 | 18.9 |
| 11 - 20 years | 43 | 45.3 | 45.3 | 64.2 |
| 21-30 years | 30 | 31.6 | 31.6 | 95.8 |
| 31 and above | 4 | 4.2 | 4.2 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.11 - ICCE training has enhanced my skills in assessing the participation of my colleagues

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 3 | 3.2 | 3.2 | 3.2 |
| Agree | 39 | 41.1 | 41.1 | 44.2 |
| Strongly Agree | 53 | 55.8 | 55.8 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.12 - Using the training skills from ICCE, I have been able to encourage participants to participate freely, raising their concerns.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 2 | 2.1 | 2.1 | 3.2 |
| Agree | 36 | 37.9 | 37.9 | 41.1 |
| Strongly Agree | 56 | 58.9 | 58.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.13 - ICCE has skilled me to be more of a facilitator than a dictator.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Agree | 19 | 20.0 | 20.0 | 21.1 |
| Strongly Agree | 75 | 78.9 | 78.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.14 - I have had management support to run workshops at my school

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 6 | 6.3 | 6.3 | 6.3 |
| Disagree | 5 | 5.3 | 5.3 | 11.6 |
| Neutral | 15 | 15.8 | 15.8 | 27.4 |
| Agree | 35 | 36.8 | 36.8 | 64.2 |
| Strongly Agree | 34 | 35.8 | 35.8 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.15 - I have had management support to attend workshops outside my school.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 2 | 2.1 | 2.1 | 2.1 |
| Disagree | 10 | 10.5 | 10.5 | 12.6 |
| Neutral | 12 | 12.6 | 12.6 | 25.3 |
| Agree | 24 | 25.3 | 25.3 | 50.5 |
| Strongly Agree | 47 | 49.5 | 49.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.16 - Resources to run school based workshops were adequate

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Disagree | 19 | 20.0 | 20.0 | 21.1 |
| Neutral | 21 | 22.1 | 22.1 | 43.2 |
| Agree | 25 | 26.3 | 26.3 | 69.5 |
| Strongly Agree | 29 | 30.5 | 30.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.17 - I am now able to contribute to staff development programmes, which is something I could not do before getting ICCE training.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-----------|---------|---------------|--------------------|
| Strongly Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Disagree | 3 | 3.2 | 3.2 | 4.2 |
| Neutral | 6 | 6.3 | 6.3 | 10.5 |
| Agree | 38 | 40.0 | 40.0 | 50.5 |
| Strongly Agree | 47 | 49.5 | 49.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.18 - With my involvement at ICCE, my understanding of the Outcomes Based Education (OBE) policy has improved.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 10 | 10.5 | 10.5 | 11.6 |
| Agree | 37 | 38.9 | 38.9 | 50.5 |
| Strongly Agree | 47 | 49.5 | 49.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.19 - I am now able to share and explain the significance of OBE policy to my colleagues.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 8 | 8.4 | 8.4 | 9.5 |
| Agree | 44 | 46.3 | 46.3 | 55.8 |
| Strongly Agree | 42 | 44.2 | 44.2 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.20 - A better understanding of O.B.E. has enhanced my facilitation skills as an teacher.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 9 | 9.5 | 9.5 | 10.5 |
| Agree | 37 | 38.9 | 38.9 | 49.5 |
| Strongly Agree | 48 | 50.5 | 50.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.21 - I am now able to implement Outcomes Based Education (OBE).

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 7 | 7.4 | 7.4 | 8.4 |
| Agree | 48 | 50.5 | 50.5 | 58.9 |
| Strongly Agree | 39 | 41.1 | 41.1 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.22 - My knowledge of OBE has been enhanced with my involvement at ICCE

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 5 | 5.3 | 5.3 | 6.3 |
| Agree | 42 | 44.2 | 44.2 | 50.5 |
| Strongly Agree | 47 | 49.5 | 49.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.23 - The facilitation skills have given me a better understanding of OBE

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 2 | 2.1 | 2.1 | 2.1 |
| Neutral | 6 | 6.3 | 6.3 | 8.4 |
| Agree | 39 | 41.1 | 41.1 | 49.5 |
| Strongly Agree | 48 | 50.5 | 50.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.24 - I am now able to work better in teams than I was before I received ICCE training.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 2 | 2.1 | 2.1 | 2.1 |
| Agree | 37 | 38.9 | 38.9 | 41.1 |
| Strongly Agree | 56 | 58.9 | 58.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.25 - Working in teams has enhanced my confidence, as I am now able to express myself freely.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 1 | 1.1 | 1.1 | 2.1 |
| Agree | 23 | 24.2 | 24.2 | 26.3 |
| Strongly Agree | 70 | 73.7 | 73.7 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.26 - I find co-facilitation to be more effective than individual facilitation where there is lack of mutual support.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 2 | 2.1 | 2.1 | 2.1 |
| Neutral | 1 | 1.1 | 1.1 | 3.2 |
| Agree | 22 | 23.2 | 23.2 | 26.3 |
| Strongly Agree | 70 | 73.7 | 73.7 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.27 - Working in teams help reduce the level of fear when handling new topic.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Neutral | 2 | 2.1 | 2.1 | 2.1 |
| Agree | 25 | 26.3 | 26.3 | 28.4 |
| Strongly Agree | 68 | 71.6 | 71.6 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.28 - Working in teams has made me realize the importance of continual reflection on my activities as an effective teacher.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Agree | 29 | 30.5 | 30.5 | 30.5 |
| Strongly Agree | 66 | 69.5 | 69.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.29 - Using comments from my team members, I am able to reflect better on my performance.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 2 | 2.1 | 2.1 | 2.1 |
| Agree | 30 | 31.6 | 31.6 | 33.7 |
| Strongly Agree | 63 | 66.3 | 66.3 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.30 - ICCE training has helped me with my professional growth as my values and beliefs about teaching have improved.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 3 | 3.2 | 3.2 | 3.2 |
| Agree | 37 | 38.9 | 38.9 | 42.1 |
| Strongly Agree | 55 | 57.9 | 57.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.31 - The method of being compelled to working in teams has enhanced my confidence as an teacher.

| | Freque ncy | Percent | Valid Percent | Cumulative Percent |
|-------------------|---------------|---------|------------------|-----------------------|
| Strongly Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Disagree | 1 | 1.1 | 1.1 | 2.1 |
| Neutral | 3 | 3.2 | 3.2 | 5.3 |
| Agree | 33 | 34.7 | 34.7 | 40.0 |
| Strongly Agree | 57 | 60.0 | 60.0 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.32 - The planning sessions prior to conducting a workshop have helped me reflect more on my planning as an teacher.

| | Freque ncy | Percent | Valid Percent | Cumulative Percent |
|----------------|---------------|---------|------------------|-----------------------|
| Neutral | 2 | 2.1 | 2.1 | 2.1 |
| Agree | 37 | 38.9 | 38.9 | 41.1 |
| Strongly Agree | 56 | 58.9 | 58.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.33 - The method of presenting my slot to my team members during planning sessions has improved my preparation skills as an teacher.

| | Freque ncy | Percent | Valid Percent | Cumulative Percent |
|----------------|---------------|---------|------------------|-----------------------|
| Disagree | 3 | 3.2 | 3.2 | 3.2 |
| Neutral | 2 | 2.1 | 2.1 | 5.3 |
| Agree | 33 | 34.7 | 34.7 | 40.0 |
| Strongly Agree | 57 | 60.0 | 60.0 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.34 - The method of encouraging participants to open up and participate has improved my skill of teaching to be in line with the OBE policy.

| | Freque ncy | Percent | Valid Percent | Cumulative Percent |
|----------------|---------------|---------|------------------|-----------------------|
| Disagree | 2 | 2.1 | 2.1 | 2.1 |
| Neutral | 4 | 4.2 | 4.2 | 6.3 |
| Agree | 39 | 41.1 | 41.1 | 47.4 |
| Strongly Agree | 50 | 52.6 | 52.6 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.35 - The facilitation skills have positively influenced my leadership style in my work.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Neutral | 3 | 3.2 | 3.2 | 3.2 |
| Agree | 27 | 28.4 | 28.4 | 31.6 |
| Strongly Agree | 65 | 68.4 | 68.4 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.36 - I have been able to introduce some changes in my school

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 3 | 3.2 | 3.2 | 3.2 |
| Neutral | 8 | 8.4 | 8.4 | 11.6 |
| Agree | 33 | 34.7 | 34.7 | 46.3 |
| Strongly Agree | 51 | 53.7 | 53.7 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.37 - With my involvement at ICCE my leadership style has changed from being autocratic to being collaborative.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 4 | 4.2 | 4.2 | 4.2 |
| Neutral | 13 | 13.7 | 13.7 | 17.9 |
| Agree | 32 | 33.7 | 33.7 | 51.6 |
| Strongly Agree | 46 | 48.4 | 48.4 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.38 - The ICCE facilitation skills have given me confidence to know when to instruct and when to delegate.

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 3 | 3.2 | 3.2 | 3.2 |
| Neutral | 2 | 2.1 | 2.1 | 5.3 |
| Agree | 35 | 36.8 | 36.8 | 42.1 |
| Strongly Agree | 55 | 57.9 | 57.9 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.39 - Working in teams at ICCE has taught me that leadership is a shared function in School Management Teams

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Neutral | 4 | 4.2 | 4.2 | 4.2 |
| Agree | 25 | 26.3 | 26.3 | 30.5 |
| Strongly Agree | 66 | 69.5 | 69.5 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.40 - Facilitate activity

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Yes | 84 | 88.4 | 88.4 | 88.4 |
| No | 11 | 11.6 | 11.6 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.41 - School Based Inset

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 8 | 8.4 | 8.4 | 9.5 |
| Agree | 60 | 63.2 | 63.2 | 72.6 |
| Strongly Agree | 26 | 27.4 | 27.4 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.42 - Policy Documents

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 8 | 8.4 | 8.4 | 9.5 |
| Agree | 44 | 46.3 | 46.3 | 55.8 |
| Strongly Agree | 42 | 44.2 | 44.2 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.43 - Teams and Co-Facilitation

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Neutral | 2 | 2.1 | 2.1 | 2.1 |
| Agree | 31 | 32.6 | 32.6 | 34.7 |
| Strongly Agree | 62 | 65.3 | 65.3 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.44 - Methodology

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Disagree | 1 | 1.1 | 1.1 | 1.1 |
| Neutral | 4 | 4.2 | 4.2 | 5.3 |
| Agree | 50 | 52.6 | 52.6 | 57.9 |
| Strongly Agree | 40 | 42.1 | 42.1 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Table 4.45 - Leadership Skills

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Neutral | 6 | 6.3 | 6.3 | 6.3 |
| Agree | 45 | 47.4 | 47.4 | 53.7 |
| Strongly Agree | 44 | 46.3 | 46.3 | 100.0 |
| Total | 95 | 100.0 | 100.0 | |

Appendix 5 : Interview Schedule for the Focus-Group of Facilitators

**INTERVIEW SCHEDULE FOR THE FOCUS GROUP OF FACILITATORS
SEMI-STRUCTURED QUESTIONS FOR STIMULUS RECALL SESSION:
FACILITATORS’ COMMENTARIES ON THE VEDEOTAPED LESSON OF
FACILITATORS**

This interview schedule will be used to probe facilitators’ comments on a videotaped lesson for one period of their facilitation session. The interview will take place soon after facilitation using the video as stimulus. The facilitator will view the video of his/her lesson. During viewing of the video, the facilitator will be asked to stop the video at any point using a remote control to provide reasons why he/she chose to facilitate in a particular way. The semi-structured questions below will be used to prompt responses during the stimulated recall session.

The purpose of this interview is to focus more deeply on:

- How do Facilitators facilitate after the introduction of OBE
- Why do Facilitators facilitate the way they do? For example, the use of methodology, content material, facilitating aids, etc)
- Did the process of facilitation

- Influence facilitator's understanding (thinking) of their own professional practice?
- Change practice?
- Contribute to professional development?

REFLECTIVE INTERVIEW QUESTIONS AFTER A FACILITATION SESSION

A. Before watching the video tape

1. What did you hope to achieve in this session? Do you think you have achieved what you set out to do? Why/Why not?

B. During watching the video tape

2. Why did you use the methodology, strategy, content, facilitation aids, etc, during your presentation? (This is based on the videotaped session).
3. Could you explain more about why you handled this issue (from session) in that manner? (Policy adherence, house keeping, co-facilitation, probing, reflective questioning, administrative requirements, moral, ethical, human rights and democracy).
4. Where did you learn to use the above?
5. Have you facilitated this session the same way previously? Why/Why not?
6. How has the process of self-appraisal influenced your planning and presentation?
7. How has the group reflection (post-mortem) influenced you?
 - What did you do before and how is this training process different from what you used to do?
 - What role did the peers play in enhancing the following
 - (a) Knowledge
 - (b) Facilitation skills
 - (c) Changing practices
8. Identify any part you found challenging in the whole process. Pick this part out and tell me why you found it challenging.

C. After watching the video tape

9. Do you think that theory or any policy influenced the reasons for the way you facilitated?
10. What would you consider to be the strongest influence/s affecting the choices/actions that you demonstrated in this lesson?

1. POLICIES AND PROGRAMMES

1.1 Curriculum 2005 policy document

1.1.1 Policies/programs (such as AIDS/HIV, C2005, COLTS etc)

1.2 Departmental workshops

1.3 DAS

2. PRACTICE/ THE SCHOOL

2.1 school context

2.1.1 particular participants in this workshop (background, experiences, cultures, race, etc)

3. RESEARCH AND PUBLICISED MATERIAL

3.1.1 reading of research: on methodology, content material, participant performance, etc)

3.2 several published facilitating guides

4. YOUR IDENTITY

4.1 personal background/biography.

Thank you for participating in the stimulated recall interview.

Appendix 6 Focus Group Responses

FOCUS GROUP : TRAINED FACILITATORS FROM MSINGA

This is a group of facilitators who had just finished their "Test Course" They were given a Facilitations Skills workshop, after which they had to prepare for their own workshop which they had to conduct under the supervision of the old facilitators who gave them initial training. This kind of workshop is called the "Test Course"

TEAMS

Teamwork is one of the major mind shift that a facilitator has to make. The ICCE model does not permit individual facilitation, as most teachers would do in a normal classroom situation in their schools. Facilitators have to work together in teams of three at the most. Curriculum planning for both content and activities is done jointly, with every member contributing to the nature of the workshop from beginning to end. Activities are discussed such that each member knows exactly what and how his/her slot as well as the other slots will be handled. This automatically means that power base shifts from one individual and becomes a shared commodity amongst all facilitators as a team. This sharing goes as far as giving each other support when one member is on the floor. The facilitator handling a specific session to give further clarity though not handling the slot directly can call upon other co-facilitators and explanations on aspects not particularly clear to the colleague on the floor.

Most teachers come into the facilitation skills workshop with their teaching experiences, which in most cases dictates to the one teacher, one chalk, one chalkboard approach. The idea of co-facilitation is still a new concept requiring a complete change of attitude and practice in teacher's engagements in the classroom. This being a new concept, is not easy and can be found to be somewhat uncomfortable as it may be threatening the teacher's power base of being "an expert" "a know all" about the particular subject area.

On the other hand, I found that this idea of co-facilitation can be linked to the social constructivist frame work where knowledge can be constructed jointly by both theorists and practitioners.

Ms Dlaladlala :When someone (one of us as facilitators) is reporting, you as a group member, should support her; The HIV/AIDS workshop made me realize that we as managers needed a drastic change in our management style. We use to "block" teachers. Now I realized that we need one another to develop and enhance interaction

METHODOLOGY

The method of training facilitators is generally along the lines of participant active engagement and participation. The trainers will deliberately design a programme with activities more for the participant's full engagement than for the facilitator. The following are comments from the teachers who had completed the facilitation's skills workshop and were being evaluated by their trainers as thy were conducting a workshop.

When doing connections, I find that I am already setting the tone for my workshop. I am framing it

SIPHO: " The participatory approach helped me as I gained a lot of information from the participants"

ICCE showed me how to prepare a script, which I found to be the heart of what has to be done. -I could call it a map, or a guideline because it must reflect what the participants have to achieve. I have since changed the style of my daily preparations for my Learning Area in Geography. The Department needs to use the ICCE approach to train other facilitators

MAKHOSI:" It goes in line with the OBE -approach, as we have to work in groups- in the buzz groups we have to give activities for participants. This helps them to unlock the knowledge they may have

Ms DLALADLALA : " I also gained a lot on time management- II head about time management, but experience is different from theory"

Ice-Breakers are good because they make the participants to think on their feet.

Ms NKWEZELA- a trainer and main facilitator;"I was humbled by the trainees (DRY RUNS) these are like mock sessions where trainees present to one another.

SPHANDLA MZOLO: "- The style used at Ikwezi helps trainees to gain confidence

SIHLE MTHUNZI: -the step-by-step methodology of grouping participants helped me a lot- I learnt to be logical in all I was doing.

CONNECTION\ICE-BREAKERS

Ms DLALADLALA:" Ice-breaking helps participants to know one another. It helps everybody to be creative, as they have to answer on their feet.

I find that I can use it to connect to their inner strength and be happy and also call one another by name.

Ms NKWEZELA:" Managers are normally rigid (by virtue of their roles) in my workshops, and I find that energizers do make them relax.

Sipho Buyile:" They set the tone.

Sipho Buyile

These were naturally formulated even during meals as we were queuing, facilitators were mixing with participants

POLICIES:

Ms Dlaladlala :" ICCE approach integrates policy and implementation

Makhosi :" Talking about putting policy into practice, I now know how to implement workshops. In the past at my school, policies were received and put on the shelves, now with the help of ICCE I'm now able to implement.

Policies influenced me a lot. I had theory ICCE gave me practice for implementation. I also got transformational policies.

I also think racial balance is crucial for change.

Sipho : "Theory and practice have enhanced my participation and better understanding of organizational leadership. Material offered at Ikhwezi assisted my facilitation.

When I went back to school I asked for policies and I studied them and I realized that the available policies are there to support O.B.E. I then explained to my stakeholders the importance of policies like DAS.

My school was like "ihlathi" a laissez-faire type of a school- but I came up with suggestions that the school should be changed.

TRANSFORMATION

Sipho:" The method is transformational. I am applying DAS in my school since I've been trained, and I find that that members are now positive about policies they were negative before. There is now a noticeable change in my school since my involvement with ICCE.

I am now a leader with a difference, even though I'm seen as a threat.

Swazi:" I had to re-read my policies. From the HIV/AIDS workshop, I took something from there, and then I had to correct something when I went back to my school. I am now a reader

LANGUAGE

Some participants were using isZulu because they wanted to be comfortable

Exposure to other races gave me confidence. You see my background was a stumbling block. In the rural areas the greatest barrier is -language

PERCEPTIONS

Swazi :I was afraid of Mr Bean- I heard that he was from a university (confused SACOL with university) The way he talked English made me feel inferior knowing that English is not my

mother tongue (racial barriers- China is a South African Coloured) I am not used to working with coloureds.

Sindy "When I heard that Kangi is doing her P.HD. I was scared. You see where we come from-in the rural areas; there is some kind of stigma with people who are learned- (how will I interpret this?)

TECHNOLOGICAL SUPPORT- OHP

Makhosi Mtaka :I was using it for the first time and I was scared. These are not available in our schools, but I find them useful instead of the chalk boards- they save time

Swazi :I was dependant on ICCE to help me- I was sweating and I was happy to get support from one of the old facilitators Sphe Zulu who was very supportive

Makhosi :During the second slot- I was very nervous. I was thinking very much about the active participants, and me with my rural background from uMsinga I was nervous. Support from the experienced facilitators gave me confidence (ADVANTAGES AND DISADVANTAGES OF CO-FACILITATION) VICTORIA" the level of co-facilitation was extremely high- trust from facilitators gave me confidence

Appendix 7: Second interviews

Khanda Mpondo: I'm Khanda Mpondo from Induna Combined Primary School at Umlazi. I'm a post Level 1 teacher.

Phakama: And your participation?

Khanda Mpondo: I've been involved with Ikhwezi for quite a long time. I'm comfortable with participating in this process.

Morten Andersen: I'm Morten Andersen; I'm a teacher at Newlands New Secondary School, a Level 1 teacher. I'm also currently here at the University of KZN doing learning areas studies and creative science and technology, and I'm blessed to do this for the first time, and I'm quite comfortable with participating in this discussion.

Ebony Zulu: I'm Ebony Zulu, deputy principal at Ikhosi Primary School. I am quite involved with Ikhwezi and I'm comfortable participating in this discussion.

Ziphihli Tulo: I'm Ziphihli Tulo, a post Level 1 principal of (Inaudible) Junior Primary School and I'm also a student here at the campus under teacher development, and I'm comfortable to participate.

Phakama: Thank you very much. I'm sure that this process of just being here will also give you an indication of what you need to in order to develop further, should you want to question now from this. It's a really great opportunity, thank you very much. I'm now going to hand you over to Kangi who will take you through. What will happen is Kangi will ask you a set of questions, I may just join in or extend it, or I may just probe a little bit more, get a little bit more information from that, and it's her studies, so she will do all of it, but I'm just her supervisor, I'm supposed to walk alongside her. The type of questions relate specifically to your engagement with the project, and with this part of teacher development activities at Ikhwezi, and your experience and feelings about this as you engage in the programme, as well as, as you go back to your schools and what happens there.

Kangi: Thanks colleagues for making yourselves available, and thanks for the support you are giving me. I think the first question, as we have indicated; we just want to find out whether prior to your involvement at Ikhwezi you engaged in any other teacher development programmes.

Morten Andersen: In fact our studies.

Kangi: Your studies, yes.

Phakama: We're just going through introductions at the moment. I am Dr Larry ? and I'm Peggy's supervisor and just to explain the purpose of this interview. It is on the part of developing the doctoral thesis of Peggy's and although she has collected sufficient information we adjusted as we go along with our lives, so this interview involves filling in the gaps. We did ask each person to introduce themselves and to indicate whether they are happy to participate in this because for the core purposes we have to be clear that every person that is participating is doing so voluntarily, knowing what they're coming into. For the record please state your name.

Khanyisile Boom: I'm Khanyisile Boom , an Ikhwezi facilitator and school principal. I was employed at Loseneath Primary School. I'm the new one here.

Phakama : And you're happy to participate?

Khanyisile Boom : Yes.

Phakama : Thank you very much.

Kangi: Thanks. Okay, just to recap on our questions, the first question. Before joining Ikhwezi, an institution that offered programmes on teaching, were you exposed to any other programmes?

Phakama : It could be school based or organised.

Morten Andersen : Ja, that was what I was trying to clear up, because for myself I came out with a basic third year and then I went to Rhodes and I did my fourth year. Then I was at NCE for a short while and I then came to the then Natal, where I did my BA Ed and my Masters, so I don't know if those count.

Phakama : Well, I mean, those are...

Morten Andersen : Because Ikhwezi's programmes, I find them very different, the programme, the approach, the methodology, and it's quite an exciting package that Ikhwezi offers. So I say besides that formal engagement and the question of my qualifications and that there, I have not been involved in a programme similar to what Ikhwezi offers until I came to Ikhwezi in 1997, '98.

Phakama : What about others that you've been exposed to?

Ebony Zulu : Ja, I was as an teacher, a teacher, one was supposed to go to Pretoria as a public, Mamelodi, where one would go for three days or maybe one week just for curriculum development. Well, it was an intense sort of teacher development, based on the curriculum but one wonders how much impact of that one week stayed, or three days stayed there at Mamelodi had on ploughing back. It is after my joining Ikhwezi, being involved with Ikhwezi to see that there is a difference between the approach then and the approach here at Ikhwezi, so I find Ikhwezi's approach very much informative and also superior to the ones I used to attend at Pretoria.

Phakama : Can I ask you more details about that, how that was, just for me to get a sense of the kind of, look if this, the information that we want is not just about doing studies or attending a one or two days workshop. It could range from, range to, for example, in your school when you get together as a group of people with different principles of life, different jobs, out of

school, you know the NTF3 where you are exposed to some kind of programmes and so on.

Morten Andersen: I was involved previously, prior to coming to Ikhwezi in teacher development (inaudible). Very early, I can think of one, it was co-ordinated by the Western Cape and Stellenbosch. It was called the (inaudible) programme for concerned teachers, where it was a two week practice in the applications where some of the, two professors took us through practical ways of doing things, and for me that was more focused on what was in the syllabus as was decided by Pretoria. It was just sharpening our content and maybe some skills in areas of speciality, whatever you were doing. Another was one with Rhodes as well, environmental education, that was similar to that, it was focusing more on what was in the syllabus.

Phakama : Content driven?

Morten Andersen : Ja, content driven, and of course some skills that need to go with that, how you would push that content, you need to have certain basic skills. Then of course from the Department, in terms of the introduction of this new curriculum in 2005, those workshops were also more like a rally. There were a whole lot of people telling you what to do, what they know, close to 300, 400 teachers of a certain subject and we were actually facilitated by one or two people. Again it was more authoritative because we were told to sit and listen and go back to your school and do what you hear the people say, the so-called experts on the stage, and without us interrupting him. We were even told “don’t interrupt”, and when people asked, when people finished the session they would say “I have to walk off now because I’m sure I have taken enough of my colleagues’ time”, and things, and then the colleague is now giving them strange looks because they need to now go, not allowing space for interaction or questions. Betty you want to ask a question...

Khanyisile Boom : Ja, I want to check, I thought the question just requires a ‘yes’ or a ‘no’. ja, and if that is the case then it’s yes.

Phakama : So you were exposed to, any specific types that you remember?

Khanyisile Boom : Well the Department as the employer, yes, did organise. We had people come in, for example there was a programme on ‘putting the heart back into teaching’.

Phakama : Advocacy?

Khanyisile Boom : Pardon?

Phakama: Advocacy?

Khanyisile Boom: No, no. it was really just exposing us to a methodology, that which we could use in our school. That was many years ago. Then there have been some other workshops along the way, you know, cascading information, basically cascading. And then actually they are divided into two, I would imagine, teacher development programmes. There’s the one for personal development, there’s the one for your teaching ability development, so ja, there were those on both ends, though one were, it was really just for my personal development.

Phakama : That came from study?

Khanyisile Boom : Mainly from study.

Phakama : Thanks.

Morten Andersen : There was one of note for me that I’ve just forgotten where I was trained by an official from the Provincial Labour Department in labour relations

where this person was not, nowhere near being an teacher in training. It didn't work, and they actually dealt with the whole manual, because it was a whole lever arch file where the stuff was added. I mean it was highly technical, it was very involved jargon, legal jargon, that you must go and apply. Again it was through a one direction kind of input, because I remember at that workshop where somebody who questioned was asked to leave the workshop. Maybe you remember that one.

Kangi:

Yes I do, ja.

Khanyisile Boom :

Before the meeting they did this?

Ebony Zulu :

Yes, I have been involved in a teacher development programme and I remember the one which was organised by, there was a company, it was Tops, which used to come with a teaching, mathematical instrument that they were promoting, that we should be using. But another programme which was by an English lady from London, it was Julie who also came to our circuit. It was mainly on content of English, as well as we used also to go to Mtholi Service Centre which was also called Khumalo Service Centre. There at that time it would no longer there where, but mostly it was based on mathematics, and it was after that that I actually became a teacher, also.

Phakama :

They talked about personal growth.

Ebony Zulu :

Ja.

Phakama :

And programmes to that, and content for that and teacher development. ***You've experienced the Ikhwezi model, now what are some of the distinguishing features of this model in comparison with the others that you've been exposed to?***

Khanyisile Boom :

It ***uses a hands-on approach*** and Ikhwezi is not limited or constrained by time, therefore just cascading information, but their approach is one of discussion, information sharing, brainstorming, ja, which did not exist at other platforms that were attempting to provide teacher training. ***That is one of the distinguishing factors.***

Khanda Mpondo :

What I like about it is that it has been driven by teachers who are willing to capacitate other teachers in such a way that they know what they have been doing at their workplaces.

Morten Andersen :

Okay, when I was first trained at Ikhwezi in 1997 it was a group of Danish lecturers and rectors that came down and that time we were going through a lot of transition here in South Africa. It was post 1994 and we were trying to bring democracy into the classroom, so the methods that they were using were democracy driven, where we were consulted in the training and every step of the way things were explained to us. There was no lack of content, content was big at that time. ***You need to know.*** Also the exercises, everything was planned and the preparation was drilled that ***you cannot face people unless you have been thoroughly prepared.*** That means thoroughness in your content knowledge, thoroughness in your methodology, but it was like going back to being trained 26 years ago as a teacher, the manner in which they taught us, but what came through that was very refreshing is that our ideas were taken and built on, so that recognition of prior knowledge that is spoken about so widely, that was inculcated in us at that time. It was that no one comes into any training at Ikhwezi as a tabula rassa, they come in with a richness of knowledge, and

it's to tap into that knowledge that they bring with them and get them to modify what they have and add onto that knowledge, so where we look at the current system of trying to inculcate reflection in our teaching, that there was, like, both in, it was a by-product that was not labelled at that time, but after a while we became critical of ourselves, which, where we evaluated ourselves, and self evaluation, where we went in and we worked with other people in our workshops and that, and we'd get feedback and we'll discuss the feedback, so that reflection is built into Ikhwezi's programme, so ideas, knowledge is tested on an ongoing basis.

Mangaliso Mshengu:

Quite a number of things stood out for me, and I *always reflect on*, the very first thing that we stand on is the connections, the so-called connections where *you connect to yourself, you connect to your peers, you connect to the facilitator, you connect to the topic the content, and you connect to whatever is going to be happening there*. I remember the sessions would start outside, in a convenience mode. There was a, in Hardy Road there was an old music school where there was a tree and we all sat around this tree and it showed how, how equal we were with the so-called experts that we didn't even see them as experts. *We saw them as our peers*, as colleagues, and we would all connect and there would be this togetherness before we entered this negotiated collaboration on education, this touching base with yourself, with nature, with your colleagues, and we at Ikhwezi, *for me, even in my own classroom when teaching in the school, I make sure there is some kind of connectedness, connections, before we begin any teaching and learning enterprise*.

The other thing that stood out for me was that fact that when we were probed by our facilitators they got responses. Our responses were reminiscent of the apartheid era where we responded to lecturers when we were at college, but those people, those lecturers kept on asking "what, okay, put Pretoria aside", because we we're quoting Pretoria, what quantities, what do you have to do in class, they said "okay, now you know all of that. *Put that one aside and tell me what you think, you, Tom. What does Tom think about this matter*", and that always stumped me and I couldn't say anything because there were no thoughts coming from Tom. The thoughts that Tom put forward were the ingrained ideas of the lengthy time of negligence in education for teacher development. So I was actually giving that out, and in it I think they were perfectly, they were not frustrated. They kept saying, you know, going back. Going back to the basics of what, in a way they were actually *soliciting your experiences by asking "what do you think"*, without telling that this whole thing is experience based. They kept going back and in the end we sort of got used to their approaches, that they would always be coming back to say "what do you think", "never mind what you know, what do you think, what do you feel about this idea", or "this concept", or "this developmental point that we are engaging in". The other point is where, there we also learned, education practices don't need a single person to be able to come up with that knowledge or ideas or whatever. You need, better ideas come up from bouncing your ideas off a team of people. *Everything was done as group work, there was never an individual activity at work on our own*. It was a big ship driven with the kind of

Reflections

Teams

previous development that I spoke about engaging that help. We would write a test and do that. The word ‘test’ never, ever came up in those kind of sessions, everything was ongoing. Even the word ‘assessment’ never was used, **there was a strong emphasis on reflection, keeping going back on what would you will do better, the next time** we get a chance like this what is it you need to do, and so your learning was conducted in that fashion. And I'm still going through those kind of processes in my own growth as I've just recently completed my Masters and I've gone to take it further to the next level.

Ebony Zulu: I rather, what I would like to say to that is that in the programmes at Ikhwezi, they meet the expectations of the participants, and if they don't want that part, or that particular, they follow us to meet those expectations of their participants.

Mangaliso Mshengu: If I could add, Ikhwezi programmes are, so to say, they are not totalitarian, they are not just a top down kind of thing, something that we used to experience in the past, so you are an agency person, therefore you are taught 1, 2, 3. **And also Ikhwezi programmes have a high level of commitment**, so if you are an Ikhwezi facilitator or you are involved in Ikhwezi activities, you won't win if you're not highly committed. So I think those of us who have been with Ikhwezi since 1997, so they speak volumes about this high level of commitment, people who are just, who go there for the sake of going there, they don't last. They simply fizzle out. And then also a third point is the **Ikhwezi programmes emphasise very much on being creative, innovative**, so nobody designs anything for you so you are guided and you work on a programme that you can, at the end of the day, go on to say “I am part and parcel of this, so I know how these things work since they started, and how it started, so I can now perfect it this way because I know where it comes from. So there are programmes that you find there, and are implementers who say ”okay”.

Kangi : Okay, thanks. I think that we've covered quite a lot of ground on that, if you can add anything ...

Khanyisile Boom : Ja, if I can add ...

Kangi : Ja, okay.

Khanyisile Boom : Just to say there that another distinguishing factor is that Ikhwezi allows you the latitude to the approach. I know where we create, and I know Milton has touched on that, so that creates a space for everybody to develop from the point at which they are, where they are at Ikhwezi. And another distinguishing factor is the fact that up until we had actually **learned how to facilitate and had been facilitated to by Ikhwezi the true meaning of facilitation was unknown**. Facilitation was just another, it was a substitute word for teacher. OBE and the new curriculum, curriculum 2005 introduced the word ‘facilitation’ without truly teaching us how to facilitate, **so we learned for the first time really what facilitation is all about through Ikhwezi. Beyond that it was just teaching that was called facilitation**.

Morten Andersen: Can I build on what been saying, because last year **I was privileged to go to Denmark** and see the people that came and mentored and taught me in 1997, how their schools are run, and their colleges, and that same facilitation that you are talking about, that's very evident in their classrooms. What impressed me when I was there is that, the quality between the teacher and the student, the teacher will come in, and the one

Value for
Teacher
Exchange
Programme

school, they were doing a section on South Africa. They went up on the internet and had a look at South Africa, so these are Grade 6's or the equivalent of a Grade 6, I'd say 'round about 11 year olds that were conversing and discussing what's happening in South Africa, what's happening in the media on South Africa, and they had opinions on what they thought and what they said. Now if you look at my situation, I work with that age group, and our children are still caught up where they give back what the teacher says, or they give back things in a certain prescribed way. They don't have that natural out-the-box type of thinking, and there I saw it with the 11 year olds expressing their opinions and asking us questions about South Africa that would give them a deeper understanding of what we are exposed to here in South Africa. The teachers as facilitators, as Betty said it's different to what ideas on facilitation was because their technology is advanced, they use those white boards where a computer is used, and they would go up and take in on that lesson. That lesson, the discussion, actually get the children to think deeper and source stuff and do their research, so at that young age they are researchers, and Ikhwezi is doing the same thing. Where we don't understand, *where we want to add flesh to what we have, we have to, when we are facing a group of people that we are facilitating we have to go and do that research.* We have to get that extra knowledge to bring into our workshops and our courses to assist us, and that's something that I picked up only at Ikhwezi. Prior to Ikhwezi, our other branch when I saw it, we had an idea we were doing it but we were not doing it.

Phakama : I know you're very passionate about Ikhwezi and everything...

Morten Andersen : No, I'm just saying...

Phakama: We were talking about Denmark now and how that was, what reflected, I saw first hand the methodology and techniques that are being employed by Ikhwezi here in South Africa reflect on that schooling system in Denmark and it was something good to see.

Do
reasearch

Thank you, we have a long way to go for the interviews so what we are trying to do is we want to keep it sort of 45 minutes to an hour, okay, so I don't want to curb discussions and collaboration, but just to also give each one of you the opportunity to say something. This area's been covered, so just go on to the next point if you want to.

Morten Andersen : Okay.

Kangi:

And now we want to welcome the person that just joined us, if you want to just briefly reintroduce yourself and indicate to us your willingness to participate in this programme here.

Multi-
skilled

Remdom: O kay, I'm Remdom , I'm an teacher at Mvela Primary School, a Level 1 teacher, and I'm also assisting Ikhwezi with the facilitating of and I am a willing participant in this programme.

Remedy Zimu: I'm Remedy Zimu , also an teacher at Mvela Primary and I've been involved with the facilitation at Ikhwezi College. *I came in as a library science facilitator but spread my wings from then on.* Thank you. I think it's wonderful that I can participate in this interview.

Phakama : Are you happy to participate?

Remedy Zimu : Yes.

Kangi : Okay, thanks then, shall we move on to the next question, now we want to talk about the actual training. In the first week of engaging in the programme.

Remdom : We were just thrown into a “wow” situation, because I’ve already indicated the approach was different. *We were made to feel so relaxed, we were made to feel that our contribution was important* and that no response actually was wrong. Then one saw immediately the role that one could play using this approach, using Ikhwezi by becoming a facilitator to reach teachers because *I realised the impact that workshop had had, and the methodologies to impact myself as an individual and I saw the opportunity for me to impact other teachers to bring about this teacher development.*

personal/
professional
development

Phakama: Ja, I think where we’re trying to go with this facilitation, you know, you've been exposed to, other types of teacher development programmes.

Phakama: Do you think that you can name a different setting there?

Remedy Zimu : We were expecting a different kind of workshop to the ones that we were familiar with, well let me speak for myself.

Phakama : Ja.

Remdom: Because this kind of workshoping was not there prior to Ikhwezi. We were not expecting anything different or out of the ordinary to occur, but were surprised and pleased that there was a different approach

Phakama : Okay, any others?

Morten Andersen : For myself, I had fun, so it was a positive experience for me.

Phakama : No, it's not about that.

Mangaliso Mshengu : Ja. So when I got back to my school I just talked about this nice time that I had, and at that time it was a week, quite a lengthy workshop, five days, and I was very enthusiastic about what I took back to my school. It was something new, something different, and the excitement came about because *I was learning something that was really specific to my job.* I was a deputy at that time and it was to do with management skills, and I remember the workshop topic was ‘leadership through financial management’, and it covered a lot of management principles, and at the same time handling school finances and that, and that was my portfolio at the school where I was. *So very relevant, job relevant.*

Morten Andersen : I was highly excited, seeing something different. As I said previously it was very authoritative, something, you know, asking me. For the first time I was put on a pedestal, although I was on the same level I was put on a pedestal by my colleagues. There was an initial reaction pertaining to race, I don’t know if you want to explore that as well, but for me the fact was that this was so different from what I previously experienced I was excited. I was highly excited as I say, that if this is the kind of thing that was preached in the OBE it was maybe a view to what was being introduced, it was a new way of thinking, and when it was implemented I could see this newness, but I saw it then, *because these people never mentioned the word OBE but their practices were logged as policies, and yet I also visited their schools, I saw how they do it and OBE was never mentioned. It was hands on, minds on, eyes on.*

Phakama : Maybe if you think back, before you came to the workshop, maybe a day before you came to the workshop, were you informed about these kind of, these workshops. What can you say around that?

Khanda Mpondo : I'm going to talk about myself because mine was some kind of a punishment because it was during that period that I was not studying, so everybody was studying. I was the only one at school who was not studying so I was told that "you are going to attend a workshop at Ikhwezi. We want you to report back on what has been happening there". Well it was frustrating at that time but when *I came to Ikhwezi it was like being born again because the new methods that were used, the approach, that was used, it made me feel alive. I wasn't too sure of myself, of whether I was still a teacher or not, but from that time, I remember it, it was in 1997, I became alive again.*

Remedy Zimu : I would like to share my experience as well. I came in through the principals all together and it was *basically word of mouth*. Rendom was our teacher, the one that is here. she had been to an Ikhwezi workshop the previous week, *and when she came back to the staff she always encouraged us and "if Ikhwezi is running a workshop please attend", so it wasn't just to me, but it was to others as well, and when she had come back from those workshops she always had something to share with others, and I think it was the manner in which she came back with the cascading of information,*

**Teams
Sharing**

and talking about how teachers can be less frustrated when they have some kind of mentoring groups or have someone assisting them in teaching development. It enabled me to attend as soon as we got an invite. *When we received an invite at school I actually jumped at the opportunity,* I volunteered and said that "I'm definitely going". I went in, filled in the application full of excitement and enthusiasm because *I really expected to receive something from that workshop, and to date I have absolutely no regrets, I think it's a step in a positive direction. It changed my life, it changed my perspective. It actually enabled me to be a better teacher(Professional development) in the class, it has brought out the facilitation skills in me, not only dealing with teachers but in the class where that really matters, and that was my experience, a unique one* and something that I really would like to be a part of .

Morten Andersen : Ja, that was it.

Zipihli Tulo : Ja, it was really a challenge where I realised that if I commit myself, I was encouraged because it gave me that kind of a, when working other teachers I realised that they were committed, there is that potential which is within me, that fear of being involved with other teachers, and being observed is there. So there was that.

Phakama: I was just thinking about myself, if I was asked by my dean, for example, or a colleague to attend a workshop, in fact I went to one yesterday in Johannesburg. I had mixed feelings about this, would I gain anything. I've been to workshops before, previously and had that kind of experience about workshops and that's why I asked if other people had been exposed to teacher development programmes, and the question is again, we are trying to establish is what the expectation is, what the general expectation of teachers is when they are asked to go for a workshop. Are they willing, not willing, why they are willing, why are they not willing, and so forth? And then the actual experience of this (inaudible) which all of you reflected has now changed the way in which you now view teacher development. I'm trying to get that initial feeling,

**Challenges
Work
overload**

you know, was it a willing experience, a willing feeling to go to this workshop or not?

Khanyisile Boom : It depends whether it was voluntary or not.

Remedy Zimu : Ja.

Khanyisile Boom : If the school was sending you, you know, and then there might have been problems. *Teachers don't want to attend meetings; they are bogged down with work, lots of work. The administrative responsibilities don't end. They sleep in the early hours of the morning, so when you have to ask them to attend a workshop they look at the time lost and the backlog that will result as a result of them in that day, or that half a day, being in a workshop. So basically it is viewed as a waste of time in most cases.*

Phakama : Right.

Khanyisile Boom : So ja, Ikhwezi workshops, it's just another workshop. Teachers do not welcome...

Phakama: So do you think it's, when the...

Khanyisile Boom : ...because of that, it's just because of that. Because of that your work does not stop as you are attending these workshops. *There's no substitute to do your work in your absence, you see, and for me that is where the problem comes in.*

Phakama : Mm.

Khanyisile Boom: It's worse if it's a 5 day workshop, and Ikhwezi was conducting those and conducts those, or three days, then you're just looking at you've got this mammoth problem of being away, and it means that you will be behind. Other teachers will have been there, your work is standing still. So I think it's just that, the fear of actually falling behind and not actually the negative reception to development. It's not that at all. If you had to say to a teacher "we'll substitute you, go for these five days to a workshop" they'd welcome that, knowing that when they return.

Phakama : So it's the approach to the?

Khanyisile Boom : Yes. There's no support actually for teacher development. Right now **there's no support...**

Phakama : Personal experience...

Khanyisile Boom : ...because if you go it's at your own expense. You'll even be told, you'll be reminded that you've got work to do and that you must catch up, they will tell you that, principals will actually tell you that. They still do in this day and age. "You must remember" they remind teachers, "you must remember that you've got this huge role, the demands are there and you must catch up". So that is the stumbling block.

Remedy Zimu : Ja, thanks. Okay there is also the comparisons with workshops. I wasn't here for the first question, but you know previously workshops that were attended, the entire style, format and numbers of workshops was exorbitant, it was huge. *We attended a workshop at Edgeworth in the 90's. There were literally 300 people at the workshop and we had facilitators facilitating at that workshop who did not know their content matter. They didn't have any methodology in expressing it, it was just a standing there and lecture type of workshop, which has been going on for quite a while* thereafter for even smaller cluster workshops. So when teachers are asked to go to workshops they say they go and come back more confused than ever before. I mean that's the general scenario, and also, when you're attending a workshop, generally there's no positive feedback from the staff. *There's no change, I'm just attending a*

No
substitute

workshop and that's it, right, and then there's nothing to gain out of going to that workshop. Teachers want something to gain, oh, you're not getting a certificate, you're not even getting a certificate of attendance. Nobody's acknowledging you going, it's not moving you forward. There's no mobility upward so why go, it's more of a sacrifice than an actual incentive, kind of thing. (why a waste of time) But with Ikhwezi it's different, apart from you getting a certificate of attendance, a proper certificate but the style and format and the continuity, it just doesn't end. You don't just come, attend a workshop, go back and be the same person, there's a change, and generally there's an inner change that affects everything else outwardly. So that is what motivates you and drives you to attend these things.

Phakama :

Do you want to say something?

Remedy Zimu :

When I attended the first workshop by Ikhwezi in the late 90's it was just by accident because I was in the acting position and my principal couldn't attend. He asked me to go to a managers' workshop and I was so excited after that workshop, with the energisers and the team spirit and all of that, that immediately after *I came back to school I conducted it with all of my staff and tried to use the same styles in my teaching and it was a huge success*. Something in me changed and after that anything that Ikhwezi was having, any workshop, in fact I keep in constant contact with the admin. to check whatever workshops are being held, and even when it was during the holidays I would go for these workshops because I knew that anything that Ikhwezi offered was exciting and it was a new way of learning, *it was a fun way of learning, and it really motivated me and gave me the challenge that I was looking for because at that time, you know you reach a stage in your career where things become stagnant, and this was the inner motivation that I received from Ikhwezi*.

Morten Andersen :

There are some teachers here doing further studies. When they bump into me they ask me "are there any workshops run by Ikhwezi". For me that sounded very strange, I mean you're sitting in an institution of higher learning, but you're still yearning for Ikhwezi and their workshops. I was initially recruited by my union so for me it was in a period where there was very little training going on, back in '97. There was a flurry of OBE going on, and at that stage you would like to go to any place where they're discussing OBE, but I didn't know whether Ikhwezi was OBE at that stage. The invite was more on continuing professional development, so for me, I was a bit worried, what does that mean, so I had a lot of questions in my mind, what it means, and not knowing what kind of approaches will be used. So for me, I went there with an open frame of mind.

Phakama:

I think we've covered a lot of 4 and 5. Kangi, how about 6?

Kangi:

Ja, I think we've covered both. All right, now let's look into the area of concerns. You have now been exposed to this Ikhwezi approach that you have been talking about, and as a teacher you say you go back, you're excited and you find that you have gained. Are there any areas of concern that you had, especially when you look at your first exposure?

Khanyisile Boom:

I had one concern, an immediate one. The potential I identified, for development, *but I noted with concern the length of the workshops, and I wondered just how possible it would be to use this approach on just all teachers, but noting that the workshops are not workshops that can*

- be rushed because they are hands-on, so for me that was the concern.*
The positive approach of Ikhwezi, the excellence actually, I need to say from the excellence, the quality that was there, it needed somehow to reach the teachers but it was just the duration of the workshops, where I realised that perhaps, you know, there might be some constraints. That was the only concern, rolling the programme out in that manner.
- Phakama : Mm hm.
- Morten Andersen : *My biggest concern was how do you encourage your peers who are so stuck in a rut to take ownership of their learning, because the whole process there was to take ownership.*
- Phakama: Okay, we'll come back to that just now, and I know what you mean, when you go back from there and go to school and then? I just want to go back to the first, the whole coming together in the first week.
- Khanyisile Boom: Mm?
- Phakama: You had a set of peers in your school, you worked with your own programme, and you kind of reached a point of understanding the way in which they operate, the way your school operates, the way you teach within that community, and then you come into this Ikhwezi model where you are now in a group of different people from different communities, form different areas. How did you feel about that, coming together perhaps with a common purpose, teacher development, but now you're interacting with another set of peers.
- Morten Andersen: I found it very positive because you got to see the other side of the fence, what's happening in other schools, like my schooling was done in an AGR school and then I ended up a deputy of an AGR school, and coming to Ikhwezi I then saw what was going on, listening to the experiences of my new peers, what they are experiencing in their schools, their outlook, what is important to them, and in that way my horizon was broadened. At that time also our student, our pupil population was changing, (getting African students attending coloured/white schools) so it was a positive in that *we learned about other cultures and customs that we could take back into our schools and draw on that experience. That was a very positive thing that I found.*
- Mangaliso Mshengu: *Also working with people from different levels within the school hierarchy you'll find Level 1 teachers mixing with principals, mixing with deputies and subject advisors, so for me that was a new terrain altogether and I was amazed at the fact that there was no need for people to pull rank in any activity or to claim who knows more, because at that stage I think the playing fields were level in terms of the activities we were engaged in.*
- Khanyisile Boom : I think that what Tom says is so important because within your work original work environment there are limitations. You are seen in a particular way, at a particular level, you are known to be a particular individual, *grouping up with somebody else at Ikhwezi, it actually allowed you to be a nymph, in other words to assume a totally new, a different identity so that you could, it was like a blossoming, a starting all over again but with new colleagues in a different team.*
- Mangaliso Mshengu : We were all called participants
- Phakama: So rank didn't have anything to do with it.
- Mangaliso Mshengu: No.

Kangi So then from your observations do you think the other colleagues were as comfortable as yourselves?

Morten Andersen : Yes, I would say yes.

Khanyisile Boom: Yes.

Remedy Zimu : Mm.

Khanyisile Boom: But we cannot speak for others. You know, it's difficult to do that...

Phakama : Kangi Mm.

Khanyisile Boom : ...because it depends on your exposure, the communication, things that you had prior to that.

Mangaliso Mshengu: I was thinking differently because that's, I met Ricky Ntobela at Ikhwezi and Maubrey Mthunzi, and I still meet up with them and these are the directors. They are a good few levels ahead of me, but when I met them at Ikhwezi they were participants, they were going through the same, so that levelling of the hierarchy and the structures that Tom was talking about was very evident and I feel comfortable walking up to them, joking and greeting and that, because I have never met them in the work environment. I met them at Ikhwezi, I know them as co-attendants of the workshops and that there and those barriers have never existed with us.

Remedy Zimu : It's also the style.

Khanyisile Boom : I think for me there were no tensions that were evident, you can say that.

Mangaliso Mshengu: Yes.

Khanyisile Boom: You can't say that there were no problems.

Remedy Zimu : Yes.

Khanyisile Boom: You cannot speak for someone else, but there were no tensions that were evident. People seemed to always be relaxed.

Phakama : Okay,...

Remedy Zimu : I just want to add on that, it's the style, it's the style of Ikhwezi ...

Phakama : Of engagement.

Remedy Zimu : ...that no one person is better than the next in every respect, *from Levels to race* and other things as well, so that makes the people feel at ease. Obviously you're meeting a group of people for the first time, you're sitting there, there may be feelings of trepidation, it's only natural and it takes a few minutes, sometimes maybe half an hour or so, to overcome those, but it's the style of Ikhwezi that gets everybody, that's like how Kumla said, it's the connections. The *connection starts* the entire thing rolling and you can't have Ikhwezi without the connections, it just doesn't make sense to me, you know, and *that basically builds that atmosphere and makes everybody feel good, and everybody feels valued and appreciated and respected, and that is where it builds on too.*

Phakama : Having that ...

Khanyisile Boom: *We cannot undermine the racial, the demographics, the racial representation at Ikhwezi. We'd be fooling ourselves if we did not note the role that that had played because if Ikhwezi consisted of Whites, I'm just being very blunt because it's an interview where we want to get to the bottom, if it were just whites who were running, using the same approaches we might have had a problem as a country that was actually undergoing transformation. We might still have resisted, but that blend of race, I believe it had a large impact on allowing people to just settle and allow them to accept who they are and to feel comfortable, because there is that representation at Ikhwezi. That is why there were never ever*

Absorption of Ikhwezi to KZDOE not properly communicated

Khanyisile Boom:

any tensions and no undermining, there was no undermining, the room was not there.

Just remember what you just said now and now imagine, or think about the time after this *week of engagement you had this enthusiasm, the development, the comradeship, the relationships that you built. Now you go back into a school context with the old peers that hadn't been exposed to this. Just think back to that time.* What are the two things maybe that you can think about that impacted on you either positively or negatively, in the school environment now.

Negatively it's that, maybe it's not the same for others but Ikhwezi, there was a *stigma attached to Ikhwezi, who she was*, the role that she has to play. Then, if you came from Ikhwezi and you were bubbling, you were really bubbling and you were ready to share information because you were enthused, the platform was not there in the institution in many instances because managers did not embrace and accept Ikhwezi as being a legitimate and authentic institution. *They always said it was an NGO and they undermined, really, the importance of the work that Ikhwezi was doing. So there was that, you had something to share, but finding that platform to share it was a problem.* Then secondly the time, *I had a problem with time.* Being one who is usually always just able to make the means to do it anyway, but time, you found that *teachers were just busy rushing.* You had this, loads of information to share with others, experiences to share but you couldn't find the time to actually share it with the rest of the staff.(No school structures and policies on staff development programmes) And also lastly, you were viewed, it was the era that we were in, actually, I believe, you were viewed, if you said you were coming from Ikhwezi, you know, and you had this information, *you were viewed somehow as wanting to be superior, that you are senior, and some people actually felt a little bit threatened by that.* So those for me were the things that struck me as I had to return to the work environment.

Morten Andersen:

*Ja, one was also viewed as someone who was coming with extra work, because you were known before that you were a person that was working maybe twice as hard as your colleagues, that whatever contribution you made, maybe in a staff meeting, or coming directly from Ikhwezi giving feedback, but the kind of comments that you would make showed that you *have actually discussed such a topic at Ikhwezi more in depth, so when you make a contribution maybe, it would mean that teachers must go a little bit further than what they did before because of the fact that you were so enthusiastic and they were not. You were going this extra mile and they were not, so people didn't like extra work at that time. I don't know if* people are still in that mode.*

Remedy Zimu :

Challenges at school.
Threatened managers

I'd like to agree with Betty because *when you come from these workshops you're so fired up and so enthusiastic and you really want to share this information with others but gaining that platform to be able to do that is an obstacle, partly because I think some managers feel threatened by it, and also because of the dynamics of the school, you actually have to fight to get that platform to be able to present your ideas and things like that, and sometimes by the time that platform arrives your enthusiasm is already curbed, and you know, you just think "is it really worth it, fighting to let everybody have these ideas, to share these ideas", and*

eventually I settled for sharing these ideas with my peers instead of the whole staff, and that is now how more of my friends have become involved Ikhwezi, because of the sharing with peers rather than the entire staff being workshopped.

Khanyisile Boom : ***Ikhwezi was also presenting a different way of thinking, it's a reality, you know and change. In other words change, you were leaving a workshop changed in your thinking. Then there was that challenge now of seeing the need to go and ensure the changing of mindsets of your colleagues with whom you were working, and planning and doing everything together.*** For me that was a challenge, to get them to begin ***to embrace this new way of thinking so that the transformation could take place.***

Morten Andersen : I remember with me the principal, on the third day, phoned me and said “come back to school”, and I took my union rep. that had recruited me and I said “you and me have to go and talk to this principal”, and he was in a meeting with other principals in the hall. And I went in and I called him out, and this guy spoke to him. So in other words the context that I'm painting is that the teachers of the school then, that first week when you get back, is that you got away, even through your manager and using your union to go there, so you were privileged and that's why maybe you've got more development now, and maybe you know more, so you know, maybe there was this barrier between them and myself, the fact that I got it right to go there for two weeks, because I think it was a two weeks' thing.

Phakama : I just want to pick up, I'll come back to you just now, I just want to pick up on the point that you made that ***you sometimes are now forced to share your enthusiasm with colleagues that you can now influence. How did you do that if the school was not interested.*** Was it just the management that was not interested but others were interested in school, or that you actually cannot motivate your own friends around you.

Remedy Zimu : Well ***initially I wanted my ideas to be shared with the whole staff and I actually tried to organise workshops, but there were many obstacles from management, as well as when I eventually did get the platform some of them were too tired.*** They took leave and so on because they didn't want to attend the workshop. But eventually I worked with my friends, those who I knew had that motivation and who were really interested in developing themselves. I was able to share that information with them.

Phakama: How, over tea, lunch, grace, or just?

Remedy Zimu : Any time possible, tea breaks...

Ziphihli Tulo : ***I just wanted to say my experience was, I was lucky because the principal, my principal, was once involved with Ikhwezi so he was encouraging me more to contact Ikhwezi time and again, he was even trying to recommend Ikhwezi to other schools now, telling other schools about the assistance that I can be to their schools, so I think if the principal was once involved it is better in that way.***

Khanda Mpondo : Let me see if I can add on that. Sometimes when the principal has been involved with Ikhwezi it takes a negative side because sometimes the principal becomes threatened by you as a post Level 1 teacher. He or she doesn't feel comfortable with you running workshops with Ikhwezi. He

will always tell you that the Department says, the Department says, the policy says. It wasn't easy for me at my school. She was involved with Ikhwezi, she was trained in the OBE management, but she didn't get attached with Ikhwezi just as I am.

Morten Andersen:

Exposure of both school principal and teachers from the same school

I remember running, I got permission from those staff to run an assessment workshop, and so I think the day was arranged in such a way that the learners dismissed early and the whole staff attended this venue. We had originally planned for three such days. The very first day there was good attendance, because now at that time, as I said it was this introduction of OBE and assessments seemed to be an issue, so they gave me that space to run the workshop and then I handed out material, but at that stage there was too much material, so I think that could have frightened them because there was so much reading, in fact they expected the old style of being work shopped where you stand, they do nothing, you give all the input. "You're the clever one; you went for this so you come back and tell us". And here I'm standing with wanting to take peoples' experiences into account according to the workshop, the way we were trained, take peoples' feelings into that, so there was some kind of a standoff between them and myself because they didn't understand this approach, where does it come from. So in the second day not a full attendance and on the third day we had even fewer because this didn't gel with what they expected, and in terms of what I was trained to do.

Remedy Zimu :

I think we need to consider individuals, peoples' personalities and character as well because you've got a staff of 30 teachers or so, and each one of them is at a certain level, I'm not talking about level of education but growth, personal growth, and when someone returns from a workshop and is very enthusiastic you've got some that are very critical, and then you've got some that perhaps are jealous and envious. Then you have some that are very enthusiastic and want to grow and learn, and some who couldn't give a damn either way whether, you know totally indifferent. "Well they went, who cares what happens thereafter". So unfortunately when you go back may not affect every single person or effect a positive change everywhere, but somewhere you are and at our school, as it has been said, initially you know, you met with road blocks, stumbling blocks, but despite it all it has cascaded and now our management structure is a bit more enthusiastic about Ikhwezi. It seems to realise that more of us getting on, on this Ikhwezi train is really taking the school forward because we are the ones that have walked the talk, and I think that makes a difference because we're not going back and saying "we went to this workshop and this is what it's done", we went to that workshop and began to show practically how that has changed and transformed our lives and it impacted on the school communities as well. Because of that they have seen the positive outlook and more people actually are interested as well.

Kangi:

If we can go back and Tom, allow me to use your example of the workshop that you conducted at school. Now you have been exposed to the different levels of training at Ikhwezi. What is it that you can share with us when we talk about you coming back for the follow-up sessions and so on. What actually attracted you. I mean Tom was telling us that at school some decided not to come there because of whatever, but with your experience, what would you say actually attracted you back?

- Khanyisile Boom : ***I actually returned to be a facilitator because my initial exposure just opened my eyes to the prospect of reaching many, many teachers and providing the development I knew was clearly lacking in so many. So for me it was that. I was determined to become a facilitator and to facilitate like the facilitators had done with me so that I could also be in a position to provide development to other teachers.***
- Kangi : Okay...
- Ebony Zulu: I was facing a challenge at school because time and again the principal was depending on me somehow now for the development, the teacher development. Whenever he is planning a workshop he would contact me asking me “what can you do about this workshop”? so I needed more information from Ikhwezi. I realised that that is where I came to be of assistance to my school, through working with Ikhwezi, so that is why I was forced to go back to Ikhwezi.
- Morten Andersen : I was drawn like a thirsty horse to a fountain. I saw Ikhwezi as a fountain of skills, knowledge, values, attitudes, dispositions, whatever you can name, because that first week I felt really empowered in terms of my own altruistic goals that I had to be a resource to other teachers, and that that seemed to be the fountain that I need to get drawn to, to get nearer to, finishing that course.
- Ebony Zulu : So personally where I was Ikhwezi was never known so I was sort of the torch bearer, so even my CI or SM then did not know anything about Ikhwezi, but he is the one who recommended me to Ikhwezi. So for every bit of information he would say “refer to so-and-so” or “go to so-and-so”, so my school was used as a satellite on the circuit, so then as a source I was bound to go back to the pool and get more information and more knowledge, so if I did not know anything the rest of my colleagues were disappointed and said “but you went to Ikhwezi, why can’t you contact Ikhwezi to tell us, to help us with this and that”, and there I was handling a very contentious slot, that of financial management and assisting through financial management systems so they tended to rely very much on me for various other things which helped me quite a great deal because I moved out and also in networking with more people other than Ikhwezi for getting more information. From that I saw it as a level of growth to me and also a level of support to the others.
- Ziphihli Tulo : As I was involved with the Department programmes, OBE, and I saw that Ikhwezi is the only place where I can sharpen my facilitation skills and that is all.
- Kangi: Okay.
- Mangaliso Mshengu : Okay, and in 1997 we were told when we were trained at Ikhwezi that we were consultants and used as consultants, and I went back because of what I saw and the possibility and the potential at Ikhwezi and we were involved in training others. We were used by North Durban Region for financial management, we did the whole of KZN that fell under Pinetown, Durban and also Pietermaritzburg, so we would go out at that time for a week and train principals, deputies, and out of that pool grow that number of facilitators, so it was a very exciting time, that cascading knock-on effect, that you are going to go back and you are going to train others who will in turn become facilitators and train others. The methods that we were using that attracted me to Ikhwezi were being reinforced because we were practicing it, and when you teach you actually are teaching yourself. So I went back because of what I had gained from

Ikhwezi and that I can then share with a number of people, and it kept taking me back because the product at Ikhwezi kept developing. So it started off with management, it then went into financial management, the outcomes based education it went into, AIDS it went into, life orientation...

Phakama : It kept topical.

Mangaliso Mshengu : ...so each time, ja, it kept topical and what was being offered changed, and it was stuff that we needed in the classroom, that we needed in the school. So Ikhwezi was like a big departmental store that you can shop for anything that you needed in your school.

Morten Andersen : The outstanding word for me was continuous, which I met for the first time in '97, which I didn't know what it meant on the certificate that we were getting at the end, that this is a continuous professional development, so I just saw there that this is not like the previous workshops that were once-off, that this is continuous, and I didn't think much, dwell on the concept, but seeing now with the new teacher framework where this comes in, that your development never stops. The other further thing that was told to us then was that you will then also be able to train others, so I had to come back and finish it.

Phakama : If I just had to ask each one of you a 'yes' or 'no' question about coming back, for example if I say were you happy to come back after the first stint at Ikhwezi, going back to schools and now coming back to the second part of the programme at Ikhwezi. Would you say yes or no.

All participants said a definite, resounding "Yes."

Phakama: Any doubts?

Nobody had any doubts to express.

Phakama: During the course of the one week in school, out, one week in again, I'm just trying to describe the programme as I see it, what were some of your highs and lows. I know you've spoken a lot about all the positive things, maybe anything that you were feeling depressed about, or not comfortable about in any of this.

Khanyisile Boom: The highs were the development, personal development as well as the development of others. The lows, there were some lows. One of them, the impact that that was due to have, our engaging as facilitators to develop others, the impact it was having on our own current loads at school, time off, time we were needing to commit ourselves to these programmes, to which we were truly committed. The tensions that it created among the managers of institutions. Ja, those were the lows.

Phakama : Okay, any other lows?

Khanyisile Boom : And also tensions with the staff, not only managers, because as you were not there relief was compiled.

Phakama : Mm hm.

Khanyisile Boom: So really the tension with the manager, it was twofold based on the tensions from other teachers and then his or her own problems of feeling insecure or whatever or not accepting Ikhwezi.

Phakama : Okay, about the programme itself, you now know what the Ikhwezi model is, any lows about the Ikhwezi model, just the model of development here?

Morten Andersen : I would say commitment from some of my peers because with the creativity there was this need to develop new material and whenever you agree with your peers who are so empowered and enthusiastic with you, to then sit down and develop materials, members would agree on a date to meet but wouldn't turn up. So I think the weakness there was in terms of materials development because to be that kind of a facilitator in South Africa, trained by people who were coming out from Denmark, we had to contextualise the stuff so we had to draw up, develop contextually based kind of modules or manuals. I remember doing up the first one on OBE management in schools. We had an agreement, 6 people, to do that but I ended up compiling that all by myself. So for me it was just the lack of capacity, I would say. I wouldn't say that the people weren't willing. People were willing but I think it was a lack of capacity as to "how do you actually do this"? So for me I think that was one of the lows.

Phakama: Did you find any 'passengers' there?

There was unanimous agreement that there were a lot of 'passengers'.

Mangaliso Mshengu: Now I was going to build on what Morten has said, in that one of the things that I felt could have been addressed was a review mechanism where we look at a course in depth, we look at, as Tom said, the materials and we evaluate, and that had taken some time. Now recently where facilitators are being trained, standards are being applied, that's in the last couple of years. When I started out it was to your credit, if you were involved as a facilitator you would come on board and you would go back, and there was no measurement as such, that you'd get some facilitators that would stand in front of a group of people and sometimes not be very good at their job in front of people, and at the beginning of this interview we spoke about.

Mangaliso Mshengu: ...where quality is now becoming a criterion, and that is good.

Kangi : Okay, any other comments, unless otherwise we will move on. Thank you. I think I'm going to ask a question that's actually going to challenge you a little bit more now, on especially the lows that you mentioned. What is it that you would say you were forced to do or you had to do in order for you to overcome the lows that you actually did, how did you get there. The lows were thrown to you, how did you handle them?

Khanyisile Boom : I think we should have taken the time that was needed to actually conduct the workshops. One was able to always justify the need for professional development for myself as an individual and others, but also to use the provision that the employer has that states that at least for three days within a year a teacher is entitled to take time off for professional development. But later on one was also able to also justify as Ikhwezi became powerful in the Department of Education it became a lot easier to then say that if the department is calling a workshop you don't even need to complete leave forms, it's just a matter of informing and there are no restrictions there. So if Ikhwezi is also requesting workshops it's the same procedure really. But it was difficult, we had to be creative, think

creatively to challenge, you know, and to rise up against any arguments that were coming from the other sectors. And at times we just left, I must be honest, it must be said, having informed, to say really, one has applied, and one sees the need to actually go, and that is it, that one is committed and one is going to leave and leave it to the employer to decide whether the principle of no work no pay would ensue, knowing very well that if you are doing the work of the Department you actually cannot be charged, so that was a technicality that I understood, but whilst trying not to ensure there was conflict, but where there was intransigence, then one would actually be compelled to do that.

Ziphihli Tulo :

One other approach was for one to be visibly involved at school level or at the circuit level, as I was deployed by the circuit to take charge of Ikhwezi activities, so the union helped me only to be visible at Ikhwezi level, not being visible at circuit level as well as at school level, so whenever there was anything that had to be done people would just look around on me for what had to be done and then they would just follow me to so-and-so. It would take time to take charge of this and this and that, and then with that kind of support that I rallied around myself, so I found that most of the things that were feared by my colleagues were done not by myself but by myself with the colleagues, and at the end of the day I stole all the glory from me so that at the end of the day when I said there was something to offer for Ikhwezi, so there was that willingness for me, for them to say “okay, lets arrange to go there because we are going to benefit a circuit, and my school too, also, out of Ikhwezi initiatives or maybe Ikhwezi activities, so I wasn’t in the forefront and then we found that as we did a lot of activities the schools in and around the area were contacting us, my school was going to be leading in those aspects.

Phakama :

Okay, maybe we should just go to individual opinions here. We’ve listened to a lot of the contextual issues that prevent us from being agents of teacher development. You’re quite hyped up about this process and through the activities and the knowledge that you’ve gained at the Ikhwezi model, and when you got to schools and influenced colleagues you found that there was a problem, lack of support by principals and time wise and so on. But come back to the individuals, to yourselves, do you feel that you’ve actually gained, what were some of your own highs and lows in terms of your own teacher professional development as teachers in terms of your knowledge and the skills that you received, in terms of the higher skills that you have acquired, in terms of the values that you want to aspire to. What are some of the things that actually bonded you to?

Khanyisile Boom :

Maybe I can say, not in terms of knowledge because one really has a very wide knowledge base. I read widely, I study, but also as a union leader, you know, I have the information, it’s just there, always at my disposal. But in the area of organising as a secretary, a long standing secretary, I have realised, that’s why I’ve actually organised, I’ve requested as the union that Ikhwezi facilitate a workshop to train union leaders to facilitate because I’ve realised central to that is organising. Tom spoke about materials development, there’s planning, all that which we call housekeeping, you know, the professional aspects. It’s just plain and simple organisation, which is critical, absolutely critical for teachers. I believe that that is one area where teachers really are lacking and I found that it does develop those skills. I had it, I must say I did have it but it

- made me realise that the fact that I had those skills, it made it a lot easier for me to facilitate and I've realised the platform that the facilitation skills workshop actually creates, if you want to develop somebody who can organise then that is what you need to put them through, ja. So it's that.
- Mangaliso Mshengu : The benefits for me in terms of Ikhwezi is that my involvement with Ikhwezi was more on a practical knowledge, practical level of learning and especially around outcomes based education, skills ...
- Phakama : You mean hands-on approach?
- Mangaliso Mshengu: Hands on, I would say minds on, my heart on, the three h's. In terms of school management, in terms of labour relations. There were quite a few courses that I engaged in as part of Ikhwezi. Then I decided, look, I might have reached a peak, I have peaked in that area and I felt that I needed a further challenge, and hence I enrolled for an honours level here at this institution. One was supposed to take four modules out of eight and then I requested to get all eight that year, and I had three distinctions around some of those modules because the content was theoretical and I had the practical from what I was doing at Ikhwezi, and I managed to obtain that degree in one year. I was quite surprised that there were merit certificates given and there were certain ceremonies conducted to do that, and I actually tied that up with the practical experience that I gained at Ikhwezi.
- Remedy Zimu Remedy Zimu : The highs of being involved at Ikhwezi, with being able to inspire and empower others and going out as a facilitator and making such an impact on those teachers out there, especially in the rural areas has been such an inspiration for me that, we were so motivated to go out on every workshop that was offered here, to go out there and make an impact on teachers, and it's amazing that without even being paid we want to do this because of the feedback that we were getting from these teachers. Some of the comments that we got from our staff members was that "they must be getting paid to do this job because they are so enthusiastic about it", but it was because of the feedback that we were getting from these teachers, that we actually touched something in them, and they then immediately signed on immediately to be workshopped so that they can become facilitators, and we realised that there were so many people out there that wanted more, they wanted the challenge, they were motivated to do something different in their jobs. I felt that I had done something, if not touched anybody else, that I had done something in education.
- Phakama : So your driving force would be, for example, your motivation to go on, that teacher professional development rests with your ability to invite and to put other people into activities?
- Remedy Zimu : Mm hm.
- Phakama : To get their interest?
- Remedy Zimu : Yes, and also making a change in their lives where their attitude towards the profession is different.
- Ebony Zulu : For me it would be planning and support, so at Ikhwezi no one goes out for a workshop, whatever, without seeing to it that proper planning has been done, not an overnight or add-on kind of planning. So the material has to be there, and not just any material, but material of a particular standard, and then proofread to see to it that the material is worth its salt. And again with that support. So with the kind of impact that we have from Ikhwezi all of us are geared to going out, trying it, knowing that we have some

support behind us, and that all doesn't go on for us, even for our participants out there that we go to. So when they come there for the first time they say "we won't come back", and when they come back they feel that these are the people they have learned from, so they can do anything, so they will be coming back to say to us "okay, we have done well this side, but we need to improve here and there". So I think for anyone with that kind of support, I think everybody is bound to accept knowing that there's support to fall back on in whatever case.

Phakama: Right the first diagram on the board, let's see how you feel about it. We're just trying for something, what you see at the moment, it's also basically a kind of a triangle. Agent emphasis here and meaning out there and then little interest here and with mixing there. So if I put agents here, in other words your willingness to spread the word of teacher professional development amongst your peers and so forth.

Kangi : Okay, and of output also.

Phakama: And agents in here. In other words you came in with intention to Ikhwezi, to become agents of change, but what you've experienced in some of your conversations, it's now, with these expectations it's now influenced you a little bit more and you actually created more of a personal development. How would you feel about that interpretation? Would you agree with me, would you feel there's a modification, there's ...

Mangaliso Mshengu : I would agree with you.

Morten Andersen: I would agree with the personal development. I don't know what the diagram is saying, if you move in towards that left it's decreasing and if you move towards the right it's increasing. It most definitely has, it definitely has increased.

Phakama : It has increased.

Morten Andersen: Definitely yes.

Phakama: And any, okay, let me just put some time frames here then. If I put here the first week, in other words when you came into the programme in school, okay those four periods that we can identify on the programme.

Khanyisile Boom : That implies that the benefits later on were more personal than, am I interpreting it correctly?

Phakama : Mm.

Khanyisile Boom : No I wouldn't say that it's correct there because that desire to develop others or to act as an agency, it has not diminished.

Phakama: It hasn't diminished?

Khanyisile Boom: It has not, so it would be a different structure. It has remained, but simultaneously there has been personal development, not that the interest has been, or the focus has been more personal, no. There has been personal development as we engage in the development of others, so in that sense.

Remedy Zimu : I would say I came in with the intention of being personally developed first, and then I became an agent of change.

Phakama : Right.

Remedy Zimu : But still being personally developed and being an agent. It's concurrent.

Khanyisile Boom : Yes, throughout the process.

Mangaliso Mshengu : I came for both and in fact I see both increased, in my case.

Khanda Mpondo : The more I've developed others the more I get developed as well.

Remedy Zimu : Just close the triangles.

Khanyisile Boom : For me, I was a union leader already, so I was already an agency of development but I saw these gaps, the vacuums that were there, so when I was exposed to Ikhwezi and a different style, a different model which could add to this transformation that I was part of and needed to be part of. For me Ikhwezi was the just the platform that would assist that role that I was already playing, so what is transformation? Through capacity building. It has never been personal development. For me personal development was a by-product, I've been developed along the way, it was never an intention. The intention was focused on purely transforming education, building on their capacity because as a leader I did definitely see that the apartheid era had created many huge gaps, there were deficiencies. Ja, so for me it's different.

Phakama : Are there any other comments.

Mangaliso Mshengu : My point of agency is I need to find ways of becoming a vigorous agent and growing stronger in that area, to overcome the apathy that we have and the years of negligence in teacher development. Some of these, well we've conducted workshops, we've had seminars, we've had national conferences, we've had all sort of things around teacher development and you can see the hunger in people, that you meet at international conferences, and in that vein, interacting with people from across the province, even some from out of the province. At the seminars you hear people saying that "yes, where have you been before, what took you so long to come here to us", you know "for you guys it's Durban-based", and then we show that how it's actually spread, and our latest assignment is to set up an agent within every school as a co-ordinator of other people's development, in line with this CPTD that is now currently operating. So I look at myself at increasing the agency. Whether I'm succeeding in that or not, or maybe through the methods I'm using, maybe that's an area of development I need.

Remedy Zimu : Also looking at that agency, you being an agent of change and personal development, actually I think you just need one triangle, kind of thing because basically you can't divorce yourself from being an agent. It's one and the same. It goes together concurrently and if you had started initially with personal development or as an agent of change, then you are walking together and the more you grow the more you will succeed in being that agent effecting change wherever you go, and in the workshops that you are conducting, so actually I don't totally see much merit in those two. I think a totally new inner diagram would be more applicable.

Phakama : What about that one?

Remedy Zimu : Ja, running through it. To me that makes more sense.

Khanyisile Boom : Depending on its interpretation, if it's about your intention and the entry point, that one is saying that the two were there, it's a combined approach, but if really you came in because you wanted to make the change then that one doesn't apply that much because it means that personal professional development was just by the way.

Mangaliso Mshengu : Personal development not for self but for peers as well.

Phakama : I'm just trying to get a sense of how to interpret the model and its impact on teachers and on professional development. The whole idea of teacher professional development, what constitutes teacher professional development, how is it supported, retained and so forth, and what are the features that will contribute towards ongoing, continuous teacher

- professional development. We're just trying different things out to get a sense of it.
- Remedy Zimu : Even at Ikhwezi somewhere along the line, because Ikhwezi is, in my opinion, the structure that gets us acting as agents in ...
- Phakama : Well this is all about the Ikhwezi model, it's not about any other model. It's about the model that you've been exposed to.
- Phakama: Because ultimately we need to ask "does model matter".
- Remedy Zimu : Mm.
- Phakama : You see. What you've basically articulated now is the whole model, the experience that you had, but more powerful in promoting teacher professional development, okay. And the other issue that you've impacted upon, the contextual issues, how to get support, how to influence others, for impact all along the way in which the successes and the lows, okay, there's a common thread, I mean a common direction into continuous teacher professional development. What sustains it, what inhibits it, what blocks it, because the idea is that you can't have a teacher that every time something new come up, that you have to go to workshops. So for me this model kind of suggests that it creates both an agency, the agency that makes the difference in that it can influence what happens, but also sustains a particular path in continuous teacher professional development. And so we ask is this model such a model?
- Khanyisile Boom : During the, you know one has been thinking actually thinking earlier on to ask, when we talk 'the model' what are we talking about, is it the model, the approach of using teachers to facilitate, to teach teachers, is that what we are focusing on, or are we looking at the facilitation style that is used by Ikhwezi, exactly what are we looking at when we say we are now wanting to view the model as to whether, you know...
- Phakama: Well you see, the whole experience of Ikhwezi is a model. The model is built upon several parts of it. One is the, who the persons are that are involved in the process. Two is how the person unfolds the methodology, and three is about the accessibility, all the other features, the support structure, the persuasion part of it is important as well. The advocacy of, who runs it then, all these are features of the model as well.
- Mangaliso Mshengu : I'm not clear on the agency aspect. I'm clear on the growth aspect because I see growth in the model itself. The need for, for instance we are, I'm driven by the fact that I need to be capacitated enough in a particular way that would help my peers to then also grow. How that growth takes place, it's individualistic. It could never be the path that I followed. Whether that is something that will be parallel for them or is something that will be incidental for them or something that will be mimicry, or whatever it is, I cannot say how that happens for them until they come forward that 's why...
- Phakama : That's why we entered the core as the personal because you've got a growth to take place.
- Mangaliso Mshengu : Yes.
- Phakama : And that's individual, and in your growth trajectory how are you influencing others around you, or the environment around you, is that also being influenced?
- Mangaliso Mshengu : And the willingness of those people to be influenced or not...
- Phakama: That's where the intentions are from.
- Kangi : I think that the point is...

Phakama: I think that we need to come to an end to this thing. I think it's a nice kind of summary of some of the things that we have been talking about. Any last thoughts on any of the things that we asked, I know we didn't go strictly according to the questions, and that happens in an interview because you do cover a lot, and as you answer one question, so it's not necessary to ask all the time.

Mangaliso Mshengu: Just a reflection on some of the workshops or seminars where people get feedback in terms of directly or indirectly assisting peers to begin to question themselves, and to begin cultivating their own initiation of growth if they were stagnant, or if they were idling or if they were not growing. Ja, I don't know how that idea is contributing as far as maybe agency is concerned, because people would say "I didn't know that I had to begin developing myself", like a comment like that. After this workshop one thing I learned is that I need to begin developing myself. I didn't know that because I always thought development will come from somewhere.

Phakama: Pretoria will provide it.

Mangaliso Mshengu: Ja.

Phakama: Any other last thoughts/

Ebony Zulu : Maybe it is going to be about the fact that the passion that we have now insofar as teacher development is concerned, to me, I can say it was all about meeting the people that I met at Ikhwezi, realising that there are people who are so passionate. I never thought that there were people who can work even during weekends up until late without being paid, so that has also motivated me a lot now to go back to talk about that informally to my colleagues at school, telling them that there are people who are so committed, who are so dedicated that they even stay up until late even on Sundays. So I also have, they have started to see that kind of passion within me when I am working now at my school, so it's all about meeting with those people I met at Ikhwezi.

Khanyisile Boom : Maybe what I can say is that there seems to be a need for a reward. I am being theoretical now because you are taking us through a model.

Kangi : That's the union.

Khanyisile Boom: There needs to be a reward because the reward for her, as for some of us, is that personal development, acknowledging that now we have been capacitated, we now know what we didn't know. That's a reward in itself. For others it might be that others are benefiting from me. I am actually making a change, I am transforming teaching and learning, and even there as well there is some degree of reward, whether you are rewarding yourself, whether it's external or whether it's internal there is this reward because we are motivated, definitely by that reward of either knowing that we have capacitated people or that we are growing. Maybe I'm interpreting it incorrectly but I think it is a reward, it is some kind of a reward. Without that reward I don't know, whether really, we would have pursued what we have pursued, the long hours, the weekends, if we saw that there was no change that we were actually impacting, that teachers were not growing, they were not being developed. We would not have continued, or if we realised that really, personally, those who are more personal development orientated, had they realised that there's no growth really, I think they would not have continued to participate, so reward,

- there's some kind of reward that is attached to personal development and the urge, the desire.
- Phakama : Mm, I think that's an important category of analysis because what sustains and what actually motivates people is about not necessarily looking for financial gain to them it's about a much more pronounced, a much more profound benefit that you, yourself feel comfortable with.
- Mangaliso Mshengu: Ja, one of the things that I feel that keeps Ikhwezi going is the constant injection of new blood. This recruiting and training of new people that bring with them their experiences, their flavour, their needs, their wants that drives them, and Ikhwezi is like a nursery providing an enabling environment for such people, and with each person there is a ripple effect. They bring in two, three others.
- Khanyisile Boom : But also I think because there's no compulsion, that's the other thing. It's voluntary. We are not compelled because we are facilitators now that we must always avail ourselves. We are allowed to move in and to move out and I think that has also, it has an impact because if it became a compulsory thing that we have to make the time, then perhaps even our commitment to the whole programme would somehow have been affected. So there's that latitude.
- Mangaliso Mshengu : The call nationally by the President for volunteerism within other sectors, I don't know how effective that was, but I can definitely say that this programme that Ikhwezi is running, the model is highly based on volunteerism. People who are going out to remote areas of KZN, out of their comfort zones, leaving their family relationships, well not really leaving them, putting them on hold to go and actually assist other people. So for me that is the profound issue. The thing that I always wonder, what would happen if teachers like these, who are so committed to this kind of work were put in one school?
- There was general agreement that in this situation the school would excel.
- Ebony Zulu : ***It seems the policy at Clare Estate, that it speaks about the quality, and Ikhwezi is striving towards maintaining that word of the Department of Education, quality.***
- Phakama: Mm.
- Ebony Zulu: It leads those teachers to see that they need to develop by themselves. Maybe the other thing that the Department is using in terms of saying they cannot give teachers what they want because they don't see them meeting that criteria of producing quality. Maybe it is high time that they should embrace the institution to say "oh, give personnel a platform to say that they are responsible for development of teachers".
- Morten Andersen : I see the sustainability aspect is key also. Having teachers who are based in the classroom coming to work here at Ikhwezi in your holidays and weekends to come and prepare for other teachers. Ikhwezi has people from previous colleges who are based there. They are also doing a good job but for me the crux of the matter is that there are teachers like these who have a full time job at a school, eight, maybe seven o'clock to five o'clock, yet they find time to actually go and prepare, which is a long process, and then to go and deliver, which is another process, you know.
- Phakama : But we have always found that the more engaged you are the more productive you are.

Remedy Zimu : Mm.

Phakama: That they say “if you want something done give it to a busy person and they can get it done.

Remedy Zimu : What I would like to see materialising is probably through Ikhwezi’s input that facilitators be recognised by the district and be given the time to do the facilitation, because for us as teachers it becomes a personal struggle with our managers to get that time off, and some of us have left school at three o'clock immediately with our baggage, travelled for three and a half hours and started a workshop immediately, right into the night, and it because of our desire to inspire others and to, you know, to really sustain this programme that we’ve done it, and because of our gratitude to Peggy for all the work that she has done we do this, but sometimes with the politics within the schools it becomes difficult to be released and to be able to do the work that we want

Kangi : Thank you very much. You know, listening to you has actually taken me back to the very early days when we started as an institution to conceptualise, little did we know that ten years down the line we would be talking to people who would be so enthusiastic and so we only have our colleagues to thank. You've been hearing people like Mangaliso Mshengu , and Morten Andersen saying, and Khanda Mpondo , since 1997. It’s not only Ikhwezi management but the commitment of your own peers that’s actually contributed to this. I would like to say thank you so much for participating.

Morten Andersen: Thanks Kangi .

Mangaliso Mshengu : It was a great opportunity.

Appendix 8 : Journal entries

ICCE FACILITATOR

- 1 Teams Teamwork/co facilitation building confidence of facilitation has made me to be able to be a co-facilitator and to work better in teamwork. Managing conflict and housekeeping in preparation of workshop and delivering a workshop.
- 1 Teams I co-facilitated about 6 workshops at Ikhwezi College. Aspects dealt with were as follows:-
- 1 Teams I have gained confidence in my work through skills I've acquired at Ikhwezi. I know what is expected of me, when the IQMS (Integrated Quality Management System) process takes place.
- 1 Teams The list of College workshops I have co-facilitated is as long as my leg. Among other aspects facilitation skills, school management, creative writing
- 1 Teams If ICCE/SACOL Staff could be groomed into reality of coordination and co facilitation as opposed lectureship and be able to form working teams.
- 2 Person As an individual I gained an insight and confidence in presenting different activities in the classroom.
- 2 Professional Development As an individual I have learnt to teach in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, colour, sex, physical characteristics, age and place of origin.
- 2 Professional Development At a colleague level I have arranged meetings where we have discussed about resources improvising to enable every person to enjoy teaching and learning, networking within our school and with other neighbouring schools for example Cwenga Junior Primary where we have met as a cluster interacting about outcome based education. Vukuza School where I have interacted with other teachers of all races in South Africa making my voice heard that language problem – is a problem that was created by our own mothers because every household had a Zulu growing a child in KwaZulu Natal – therefore we can not blame the government about language now – with RNCS document.
- 2 Professional Development At a class level – working towards promoting the qualities of initiative with my learners so that they realize and recognize the human right to self-determination, to build confidence within themselves.
- 2 Professional Development At a school level – I was able to fulfil obligations, provide notice of a need to be at ICCE workshops after 12h00 on school days, adhering to agreement with my school management team, acting responsible in the discharge of professional and organization duties like the following policy document (2005). I have benefited knowledge that (C 2005 is based on learners achieving certain outcomes as they move on in their education for example in Creative writing – developing listening skills, speaking skills, reading skills and writing skills. This became evident when they grade two learners wrote their own books which they shared within their class within their grade and with lower grades by the end of the year 2003. Developing learners on the acknowledgement of the left brain that discourages that you can feel they you can not do anything, that it should be left discouraging nothing when you move your thoughts to the right brain that says you are more than a conqueror, you can overcome every obstacle, you are s
- 2 Professional Development From RNCS I benefited the knowledge that there are differences and similarities between C2005 and RNCS, in that you must have human rights, social and environmental justice.
- 2 Professional Development CPD is about having my journal on the workshops I have empowered in, recording all that was empowering, include portfolio on this to demonstrate that I have. I am efficient and effective teacher. It mans interacting with my ELRC document with other educations negotiating meaning of its contents especially the seven roles of teachers, the

code of conduct of teachers and code of conduct of learners. It is being aware of what is administering corporal punishment to learners.

- 2 Professional Development
I have been held accountable for transformation in my school yet I am not even a HOD or a Deputy. Deputy work and HOD work I have to facilitate to the teachers in my school most of the time. Helping teachers to manage quality assurance development appraisal system. Whole school evaluation, whole school development and policy making. I help educations according to their needs.
- 2 Professional Development
I ensure that I develop trust with the school management team of my school. I do this by encouraging the teachers to give feedback on the workshops. I deliver to them. Every Wednesday we reflect on our needs of development as teachers, reviewing school policies, and the constitution of the school.
- 2 Professional development
I have gained a lot in A and C. I know what is Arts and have a knowledge of all aspects of A and C viz. Music, Drama, Visual and dance. I have attained a lot of skills in doing Arts. I can integrate almost all learning areas in Arts.
- 2 Professional development
I have no problem in teaching the subject. I used to be very frustrated when fitting the programme to this learning area but now I can do it without having a problem. I can pass the skills I learnt from Ikhwezi training on this L.A. Sometimes I found that learners could even do more than I taught them.
- 2 Professional development
In our school we have started on using the RNCS documents. It was very easy to adapt in usage of these documents as we have mastered the usage of policy documents from workshops and training workshops at Ikhwezi College. I have shared all the knowledge I gained at the college with my colleagues. Sometimes I do encounter some problems when introducing some new information on OBE. There are conservatives who don't like or not prepared to change. It is very hard when that person is in a higher position or is a friend of a superior and the most influential to him. But because of management skills we got from the college some of the problems are solved automatically. Sometimes I encountered interference in my teaching in a way that I nearly lost my passion in my work. Prior knowledge of certain hindering in the field is the solution to most of problems encountered. With the help of the college and intuition of SACE ethics and code I am able to solve problems ethically.
- 2 Professional Development
As an individual I have grown in all facets of life I have got to know a lot of things that help me in my teaching. I am clear on Curriculum 2005.
- 2 Professional Development
different views and experiences, that is, Team Work.
- 2 Professional Development
At a class level: my teaching has become better and better. At first I used to teach English, but now I develop learners holistically. My teaching approach is always improving.
- 2 Professional Development
At a school level: almost every teacher in my school has been to ICCE workshops on a number of occasions and that has benefited the school in terms of teaching and learning processes as well as in the implementation of the new transformational policies.
- 2 Personal Development
I am able to read the policy document with understanding and other related documents such as RNCS. I am able to implement the OBE following its methodology of implementation such a learning programmes, related steps to be followed as well as the related activities to achieve learning and specific outcomes. The college has developed me professionally by rendering these refresher courses because this is a new curriculum of which the practitioners have to be abreast with new knowledge.
- 2 Professional Development
yes, I did undergo some couple of test courses. It helped me a great deal especially coming into contact with different teachers from different perspective of life. We shared so many ideas and we also developed a vision on how to improve teacher's skills in OBE. I also benefited in how to design lesson plans in OBE. How to facilitate in workshops. I also gained knowledge in developing co-operative learning and

integrating learning areas.

- 2 Personal
. Development
1
The College helps me to develop continuously as an teacher
- 2 Personal
. Development
1
I am able to work with other teachers. I don't feel ashamed if I don't know certain aspects because I can ask from other colleagues with ease, I have learn to accept my mistakes without feeling degraded. I also learn to respect other colleague's opinions and ideas.
- 2 Personal
. Development
1
I am an asset from school. Teachers don't hesitate to come to me for help. I am an aid to all school phases during planning and even in application of certain skills in Arts. If a colleague is having a birthday or other occasions I'm the one to do the greeting or sympathy cards if not by my class kids. I am happy because I can see my talent being extended to other colleagues. It is very easy for me to pass knowledge, as I am an HOD.
- 2 Professional
. Development
2
At school where I am educating, I am able to work with colleagues as a team by implementing the skills that I have acquired from Ikhwezi.
- 2 Professional
. Development
2
Sometimes I take a lead since I have been equipped with more knowledge and leadership skills. Developmental principles such as development Appraisal System, whole school evaluation and who school development and policy making are still being unpacked and others have already been implemented and others are still in question since the process of unpacking is very slow but by attending continuously to the college I will comprehend these principle, I hope so.
- 2 Professional
. Development
2
At a class level I have learnt that in order to achieve an outcome you have to give your pupil more activities to perform. Let them lead the lesson and assist them where they find difficulties. Debriefing is one of the aspect I used to ignore. After contact with the facilitators at Ikhwezi I applied it and found it very productive.
- 2 Professional
. Development
2
My colleagues at a circuit level get samples and appropriated info on CTA's, learning programmes and well-researched notes on the main components of A and C.
- 2 Professional
. Development
2
At a class level, it has benefited me a lot because I have developed better quality of work. I teach with confidence. My work is neat and well integrated.
- 2 Professional
. Development
2
At a school level, I think I have learnt the value receding information for the good of other teachers.
- 3 Methodology
I was workshopped on skills of implementation of Art and Culture paying more attention on the learning programmes, the related critical outcomes and its specific outcomes and using the policy document as a source of reference. The hands on workshop were organized to create projects with the learners and the skills to be imparted to the learners. Areas of Art and Culture such as visual art, drama, music and dance were covered. Since I am still attending the workshops facilitation facilitators of Ikhwezi are working together with us and are now getting into dept in covering these areas.
- 3 Methodology
My other colleagues and I were trained to be facilitators of Ikhwezi in the workshop that took about a week and then there is one which I took it as a test course when we were preparing for the workshop to facilitate other teachers from other districts for about a week. To me it was consolidated by the fact that I have been invited by Stella to come and assist her as a co-facilitator when dealing with areas of Art and Culture. I therefore regard the above as the test course because we firstly made an in-depth preparation of

the learning programmes to be covered and I was greatly assisted since these activities were hands on.

3 Methodology As a result of these workshops by Ikhwezi I am able to facilitate the Arts and Culture in my school and serve as a district facilitator and regional facilitation for the Department of Education and Culture.

3 Methodology I have undergone an observation test by Stella on running an actual workshop for teachers. I did not feel judged but, rather empowered to do better. The assessment was developmental.

3 Methodology Putting the needs of my school first, I decided to be trained in 1997 in Whole School Development programme which was coordinated by Tom Jafta at that time. I received relevant training. In 2003, I became interested in Languages. I also trained as a Language School Based facilitator by Dr Ziqubu. After training there was a Test Course where I had to demonstrate the acquired skills and knowledge of facilitation. Test Courses developed self-confidence and self-reliance in preparing worksheets and handouts, organizing and running workshops for a school/s and a circuit.

3 Methodology In my school I am more involved in English as first additional language, Natural Sciences, Arts and Culture, Economics and Management Sciences and Life Orientation. These learning areas are taught in the medium of English, which enables me to use all the acquired skills in the most fruitful and resourceful manner.

3 Methodology Co facilitation enables one to benefit in different ways.

3 Methodology Co facilitation build self-confidence, team spirit and a develops a need to further studies.

3 Methodology One learns to acknowledge the presence of others, to share ideas with others, learn from others that one aspects could be present in many different ways, using different skills to gain the same knowledge.

3 Methodology One learns to acknowledge the learners wealthy knowledge that they have gained through experience/s and previous knowledge, existing skills and values that they have acquired. One also learns to present teaching and learning in the most harmonious manner where learners feel part of the teaching and learning environment and have a very little space separating the teacher and the learner.

3 Methodology The teacher who has undergone ICCE facilitator's training is able to prepare, conduct and present workshop to develop other teachers (he become a resource teacher for his/hr school and circuit. He is able to unpack different Policy Documents, for example, C 2005 and/or RNCS highlighting similarities and differences. Design and develop other teaching approaches, which might be useful and be used as tools to gain more insight in Policy Documents and Professional Development of teachers.

3 Methodology It was basically an Understanding of the National Qualifications Framework. I was trained by the Danes (Danish cultural Institute – Ronald Kroucx).

3 Methodology I missed two facilitation workshops, which were held at Blue Waters Hotel this was due to poor communication and being hospitalized. My co coordinator re-arranged a workshop for me and others who were still lacking some modules and I was able to catch up with others. I was able to present many workshops at Adam Hok and some at Ikhwezi. Our training workshop was observed by Shihli and Mrs Dohn. Our training took 3 x 2 days. I was involved in many test courses as I mentioned above.

3 Methodology I underwent a 3-day Facilitation Skills workshop for two times.

5 Concerns We have noticed that the college has omitted KwaMashu District in their programme for 2004. We need to be involved as KwaMashu teachers in the development workshops. This will assist us in developing the whole school as well Principals too needs to be workshoped so that there will no conflicts at schools. I say this because sometimes they end to disagree with the developments that are brought about by the college. They are of the idea that the college is not an education departmental institution. They fight

- teachers who are attending workshops at the college. They also prevent facilitators from the college from visiting their schools. The attitude of the school principals really hinders the process of development in schools.
- 5 Concerns Weaknesses – Development workshops are conducted during school hours which sometimes learners unoccupied. The college must make arrangements with the Department of Education to address the problem, and employ more teachers as supplements.
- 5 Concerns Threats – There is very limited staff at the college to serve millions of underprivileged teachers. There will be an influx of teachers at the college therefore they must employ more staff especially in the development category.
- 5 Concerns I was recruited in 2003. I was already a trained OBE facilitator for Senior Phase by a team from the Province and Port Shepstone Region. I was already training teachers on OBE, CASS and CTA's. so I think I was recruited because I was ready to learn more from ICCE and my training as a facilitator was lacking certain facilitation skills.
- 5 Concerns All learning areas are represented by co ordinators and school based facilitators who have been well trained to make a difference in teaching and learning through school or circuit based workshops.
- 5 Concerns Trained school based facilitators are not monitored as to whether they run workshops in their schools. They are not all invited to plough back what they have acquired by preparing and running workshops at the College. Facilitators are not re reimbursed for their traveling expenses to ICCE.
- 5 Concerns ICCE might loose a significant number of number of dedicated school based facilitators because of communication breakdown between ICCE and school stakeholders. The interest of school stakeholders is to have teachers who are at school for most of the time.
- 5 Concerns The college presents numerous opportunities for facilitators and all teachers to develop themselves and to cascade the information to their respective schools. ICCE appears to be understaffed.
- 5 Concerns The threat that in my view facing Ikhwezi would be that they re losing facilitators as a result of the breakdown in communication. My fear is that they may be risking closure or a stoppage in funding.
- 5 Concerns Miscommunication with the superiors
- 5 Concerns Inappropriate time for running workshops
- 5 Concerns The college is not advertising itself enough
- 5 Concerns Ice's weakness among other things is that lack of clear policy pertaining to a number of things for example, SandT allowance for school-based facilitators. The SMT and their managerial roles. Sometimes it is so confusing when there is a lot of overseeing by everybody; especially it is confusing when it comes to responsibility and accountability. Let there be policies in place that speak directly to issues.
- 5 Concerns The name itself carries a lot of confusion, that is, Community College of Education. Is this a College of Education as in the teacher training college of education or an INSET that is, an in-service training college? Which of the above roles is Ikhwezi standing for?
- 5 Concerns Sometimes the workshops are organized during the working hours, thus this courses misunderstanding between the teachers and the principals of schools.
- 1
- 5 Recommendations Opportunities – The College can employ more facilitators as full time. They can do that in conjunction with the Department of Education. Participants will be asked to pay a small fee. At the end they must be credited with diploma certificates. The college can operate like an FET institution in order to generate funds.
- 1
- 5 Recommendations I would love to see ICCE becoming one of the greatest and largest institutions. There should be more in-service workshops. For each district there should be one five days a week workshop a month. Full time courses should be offered and teachers be awarded
- 1

with diplomas after three years. The college should have enough staff to make follow up workshop and evaluations as well. They must work hand in hand with the Department and design teacher support materials.

- 5 Recommendations
. 2 I recommend that the college continue to exist since it contributes a lot to South African Education. Whilst it provides part time courses I think it should provide full time courses for the benefit of those teachers who reside in remote rural areas. I have already remarked about time. The college has to provide more time for the teachers to come and acquire skills for their benefit.
- 6 Recruitment I heard one of my colleagues talking about a place of development called Ikhwezi. I got interested and everything started there.
- 6 Recruitment I got to know about the existence of the College through a friend who was attending a course on Management. In 2003, I met Ms Sue Braden, an Arts and Culture Facilitators. We were attending a provincial meeting for Arts and Culture Advisors from all regions of KZN>
- 6 Recruitment In 1997, I became aware of the existence of ICCE and its facilitation skills and training through a workshop that was organized by our District (former Inanda District, presently known as Pinetown District).
- 6 Recruitment From that workshop I attended other workshops at ICCE. In most of the workshops I was recruited to become a Trained School Based facilitator. I think I was being recruited because I demonstrated some skills of expectations of a dedicated facilitator before training.
- 6 Recruitment First became aware of Ikhwezi's training and facilitation opportunities in January 1997.
- 6 Recruitment I heard from the union.
- 6 Recruitment Mfanafuthi
- 6 Recruitment At the time facilitators were needed to facilitate the OBE Awareness Campaign. I was recruited in 1997.
- 6 Recruitment Margaret Shelembe, my principal opened my way to entrance of Ikhwezi
- 6 Recruitment My first knowledge about the college was when I was sent to attend a workshop on IBE implementation. I saw an old colleague whom we were together at Mbumbulu College of Education. I asked her what she was doing there, as she was not attending our workshop. She told me that she was attending an Arts and Culture workshop. I like Arts and Culture with all my heart and I asked her how she joined Art and Culture facilitation course. She told me and went to introduce me to her co-ordinator. She welcomed us an invited us to attend the next workshop. From then I became one of Ikhwezi facilitators. What I discovered when I first joined Arts and Culture group was that my friend and I were the first teachers from Umbumbulu to join this group. There were teachers from Durban North and Umlazi. The majority group was from Ndwedwe and few from Umlazi.
- 6 Recruitment I became aware of ICCE training and facilitation in 1999 when I was an O.B.E District Facilitator.
- 6 Recruitment I got to know about the existence of the college when our District Curriculum co-ordinator took all O.B.E District Facilitators to ICCE for a Facilitation skills workshop.
- 6 Recruitment I was recruited by Thimula and Gate (ICCE Staff)
- 6 Recruitment I was recruited in 2000 and I think I was recruited because I had shown so much interest and actively participated in that Facilitation Skills workshop. I was then invited to a whole range of other ICCE workshops and trainings.
- 6 ICCE recruitment
. 1 I got to know about the existence of the college when our school was visited by the college lecturers (facilitators) who were sent by Ikhewzi to identify the schools who encountered problems with regard to the implementation of O.B.E. then I was fortunate enough to be invited by the facilitators of college to come to the college to acquire skills and learn more about Art and Culture and facilitation skills. People like (Sis Gate

and Steam) recruited me to come and learn and we started working together with them and they kept on informing whenever there was going to be workshops up until now.

- 7 Recommendations The college should corporately work with District Offices to enable teachers who run workshops to be substituted in their daily duties. Facilitators who run workshops must be based at ICCE for at least nine months so that they rectify their mistakes on time.
- 7 Recommendations I would like to see Ikhwezi employing if not all then at least some of the facilitators full time and learning satellite colleges in different areas/regions.
- 7 Recommendations Offering course to under-qualified teachers to upgrade themselves.
- 7 Recommendations - becoming a distance education facility.
- 7 Recommendations Facilitators from Ikhwezi are capable of taking senior positions within the Department of Education
- 7 Recommendations Enrolling unemployed teachers to update them about the new education systems
- 7 Recommendations Training more teachers to be OBE facilitators
- 7 Recommendations ICCE being the only INSET College in the whole KZN Province, it has tremendous ability to reach out to so many teachers even in the deep rural areas.
- 7 Recommendations Ikhwezi has an opportunity of expanding throughout the province to give its services to all teachers. It could have its stationed wings each in every region, as there are still some regions where they have never heard of ICCE.
- 7 Recommendations I wish to see Ikhwezi growing and employing more facilitators to be stationed in every region and becoming more effective.

Appendix 9 : Letter to principals of pilot schools

10 Aberfoyle Road

Westville, 3630

21 February 2003

TO: The Principal
Mvela Primary School
Mmvela

Dear Madam

I am aware that schools are currently inundated with several changes that have to do with numerous policies in place. However, the involvement of schools in Continuous Professional Development programmes cannot be over-emphasized.

I am currently pursuing my D.ED studies with the University of Durban Westville. My field of study is in models of Teacher Development programmes, and I am looking into the model of using school- based facilitators, their experiences and the impact they make in their schools

I am hereby asking for permission to adopt one of your schools as one of the pilot schools for this initiative. My engagements will involve meetings that would be scheduled to fit into the school programmes, as well as the training of staff to be facilitators, which will also go with occasional classroom observation. These will hopefully have minimal disruption to school activities, but will contribute to the enhancement of learning activities in your schools. The school targeted for this research project is:

Mvela Primary School
Mvela

Looking forward to a fruitful engagement to the benefit of learners, teachers, policymakers and myself as a researcher.

Ms Busisiwe Peggy Msimango

TEL: (H) 031-2629239
(W) 031-2059941/9
0836571135

Appendix 10: Consent Letter

CONSENT LETTER FOR ARRANGING THE INTERVIEW

Dear Manager/Teacher.....

I am a Doctoral student working on my study at the University of KwaZulu-Natal Edgewood Campus under the guidance of Dr. Larry Ritz. My research is concerned with the peer-driven model used at Ikhwezi and the experiences thereof by the trained teachers. As one of my selected respondents, your assistance will be required in accessing information about your experiences to conduct and tape-record a thirty minute semi-structured interview during 2006 relating to my study. Once you have confirmed that you are willing to participate in this study, I will contact you telephonically to confirm the date and venue of this interview.

Consent

I hereby consent to participate in the above research project. I understand that my participation is voluntary and that I may change my mind and refuse to participate or withdraw at any time without penalty. I may refuse to answer any questions or I may stop the interview. I understand that some of the things that I say may be directly quoted in the text of the final dissertation, and subsequent publications, but my name will not be associated with that text. I hereby agree to participate in the above research.

Participant Print Name:
Signature:
Date:

Student Print Name: Mrs P.B. Msimango (Peggy)
Signature:
Date:

P.O. 1096 Westville 3630
Telephone: (W) 031 – 2059941 (H) 031 – 2668627 (Cell:) 0836571135

Supervisor Print Name: Dr Larry Ritz
Signature:
Date:

Faculty of Education, Edgewood Campus
Private Bag X03
Ashwood
3605
Telephone: (W) 031-2607152 (FAX :) 031- 260 (Cell :) 0826749829

Yours sincerely

P.B. Msimango (Peggy)

For purposes of analysis, please provide and print information about yourself:

GENDER:DESIGNATION:

.....
SIGNATURE:

Appendix 11: Research participants

| Name | Gender | Age | Race | Qualifications | Teaching Experience | Teaching Phase |
|--------------|---------------|------------|-------------|--|----------------------------|-----------------------|
| 1.Mangaliso | | | | | | |
| 2.Vika | F | 44 | A | PTD(s);FDE; Facilitation ITC | 12yrs | S P |
| 3. Mkhomazi | F | 48 | A | SPTD; FDE; B.A.; B.A. (Hon) M.Ed (in progress) Facilitation Skills | 21 yrs | IP |
| 4. Hleleni | F | 47 | A | PTC; ACE; ABET (Dip) NPDE; Facilitation Skills | 18yrs | FP+IP |
| 5.Dr Mandawe | M | 38 | A | B.Theo; HDE; D.Phil | 8yrs-PL1 4yrs- ABET | SP; ABET Level 4 |
| 6. Hlebeza | M | 38 | A | PTD; HDE; B.A.; Facilitation Skills | 14 yrs | SP |
| 7.Morten | M | | C | HDE; M.ED | 17yrs | SP |
| 8. Kingston | F | | | HDE | 21yrs | IP |
| 9.Rendom. | | | | HDE | 27yrs | FP and IP |
| 10. | F | 50 | A | PTD; FDE; Bed (Hons) | 22 yrs | IP |

➤ F== Female; M=Male; A=African; C= Coloured ;I=Indian

➤ PTC=Primary Teacher's Certificate; HDE=Higher Diploma in Education;
PTD=Primary Teacher's Diploma; ACE = Advanced Certificate in Education;
ABET=Adult Basic Education and Training; FDE= Further Diploma in Education
ITC= Information Technology and Communication

➤ FP= Foundation Phase; IF=Intermediate Phase; SP= Senior Phase

Appendix 12: INFORMATION FOR JOURNALS



FACILITATORS INFORMATION FOR JOURNALS

| NAME | GENDER | RACE | AGE | FORMAL QUALIFICATION/S | TEACHING EXPERIENCE | CURRENT TEACHING PHASE |
|---------------------------|--------|----------|-----|---|---------------------|------------------------|
| Morten Andersen | Male | Coloured | 45 | M+4 FDE | 22 | |
| Masuka Magwaragwara | Male | African | 56 | BA; B-ed; FDE | 33 | |
| Khanyisile Boom | Female | Coloured | 45 | B-ed Honours; Dip In Education III; BA | 17 | IP |
| Smangaliso Mshengu | Male | Coloured | 43 | B-ed and Masters | 22 | SP |
| Rendom Caffein | Female | Indian | 55 | BA- Dip Teaching | 30 | FP and IP. |
| Mrs Dlaladlala (Umsinga) | Female | African | 48 | Teaching Dip; FDE; OBE Facilitator Numeracy in Scie and Tech | 25 | Principal |
| Mpiyakhe Shungu (umsinga) | Female | African | 29 | M+4 | 12 | FP and IP |
| Joyride Kingston | Female | Coloured | 51 | HDE-IV | 32 | SP |
| Sipho Mpethu (umsinga) | Male | African | 34 | Dip in Education | 9 | SP |

➤ F== Female; M=Male; A=African; C= Coloured ;I=Indian

➤ FP= Foundation Phase; IF=Intermediate Phase; SP= Senior Phase

Appendix 13: The status of Ikhwezi community college

| | | | |
|---|--|---|--|
|  | PROVINCE OF KWAZULU-NATAL ISIFUNDAZWE SAKWAZULU-NATAL PROVINSIE KWAZULU-NATAL |  | DEPARTMENT OF EDUCATION AND CULTURE UMNYANGO WEMFUNDO NAMASIIHO DEPARTEMENT VAN ONDERWYS EN KULTUUR |
| HEAD OFFICE | | INHLOKO HLOVISI | HOOFKANTOOR |
| Address: | 2nd Floor Administration Building King Dinizulu Highway Ulundi 3838 | Private Bag: Isikhwama Sepost: Privaatsak: | Private Bag X04 Ulundi 3838 |
| Inquiries: | DR S.Z. MBOKAZI | Reference: Inkamba: Verwysing: | SS/4/5 |
| ombuzo: | | | Telephone: 035-8743548 Ucingo: Telefoon: 035-8743600 Fax: |
| navrae: | | | Date: 01-09-2000 Usuku: Datum: |

HRM CIRCULAR NO. 47 OF 2000

**TO: REGIONAL CHIEF DIRECTORS
DISTRICT MANAGERS
CIRCUIT MANAGERS
PRINCIPALS OF SCHOOLS
SCHOOL GOVERNING BODIES**

RE: STATUS OF IKHWEZI COMMUNITY COLLEGE

- Ikhwezi College is as a result of Government to Government arrangement between Denmark and South Africa. After the 18 month pilot project conducted between North Durban and South Durban regions, the project was formerly adopted into our KZNDEC structures as a provincial INSET institution.*
- Unlike the other colleges, Ikhwezi College is not affected by the current rationalization policy for teacher training colleges and will not close down. On the contrary as an institution focussing on professional development this institution plays a significant role assisting the department by developing school managers, educators, School Management Teams and School Governing Bodies.*
- Your co-operation will be appreciated by in your endeavours to assist the institution in its pursuit of engagements in Teacher Development and Education Management Development in the province.*


DR MAM JARVIS
SUPERINTENDENT-GENERAL