

Exploring the role of School Management Teams (SMTs) in leading and managing school based teacher professional development: A case study of three Primary Schools in Pinetown District.

By

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with / without my approval

.....
Professor V. Chikoko

.....
Date

DECLARATION

I, Nomusa Winnie Dlamini declare that this dissertation entitled “Exploring the role of School Management Teams (SMTs) in leading and managing school- based teacher professional development: A case study of three Primary Schools in Pinetown District. ” is my own work and has not been submitted before for any degree or examination in any other University. All the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

I dedicate this piece of work to the memory of the following people:

To my late grand-parents Reggie and Charlotte Goba who always wanted me to step higher and higher in education. I wish they were here to see my dreams come true.

LIST OF ACRONYMS AND ABBREVIATIONS

ANA-Annual National Assessment
B.Ed. Hons. - Bachelor of Education (Honours)
BA (ED) - Bachelor of Arts in Education
CAPS - Continuous Assessment Policy Statement
CDA- Critical Discourse Analysis
CPD- Continuous Professional Development
DoE – Department of Education
DSG- Developmental Support Group
ELSEN- Early Learning Special Educational Needs
FFL - Foundation for Learning
HOD - Head of Department
INSET - In-service training
IQMS-Integrated Quality Management System
LTSM - Learner Teacher Support Material
NATED 550- National Assembly Training and Education 550
NCS - National Curriculum Statement
NGOs - Non-governmental organisations.
NPDE - National Professional Diploma in Education
NPFED- National Policy Framework for Teacher Development
OBE - Outcomes Based Education
PD- Professional Development
PGP- Professional Growth Plan
PTD- Primary Teachers Diploma
SASA- South African Schools Act.
SBTPD - School-based teacher professional development
SDI - Skills Development Initiative
SDT - School Developmental Team
SGB – School Governing Body
SIP- School Improvement Plan
SMTs – School management teams
SWOT - Strengths Weaknesses Opportunities and Threats
TPD- Teacher professional development
TT- Toyota Teach

UKZN-University of KwaZulu Natal

FIGURES AND TABLES

Description	Page
Figure 2.1 Professional development design framework and the design implementation process	32-33
Table 3.1 Selected participants	49
Table 3.2 Participants who participated	46
Table 4.1 Fundakahle Primary School	49
Table 4.2 Khanyakude Primary School	51
Table 4.3 Mageza Primary School	51
Table 4.4 Participants codes	53
Figure 5.1 Professional development design framework and the design implementation process –adapted	100

ABSTRACT

This study explored the role of School Management Teams (SMTs) in leading and managing school-based teacher professional development. This was a case study of three schools from Mafukuzela-Gandhi circuit in Pinetown district. Participants comprised twelve Principals, Deputy Principal, HODs and teachers who were involved in one-to-one interviews (for principals) and focus group interviews (for deputy principals, HODs and teachers). Data were also collected through observations and document analysis.

According to the information from participants, school-based teacher professional development is necessary because in schools there are unqualified teachers, inexperienced teachers and teachers who qualified a long time ago. All these categories of educators need to be trained and equipped with skills and knowledge that would enable them to teach effectively and efficiently.

Findings show that SMTs hold meetings to identify specific problems facing teachers in schools with the intention to assist teachers to overcome the problems they face, SMTs organise school-based training workshops. The challenges that face SMTs in executing school-based teacher professional development include: non-involvement of teachers in decision-making; incompetence of some SMTs in running the workshops; lack of co-operation from teachers and negative attitudes of some teachers who do not want to change. The study concludes by suggesting a modified model of a professional development design framework that can be utilised to minimise SMTs' challenges in school-based teachers' professional development.

TABLE OF CONTENTS

	PAGE
Title page	(i)
Supervisor's statement	(ii)
Declaration	(iii)
Acknowledgements	(iv)
Dedication	(v)
List of acronyms and abbreviations	(vi)
Figures and tables	(viii)
Abstract	(ix)
Table of contents	(x)

CHAPTER ONE

BACKGROUND TO THE STUDY

	Page
1.1 Introduction	1
1.2 Purpose and Rationale of the study	4
1.3 Research Questions	5
1.4 Significance of the study	6
1.5 Delimitation of the study	6
1.6 Limitation of the study	6
1.7 Definition of Terms	6
1.7.1 School Management Teams	6
1.7.2 Leadership	6
1.7.3 Management	7
1.8 Organisation and overview of the study	7-8

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	9
2.2 Understanding the terms „leadership and management’ in the context of a school	9
2.3 School management team	11
2.4 Some of the ways of achieving school-based teacher professional development	14
2.5 Professional development and Professional learning	19
2.6 Professional Development	19
2.7 Professional Learning	21
2.8 School staff needed for Professional Development	23
2.9 Criteria for effective Professional Development	23
2.10 Forms of Teachers’ development	24
2.10.1 Personal Development	25
2.10.2 Career Development	26
2.10.3 Organisational Development	27
2.11 SMTs and Design of Professional staff Development Programmes	30
2.12 Theoretical framework	36
2.12.1 Transformational leadership theory	36
2.1.2.2 Transformative learning theory	38

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction	40
3.2 Research paradigm: Interpretive paradigm	40
3.3 Research design: Case study	41
3.4 Methods of data production	42
3.4.1 Interviews	42
3.4.2 Observation	44
3.4.3 Document Analysis	45
3.5 Participants	46
3.6 Data analysis	47
3.7 Ethical consideration	47

3.8 Summary	49
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CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction	50
4.2 Schools' and Participants' profiles	50
4.3 The identification of teachers' professional development needs	55
4.3.1 Comments by Principals	55
4.3.2 Comments by Deputy Principals and HODs	57
4.3.3 Comments by teachers	60
4.4 How do SMTs provide professional help to teachers?	64
4.4.1 Comments by Principals	64
4.4.2 Comments by Deputy Principals and HODs	68
4.4.3 Comments by teachers	72
4.5 Teachers' experiences on SMTs' roles of school-based teacher professional development	79
4.6 Factors affecting school-based teacher professional development	85
4.6.1 Perceptions on some factors that promote school-based Teacher Professional Development	85
4.6.1.1 Perceptions of school Principals	85
4.6.1.2 Perceptions of Deputy Principals and HODs	87
4.6.1.3 Perceptions of teachers	87
4.6.2 Perceptions on some factors that hinder successful school-based teacher professional development	88
4.6.2.1 Perceptions of Principals	88
4.6.2.2 Perceptions of Deputy Principals and HODs	90
4.6.2.3 Perceptions of teachers	93
4.7 Emerging Issues	95
4.7.1 SMTs' roles in school-based teacher professional development	95
4.7.2 SMTs assistance to teachers in school-based teacher professional development for effective teaching and learning	96

4.7.3. Teachers' views on SMTs roles in leading and managing school-based teacher professional development	97
4.7.4 Factors that influence successful school-based teacher professional development	97

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	98
5.2 Summary of the study	98
5.3 Conclusions	99
5.4 Recommendations	99
REFERENCES	103

LIST OF APPENDICES

Appendix A: Consent letter requesting permission from the school.	116
Appendix B: Letter requesting permission from the Department of Education to conduct research.	117
Appendix C: Letter requesting permission from the Principal and the SMT to participate in my study.	118
Appendix D: Letter requesting permission from the teachers to participate in my study.	119
Appendix E: Consent form for participants	120
Appendix F: Ethical clearance certificate from University of KwaZulu Natal.	121
Appendix G: Permission letter from the Department of Education.	122
Appendix H: Principals' Deputy Principals' and HODs interview questions	123

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

South Africa, along with most African countries, has experienced political, social and economic transformation that has brought about changes on the educational scene such as the introduction of the Outcome Based Education (OBE). Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) state that educational transformation is aimed at redressing inequalities and creating equal opportunities in a single system of education. Khamis and Sammons (2007) also concur with Naidu *et al* (2008) that South Africa is a country of inequality in all walks of life.

The need for such classroom changes driven by economic, political and social transformations in the South African educational system can therefore be readily understood. In order that they reform, in the way that many classrooms became multicultural, it is of a vital importance that all teachers, teachers in training, administrators and educational policy makers be informed regarding such changes. This will require professional development, firstly to inform and up-date teachers by developing new skills and to enable them to manage the changed classrooms efficiently. Secondly to enable them to respond to information about their needs, and their views about programmes provided for them in the sense of improving their practice.

Hopkins, (2007) perceive the school as the heart of educational changes and that it should be equipped to manage change effectively if it is to become fully a learning organisation. Therefore it is the important for SMTs to lead and manage school-based professional development for change toward effective teaching and learning.

Reddy (2010) traces educational reform in South Africa since 1994 and demonstrate how in-service training (INSET) has been a key driver of teacher professional development as government tried to ensure that teachers were abreast with new developments. Reddy (2010) further argues that professional development and INSET are basically one and the same thing, rather than being related concepts.

The involvement of the SMTs was a way of helping teachers to improve professionally was seen by some as a top-down approach. This view is explained by the fact that the teachers who are the beneficiaries were not consulted before the implementation of this

programme. Reddy (2010) further states that such a top-down approach is viewed as not productive. He proposes that SMTs could be used more effectively to ascertain and advise on the needs of teachers while also supporting and encouraging them to be positive in attending the INSET programmes. Reddy (2010) concludes that because most teachers' practice is habitual and ritualistic, it is difficult for INSET programmes to breakthrough and make changes, unless the school management plays a role in the development of a new enabling culture and environment.

A new curriculum in South Africa called the National Curriculum Statement (NCS) with a fresh approach to teaching replaces Outcome Based Education (OBE) which had been introduced in 2003 to replace National Assembly Training and Education 550 (NATED 550) (Spren, 2004).

The NATED 550 which was introduced in 1953 was designed only for black people in South. It was teacher centred. NCS, which is learner-centred thus, replaces the former teacher-centred approach. The NCS is intended to ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their lives.

Other new policies and programmes were also introduced after the introduction of OBE. These include Integrated Quality Management Systems (IQMS) for measuring educator performance and developing them where there is a need for development for the delivery of quality education. White Paper 6 was also formulated in 2001 which advocates human rights and social justice for all learners with equal access to a single inclusive education system. In addition the Foundation for Learning (FFL) policy and Continuous Assessment Policy Statement (CAPS), to be introduced into the Foundation Phase and Grade 10 in 2012, have been developed. These and many other initiatives and new policies that are continuously being introduced in schools require continuous teacher development.

The introduction of these new initiatives and changes added new challenges to teachers as they were facing new responsibilities and new ways of doing things thus highlighting the need for teacher professional development. Exposure to professional development may assist educators to be more competent in teaching and learning for learners' high performance.

The Department of Education (DoE) has stipulated School Management Teams roles to monitor teaching and learning in schools, financial and administrative management and to develop teachers professionally. However, in some schools they ignore the role of teacher professional development. For instance, in my experience, SMTs concentrate only on monitoring, financial, administrative management and not on staff development because the former tend to be easier to identify. Whereas, there is a need for continuous staff development which will empower teachers with strategies and techniques which will enable them to equip learners with rich and appropriate information which lead to learners' high performance. Teacher professional development is also likely to improve content knowledge to assist to execute their essential and demanding duties well. Shulman (1992) and Steyn (2010) emphasise the importance of teachers having both content and pedagogical knowledge for quality teaching and learning. Conceptual, content and pedagogical knowledge are required for effective teaching and learning as well as for enhancing teacher confidence in the classroom (Department of Education, 2007).

Educational changes, such as the introduction of the OBE and the SMTs, were executed simultaneously with the decentralisation of power and responsibilities to school level. SMTs were introduced into schools to enable shared leadership and management for the achievement of high quality in education.

The South African Schools Act (Republic of South Africa, No 84 of 1996, 16 (3) and Act 76 of 1998, 4 (2) place the role of the Principal in a position of professional leadership for the process of evolving conditions to achieve improved and effective school management. Consequently, SMTs were expected to play a pivotal role in facilitating organisational improvement and development within the context of policy implementation among educators. SMTs are also expected to provide clarity, guidance, support and to monitor the implementation. This means that the SMTs should take the lead in managing school- based teacher professional development. Tranter (2006) contends that the SMT should lead all development and implementation of policies and practices in line with teaching and learning policies. Organisational for Economic Co-operation Development (2010) suggests that SMTs must keep abreast of all the latest developments in teaching, learning and assessment and share information with all the teachers in the school.

1.2 Purpose and rationale of the study

Having been a teacher for more than 20 years in different schools, it seems that most schools are not succeeding in school-based teacher professional development. For instance, the introduction of OBE brought a lot of confusion in terms of classroom practice because firstly teachers were not prepared and secondly, the SMTs had to play a leading role in putting the curriculum into practice, to implement the OBE while they themselves were also not prepared. In order to cope, SMTs relied only on Department of Education (DoE) circulars and workshops which did not seem to be sufficient and efficient for them and for the teachers.

It was evident that teachers had difficulty in the implementation of C2005. This might have been due to ineffective workshops, lack of resources, insufficient time allocated and lack of sufficient knowledge on the part of the trainers (Harley & Wedekind, 2004).

Boyle, Lamprianou and Boyle (2005) argue that many programmes that have been offered to teachers are inadequate and have not achieved their goals. This view is shared by some scholars who recognise that DOE short-term workshops and training sessions have not been effective (Robison & Carrington, 2002; Smith & Gillespie, 2007). At times workshops were conducted concurrently with the implementation of a new curriculum; an example of this was at the time of the introduction of OBE into South African schools.

The DoE, in developing policies frequently only focuses on the direct training of teachers, but without the necessary support, follow-ups or monitoring of implementation. Jansen and Sayed (2001) maintain that there is a lack of support for the processes of change from the senior management in South African schools. This highlights the essential need for school-based teacher professional development.

Steyn (2010) found that, DoE programmes have no impact in the schools since they were too theoretical with little practical value. SMTs need to develop teachers so that they will be able to connect theory and practical work in school based professional development. Rukmani, Ramesh, and Jayakrishnan, (2010) asserts that there is a gap between the DoE vision of teachers and the reality of the teacher's classroom experience. This is similar to the apartheid education era as observed by Adler and Reed (2002) who argues that the DoE need not only concentrate on new topics or new

approaches in particular subject areas, but also further need to address the effects of the poor quality of education under apartheid on the majority of South Africa's teachers. During that time, teachers had to follow or obey orders from above and were not allowed to be creative. As this still in practice it would appear that new changes in education have catered for the development of teachers. As consequence, SMTs will need to take the responsibility of leading teachers, motivating them to take responsibility for their own professional development as a means toward enhancing their teaching and learning. Adler and Reed (2002) assert that more thorough and longer school-based programmes appear to be more effective at the level of classroom practice.

With school-based teacher professional development each school is able to address the specific needs of their own organisation, and such development becomes more relevant. SMTs are expected to identify needs, analyse these and thereafter identify areas for the development of teachers under their supervision. SMTs may then identify suitable programmes, which would most likely assist the professional growth of their teachers and consequently an improvement in learners' achievement.

Frequent and constant change in education policies, as well as the complex nature of teaching and learning demand those teachers need constant and on-going development. Thus, the SMTs role in school management should include facilitation in school-based teacher professional development for school effectiveness. SMTs should also create a favourable climate for the successful implementation of school-based programmes.

Even if it is recognised that SMTs should play a vital role in helping teachers, on site, for the improvement of their practice, little is known about the real SMTs role in school-based teacher professional development and more importantly, it is not clear if SMTs understand their role as facilitators in the schools for improvement as well as the school daily practice improvement.

This study aims at exploring the role of SMTs in leading and managing school-based teacher professional development in their schools.

1.3 Research Questions

This study is guided by the following critical research questions:

1. How do SMTs understand their roles in school-based teacher professional development?
2. How do SMTs help teachers in school-based teacher professional development

- for effective teaching and learning?
3. What are teachers views regarding the SMTs role in leading school based teacher professional development?
 4. What are the factors that influence successful school based teacher professional development?

1.4 Significance of the study

With this study I hope to provide an insight into the perceived role of the SMT as a facilitator of the improvement of school-based teaching. I further seek to highlight the factors which influence this role. Further, I hope to provide insight into teachers' expectations from SMTs in the matter of staff development and what in reality they get from them. In addition, this research can inform the policy makers as well as INSET providers, regarding what could be done to improve the way on-site professional development activities are offered.

1.5 Delimitation of the study

This study is restricted to three primary schools. Within the schools, the study involves only selected Level One teachers and SMT members.

1.6 Limitations of the study

The study is narrowed to three primary schools in Mafukuzela- Gandhi Circuit in Pinetown District because of time, financial constraints and other academic exigencies. Consequently, the findings from this study cannot be extended to all SMTs and teachers in KwaZulu-Natal, because participants came from a very specific group of SMTs and teachers.

1.7 Definition of term

1.7.1 School Management Teams (SMTs)

The DoE (2000) defines the SMT as the senior staff of the school made up of the Principal, Deputy Principal and the Heads of Departments (HODs).

1.7.2 Leadership

Hannay (2009) asserts that leadership is a process involving the formulation organisational policies, and endeavour towards the achievement of objectives in education, through organising, making decisions and exercising control. This shows that

leaders should provide direction to teachers and learners and assist teachers by monitoring professional development. In addition leaders need to persuade the followers to work towards successfully achieving educational goals. Sergiovanni (2006) mentions that leadership is about helping people to understand the problems they face, and how to handle and manage their problems. Therefore leaders need to guide followers to strive for the achievement of organisational goals.

1.7.3 Management

Management is a process of striving towards the goals of an organisation to be effectively achieved. Gunter (2001) indicates that management is a way of building and maintaining organisational structure. Management is viewed as a way of organising people in terms of their authority and a range of responsibilities and being a process is very important to any organisation activities.

1.8 ORGANISATION AND OVERVIEW OF THE STUDY

This study has five chapters.

Chapter One provides a general background and overview of the key aspects of this study. It points out the background of the study and the role of SMTs in managing and leading school -based professional development. The motivation of the study and the research questions are also presented.

Chapter Two reviews relevant literature on the roles of SMTs in leading and managing school-based in school-based professional development. The survey commences with the theoretical framework employed in this study and is then followed by an overview of National and International studies related to the critical questions of this study.

Chapter Three explains the research design and methodology of the study. This study takes the form of a multiple case study of three schools using interviews, observation and document analysis for data collection. The chapter also explains the selection of the participants.

Chapter Four presents the results of the study with a focus on data presentation. The findings will be outlined.

Chapter Five presents a summary of the research findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined the background and the introduction to this study. This chapter reviews literature on the leadership and management of teacher professional development in general, and school-based teacher professional development with regard to the key questions formulated in chapter one. The chapter unfolds through six themes namely; leadership; school management; professional development; school staff need for professional development; the design of professional development programmes; as well as the theoretical frameworks used in the study.

2.2 Understanding the terms ‘leadership’ and ‘management’ in the context of a school.

Bush (2007) refers to leadership as the ability to influence the actions of individuals or groups. Bush (2007) further links leadership with vision and the ability to articulate this vision throughout an organisation. Yudelowitz, Koch and Field (2002) and Grant (2010) mention that leadership is the ability to direct change which is future oriented. This suggests that leaders in school will influence teacher and learner behaviours toward working to their full potential. People find it easier to follow a leader and seemingly, following a leader is something that is done more willingly by people. Apparently, leaders need to understand people’s personalities, values and what motivates them. Consequently leaders need to be clear about vision because the followers need to understand their contribution towards the vision and the mission of an organisation (Grant, 2010). Thus, leadership is a process to guide a school through challenges by achieving a vision based on shared values and set the direction of changes and developments by giving support that have been initiated. Moreover, leaders are said to be responsible for building capacity in individuals, teams, and organisations to be leaders and learners (Hirsh & Killion, 2007). By implication, the SMT is therefore responsible for the motivation of school based teacher professional development, by giving support and clearly communicating a vision which may secure commitment among teachers.

Leadership and management are so intertwined that the SMT may not function appropriately without the other. Therefore, I am going to talk about management and

leadership interchangeably. The management is the process of planning, organising, leading and controlling (Bateman & Snell, 2009). They further state that planning involves recognising the organisation's goals and developing strategies to achieve these goals of teacher professional development. In this regard, a manager's organisational responsibilities will include organising the resources of an organisation, identifying different roles, choosing the right people for these roles and delegating tasks to people. The manager also has to ensure that employees have the required resources to perform their tasks. Inefficient organisation can lead to chaos in the school organisation (Bateman & Snell, 2009). They further submit that controlling and evaluating help a manager to ensure the activities of professional development that are done correctly with the goals that were set and recognise these failures and quickly implement corrective measures to bring the task back on track. SMTs ensure a coherent action-planning process for school renewal, innovation and change (Xaba, 2006). The management process is concerned with helping the members of an organisation to attain individual as well as organisation objectives within the changing environment of the organisation (Hannay, 2009).

Moreover Hannay (2009) stresses that management process through its members seeks to co-ordinate their activities and makes use of their resources in order to fulfil various tasks of the organisation as efficiently as possible.

Leadership and management overlap as they both work towards the achievement of an organisation goal. Davidoff and Lazarus (2002) argue that leadership and management are about balancing equilibrium and holding in the centre with a picture of the whole attending to the parts moving forward if is the time to move or stand if is the time to. Therefore educational leadership and management are closely related concepts; as a result they cannot be separated as effectiveness of an organisation is determined by effectiveness of both effective leadership and management.

Bijandi, bin Hassan, bin Sulaiman and bin Baki (2012) also argue that there is a link between leadership and management, where leadership concerns vision, strategy, creating direction and transformation of the organisation while management concerns the effective implementation of the vision, ways of ensuring the vision happens in practice, organisational and operational matters, creating systems and means of ensuring

the organisation is run most effectively and efficiently to achieve the purpose and strategies.

Villiers and Pretorius (2011) propose that effective school leadership and management are critical in ensuring successful outcomes. Steyn (2010) echoed the same sentiment emphasising that SMTs play a key role in creating and sustaining a positive school climate in which teaching and learning takes place. Even though there are some slight distinctions between these two concepts they are both useful and critical to any school policy. For instance, in schools the principal assumes both responsibilities. Gunter (2001) adds that the distinctions are that leaders „do right thing’ while managers „do things right’. As a result there is a need for both effective educational leadership and effective educational management in order to maintain efficient and effective schools which may lead to learners’ high performance.

Furthermore, Hord and Sommers (2008) maintain that the school Principal is often a vehicle for launching professional learning communities and for teacher’s development into a way of working collaboratively, sharing expertise, wisdom and craft knowledge with colleagues. In light of these, they claim that staff development is a very important aspect in times of change in order for the staff to achieve and meet global demands. Therefore, SMTs role is to lead, manage, encourage, guide and monitor teachers in school- based professional development for effective teaching and learning to attain better results.

2.3 School Management Team

Gunter (2001) defines SMTs as teachers who are responsible for the oversight of the schools functioning including budgeting, professional development, assessment, resource management and curriculum management tasks. Grant (2006) argues that SMTs are critical in the transformation of South African schools. Botha, (2006) asserts that the new approach requires the SMTs to change the way they think about their roles and responsibilities in schools. Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) compare this situation to a Shona proverb that suggests that a thumb working on its own is useless therefore SMT should work as a team. SMTs identify problems that teachers

encounter and develop programmes for them to improve their skills, guide, influence and support teachers in teaching and learning. Villiers and Pretorius (2011, p.586) said

It is therefore recommended that school principals, school management teams and other leaders in schools are included in a process of capacity building and professional development in the area of distributed and democratic leadership practices.

A study conducted by Matoti (2010) regarding perceptions of teachers about the state of education in South Africa, cited poor management and leadership in schools as one of the reasons why education standards are going down. Where there are weak SMTs, teacher morale drops and may affect the teaching and learning process

Where schools are considered to exist for the particular purpose of teaching learners, educational management within the school context centre will focus on creating a culture of learning and teaching (COLTS) through effective value-driven education (van Deventer, 2009). This system could be achieved through the expert guidance and leadership of school management in managing the human, financial and physical resources of the school. To be able to carry out these tasks successfully, more specific tasks such as planning, organising, leading and evaluating have to be performed. While all these management tasks are important, the study will focus on the leadership role of school management.

Leadership in schools is not confined to the principal, but is distributed or devolved to other members of staff such as the deputy principal, heads of department and educators. In line with the distribution of leadership among other stakeholders, all South African schools have Senior Management Teams (SMT's). SMT members have an important leadership and management role to perform, either as a member of the management team or as individuals performing specific leadership tasks. The head of department, for example, is a member of the SMT, but he/she is expected to provide expert professional guidance in a particular learning area. Educators are expected to perform the seven roles that are stipulated by the Norms and Standards for Educators (2000). Important to note is that management and leadership of a learning area is one of the roles of the educator serving on the SMT.

From the foregoing discussion it becomes evident that educational management in schools occurs at different levels, namely: individual level (self-management); level of the classroom (Micro-level); school level (Meso-level) and at district, provincial or national level (Macro-level), which falls beyond the control of the school.

The quality of leadership and management determines the success or failure of a school; hence principals, HODs and educators should be both managers and leaders. The school principal, however, should steer the ship in the right direction by directing school activities as well as motivating and inspiring staff. In this study, leadership and management focus on all levels, as problems on one level will filter down to other levels.

When teacher trainees are placed in schools they experience different levels of leadership and management, which will invariably have an influence on their perception of experiential training, and the subsequent professional identities that could emerge from such experiences. Ideally, in my view the members of the leadership and management of the school are expected to create a supportive and enabling environment for teacher trainees to develop their professional skills.

Rhodes (2006) argues that leadership and management of a school have an impact on the construction of professional identity. While Rhodes (2006) focused on school mentors, the argument also holds for teacher trainees. If the school-based mentors experience leadership and management problems, such problems could filter down to the teacher trainees who the mentors should be guiding. Effective practice in school-based mentoring often reflects a whole school commitment to supporting trainee teachers (Estyn Report, September: 2001).

It has already been stated that schools exist in order to offer opportunities for effective teaching. For schools to achieve their goals and objectives, school leaders are expected to perform specific roles. The roles have been categorised into interrelated themes.

2.4 Some ways of achieving school-based teacher professional development.

In the past South African school principals were appointed centrally as public sector workers, without undergoing professional development programmes. Therefore, I think they were not responsible for their human resource management and development. However, Naidu *et al.*, (2008) state that, schools are now moving towards self management, where school principals are responsible for school management including human resources. Heathfield (2008) states that human resource management, is the process by which an employer promotes improved staff performance and efficiency, consistent with management goals and objectives. Therefore, leadership and management need to be sensitive to issues involving the change context of education, continuity, equity, appraisal and support by external environment (Naidu *et al.*, 2008). This shows that the principal should take responsibility to ensure that professional development is well planned, implemented and evaluated.

In order to improve schools as places for teachers to learn, it is important to acknowledge that not all teachers' learning is conducive to promoting professional development and school improvement. Acknowledging this, raises the important questions of which professional activities can improve teachers' participation in school practice, and which type of teacher learning needs to be promoted.

Taylor (2007) argues that, professional learning activities are crucial for enabling teachers to deal with the rapid changes and this can be classified in terms of: keeping up to date (collecting new knowledge and information); experimentation; reflective practice giving and asking for feedback; knowledge sharing; and innovation.

In addition, Kennedy (2005) recognises that professional development can be structured and organised in a number of different ways, and for a number of different reasons. Analysing the means through which professional development for teachers is organised and structured may help us to understand not only the motivation behind such structures, but also the nature of professional knowledge and professionalism itself. Kennedy (2005, p.20) further identifies three major contexts in which professional knowledge is acquired - the academic context, institutional discussion of policy and practice and practice itself. Kennedy (2005) explores the form(s) of knowledge that can be developed through each particular model and identifies categories of professional

development models: 1. the training; 2. the award-bearing; 3. the deficit; 4. the cascade; 5. the standards-based; 6. the coaching/mentoring; 7. the community of practice; 8. the action research; and 9. the transformative model.

For the purpose of this study and taking into account Kennedy's (2005) classification, it is considered that the deficit model, the community of practice model, the transformative model, as well as the coaching/mentoring model fit best with what happens in the school environment.

Kennedy (2005) also explains that the deficit model of professional development is designed specifically to address a perceived deficit in performance. The deficit model is also set within the context of performance improvement.

The coaching/mentoring model covers a variety of Continuous Professional Development (CPD) practices that are based on a range of philosophical premises. However, the defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD. Both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills based and mentoring involves an element of counseling and professional friendship (Jones, Jenkin & Lord, 2006). Indeed, mentoring also often implies a relationship where one partner is novice and the other more experienced. The Principal may also assign experienced teachers to mentor or coach newly appointed staff for support, guidance and to acquire knowledge and skills. This also happens because novice teachers must know and understand what is being expected from them. In my experience as a novice teacher, there were challenges that I faced in the classroom, in the staffroom, and with SMTs. Whitelaw, de Beer and Heuning (2008) affirm that many factors in the teaching profession stress up teachers and these include: poor remuneration, disciplinary problems in classrooms, lack of status for the profession and bureaucratic interference at various levels. Novice teachers and teachers with new job descriptions need to understand their roles and responsibilities.

Kennedy (2005) states that the community of practice model is a model which is characterised by a clear relationship between communities of practice and the mutually supportive and challenging form of the coaching/mentoring model as earlier discussed. The essential difference between the two is that a community of practice generally involves more than two people, and would not necessarily rely on confidentiality. However, the other form of the coaching/mentoring model of CPD discussed above is the hierarchical, assessment driven model and is not closely related to the communities of practice model.

Kennedy (2005) contends that the central characteristic of the transformative model is the combination of practices and conditions that support a transformative agenda. In this sense, it could be argued that the transformative model is not a clearly definable model in itself; rather it recognises the range of different conditions required for transformative practice.

The Cascade model involves individual teachers who attend training events and then return to the school to cascade the information to other teachers (Kennedy, 2005). Day (1999) reports on a case study which was employed by a group of teachers as a means of sharing information. The teachers reported on what they had learned but no detailed consideration had been given to the principles of participation, collaboration and ownership which had characterised their own learning. Kennedy (2005) mentions a drawback of this model that what is passed on in the cascading process is generally skills-focused, sometimes knowledge focused, but rarely focused on values.

In my opinion, the School management team is also responsible for induction of novice teachers to familiarise them with school policies, formal and informal rules and customs of education. This includes induction of teachers newly appointed to a post as a consequence of a redistribution of work. Induction assists with various categories of new staff members, by assisting them to adjust effectively to their work environment with a minimum of disruption.

The practice of team-work also serves to achieve school -based professional development. Team-work refers to the adoption of collaborative approaches and the

development of collegial learning environments and communities of practice in schools. Chung Wei, Darling-Hammond, Andree, Richardson and Orphanos (2009) assert that professional development is likely to be more effective when it is not approached in isolation. They further show that research on effective professional development highlights the importance of collaborative and collegial learning environments. Collaborative professional developments approaches are seen to be more effective in promoting school change that extends beyond individual classroom practice.

Steyn and van Niekerk (2007) assert that Principals should also set about to build confidence in their novice and inexperienced teachers, and create a climate of trust. Therefore, teachers' must work and collaborate as a team.

Collaboration builds trust amongst the staff as it allows leaders and teachers more latitude and discretion in making difficult decisions (Frank, Zhao & Borman, 2004). Bryk and Schneider (2002) also maintain that teacher collaboration is particularly successful in promoting implementation of change, because reforms have more authority when they are embraced by peers. This implies that collaboration creates clearer understanding of role obligations and sustains commitment to improving students' outcomes.

Steyn and van Niekerk (2002) assert that the Principal should take the initiative in parental involvement to work collaboratively with teachers and learners to determine the strength and weaknesses of the school teaching and learning programmes.

Frost, Durrant, Head and Holden (2000) report an increased sense of self- efficacy and self-worth in teachers where they are able to make a difference to learners' learning, and further that they are energised by working and learning collaboratively. This in turn may lead to experimentation where teachers approach their work differently and are encouraged by their Principals and the SMTs to do so. Steyn and van Niekerk (2002) assert that risk taking is less threatening in schools where Principals encourage experimentation.

In my view, it is also important to encourage all teachers to be involved in professional development, designing and implementing development programmes that will help in improving their readiness for effective teaching and learning. In light of this, staff needs

to be recognised and be involved in activities to attain a sense of ownership. Therefore Principals should encourage teachers to discuss current research on effective teaching and to offer and receive new ideas related to immediate problems.

I also think that the Principal should further ensure that professional development programmes are relevant and are provided to the staff. For example, if workshops or lesson presentations are conducted it is important for trainers to present theory, give demonstrations and allow more time for participants to practice and give back feedback. Workshops allow the development of new understanding where teachers learn from each other by sharing ideas (Lieberman & Mace, 2008). Workshops can be valuable when offered to educators in the same grade, same phase and in clusters. This means that workshops encourage a feeling of togetherness.

Steyn and van Niekerk (2002) suggest that the Principal can also develop teachers by demonstrating some techniques as a part of professional development which will assist teachers in teaching and learning. For example, the Principal can demonstrate the use of the fax machine or the use of the photocopying machine as a means of assisting in their daily routines. In my school the SMT nominates those with expertise of various matters in the school to demonstrate their expertise to the other teachers.

Steyn and van Niekerk (2002) further maintain that job rotation should also be part of the programme for acquiring new skills and knowledge. In my school, teachers move up with their students from grade one up to grade three. This encourages teachers to put more effort in their work to produce the best students for the next phase.

Moreover, the SMT may emphasise the importance of homework and the regular monitoring of learners' progress in the design appropriate development programmes. It is also their responsibility to emphasise the quality of teaching and check on learner discipline. The Principal is also responsible for working with teachers to determine needs and then proposes programmes that will address those needs.

Steyn and van Niekerk (2002) emphasise that the SMT should take the lead in creating a positive climate for professional development. This endorses the view that leadership behaviour plays an important role in professional development.

2.5 Professional development and professional learning

The current emphasis on teachers' professional development comes from the growing recognition of education as a dynamic professional field (Lessing & de Witt, 2007). In this regard the DoE (2008) notes that educational researchers are constantly discovering new knowledge about the teaching and learning processes and that therefore as teaching methodology expands, and evolves, educators need to continue to develop their expertise at all levels.

Other authors such as Mizell (2010) support this view, and state that in a changing and dynamic society, institutions in charge of education as well as educators cannot be static. They must address the new societal needs and new directions for the changing society. In order to address the real new needs of a changing society, educational reform requires teachers not only to update their skills but also to totally transform their role as teachers (Lessing & de Witt, 2007).

Therefore, if educational systems establish new expectations for learners, teachers, and school communities for which some educators may not be prepared, it becomes important to provide educators with the knowledge and skills to meet these new expectations. To achieve this task, I suggest that on-going professional development and professional learning are the keys to keeping teachers abreast of current issues in education and enabling them to cope with new educational expectations and constraints.

2.6 Professional development

Within the general literature there are many different terms describing professional development, as well as many definitions to explain what it is about (Lessing & de Witt, 2007). Mizell (2010) lists various terms used when referring to professional development such as in-service education and training, teacher-training, staff development, continuing teacher development, professional learning or continuing education.

Just as numerous terms exist in reference to professional development, there are likewise as many definitions for this concept. Guskey (2000, p. 16) defines professional development as “those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students”. Mizell (2010) considers professional development as a popular term used to define the process by which teachers acquire the knowledge and skills essential for good professional at each stage of a teaching career. Day and Gu (2007) mentions simply that the term ‘professional development’ is used to refer to describe opportunities offered to educators in the execution of their tasks.

Sullivan (2011) focuses on the deeper understanding of key concepts when defining professional development. He states that professional development is essentially based on providing teachers with opportunities to become intellectually engaged with their subject matter, thus ensuring a deeper understanding of key concepts and enabled to try new approaches in environments that support variety.

For the purpose of this study professional development is defined as “activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2009, p. 49). Knapp’s (2003, pp.112-113) review suggests that professional development includes “the full range of activities, formal and informal, that engage teachers or administrators in new learning about their professional practice”, while professional learning refers to “changes in the thinking, knowledge, skills, and approaches to instruction that form” the repertoire of practicing teachers’ or administrators”. Thus professional learning could involve changes in one’s capacity for practice (i.e., changes in professionally relevant thinking, knowledge, skills, and habits of mind) and/or changes in practice itself (enacting new knowledge and skills in one’s daily work). The term ‘professional learning’ may encompass learning that is not formally planned, or learning that occurs with unexpected outcomes or as part of the work that teachers undertake every day in their classrooms (e.g. Doecke, Parr & North, 2008, p. 52).

One feature of professional development that could be picked from the literature examines thus far is that it is an on-going and lifelong process. If we consider the

teaching profession as a dynamic and expanding profession, then professional development will be recognised as a lifelong process, rather than a special and single event. This notion of viewing ‚professional development’ as an on-going process is shared by Smith & Gillespie (2007) who state that one feature of Professional development is that it should be an ongoing process which helps teachers to grow professionally. From this perspective, the journey to achieving true professional status is a dynamic process that spans one’s entire career in the profession, from preparation and induction to completion and retirement.

In the general literature the terms staff development, teacher training, teacher professional development, continuous professional development, in-service education and training are often used interchangeably to mean the activities formal or informal aimed at helping teachers to achieve efficiently their role. For the purpose of this study, professional development has been the term I have chosen to refer to activities aiming at helping teachers to improve professionally.

2.7. Professional learning

“If schools are to change to meet their increasingly urgent needs, teachers will have to move from being trained or developed to becoming active learners” (Easton 2008, p. 755). Current literature advocates a shift from professional development to professional learning for teachers. Therefore, there is a need of clarification of the use of these two terms.

Even though often used interchangeably within the education profession, the literature usually differentiates between what is meant by each of these terms.

Various authors have been critical of professional development conceived of as something that one ‚does’, or that is ‚provided’. This idea of what is done or offered to teachers suggests a top-down approach of providing activities aiming at re-skilling school teachers. For example Easton (2008, p.756) argues that:

It is clearer today than ever that educators need to learn, and that’s why professional learning has replaced professional development. Developing is not enough. Educators must be knowledgeable and wise. They must

know enough in order to change. They must change in order to get different results. They must become learners and they must be self-developing

In addition, Fullan (2007, p.35) argued strongly that “professional development as a term and as a strategy has run its course”.

Therefore the question arises. Is there a difference between the terms professional development and professional learning? The answer from the literature is that professional development is different from professional learning. Many scholars, in the field of in-service education and training, believe that the current practice of professional development does not reflect the current theoretical understanding of best practice. To illustrate this view, Darling- Hammond, Meyerson, LaPointe & Orr (2009, p.134) refer to critics of professional development who believe that current practices are “shallow and fragmented”.

Barnett and Fallon (2007 p. 6) describe one of “the most grievous faults” of current professional development efforts is that “the goals and content of these efforts is prescribed for teachers, rather than by them”. Darling- Hammond, Meyerson, LaPointe & Orr (2009, p.134) comprehensively fault current practices as:

... focusing on district-mandated, generic instructional skills of teachers ‚trained’ as individuals by an outside expert away from their job site. Because this training is fragmented, piecemeal, and often based on instructional fads, it is viewed as a frill, easily dispensed with in tough financial times. Perhaps most damaging, these workshops, although they often respond to expressed teacher needs, are seldom explicitly linked to what schools expect students to know and be able to do.

For the purpose of this study and as conceptualising teacher learning in terms of participation in a teacher learning community is a relatively new phenomenon in South African teacher developmentt, I have used the term ‚professional development’ as my conceptual framework.

2.8 School staff need for professional development (PD)?

Professional development is an integral part of everyday teacher's work (Steyn & van Niekerk, 2007). They further state that PD is growth oriented as teachers are expected to strive to rise in their profession. Professional teacher development is intended to improve current performance and remedy existing weaknesses. In this manner, it is necessary in order to assist to improve their daily teaching and learning practices. For SMTs to identify teachers' needs by assessing them through IQMS, or by teachers being asked to identify and compile lists of their needs.

Shulman (1992) emphasises the importance of teachers having both content and pedagogical knowledge for them to execute their duties well. This means that teachers need to understand the subject well and be able to assist students to relate one idea to another and where necessary addressing misconceptions. This illustrates the essential nature of PD in teachers' lives.

2.9 Criteria for effective professional development

Within the literature many criteria for effective professional development are provided. Wilson and Berne (1999) state that professional development should be intensive, ongoing and connected to practice. They submit that, intensive and ongoing professional development, especially when it includes applications of knowledge to teachers' planning and instruction, has a greater chance of influencing teaching practices and, in turn, leading to an advance in student learning. This implies that, the duration of professional development appears to be associated with stronger impact on teachers and student learning in part, perhaps, because such sustained efforts typically include applications to practice, often supported by study groups and/or coaching.

Wilson and Berne (1999) further suggest that professional development should focus on student learning and should address the teaching of specific curriculum content. They provide evidence of studies that suggests that professional development is most effective when it addresses the concrete, everyday challenges involved in teaching and learning specific academic subject matter, rather than focusing on abstract educational principles or teaching methods taken out of context.

Professional development should align with school improvement priorities and goals. Scholars such as Chung Wei, Darling-Hammond, Andree, Richardson and Orphanos (2009) claim that professional development tends to be more effective when it is an integral part of a larger school reform effort, rather than when activities are isolated, having little to do with other initiatives or changes underway at the school. If teachers sense a disconnect between what they are urged to do in a professional development activity and what they are required to do according to local curriculum guidelines, texts, assessment practices, and so on-that is, if they cannot easily implement the strategies they learn, and the new practices are not supported or reinforced, then the professional development tends to have little impact.

Professional development should build strong working relationships among teachers. Chung Wei, Darling-Hammond, Andree, Richardson and Orphanos (2009) suggest that the research has shown many times over during the past three decades that teachers exhibit a strongly individualistic ethos, owing largely to the built-in privacy and isolation of their daily work as it has been organised in most United State schools. Given the prevalence of an “egg crate model” of instruction-whereby each teacher spends most of the day in a single room, separated from other adults-the American teaching profession has not yet developed a strong tradition of professional collaboration. Historically, schools have been structured so that teachers work alone, rarely given time together to plan lessons, share instructional practices, assess students, design curriculum, or help make administrative or managerial decisions. Such cultural norms are not easily changed.

2.10 Forms of teacher development

Smith and Gillespie (2007) suggest that teachers will never progress if they do not go through a crucial phase of feeling the need of personal development. Hewson (2007) argues that this occurs if teachers feel that overall their teaching is competent, with only a limited aspect being problematic. Related to this is Social Development in which teachers become aware of their professional isolation from their peers, and recognise that this, too, is problematic. This, then, helps to create a willingness to find ways of discussing their practice with others. A key element of this is the need to be able to trust

that their peers will be supportive colleagues who offer critique in a non-judgmental fashion. These developments support the initial phase of their professional development in which teachers are prepared to try out new activities in their classrooms. Steyn and van Niekerk (2007) also maintain that professional development must fulfil three needs - personal development; career development and organisational development.

2.10.1 Personal development

Steyn and van Niekerk (2002) further contend that teachers should undergo personal development by enhancing their knowledge and skills for professional use. In light of this, Chinmoy (2007) explains personal development as conscious self improvement and self transcendence.

Personal development is concerned with not only the increase of one's productivity, effective self motivation and job satisfaction but also with the improvement of relationships, interaction and lifestyle well-being, both at work and at home. From this perspective, personal development will be recognised as personal growth rather than the remediation of personal weaknesses. For example, a computer literacy programme which will assist a teacher to be computer literate would constitute personal growth.

(To achieve such computer literacy the DoE desired that all teachers should possess laptop computers and should attend workshops to be developed. However, this has failed due to financial constraints.)

Where teachers lack skills, they develop negative attitude towards their work. For instance, in my personal experience teachers do not prepare well due to the lack of skills related to the use of available teaching resources, miss some classes or do not go to work due to the lack of motivation, dedication and confidence in classroom management.

A lack of job satisfaction leads to teachers absenting themselves, behaving aggressively, being inclined to quit their jobs and psychologically withdrawing from their work (Heystek, 2007). All this has an impact towards the school and in teaching and learning. On the contrary teachers are motivated if they know what to teach and how to teach, thus achieving a job that has been done well.

The spirit of the school based professional development implies that teachers take responsibility for their own actions and acquire the necessary knowledge, skills and repertoire of activities to increase their participation in the school work place environment. By participating in a variety of professional activities within the school context, teachers stimulate both their own professional development and the development of the school and thus make a significant contribution to improving educational practice. In this sense attention is paid to teachers as members of a (semi) profession in which “teachers acquire new knowledge, skills and values, which will improve the service they provide to clients” (Hoyle and John, 1995, p. 17), and take the responsibility for the acquisition of new knowledge and skills (OECD, 2010).

With reference to Mezirow (1997) writings on transformative adult learning, he maintains that teachers need to be provided with opportunities to learn, assisted by SMTs. Teachers should also be open to learning. A commitment to the professional growth of every teacher should be supported with professional learning opportunities that respect and acknowledge that teachers are adult learners. Adult learners develop in different ways, come from different backgrounds and work in a variety of context specific settings and cater for the needs of diverse students. Effective professional learning recognises that teachers have individual needs, different motivations for learning, differing prior knowledge and experiences that will impact on the type of learning they choose to engage in. This way of viewing teachers’ growth involves transformative and reflective learning strategies.

2.10.2 Career development

A teaching career develops through stages during which teacher’s progress. Fessler (1995) suggests the following three periods:

- (1) An initial teaching period comprising between one and five years and characterised by struggles with class organisation, management, curriculum and acceptance by peers;
- (2) A period of security building, lasting between six and fifteen years. During this period, teachers knowing what they are doing seek ways of improving their knowledge and background for the improvement of their practice;

(3) The maturing period that lasts for approximately 15 years or more. This is seen as a period of security in professional life. The secure attitude of teachers allows them to see change as a process and not a threat.

Steyn and van Niekerk (2007) assert that staff should be provided with necessary qualifications and development of skills. During this journey toward becoming experienced, it is important for teachers to be developed for career advancement in order to experience greater job satisfaction.

New qualifications do not necessarily lead to improved performance as it is difficult to link theory and practice. Therefore, it is the responsibility of the Principal and the SMT to develop teachers including the novice teachers by conducting workshops and organising cluster meetings. It is also the responsibility of the DoE to arrange in-service training for teachers to be developed for their new job description. This will further require the Principal to encourage members of the SMT to acquire management qualifications to improve their management skills.

Hewson (2007) claims that for career development to be facilitated, teachers need to exhibit high levels of professionalism by for example having an extensive knowledge base of conceptions, beliefs, and practices that they bring to bear on the unique complexities of their daily work lives. This is also a knowledge base that is shared within the professional learning community (Hewson, 2007). In his view, such an improvement of a teacher's knowledge base, as well as changes in beliefs and practices, refers to transformational learning theory.

2.10.3 Organisational development

Teachers' professional development results in plans of action that are geared towards improving the systems so that all children can learn. These systems may be whole schools, districts, Boards of Co-operative Educational Services (Easton, 2008), universities, or teacher centres. An orientation toward professional learning also requires thinking differently about where learning takes place, about leadership and governance, about appropriate learning activities, about evaluation of professional

development, about role changes, and ultimately about cultural changes that both promote, and result from, learning.

Rose (2006) submits that the main features of an organisational development are the outcomes and outputs overtly linked to human resource development and maintenance. The values driven organisation places emphasis on organisational culture, setting out the mapping tools required to identify and show organisational structures and processes. These may include the range of technologies and methods to enhance professional development, the succession planning tied to professional development and performance management. Lastly, it could be suggested that the use of reflective practices to view successes and failures as learning opportunities in an organisational development may provide quality education for all learners.

Within this spirit, Steyn and van Niekerk (2007) assert that organisational development entails improving teachers' performance to benefit the whole school serving the primary aims of the education system, together with the promotion and attainment of quality teaching and learning. This underlines the importance of professional staff development at every level, to ensure the necessary competencies for teachers to apply their responsibilities and to achieve their educational goals.

In addition, Lazarus and Davidoff (2002); Bush and Middlewood (2005) argue that the human being is the greatest resource in any organisation, because s/he can transform all other resources therein towards the achievement of organisational objectives. The goal of this might be to prepare teachers for ever changing duties, responsibilities and to encourage them to use new methods and techniques in their present posts. In this manner personal development, career development and organisational development intertwine, because if a teacher develops herself/himself the organisation benefits. Similarly when a teacher is developed in his career the organisation also benefits.

Naidu, *et al.*, (2008) state that, professional development also enables teachers to cope with rapidly changing curricula, policies and systems. Mkhwanazi (2007) views the role of SMTs as essential as that of the initiator in the process of successfully implementing new policies. This role empowers teachers with strategies and techniques which enables

them to acquaint learners with rich and appropriate information. This role of SMTs also leads to effectiveness in doing their job, so that learners learn and behave better and achieve higher performance. As a result of the above, it could be insinuated that Professional staff development contributes to a positive ethic where people feel valued and motivated.

Furthermore, when there are curriculum changes teachers need to be developed to acquire new knowledge and skills. In this connection, Garet, Desimore, Birnman and Porter (2000) contend that professional development improves content, knowledge, pedagogical strategies and alignment of curriculum and assessment. For example, there was a great change with the introduction of Curriculum 2005 which made it absolutely essential for teachers to be developed. As a result DoE conducted workshops to align teachers with change. However, teachers had difficulty in the implementation due to the inadequate workshops, lack of resources, the time allocated was not enough and the trainers did not have enough knowledge. This shows that South Africa adopted a western reform model and did not consider the requirements necessary to make it successful. This is due to the difference of the context and the cultural settings of South Africa and western. This sudden change made some of the teachers to resign and moved to private sector. Other teachers took packages which the DoE offered. This jeopardised our system of education because most of the teachers who left were Maths and Science teachers. Soon after that Revised National Curriculum Statement was introduced followed by National Curriculum Statement and in the year 2012 DoE Curriculum Assessment Policy Statement was to be implemented. Yet in some schools they did not attend the workshops. All these sudden changes damage the learners and the school.

Recent changes in legislation have focussed on the importance of teacher professional development. The DoE developed the Norms and Standard for Education in the Employment of Educators Act (1998) which dealt with teacher professional development.

The National Policy Framework for Teacher Development, 2007 (NPFTED) was established as legislation supporting teacher professional development. This policy concentrates on the lack of conceptual and pedagogical knowledge among teachers; a

lack which which needs to be dealt with. This intends for Professional development to lead to effective teaching and learning, and a willingness and ability for teachers to reflect on their work. The policy also seeks to lead to the empowerment of teachers in skills and attitudes where they have to identify and support learners with learning barriers. Since such learners are included in mainstream education under the supervision of the school SMT.

Means, Penuel and Padilla (2001) also argue that teachers need support in their initial professional development and implementation in-order to successfully adopt curricula. NPFTED proposed Continuous Professional Teacher Development (CPTD) to improve the teaching and learning and the learners performance as well as to build confidence in the teaching profession.

De Jager and Niewenhuis (2005) state that SMTs should develop a collegial relationship that will make teachers feel safe and supported. The organisational development which is the result of the refinement of all stakeholders in education in any entity is a collaborative action which implies collegiality and the whole stakeholder's willingness to move forward towards the new ways of acting and thinking.

2.11 SMT's and the design of professional staff development programmes

In recent decades, school reform efforts have recognised teacher professional development as a key component of change and as an important link between the standards movement and student achievement (Chung Wei, Darling-Hammond, Andree, Richardson & Orphanos; 2009). Professional development of teachers is not new, but in recent years, in South Africa, the way in which it is structured and delivered is being re-conceptualised (Kriek & Grayson, 2009). This re-conceptualisation, according to Wilson and Berne (1999), should consider professional development as a ticket to any reform. They argue that an effective professional development programme should:

- (1) Ensure collaboration that produces shared understanding about the new direction or vision;
- (2) Require collective participation in making steps towards the new direction;
- (3) Focus on crucial problems of curriculum and instruction;
- (4) Be conducted often enough;

(5) Be congruent with and contributing to professional norms and habits.

Design of professional staff development programmes must consider and examine the impact of such development on student achievement (Borko, 2004, Cohen, Raudenbush & Ball, 2003). In this same vein, Garet, Desimore, Birnman and Porter (2000) emphasise that the promotion of student achievement should be encouraged when designing professional programmes. This will require different designs and methods in which the focus will be on predicting high quality implementation of programmes. Chikoko (2008) further states that programmes should be systematically planned to cater for the different stages in a teacher's career. They must also involve various levels of educators; for example, post level one teachers, heads of department, deputy principal, the principal and non- teaching staff.

The importance of values in professional development in a school situation helps teachers to decide on, and implement, valued changes in their teaching and leadership behaviour (Bush and Middlewood (2005), Garet, Porter, Desimore, Birnman, and Yoon (2001), Supovitz & Tuner, 2000). In this manner, teachers need to remain curious about the classroom, to identify significant concerns in the classroom, to identify significant concerns in the process of teaching and learning, to value and share experiences with colleagues and to use new approaches in the light of new understanding (Supovitz & Tuner, 2000)

In this manner, Steyn and van Niekerk (2005), Lumby and Middlewood (2003) stress the importance of needs analysis for professional development programmes so that areas which need to be developed can be selected and planned for a particular school. The development gap between actual staff performance and desired staff performance can also be identified. Consequently, DoE has formulated policies for professional development in schools to close this gap. These policies are to assist staff to identify their strengths and weaknesses so as to improve on those areas. Some of these policies include Integrated Quality Measurement Systems (IQMS) and Continuous Professional Teacher Development (CPTD).

IQMS is a tool which was established by the DoE for evaluation of teachers to ensure quality education. Painter (2005) defines IQMS as an intervention which aims to benefit both the individual and the school in pursuit of quality education. Hariparsard (2008) concurs with Painter (2005) that IQMS is the process of management which entails improving the organisation's performance through the enhanced performance of individuals. Therefore, IQMS process requires the Principal and the SMT to assist staff to prepare Professional Development Plans linked to the School Improvement Plan (SIP). This will assist teachers' performances to improve with a consequent improvement in teaching and learning.

In this regard the Principal, SMT and teachers are advised to select a School Development Team (SDT). Mkhwanazi (2007) states that SMTs need to be supportive structures to struggling educators, and will liaise with the School Development Team to provide that support.

Chisholm (2005) emphasises that an appraisal process should be introduced, at school level, in a democratic and non-threatening way so as to avoid top-down decisions. He also suggests that a SDT should be democratically elected by the entire staff. Consequently, the SDT has to identify needs for staff development, tabulate them and prioritise areas that need to be developed. This can be informed by Professional Growth Plan (PGP) forms which will have been filled in by teachers.

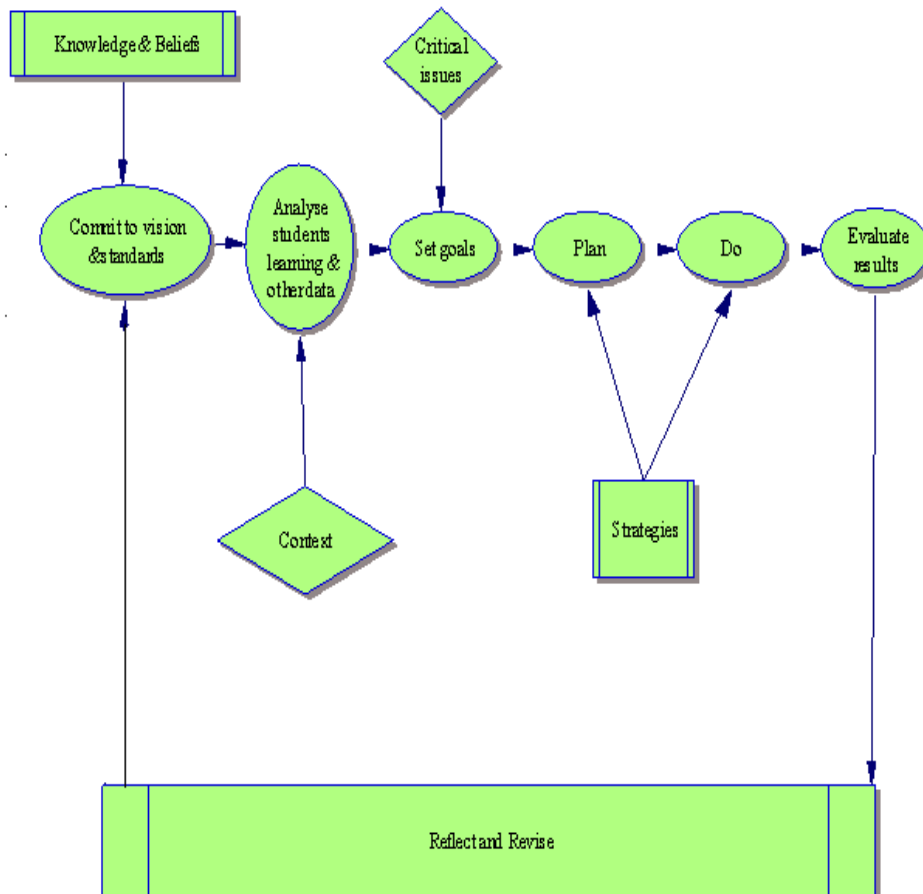
For example, needs requiring development could include such issues as subject content knowledge, learner assessment, alternatives to corporal punishment and other similar matters. Thereafter, the SDT should identify whether the developmental programmes are to be provided internally or externally and who is to develop particular programmes. Steyn and van Niekerk (2002) affirm that this is the most important phase of the developmental programmes as it includes the details of the programme, its objectives and who will be participating, who will conduct the programme, the activities that will be conducted and how progress will be measured.

Mntambo (2009) also states that professional development is determined by teacher needs to develop staff so as to be able to implement externally imposed changes and to implement internal school improvement initiatives chosen by the SDT.

An action plan has to follow for developing the teachers. This action plan is to be set by providers (SMTs) in collaboration with beneficiaries (teachers).

According to Loucks-Horsley, Love, Stiles, Mundry and Hewson (2010) professional development designers should consider: first, the knowledge and belief by consulting the extensive knowledge bases that can inform. Second, the context which is related to the understanding of the unique features of a local context uses that information to inform the design. Third, critical issues which are concerned with paying attention to issues that may influence the success and impact on of any professional development and plan ahead to address them. Fourth and last, strategies which are related to taking into account a wide range of professional development strategies; and choose most aligned with the goals, match the need of the audience and support teachers to learn and grow over time. The following diagram summarises the professional development design process.

Figure 2.1 Professional development design framework: the design and implementation process (Loucks-Horsley, Love, Stiles, Mundry & Hewson. 2010 p.29).



The Action Plan should include a time frame, which will state whether the programmes should be conducted once a week, once a month, quarterly or yearly. The SDT should identify people with expertise who will conduct the professional development programmes. This expertise can either be from internal or external sources.

In addition, the SDT should determine the kinds of resources needed. For example, resources should include facilities, funds, materials and organisation. Most schools fail to invite experts due to insufficient funds allocated to professional development as Easton (2008) recognises that consultant expenses may be the most expensive line item for professional development, therefore consultant use may well be limited when pursuing professional learning. What is most expensive in a professional learning

school is release time for educators themselves either for substitute pay or stipends for summer work (Easton, 2008)

Moreover, implementation, monitoring and evaluation systems need to be in place in schools to achieve specific objectives. Evaluation process includes reviewing, reconstructing, re-enacting and critically analysing one's teaching abilities. Such reviews may provide evidence of change that needs to be made to becoming better teacher (Omstein, Thomas & Lasley (2000).

The DoE (2005) states that it intends to ensure quality education through monitoring and improving the quality of teaching and learning, and the process of teacher development. Ramnarain (2001) affirms that a performance based teacher evaluation system is critical to improve teaching and learning. Steyn and van Niekerk (2002) argue that evaluations assess programmes whether they are a success or failure in teaching and learning.

In my school the lesson plan has a column where teachers need to reflect on their lessons. Steyn and van Niekerk (2002) further state that evaluation assists in decision making in the identification of future professional development programmes. Steyn and van Niekerk (2002) also mention that evaluation identifies organisational changes the professional development programmes makes necessary. This means teachers need to be motivated by the SMTs, highly developed and highly supported so that a high quality of learners results.

Steyn and van Niekerk (2002) stipulate that professional development programmes should be maintained by establishing ways in which outcomes are applied successfully. Moreover, professional development programmes should also be maintained by adapting programmes to meet objectives effectively. Steyn and van Niekerk (2002) mention five different levels at which evaluation can be carried out. Firstly, the reaction level reviews the participation by teachers.. Secondly, the learning level evaluates the teachers' knowledge, skills and attitudes that they have mastered. Thirdly, the behaviour level evaluates the work behaviour as to whether teachers are able to apply learnt skills in performing their duties. For instance, in conducting assessment in the new approach

learnt in professional development programmes. Fourthly, the school level where it evaluates the impact of professional staff development programmes whether the teachers live the vision they have identified, and also their attitudes towards learners. Lastly, the ultimate level where it evaluates the performance of the school as a whole and whether some of the teachers have voluntarily enrolled for career development to improve their performance.

I also concur with Kamper (2006) when he argues that IQMS is used to determine salary progression and grade progression. The heads of department (HODs) need to support teachers in implementing policies (Policy Handbook Document, 2003). IQMS is a process from which everyone benefits it as it evaluates and develops staff by revealing their strengths and weaknesses. Thus, this process must be continuous as it should allow continuous support. Contrary, IQMS is not successful because it is linked with incentives. In my experience, teachers choose friends in their panels and everyone does not want low scores as this may lead to not receiving the incentives.

2.12 THE THEORETICAL FRAMEWORK

This study was informed by the following two major theories: the transformational leadership theory and, the transformative learning theory. The section below discusses these theories in detail.

2.12.1 The transformational leadership theory

Yudelowitz, Koch & Field (2002), considers leadership as the ability to direct change and it is future oriented. Transformational leadership is a theory of leadership where required change is identified by the leader who provides guidance to implement the change. It is about enhancing motivation and performance of teachers for effective teaching and learning. Hall, Johnson, Wysocki and Kepner (2008) assert that transformational leadership is a process that changes and transforms individuals. In this theory, commitment of members is regarded as a key factor to the success of the change. This is aimed at changing and transforming people in mind and heart so that they have insight and understanding of principles and values of the organisation (Covey, 2006). SMTs using the transformational leadership theory will be able to transform teachers by assisting them to develop professionally. In this case the organisation will

be able to bring about changes that are permanent. According to Bush (2007), in transformational leadership, leaders provide individualised support to employees. This scenario is linked to this study in the sense that the SMTs, as the professional developing structure with the aim of fostering participation in school decisions (Bush, 2007) are supposed to offer professional developmental support to teachers. When providing the professional development to teachers, SMTs will identify the needed change, guide the change through inspiration, and execute the change (Covey, 2006). This is in agreement with the characteristics of transformational leadership stated by Chengladevar (2003) as inspirational, motivational and giving individual consideration.

Leadership, as a contested concept, has been subject to a range of analytical approaches (Sergiovanni, 2001). However, Eagly, Johannesen- Schimdt and van Engen (2003); Bass & Riggio (2006) identified transformational leadership as the most successful method of leading in challenging circumstances. According to Brighthouse (2004), head teachers are the major influence on a school environment, and their behavior shapes both direction and ethos. The changing nature of education requires leaders, who are able to respond to external demands for accountability, become more flexible, take more responsibility for their own actions and enable their schools to adapt quickly when facing the changing environment.

Transformational leadership has the potential to change the very culture of the organisation, helping shape and develop it as environmental requirements change. Rather than measuring performance, the transformational leader inspires and motivates followers, demonstrating the importance of satisfying higher-order growth needs (Bass & Riggio, 2006), fostering a desire to improve and achieve and demonstrate qualities such as optimism, excitement about goals, a belief in a future vision, a commitment to develop and mentor followers and an intention to attend to their individual needs. Higher levels of success can only be achieved by embedding transformational leadership in order to develop strategies which will increase motivation and staff development, and also providing a workplace which can be both inspiring and aspirational (Smith & Bell, 2011).

When this desire to improve is combined with a greater emphasis on collaboration between schools, the involvement of community members, parents and other stakeholders, the requirement of schools to develop new school leaders, plus the new developments in pedagogical understanding, there is a tendency for heads to become transformational (Leithwood & Jantzi, 2000). This study uses such factors to explore the extent to which head teachers in a sample of secondary schools in one socially deprived local authority perceive themselves as deploying transformational leadership. Wang and Rode (2010) have listed some characteristics that could be used to identify a transformational leader. They are the following: Strategic thinker, ability to empower others, initiative, strategy formulation and implementation, positive mental attitude, visionary, encouraging of human potential, willingness to change, ability to handle conflict, effective communicator, skilled motivator, ability to inspire trust, and ability to gain commitment.

2.12.2 The transformative learning theory

The theory of transformative learning has been developed by Mezirow (1997). It has evolved into a comprehensive and complex description of how adult learners construe, validate, and reformulate the meaning of their experience (Tsao, Takahashi, Olusesi & Jain, 2012, p. 17). Transformative learning in adult continuing education has been around for over 15 years, and continues to be the most researched and discussed theory in the field of adult education. Most significant, is the preponderance of literature, conceptual and empirical, framed within the seminal work on transformative learning theory (Taylor, 2007).

For adult learners to change their "meaning schemes (specific beliefs, attitudes, and emotional reactions)" (Mezirow 1991, p. 167), they must engage in critical reflection on their experiences, which in turn leads to a perspective transformation. Perspective transformation is seen by Mezirow (1991) as the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about our world; changing these structures of habitual expectation to make possible a more inclusive, discriminating, and integrating perspective; and, finally, making choices or otherwise acting upon these new understandings.

The process of reflection is an integral part of teaching practice. Reflection underpins all learning and teaching in schools, and is a vital part of any professional practice. Reflection is a “looking back” on experiences; in everyday life and in a professional context, it is a looking back on experiences so as to learn from them. Therefore reflection is a means of constructing knowledge about one’s self and about the world. On another hand, critical reflection is the process of analysing, reconsidering and questioning experiences within a broad context of issues which occur during professional development activities.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter I present the research design and methodology employed in the study. The chapter unfolds as follows: first I briefly explain the research paradigm in which the study is located. Next I explain the research design. This is followed by the description of the tools utilised in data production. I also describe the population and sample used in the study. This is followed by ethical considerations. Finally, I end up by summarising the chapter.

3.2 RESEARCH PARADIGM

Interpretive paradigm

This study is qualitative in nature, located in the interpretive research paradigm. Qualitative study seeks to get depth of information (Nieuwenhuis, 2007; Neill (2007) to provide a way to gain insights through discovering meanings by improving comprehension. Qualitative research attempts to study human action from the participants' point of view. Within the qualitative research approach people are studied by interacting with and observing the participants in their natural setting. The focus is on meanings and interpretations (Nieuwenhuis, Fraenkel & Wallen, 2008).

The Interpretive paradigm is referred to as a set of assumption or beliefs about fundamental aspects of reality which gives rise to a particular world view (Nieuwenhuis, 2008). I adopted the interpretive paradigm because it emphasises experiences and interpretations of peoples' attitudes, behaviour, ideas and beliefs. According to Nieuwenhuis (2008), interpretive research is carried out in real- life situations using techniques such as interviews, observations and documents in the natural setting. Therefore, this paradigm was suitable to this study which sought to make the truth to be momentary depending on setting, time and context (Bertram, 2004).

My aim in this research was to acquire thick and in-depth descriptions of SMTs' experiences when providing professional development of teachers. I sought to explore the richness, depth, and complexity of experiences of SMTs in providing professional

development to teachers (Burton & Bartlett, 2005; Lowe, 2007). Since, the qualitative approach is concerned with describing and understanding human interactions and lived experiences (Lichtman, 2006; Henning, 2004; Sprat, Walker & Robinson, 2004), I sought to understand SMTs' interactions with teachers and their lived experiences better. The study further sought to understand SMTs' role and the reality of living in their own social settings (Scott & Morrison, 2007).

3.3 RESEARCH DESIGN

Case Study

Within the qualitative approach a case study design was adopted. Cohen, Manion and Morrison (2011, p. 290) assert that case studies enable in - depth probing and intensive analysis of the multifarious phenomenon that constitute the life of the unit and are aimed at understanding the unit.

A case study is an in-depth study of one particular case, in which the case may be a person, a group of people, a school, a community, an organisation, a movement, an event or geographical unit (Bertram, 2004; Neuman, 2006). This study was a multiple case study of three schools which have focused on school-based teacher professional development. These three schools are situated in the same locality and district.

The research was a case study of school management teams (SMTs) in the process of leading and managing school-based teachers' professional development. The case in this study is the role of SMTs in leading and managing teacher professional development in three schools in the Mafukuzela- Gandhi circuit. This study aimed at capturing the reality of the participants' lived experiences, perceptions and thoughts (Cohen, Manion & Morrison, 2011) regarding professional development in their schools.

Cohen, Manion & Morrison (2011) note that the purpose of a case study is to present, and represent, reality - in order to contribute to action and intervention. Therefore, in this study, I presented the opinions of principals, deputy principals, HODs and teachers about the role of SMTs in leading and managing professional development.

3.4 METHODS OF DATA PRODUCTION

Most case studies use varied data collection methods such as “observations, interviews, maps, photos, newspapers, documents and records on a single case” (Neuman, 2006 p. 41).

Data production methods are techniques and procedures that are used in data gathering (Cohen, Manion and Morrison, 2011; & Silverman, 2005). Mitchel and Jolley (2004) describe data collection methods as sources of information. In this study I have used three data collection methods namely; interviews, document analysis, and observation. Below I explain each of the methods in turn.

3.4.1 Interviews

Interviews are data collection techniques used in qualitative designs whereby there is a lot of text collected in the form of words (Festinger, 2005; Marczyk, DeMatteo & Neill, 2007). Respondents are encouraged to participate and interact fully where the interviewer probes for clarity on specific aspects (Wheeldon, 2010). Morrison (2009) argues that probes enable the interviewer to ask participants to extend, to elaborate, add to, and to provide detail for quality response which allows the interviewer to read depth in responses. The interviewer clarifies queries from the participant and stimulates the participant to give full answers (Cohen, Manion & Morrison, 2007). Fraenkel and Wallen (2008) argue that interviews are designed to favour the collection of in-depth information in narrative form, observed through communications. Very detailed and descriptive information collected in the form of words (Slavin, 2007) and detailed transcripts of interviews produced will in turn permit the researcher to identify relevant themes (Chang, 2006; Lowe, 2007). In this case the researcher is in a better position to understand and portray participants’ perceptions and understanding of a particular situation or event (Burton & Bartlett, 2005).

In this study I employed two types of interviews, namely one-to-one interviews with school principals and focus group interviews with deputy principals, HODs and teachers.

A Focus group interview is a qualitative research technique in which a group of people, rather than one person, is informally interviewed in a group discussion setting

(McMillan & Schumacher, 2010; Neuman, 2006). In this technique the interviewer sets a group of people a series of questions focused on a single theme, in this case the SMTs' role (Bloomberg & Volpe, 2008; Fraenkel & Wallen, 2008). Cohen, Manion and Morrison (2007, p. 377) define focus group interviews as:

...contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic where the interaction with the group leads to data and outcomes.

A focus group interview is also seen as an interview that is set up to collect and analyse data that are primarily concerned with the interaction among members of the said group (Fraenkel & Wallen, 2008).

According to Cohen, Manion and Morrison (2007, p. 377), in a focus group, "members interact with each other instead of interacting with the interviewer". The role of the interviewer is to "facilitate the discussion so as to gather qualitative data on attitudes, values and opinions" (Cohen, Manion & Morrison, 2007 p. 377). The goal is to encourage full participation and interaction among members and also to probe for clarity of specific aspects (Wheeldon, 2010).

During interviews, the interviewer "clarifies queries from the participants and stimulates the participants to give full answers" (Cohen, Manion & Morrison, 2007 p. 378). I have adopted this approach in my study.

I conducted one interview session with each of the principals and I used semi-structured interviews. I chose semi-structured interviews because they can be flexible and allow me to probe to elicit more information that can be relevant to the study while guided by the interview schedule (Creswell, 2012). Each interview lasted for about 90 minutes. These interviews took place in the principal's office in each case. The interview with principals focused on the role of SMTs in leading and managing school-based teacher professional development. I asked questions specifically pertaining to the role of principal and other members of the SMT.

I also held one focus group interview with deputy principals together with HODs in each school. These interviews lasted for about 2 hours each. In one school the

interviews were conducted in the deputy principal's office and the other two interviews were conducted in the school library. The focus was on the perception of their roles as members of the SMT in school-based teacher professional development.

I held another focus group interview with teachers in each school. The interviews lasted about one and half hours each. One of the interviews was conducted in the school library, and the other two interviews were conducted in the deputy principals' office.

In both one-to-one interviews and focus group interviews, open-ended questions were asked. Open-ended interviews "permit a free response from the subject rather than restricting the participant to a choice from stated alternatives" (Vithal & Jansen, 1997 p.22). During the interviews, the participants shared experiences of the role of SMTs in leading and managing school based teacher professional development as the phenomenon being researched (Lowe, 2007) and as a given topic (Cohen, Manion & Morrison, 2007).

3.4.2 Observation

Blaxter, Hughes and Tight (2006) describe observation as a method which involves the researcher in watching, recording and analysing events of interest. Observation enables the researcher to gain an in-depth understanding and insight of the phenomenon observed. It is a systematic process where behavioural patterns of participants are recorded (Cohen, et al., 2011). According to Cohen, Manion and Morrison (2011) and Kumar (2005), observation is the best method of data collection when it comes to collecting primary data. An observation is an everyday activity where the researcher uses the five senses, such as tasting, touching, seeing, hearing and smelling, to put data together (Maree, 2007). Furthermore, observation is a continuing process whereby the researcher is not limited to sessions of attendance (Wiersma & Jurs, 2009).

For this study, I observed an annual national assessment (ANA) training workshop in one school. The ANA tests were introduced by the Department of Basic Education to measure the country's improvement in learning in specific grades and subjects (DOE, 2012). ANA tests require all public schools, and independent schools subsidised by government, to conduct the same grade-specific language and mathematics tests (DOE, 2012).

The training I observed concerned the running of the annual national assessment (ANA) test. Items covered during the training included invigilation, seating arrangement and security of question papers. The workshop was scheduled for two days but the observation was carried out for a period of one day only. Observation of this ANA training was relevant to my study because the SMT role was demonstrated as the members of the SMT facilitated the workshop. The attached observation schedule (Appendix F) was used as a guide in this activity. During observations I captured data through the use of an audio recorder and I also wrote notes to complement the record.

3.4.3 Document analysis

Documents are “a valuable source of information in qualitative research” because they are a good source of text and they provide researcher with understanding of central phenomena (Creswell (2012 p. 223). Although documents might not be readily available, they present balanced information as they are not written for the purpose of research, but written in the “language and words of the participant” (Henning, 2004; Creswell, 2012 p. 223). In addition, “documents are plentiful and part of the everyday world of the participant” (Cohen, Manion and Morrison, 2007 p. 201). Nieuwenhuis (2007) argues that the use of documents as a data gathering technique make the researcher focus on all types of written communication that may help shed light on the phenomenon being investigated.

For this study, I examined the following documents: teaching time-tables, minutes of staff meetings, workshop schedules, and preparation books. These documents were made available to me to examine during my own time.

In analysing the documents I wrote notes about issues related to school-based teachers’ professional development.

The documents also provided information gathered from previous year’s records and included minutes of staff meetings that were held about the issue of the role of SMTs in leading and managing school-based teacher professional development.

It is noted regarding the use of documents for research purposes that they have their limitation in the fact that access may be deliberately blocked (Yin, 2003).

If documents are used alone, analysing them gives a researcher a very specific and sometimes limited approach to experiences and processes (Flick, 2009).

3.5 PARTICIPANTS

Sampling is the process of selecting a portion of a population for the purpose of research (Henning, 2004; Maree 2007). I purposively selected three primary schools in one circuit in Pinetown district. Punch (2005) claims that purposive sampling means sampling in a deliberate way, with some purpose or focus in mind. This means that in purposive sampling the selection of the sample is based on personal knowledge and expertise about the population.

Cohen, Manion and Morrison (2011) posit that purposive sampling is used in order to access „knowledgeable people’ who have in-depth knowledge about the particular issue. Purposive sampling allows the researcher to choose participants who illustrate some features that are of interest (Denzil & Lincoln, 2000).

In the schools used for this study, some members of SMTs and some teachers were selected to be participants. I selected SMT members because of their roles in school based teachers’ professional development. I selected teachers as participants because the training is offered for their benefit, and they therefore probably have information and experiences to share about the training organised for them.

I purposively selected 16 respondents from three schools (see Table 3.1). One principal in each school, one deputy principal in each school and one HOD in each school were selected. The selection of teachers was such that three were selected from Fundakahle Primary School while two teachers were selected from each of the two other schools (Kanyakude and Mageza). It should be noted that the participants are given pseudo names and this is explained clearly in page 53.

Table 3.1: Selected participants

School	Principal	Deputy principal	HODs	Teachers
Fundakahle	1	1	1	3
Kanyakude	1	1	1	2
Mageza	1	1	1	2

The deputy principal who was selected for focus group discussion at Mageza primary school declined and this affected the method of data production as there was only one member (HOD) for that interview. I was therefore forced to have a one-to-one interview with Mrs. Ndlovu, Mageza School - HOD.

Table 3.2: Participants who took part in the study

School	Principal	Deputy principal	HODs	Teachers	Total
Fundakahle	1	1	1	3	6
Kanyakude	1	1	1	2	5
Mageza	1	0	1	2	4
Total	3	2	3	7	15

3.6 DATA ANALYSIS

I have analysed data for this study by using content analysis. This is a process in which many words are classified into fewer categories (Cohen et al., 2007 p.475). I have organised and analysed data by firstly reading thoroughly, dividing texts into segments of information and labelling each of the information segments with codes. I looked for patterns in coded data to categorise them, and overlapping information was removed from codes. I then merged the codes into themes which were discussed in detail. Thematic analysis is a method of “identifying, analysing and reporting patterns or themes were used” (Braun & Clarke, 2006, p.79).

In addition, documents which are related to the SMTs role were also analysed using the content analysis process and the critical discourse analysis (CDA). This method of text analysis has been described by Fairclough (2003) as analysing the specific and powerful role of language in text and in talk. The data from the observations underwent analysis to find trends linked to the themes under the research study. Information from all data collecting instruments was presented concurrently on each research question to enhance trustworthiness of the findings.

3.7 ETHICAL CONSIDERATIONS

Cohen, Manion and Morrison (2011) maintain that ethical issues arise from the nature of the research problem, the research context and data collection. Fraenkel and Wallen

(2008) point out that in depth interviews ask participants to reveal much about their lives. During such interviews a measure of intimacy can develop between interviewer and interviewees to share information about events in their lives that, if misused, could leave them very vulnerable. As a result, interviewees must be protected from such vulnerability. This can be achieved if the interviewer gives assurance to the interviewees of confidentiality, anonymity and privacy of their names and identity (Cohen, Manion & Morrison 2011).

Thus, in this study I have used pseudonyms instead of the interviewee's real names. The ethical considerations were explained in the beginning of each interview with all participants because research studies are built on trust between researcher and participants. Gay, Mills and Airasian, (2009) argue that the researcher should take responsibility to behave in the same trustworthy manner as she expects from the participants. If that is practiced, the researcher will not only enjoy trustworthiness from her participants but they in turn will show credibility (Lincoln & Guba, 1985).

To observe trustworthiness, I pilot tested the interview questions. The pilot stage helped to adapt the questions to the language of the interviewees for their better understanding.

Attention was also given to validity and reliability. These were addressed by employing what is called triangulation. Willis, Jost and Nilakanta (2007, p. 219) indicate that:

... The idea of triangulation is to find multiple sources of confirmation before the researcher can draw a conclusion from his study.

There are a number of types of triangulation that the researchers can use, such as methodological triangulation which involves the different methods like interviews, observations and life histories. Other types include theory triangulation, investigator triangulation and environment triangulation. In this study I employed data triangulation. Data triangulation involves using different sources of information in order to increase the validity of a study (Guion, Diehl & McDonald, 2011). In this case, data were collected from principals, deputy principals, HODs, and teachers as these are the different stakeholder groups that have vested interest in the roles of SMTs on school-based teacher's professional development (Guion, Diehl & McDonald, 2011).

3.7 SUMMARY

In this chapter I have described and explained the study's research design and methodology. I have indicated that the study is qualitative in nature and located within the interpretive paradigm. I have reported that I used four collective data collection methods namely; focus group interview, one-to-one interview, observations and data analysis. My participants were the principals, deputy principals, HODs and Post Level-one teachers.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The previous chapter outlined the research design and methodology employed in this study. In this chapter I present and discuss the findings. I gathered data through four methods namely face to face interviews with principals, focus group interviews with deputy principals and HODs, and observations and document analysis.

This chapter begins with a discussion of the profiles of the participants as well as those of the schools. From there I move on to views of SMTs and teachers on the identification of teachers' professional development needs. This is followed by experiences on SMTs' provision of help to teachers and then discussion on teachers' views on SMTs' role in professional teacher development. Lastly, I present and discuss factors influencing successful school-based teacher professional development (SBTPD).

4.2 Schools' and Participants' profiles

Table 4.1 Fundakahle Primary School

Name	Designation	Highest qualification	Years of service at school	Teaching experience in years
Mr Gumede	Principal	B.ED Hons	16	27
Mrs Goba	Deputy Principal	B.Ed Hons	16	21
Mr Mbesa	HOD	BA (ED)	07	07
Nokwanda	Teacher A	B.A.	22	22
Phumzile	Teacher B	PTD	07	07
Mpumi	Teacher C	B.A.	14	14

Table 4.1 presents details of participants from Fundakahle primary school. The information from the table shows that the participants are well qualified with almost all of them having obtained first degrees with the exception of one teacher who holds a Primary Teachers' Diploma (PTD). Two of the participants, the principal and deputy principal had post graduate degrees. This information suggests that the SMTs in this

school would be knowledgeable in terms of educational content material and pedagogy. The participants are also equipped with teaching experience with the average of 15 years teaching experience ranging from 7 to 27 years of teaching. In this case, these participants do not only possess theoretical knowledge but they have the practical knowledge. Also, most participants from Fundakahle Primary School have been in that school over a considerable period, with the range of 7 to 22 years. This is an indication that they should be expected to be familiar with what is going on in that school.

Fundakahle Primary School is located in an informal settlement area in the Pinetown District. The school is a Public school on private land. It was built by the Trust Community which is described as a Section 14 school in the South African School Act (Republic of South Africa) No.84 of 1996. The contribution of the Department of Education (DOE) is with the salaries of teachers, provision of materials, such as Learner Teacher Support Material (LTSM), and the money given to schools for school functioning as prescribed by DoE Norms and Standard. Funders, such as Toyota Teach and various Rotary Clubs, and the DOE are unable to do renovations for the school. For instance the school has a mobile library. The DOE cannot erect any building in these premises because it is on private land; however the DOE only assists with repairs. Fundakahle Primary School shares the premises with a High School. This means they share water, electricity, toilets and the tuck shop. This makes it difficult for the school to operate in the way it would wish. There are also disturbances during break-time as the two schools work to different times. Fundakahle Primary School offers Grade 1 to Grade 6 with learners of age 6 years to 16 years. This school is the best performing school in the area which leads to a high enrolment every year. The current school enrolment at the end of 2012 is 1 607 learners with 48 teachers. The teacher pupil ratio is 1:34. All the teachers are qualified and have permanent posts. Fundakahle Primary School is a well-resourced school in terms of LTSM. The principal is doing the best to network and mobilise for better opportunities for the school and to acquire resources for effective teaching and learning, even from non-governmental organisations (NGOs).

Table 4.2 Khanyakude Primary School

Name	Designation	Highest qualification	Years of service at school	Teaching experience in years
Mr Kunene	Principal	B.ED Hons.	21 years	30 years
Miss Dlamini	Deputy Principal	B.ED Hons.	18 years	30 years
Miss Mthembu	HOD	B.ED Hons.	11 years	24 years
Thandazile	Teacher A	ACE(Tech)	06 years	07 years
Amahle	Teacher B	PTD (S)	08 years	10 years

Table 4.2 above indicates that the Khanyakude Primary School SMT members are more qualified and experienced than at the Fundakahle Primary School. In which case, it might be expected that they would perform better in their role of school-based teachers professional development providers. Their knowledge of the operations in the school, and their skills and experiences of teaching and learning could be imparted to the teachers.

I was unable to obtain more information about the Khanyakude Primary School background. The school is located in a semi-urban area at Mafukuzela- Gandhi in Pinetown District. The learners' enrolment is 821 and the number teachers are 24. There are many primary schools in the area whereas there are few high schools. In 2013 Khanyakude Primary School is going to merge with the neighbouring primary school due to the low enrolment of the latter. The neighbouring school is to become a High school. Khanyakude Primary School offers classes from Grade- R to Grade 5. In 2013 the newly merged school will offer the full range of classes from Grade-R to Grade 7.

Table 4.3 Mageza Primary School

Name	Designation	Highest qualification	Years of service at school	Teaching experience in years
Mr Luthuli	Principal	B.A.	35 years	35 years
Mrs Ndlovu	HOD	-B.A.	03 years	24 years
Yenzeka	Teacher A	NPDE	03 years	03 years
Lindiwe	Teacher B	NPDE	03 years	03 years

Table 4.3 illustrate that the Principal and the HOD are the only people with higher qualification and a lot of experience at Mageza Primary School, while the two teachers both hold National Professional Diplomas in Education (NPDE) and their teaching experience amounts to only three years. As far as the experience at Mageza Primary School, only the Principal has lengthy experience while the others have only three years of experience. The fact that teachers in this school have low qualification and are inexperienced may affect the quality of teaching and learning. Therefore this means there is a need for school-based teachers' professional development.

Mageza primary school is located in an urban area in Pinetown District. The number of learners is 1200 and the number of teachers is 35. It is one of the best schools in the area with a 100% pass rate over the last past five years. The high performance of the school leads to high enrolment every year. It is the only school that has air conditioning in the classrooms in the Pinetown district. The buildings are well maintained. There is a vast difference between Fundakahle and Mageza in terms of buildings. It is a well-resourced school due to fundraising. The school has initiated an exceptionally valuable strategy with great potential called the Skills Development Initiative (SDI). The SGB has given the school an amount of R15 000, invested as the SDI fund, which provides resources for the SDI to be spent on TPD.

It is notable that Mageza Primary School is on occasion visited by top officials in the Government. For example in 2002 the then National Minister of Education, Kader Asmal visited the school with other members of Parliament. Last year it was visited by Provincial Members of KwaZulu Natal Department of Education. This year it was visited by the circuit and the district officials.

Mageza Primary School is twinned with a lot of other disadvantaged sister schools. Mageza Primary School donated a photocopier machine to one of the disadvantaged sister schools. They are also twinned with two other schools from England, where they share knowledge to improve their school. There is a British flag in the school to show relationship with England schools.

Mageza Primary School provides a remedial class for those learners who are having difficulties in learning. The school publishes news of their activities in a local newspaper. For instance, they involve learners in all grades in academic and sport competitions. In 2010, Grade 7 learners entered a Mathematics Expo KwaZulu Natal competition. In October 2011 they entered Eskom Science Expo in Boksburg where they won a gold medal on creative young inventors recycling. Grade ones and twos also entered an Arts and Culture initiative during Arbour week where they designed the puzzle. In this way their learners are exposed to various learning opportunities and application of skills in life situations which contributes to effective learning.

Table 4.4: Participants codes

School	Name	Designation	Code
Fundakahle	Mr Gumede	Principal	Mr. Gumede (FSP)
Fundakahle	Mrs Goba	Deputy Principal	Mrs. Goba (FSDP)
Fundakahle	Mr Mbesa	HOD	Mr. Mbesa (FSHOD)
Fundakahle	Nokwanda	Teacher A	Nokwanda (FSTA)
Fundakahle	Phumzile	Teacher B	Phumzile (FSTB)
Fundakahle	Mpumi	Teacher C	Mpumi (FSTC)
Khanyakude	Mr Kunene	Principal	Mr. Kunene (KSP)
Khanyakude	Miss Dlamini	Deputy Principal	Miss Dlamini (KSDP)
Khanyakude	Miss Mthembu	HOD	Miss Mthembu (KSHOD)
Khanyakude	Thandazile	Teacher A	Thandazile (KSTA)
Khanyakude	Amahle	Teacher B	Amahle (KSTB)
Mageza	Mr Luthuli	Principal	Mr. Luthuli (MSP)
Mageza	Mrs Ndlovu	HOD	Mrs. Ndlovu (MSHOD)
Mageza	Yenzeka	Teacher A	Yenzeka (MSTA)
Mageza	Lindiwe	Teacher B	Lindiwe (MSTB)

Table 4.4 shows the codes of participants as they are used in the text in this study. A few examples of how I have derived the codes are given below:

- Mr. Gumede (FSP) means Mr. Gumede, Fundakahle School Principal.

- Miss Dlamini (KSDP) means Miss Dlamini, Khanyakude School Deputy Principal
- Mrs. Ndlovu (MSHOD) means Mrs. Ndlovu, Mageza School HOD.
- Mpumi (FSTC) means Mpumi, Fundakahle School Teacher C.

4.3 The identification of teachers' professional development needs

4.3.1 Comments by Principals

In this section I focus on the strategies used by SMTs to identify the professional development needs of teachers. I asked each of the school principals how teacher professional development needs are identified in their schools. One item that emerged from all the participating principals is the use of the Integrated Quality Management System (IQMS). IQMS is a new appraisal system initiated by the Department of Education with the purpose of improving the quality of teaching and learning (Motilal, 2004). In this regard, Mr. Gumede, the Principal of Fudakahle primary school (FSP) had this to say:

Another thing which gives me information is IQMS. IQMS also gives information where there are gaps so we have to fill those gaps.

Similar comment also came from Mr. Luthuli, the Principal of Mageza Primary School (MSP) who said that:

We have IQMS. It has sections 1,2,3,4 & 5 where we check if the teacher is effective in that part, and also the teacher discloses where she has a problem.

Mr. Kunene, Principal of Khanyakude Primary School (KSP) echoed the use of IQMS to identify teachers' needs by stating its importance in the drawing of a school improvement plan:

IQMS (Integrated Quality management System) is also a good tool to use in order to draw a school improvement plan (SIP) (Mr. Kunene (KSP)).

The data produced from all three of the principals interviewed shows that IQMS is one of the ways that could be used to assist in identifying teachers' needs.

In addition to IQMS, data indicates that other ways of teachers' needs identification are strengths, weaknesses, opportunities and threats (SWOT) analysis, and reflections on teachers' daily activities. Two of the three principals picked the SWOT analysis

programme alongside feedback from HODs and reflection of teachers' daily activities as another way of bringing more insight on teachers' needs, which could lead to willingness to revise the way they teach.

Regarding the use of the SWOT analysis to identify teacher needs, Mr. Luthuli (MSP) had this to say:

There is, in terms of eh...we do needs analysis at the beginning of the year for instance in 2013 we will do needs analysis, what our needs are, what our short comings are then we decide what kinds of workshop are preparing for.

On the same matter, Mr. Gumede (FSP) said:

They consider the SWOT analysis programme. The SWOT analysis generally speaks about the weaknesses and strengths, opportunities and threats. Teachers always reflect on that to improve. I also do it.

Another strategy that emerged from interviews with principals in the identification of teachers' needs is staff meetings. Mr. Gumede (FSP) commented thus:

We meet as a staff and discuss all issues pertaining to teaching and learning. Then if there were problems or gaps identified by teachers we mention there that we are going to do Professional Development on that particular aspect.

He further indicated the frequency and dates of meetings by saying "The first Thursday of the month is for the staff meetings" (Mr. Gumede (FSP)).

This statement was confirmed by a document analysis which took place on the 26 July 2012.

On the same issue of frequency of meetings, Mr. Luthuli (MSP) mentioned that:

Our teachers have meetings on Thursday and Friday. We finish at 13h30. From 13h30 to 14h30 we have group meetings on different learning areas, discussing weaknesses, strengths opportunities and threats for the week.

In addition to staff meetings, principals also indicated that they sometimes convene meetings of the school management (SMT). These are meetings attended by only the Principal, the Deputy and HODs to identify and discuss how they can assist teachers in professional development.

Additional strategies mentioned by principals include the employment of a skills audit and management by walking about. Mr. Gumede (FSP) disclosed that sometimes he

gets out of the office and walks around the school yard, and does random class visits. He specified that:

When you are a manager of the school there is a management by walking about technique when you walk about and if you find that there is chaos in that classroom, you pop in and if there is a teacher then you realise that there is a problem with that teacher.

The use of a skills audit was also suggested by Mr. Kunene (KSP). He claims that the identification of teachers' needs "could be done by employing the use of a skills audit which will expose the strengths, and areas of individual and group needs."

Generally, interviews with principals revealed at least three strategies were used to identify teachers' professional development needs. These are IQMS, SWOT analysis and meetings. The other strategies that the principals referred to included random class visits and skills audits.

Some principals alluded to a SWOT analysis as basically analysing the information that was obtained by using some of the other strategies already mentioned.

Principals seem to be using a variety of strategies to identify teachers' needs which is a good thing since one strategy might have weaknesses and some information can escape. The use of variety of strategies is in agreement with Chung Wei, Darling-Hammond, Andree, Richardson and Orphanos (2009)'s claim that professional development is likely to be more effective when it is not approached in isolation. Principals employ formal and informal ways of identifying teachers' needs.

4.3.2 Comments by Deputy Principals and HODs

Besides principals, data were also collected from deputy principals and HODs through focus groups interviews. Deputy Principals and HODs were combined during focus group interview sessions. One of the questions I asked of the deputy principals and heads of department was about the role they play in identifying teachers' needs.

The responses suggest two different strategies they use to identify teachers' needs. The first strategy was the use of Integrated Quality Management System (IQMS). On the issue of IQMS, Miss Mthembu, head of department from Khanyakude Primary School (KSH) noted during focus group interviews that "Out of the IQMS it is when we identify the areas of development".

The second strategy that came up from deputy principals and HODs focus group interviews as the strategy they use to identify teachers' professional development needs is by means of meetings. Data show that there are two kinds of meetings in which SMTs identify teachers' needs.

The first of these were general staff meetings, where training needs can be mentioned when the meeting is not specifically for professional development needs identification and the SMTs would be alert to pick up on training needs. This was mentioned by Mrs. Ndlovu, head of department from Mageza primary school (MSHOD) on a one-to-one interview and this is what she said:

Sometimes even if we meet as a staff, maybe something comes out and you identify that there is a need for somebody. Maybe if he or she is answering something that she needs improvement on in a certain area.

The deputy principal from Fundakahle Primary School went on to even specify the day of the week for the meetings:

We do them on Thursdays but there is a plan for not every Thursday. Some of the Thursdays we have sport, we have SMT staff meeting, and some have professional development.

Mrs Ndlovu (MSH) commenting about the frequency of the meetings in her school said:

Once a month. When we meet, especially for school related matters, that's on a weekly basis, but if it's something that's not immediate, then it tends to be once a month.

Other meetings are special meetings organised by SMTs to specifically identify teachers' needs. This is where they put aside time in the afternoon to have meetings with specific groups of teachers who teach similar levels.

This came up during a one-to-one interview with the HOD at Mageza primary school when Mr. Ndlovu, head of department from Mageza primary school HOD (MSH) revealed that:

We put aside time in the afternoon where we meet grade 1, 2 and 3, and they sit down and identify the areas which need development.

Miss Dlamini, Khanyakude primary school HOD (KSP), on the same issue said:

Definitely, by meeting because teachers meet per grade, especially if you want to achieve something they meet per grade. If we meet as a whole group or team for example as the foundation phase the interaction can be

easy than when we meet per grade. Where we can be free because sometimes we do things differently. We interpret things differently, we unpack things differently. So I allow interaction amongst them in their respective grades.

Mrs. Ndlovu (MSH) stipulated that:

We get together and have ideas like just looking at a lesson on transport and how it could be done to make it more interesting to the children.

Mrs. Ndlovu (MSH) further commented that:

When we give ourselves time to meet, and when we sit down they mention what their weaknesses are or where they need improvement and sit down and we cover all those areas which needs development. We put aside time in the afternoon where we meet grade 1, 2 and 3, and they sit down and identify the areas which need development.

Findings from deputy principals and HOD show the use of only two strategies - IQMS and meetings. The IQMS was not comprehensively discussed as it had been in the interviews with principals. It was just mentioned by one participant. Miss Dlamini (KSDP) also mentioned IQMS in passing and her comment was not related to identification of teachers' professional development as she said:

As a school we have a plan where sometimes maybe from the beginning of the year we set dates for submission and we set dates of IQMS.

Therefore, there is nothing much that one can draw from deputy principals and HOD regarding IQMS.

Deputy Principals and HOD stated a lot more about the use of meetings to identify teachers' needs. Some meetings are general staff meetings while others are organised for identification of teachers' needs and are usually organised per grade. In some schools, meetings are scheduled mostly for Thursdays. This is confirmed in the document from Fundakahle Primary School about phase meeting which took place on the 19th of April 2012.

Unlike general staff meetings, the holding of meetings per grade is more collegial, a good practice that enhances participation by members and as a result yields maximum response. This strategy also calls for specificity, as challenges for teachers may differ in different grades. In a general staff meeting some members dominate the discussion, others are shy to talk about their weaknesses in front of a big crowd and this can hinder

the identification and as a result teachers will continue struggling or go back to what they know, such as the old traditional way of teaching.

4.3.3 Comments by teachers

Teachers also remarked on IQMS being used by SMTs in the identification of their needs. Nokwanda, a teacher from Fundakahle Primary School (FTA) noted this during a focus group interview with Fundakahle teachers:

We are doing IQMS where we are appraising yourself and then choose DSG's and your Peer to come and assist you in the class. All those problems are collected and they are written on the school improvement plan by the principal and the SDT committee.

Some teachers had positive comments regarding IQMS, while others had negative comments. Yenzeka, the first of the two teachers at Mageza Primary School (MSTA) commenting about good points of IQMS, had this to say:

If you look at the IQMS as well we went to the process recently and you know your weaknesses and strength from there now your HODs and Principal they will come and help you they encourage you they give the resources that will help you along the way. He continued further by saying: That is the best way of doing it because it's a very like a constructive type of way. You come you sit they observe your class, they put the point down. It's done in a very formative way.

Other comments about IQMS were not in support of it. For example, Lindiwe, the second teacher at Mageza Primary School (MSTB) complained about doing IQMS every year. This is what she said: "So obviously the cycle, now I end up next year doing IQMS again."

Two of the three teachers from Fundakahle Primary School lamented the dishonesty that is seen in IQMS execution. Nokwanda, (FSTA) and Mpumi, the third teacher Fundakahle School (FSTC), they had these to say respectively:

Since IQMS we are doing it for the money (Nokwanda, FSTA).

My problem is that the person is not honest to herself or himself on that form. If you can be realistic and be honest on the form maybe you can get (Mpumi, FSTC).

Teachers also commented regarding the use of meetings for identification of their professional development needs. Yenzeka (MSTA) announced that:

They give us stuff, we have meetings, our grade meetings, our phase meetings as well, and that where the contents are, and whatever is discussed as well, and we go from there onwards.

The issue of meetings being scheduled and specific for individual grades was discussed by Mpumi (FSTC) saying:

We meet on Thursdays if there are no workshops. Let's say maybe grade 4, 5 and 6. We meet together arts and culture, English you see; same learning areas but different grades and share.

Another comment from teachers came as a complaint among other things for meetings that are held outside the teaching times. Regarding this issue, Yenzeka (MSTA) had this to say:

It depends how much of assistance you require. If you need a one-to-one you go up and ask. If it's a meeting now we can thrash it out in the meeting. This is our problem and this is what we want. We have regular meetings nearly every other day. Our staff meeting is every other day. If we start at 14h00 sometimes we are going home at 14h45.

Teachers' data confirm the issue that was raised by principals about using class visits to identify teachers' professional development needs. Commenting on class visits, Phumzile (FSTB) had this to say:

... and there is some class visits even though there is not IQMS. One of the SMT members used to visit in the class and see how we teach.

Mpumi (FSTC) also added that:

If they can be honest, they do class visits. Don't say you are the old teacher, you see that that. If they can be honest and sit with you when you are starting your lesson until the end of the lesson and see the problem of you.

Still on the same issue of class visits, Lindiwe (MSTB) claims that:

From the beginning of the year you got your lesson plan which is given to your HODs every week. Your Principal walks in and they can sit anytime in your lesson and go through the books, go through your

lessons and listen to your lessons and they can write down this is your weakness and this is what you need to improve. The Principal regularly comes, he checks the books, and the HODs call for your books, and so then they know exactly what is happening, and how you moving, and how the progress of learners to and we got the Early Learning Special Needs (ELSN) class as well. If you are having problems with learner's behaviour or learning problems in class, we actually send the children to the ELSN teacher, and thereafter we get help and assistance.

In summary, Teachers had reservations about IQMS, as some complained that other teachers are not honest about the information they give in this process. They claim that since in this activity there is money involved, teachers will do anything and write everything that will not make them forfeit the benefits coming from IQMS.

Some teachers also complained about meetings held after school hours when they are supposed to go home. Meetings scheduled after school not considered good. Most teachers have family commitments to attend to after school, so if they are held back for a meeting, their concentration and participation will be negatively affected.

On the issue of class visits, teachers do not seem to have problems except that the SMT do not stay from the beginning of the class to the end so that they can get the whole picture of the lesson being taught.

Overall three main strategies emerged as the means of identification of teachers' professional development needs - namely: Integrated Quality Management System (IQMS).

As one of the strategies to identify teachers' training needs comments reveal that the IQMS initiative by the Department of Education to improve the quality of teaching and learning is being implemented in schools. Mncwabe, (2007) comments that SMTs find IQMS an appropriate way to lead to an improved relationship between remuneration, responsibilities and performance SMTs have employed IQMS as one of the interventions consisting of professional development, in-service training and career planning, which aim at developing teacher's knowledge, skills and confidence for the sake of improved performance (Steyn, 2006).

Literature shows that the aim of IQMS is to improve the organisation's performance through the enhanced actions of individuals (Hariparsad, 2008; Painter, 2005). The fact

that IQMS is used in all the three participating schools suggests that it is indeed a useful tool to identify teachers' developmental needs.

However, if IQMS is used mainly to determine salary progression, grade progression and affirmation of appointment then teachers will become shy and defiant about exposing their weaknesses (Kamper, 2006). The same argument is forwarded by teachers who claim that they use IQMS for money and therefore, there a lack of will in filling the forms. From anecdotal experience, I concur with what teachers are saying. IQMS cannot be used as a strategy to identify teachers' professional development needs because, IQMS is an initiative of DoE and schools are just doing it as a formality to please the officials. Also, each teacher is responsible in choosing the panel to evaluate him or her; therefore, they tend to choose their friends who may not criticise them. Furthermore, IQMS involves money. There is a certain percentage that each teacher should get in order to qualify for 1% pay progression. Therefore, teachers seem not to be honest about their scores, with their main concern being on issues such as salary progression, grade progression and affirmation of appointment (Kamper, 2006).

Secondly, it emerges from the data that SMTs use meetings as a way of identifying teachers' professional development needs.

A meeting is a;

...planned gathering of three or more people who assemble for a purpose that is ostensibly related to some aspect of organisational or group function" (Jarzabkowski & Seidl, 2007 p.8).

According to Jarzabkowski & Seidl (2007), meetings have an organisational purpose, involve multi-party talk and are considered episodic because they include some people and issues during a particular space and time, whilst excluding others. In an organisation such as a school, there are staff meetings, management meetings, School Governing Body (SGB) meetings, parents' meetings and learners' meetings to name a few. Meetings are mainly used to share information between teachers and solve challenges and problems of the school (Lieberman & Mace, 2008). In most schools, meetings with the staff are scheduled, and therefore it is easy for the SMTs to include an item about teachers' needs identification in an already scheduled meeting. Since meetings develop an opportunity for new understanding amongst participants by sharing ideas (Lieberman & Mace, 2008), SMTs can solicit the information they need about teachers from their discussions.

According to Frank, Zhao & Borman (2004), discussions among members of staff and management build trust amongst the staff, as it allows leaders and teachers more latitude and discretion in making difficult decisions.

In making sense of the participant's observations above, I came to the realisation that meetings may not always be an effective way of identifying teachers' professional development needs. General staff meetings may often be tortuous and time consuming and therefore are usually postponed due to lengthy discussions. This is because "meetings, despite their ritualistic nature, can indeed be more than symbolic „rubber-stamping”" (Lieberman & Mace, 2008, p.26). Unfinished meetings may result in teachers having to attend many meetings and waste most of teaching time. In a large meeting there are sometimes people who dominate discussions and those who may use meetings to advance their personal agendas which may not be for the benefit of the school. In most cases meetings are held after school when staff members are tired. Besides, tiredness some teachers may need to attend to family matters as such their attention, concentration and participation may be affected. Another problem with general staff meetings is that some teachers might be shy to talk about their weaknesses in front of many people. In such cases formal representation of staff in various decision making bodies can be applied. This is where different departments meet to discuss issues pertaining to their context or as is the case in some participating schools, meetings per individual grades can reduce the risk of failure.

4.4 How do SMTs provide professional help to teachers?

The next question is, when the information about the needs of teachers is available, what do SMTs do about it? What help and assistance do they provide to teachers? This section discusses the responses from SMTs and teachers about the kind of assistance they give and get respectively.

4.4.1 Comments by Principals

The first strategy that principals said they employed to help teachers with the objective of improving them is training workshops. Mr. Luthuli (MSP) justified the rationale of using workshops by saying:

Some of them were qualified long ago and they have to upgrade their skills regularly to be effective teachers, in terms of a TPD points, and for their personal growth.

The workshops that are organised to help teachers divided into two categories. There are those organised by the Department of Education and those that are school based. Mr. Kunene (KSP) had this to say about the workshops organised by DOE:

The problem is that not all teachers attend workshops as called by the Department. What we do is because they normally ask for one teacher per grade?? So if they had attended the workshop they come back and they call all teachers responsible maybe in that grade particularly and they sit down and they discuss what they?? but they ensure that the HOD is called so that she can know exactly what is going to happen or so that she can add or ask for any clarity if there is a need but after the workshops all teachers who have attended?? They call others?? We meet and we discuss what has been discussed in our workshops.

He further refers to this exercise as having a cascading effect:

We do lots of workshops in the school?? When the teacher has attended a workshop outside the school she comes back and cascade?? The workshop for other teachers?? And it is part of the TPD?? (Mr. Kunene, KSP).

This cascading is also used after other workshops that are not school-based, such as the Toyota Teach programmes as illustrated by Mr. Gumede (FSP) as follows:

We do have a professional development session. Luckily for our school we have the Toyota Teach Programmes where we are trained. So there are plenary sessions prepared by the SMT member who undergoes the training and attends the workshops then who then comes back and delivers the material to the educators, this cascading that information.

For school-based workshops, schools organise an expert from outside to come to train the teachers in the school. Mr. Kunene (KSP) referred to this as “coaching by experts from outside the school.” Mr. Gumede (FSP) outlined how at his school they employ this strategy by saying:

Sometimes we get a teacher from another school that is very good. We call that person to come and help us. We also get people from publishers we are friends with like Shutter and Shooter. They supply us with books free of charge, and they come to deliver workshops on certain aspects of the academic curriculum. As you can see here I have these documents, CAPS documents. I have taken them from another school. We have already had workshops on CAPS within the school. We have our friends from Toyota Teach (TT) who come and assist us. We hope that DoE will also do the same but we are bit advanced. When they come we already have the understanding what CAPS is all about.

Still on the discussion regarding school-based workshops, a member of staff can be asked to conduct training for the colleagues. According to Mr. Kunene (KSP), this is “peer coaching and peer mentoring of new inexperienced (teachers) by experienced educators.” Mr. Gumede (FSP) explained the practice in the following manner:

Sometimes it is someone from outside the school, sometimes it is someone within the school. Because sometimes you will find that there is someone who is very strong, for example in classroom management. Then that someone has to help those who are not strong in classroom management, and maybe how to deal with learner discipline. We know that there are people who are very strong in learner discipline, and then we have to use those people within the school to help those who are not good.

Principals also assist teachers to obtain teaching qualifications. This came from Mr. Luthuli (MSP) as he said:

From the time I started being the Principal in the school; I have been involved in assisting teachers in all aspects of curriculum delivery, and also in terms of their own personal development, up grading their qualifications to become permanent educators. Most of the teachers who arrived in the school were not qualified educators. They just started their studies and through motivation by the SMT they are now qualified. So we are involved in TPD in all times with the individuals.

The principals also said that they help teachers who are new in the school and in the teaching profession by inducting them. Mr. Gumede (FSP) outlines the areas in which they usually induct new teachers:

We do workshops on classroom management but we realise that doing just a blanket workshop starting from A-Z classroom management sometimes confuses the teachers. Then we decided to do it step by step, taking one aspect at time, discipline, setting plans, positioning you as a teacher - taking it one by one. How do you position yourself when you are in the classroom? Most of the teachers did not go to colleges but went to varsities where they were not trained in chalkboard work, so we are doing those things. We are doing those things step by step. Then what should a classroom look like? What is it that we expect when we come into the classroom first thing? We must see charts on the wall, and a time-table - we need that thing and that thin. Classroom rules, what is the use of these classroom rules when we say classroom rules the teachers must understand that who draws the classroom rules, that it is the children with help of a teacher. Then we have to check that all classrooms have the classroom rules then we are done with that. Then we move to the second one, the sitting plan. How do learners sit? Do they still sit in the old system facing the teacher, with the teacher a central figure in the front or do they sit in groups? So we have to do it step by step.

Principals also claim that they get help for teachers from non-governmental organisations and companies. One example of such is Toyota Teach (TT). Mr. Gumede (FSP) has this to say about Toyota Teach:

TT also comes even during the teaching hours. They go to the classrooms and observe the teacher, or they go and teach and the teacher observes the teaching by a member of TT, because they have professional teachers working with them. They come at any day, and sometimes it may be twice a week. It may be that sometimes they will stay for the whole day doing demo lessons, so it is something that is continuing.

Principals reported that they monitor teachers by class visits. This helps teachers to be effective in their teaching as it is part of development. Mr. Luthuli (MSP) said:

We are running the school democratically. I think this is one of the few schools who allow management to visit the classrooms and supervise classes and listen to their lessons and look at the children's books. This decision was accepted by the teachers. They are aware that we are not doing this to find fault, but it is part of their development. They welcome us to visit their classes because they know that it is a matter of growing professionally.

From the Principals' responses, one observes that the diverse experience and qualifications of teachers in schools poses a challenge to Principals when trying to help teachers. They argue that some teachers qualified a long time ago, and since they are not familiar with innovations in education they need to be upgraded. Principals also claim that in DOE workshops, not all teachers are called to attend. On this matter, as far as the researcher is concerned, this is understandable. If all teachers in a school are called to attend DOE workshops, what will happen to learners in schools? Should schools be closed because teachers are attending workshops? Besides, which venue can accommodate all teachers and have effective training? Since both teachers' professional development and teaching are necessary, the best way is to use a cascade model where a few teachers who have attended share information with other teachers in districts, circuits and schools.

4.4.2 Comments by Deputy Principals and HODs

Deputy Principals and HODs identified workshops as one way of helping teachers to develop professionally. Miss Mthembu, Khanyakude primary school – HOD, (KSHOD) commented on the important need for workshops, and the common areas in which they train teachers:

There is a big need because there is a challenge of CAPS in our schools. That means that as SMT members we have to ensure that all our subordinates are clear. We have to unpack the CAPS document so that we could all be at par with each other. We must know what to do and when to do it. So that is why I am saying we have the challenge of CAPS.

Mrs. Goba, Fundakahle primary school - Deputy Principal, (FSDP) goes on to justifies why school-based workshops are more important than those organised by the Department of Education:

I think it is important for it to be done at school, because most of the time the Department of Education does not have workshop for educators. Especially the subject advisors they, don't come to school and see what is happening in the classrooms. They do have some workshops but their workshops are maybe held once in a while..

The SMTs encourage and organise attendance of teachers to these workshops. In the case where the workshop is outside the school, one or two teachers are invited. This requires the teachers who attended the workshops to give feedback to the rest of the staff members in the school. This is articulated by Mrs. Ndlovu, Mageza primary school – HOD, (MSHOD):

Most definitely, usually when a workshop takes place, not everybody is allowed to go, because they tend to run after school, and it is the same one person. I am of the opinion that if you go to the workshop on your own you tend to pick up more information than from someone else who has to come back and cascade that information to you. Sometime when you consider what important to you, someone else might not consider that important. If everybody can go to the workshops everybody will benefit. So at school we should definitely have them and not one person going out and cascading the information back.

The SMTs claim to be encouraging teachers to obtain qualifications from recognised institutions of higher learning. Miss Mthembu (KSHOD) relates the importance of personal development of teachers through institutions of higher learning:

It's very, very important that through even in our meetings I do tell my fellow colleagues that we have to empower themselves personally through Edgewood or Wits University. That is how I do it because most of them actually are furthering their studies so that is how we motivate each other through our meetings.

As it was with Principals, HODs also monitor teaching and learning in schools as reported by Mrs. Ndlovu (MSHOD):

Through our on-going visits in the class, because in our school we do not only do it at IQMS. We have that opportunity to go into the classes during the year on a regular basis.

This was echoed by Mrs. Goba (FSDP) when she said:

We do have class visits; as HODs you have class visits. So when you visit the teachers you can observe what is lacking. Then we come and discuss what should be done for professional development in that certain area.

Mrs Ndlovu (MSHOD) further elaborated on the same issue of class visits by saying:

We do our classroom observation where, as management you are allowed to walk in to see if teachers are teaching in the correct way. Like how we had a situation where the Principal has walked into one of the classes and he was not happy with the way the lesson had progressed. Then he called a meeting where we discussed how it could be done in a better manner so that teachers may take note of the way things should be. (Mageza Primary School - HOD).

The other assistance the principals claimed to be giving teachers is an encouragement to work as a team. Teachers teaching similar phases and similar learning areas are encouraged to work together. Mrs. Goba (FSDP) stated that:

...we encourage teachers to work in groups in their Grades. They exchange classes when someone encounters problems like introducing a concept.

The other assistance given to teachers by SMTs is the induction of new graduates into the teaching profession. According to Mrs. Ndlovu (MSHOD), the induction programme is conducted in the following manner:

When new teachers come into our school, we have a mentor programme, where one of the older teachers can be associated with the new one, because we have a bit of a changing staff especially in the JP department. That mentor programme tends to help in developing the teachers. For example we also have an orientation programme that runs as soon as a new teacher comes in to say „this is how we do things’. When it comes to completing circulars and record books we have a policy guideline that teachers tend to follow.

The same HOD explained the rationale for the programme this way:

It starts when guiding new teachers in the school because when you are at campus or varsity when you come to the school situation it is actually very different from what you studied. So I help teachers along through counselling, or through discussions I tend to help teachers to develop in the profession.

Again, SMTs claim that they search for resources and ideas for teachers from companies and organisations affiliated with the Department of Education. Miss Mthembu (KSHOD) refers to this as networking.

If I see that I don't have a resource or activity for them, we network. I network with other HODs from other schools from our neighbouring schools.

This was confirmed by Mrs. Goba (FSDP) that:

We also have demonstration lessons and class visits whereby the advisors from Toyota Teach come and perform so teachers do get some knowledge. They also have demo lessons by the SMTs or by one of the peers e.g. chalkboard handwriting. Then they will make a follow up with the individuals because they are unable to grasp at the same time.

All in all, one of the issues that is raised by the HODs is that professional development is necessary because the South African curriculum is not stable, and teachers need to be trained. An example is the current challenge with CAPS. This argument is understandable because recently there have been rapid numerous reviews of curriculum statements from the National Department of Basic Education in South Africa that appear to have confused everyone.

The other issue raised about the DOE workshops is that they are minimal. On this matter it is possible that SMTs are shifting their responsibilities to DOE. They are responsible for identifying changes and thereafter helping teachers to deal with those changes. SMT members can request an expert from the Department to come and train teachers in the school.

Another issue emerging is that of induction or guidance new teachers in the school. HODs claim that teachers from universities come to different situations in the school from what they have studied. From what the participants advanced, I think that, induction is a good programme but the way SMTs from the schools under study

comment about it can be problematic. It is like new teachers do not know anything they are being initiated into schools, whereas they come with current knowledge, skills, pedagogies and curriculum innovations. If only schools can see induction as a two-way process where experienced teachers learn from newly qualified teachers and vice versa, the programme could be effective. Furthermore, I have an opinion that these teachers who qualified long time ago are important in the education system because they are experienced. Furthermore, if educational reforms are properly designed these are the teachers who would be informing the DOE, and in most cases be part of the design and development of curriculum changes. Since they know what works and does not work in the classroom they should be the ones developing new curriculum. Therefore, after development, review or design of new innovations they should be involved in disseminating the information to other teachers. In that case I see them as presenters in DOE workshops and school-based workshops not being the ones who need to be updated.

4.4.3 Comments by teachers

Teachers were also interviewed to confirm or dispute the claims made by SMTs on how they help teachers. The issue of workshops also came up during teachers' focus group interviews. Nokwanda (FSTA) had this to say about workshops:

I can say yes in this school because almost all Thursdays we have a workshop. The Principal organises the Toyota Company, an NGO. They come here to assist us. We have that partnership with Toyota. So on Thursdays we have workshops. We give them the problems and then they come to workshop us on those issues.

On the issue of workshops organised by the Department of Education, a number of teachers had negative comments.

Mpumi (FSTC) complains about the inadequacy of DOE's workshops: "Instead we see the Department of Education lacking to give us workshops."

Some teachers commented about the fact that they had to give feedback from DOE workshops. Lindiwe (MSTB) commented on the issue thus:

If we are going for workshops thereafter we come back we report to them and they also help you along and guide you along by reading the info you'll get.

She continues to explain the same issue in the following manner:

I have been here in my third year now, and as madam [Female educator] we allowed and go for workshop and when we come back from these workshops we give feedback. We workshop our teachers on what exactly transpired in those workshops, because it is not feasible to allow all educators to go. Certain educators go and then they come back and they discuss and they enlighten the rest of us what needs to be done.

The same strategy is also employed at Fundakahle primary school as narrated by Phumzile (FSTB):

Certain workshop and then he used to arrange the day for the staff for you to come and tell the staff what you heard from them, what you got so that you give other teachers to be more like that one who gets the information just to give other teachers the information that you got there. It means they always want us to improve from what we have.

There was a concern about experts who are invited for a presentation in a school based workshop that the context from which they are working may be different from that of their schools. Nokwanda (FSTA) had this to say about the issue:

What I can say and what I can see are people who come here are the people who are from the schools (*Model C*) schools. So they give us the skills that they do in their Model C schools. They have small numbers in their classes and here we have big numbers. So the skill they give us sometimes doesn't work for our children.

Some teachers seem to recommend their colleagues to present in school based workshops. This was revealed by Phumzile (FSTB) during a focus group interview:

In three years' time, I remember when it was maybe last month Miss X and Mr Y they were work shopping us on our hand writing.

Mpumi (FSTC) also concurred with her by saying:

Yah we were talking about that one that is where we saw the SMT work shopping us about the creative writing.

In the same focus group interviews, Nokwanda (FSTA) commented about the specificity of school-based workshops:

... Discipline, we do have workshops for discipline and they give us the ways how to divert from giving them this.

Lindiwe (MSTB) appreciates their colleagues who have specialised knowledge and show the benefits of using them in school-based workshops:

We have specialised educators in school as well in languages, in mathematics, but if you have a problem you will go and approach them.

Another assistance that came up from teachers' focus group interviews is the encouragement by SMTs to work as a team. Lindiwe (MSTB) had this to say about the issue:

They are not closed and they are more than willing to assist you. With our HODs, although we have done this so many times but when it comes to the marking book, when it comes to your testing learners. Even if you feel uncomfortable, you go and ask them and they will explain to you the whole thing again. They will never like shut the door or get irritated or anything, no ways. They will exactly tell you what needs to be done and how you put your marks, or how you write it down or how the child should be tested.

Mpumi (FSTC) shared the same sentiments thus:

I want to recommend the SMT. They like teamwork. They do motivate us to do work as a team. We work in teams. We have committees in the school. Each and every committee we lead that it make incident on that time.

Teachers also talked about being encouraged to help each other individually as members of staff and with their peers. Nokwanda (FSTA) when commenting on this issue said:

No, like after you have taught, maybe there after maybe you go to your colleague to your peer and say „I don't understand this part. So can we come together and maybe you can explain this to me?' She further explained this by saying: So it means also do so if I am not there, I invite the topic, I invite the colleague to come and do it in my class and then I go to her class and do another thing with learners.

This was also confirmed by Mpumi (FSTC) from the same school (Fundakahle primary school) when she said:

Yes I do art and culture. In arts and culture yesterday I asked Mr. M to give me the basic information of music, because I don't know music, and he taught me very good. Now I will stand in front of learners with

confidence. That is what I am saying, I know beyond the information I give them.

Monitoring/class visits

Another issue that came from teachers is that SMTs monitor their performance by visiting them in classes when teaching. Phumzile (FSTB) when talking about class visit said:

There is a check list and they come around and they check at the beginning of the year. They give you a time frame; assuming they come in January, by February they will come in and give a classroom visit. They give you a check list you have to go according to the list. On the first day of school we sit here and there is a thick file for everybody.

The same teacher (Phumzile (FSTB) elaborated further on how classroom visits are carried out by SMTs and said:

From the beginning of the year you got your lesson plan which is given to your HODs every week. Your Principal walks in and they can sit anytime in your lesson and go through the books and go through your lessons and listen to your lessons, and they can write down your weaknesses and this is what you need to improve. The Principal regularly comes, he checks the books and the HODs call for your books and so then they know exactly what is happening and how you moving and how the progress of learners to and we got the ELSN class as well. So if you are having problems with learner's behaviour or learning problems in class, we actually send the children to the ELSN teacher and thereafter we get help and assistance from.

Contrary to the positive comments by Phumzile (FSTB), Mpumi (FSTC) complained that SMTs do not stay for long in their classes.

This is what she had to say:

If they can be honest, they do class visits. Don't say you are the old teacher, you see that that. If they can be honest and sit with you when you are starting your lesson until the end of the lesson and see the problem of you.

Teachers also indicated that there is induction in their schools on issues of classroom management.

Lindiwe (MSTB) confirms the existence of the programme by saying:

Oh yes we had an induction. HODs induct us, that is what they basically do and they have meetings as well. Each grade is like given a supervisor to oversee the grade.

Another issue that surfaced in relation to school based workshops is the different context in which schools are operating. SMTs select a trainer for school-based workshop; they do not consider different contexts. For example, teachers claim that they are trained by people who give skills that work in their model C schools.

Teachers also complained about the casual way SMTs carry out class visits. They say that some SMT members are not honest with this activity because they do not stay long enough to observe what is really going on in class.

Findings reveal that SMTs basically use three strategies to help teachers develop professionally. These include workshops, networking and class visits.

Developing a teacher professionally is important for teaching and learning and it is an integral part of everyday's teachers work (Hannay, 2009; Steyn & van Niekerk, 2007). School workshops and networking are important in school-based professional development because teachers share ideas as some teachers are more experienced and others are more knowledgeable in terms of content. Even if a teacher is knowledgeable about what to teach, it also helps to monitor what is going on in the classroom. Class visits help teachers to prepare well for classes so that SMTs are always impressed with their work.

Findings of this study reveal that the in-service training of teachers is in different forms. There is a training of teachers who are not qualified as educators and are assisted by SMTs to acquire proper teaching certification, and there are those who are qualified but need to upgrade their teaching skills and acquire new knowledge from recent developments in the teaching profession.

When the needs of teachers have been identified, workshops are organised to train teachers on areas of weakness. There are two types of workshops that are coordinated by SMTs in schools. There are workshops that are organised by the Department of Education and SMTs are requested to nominate a few teachers to attend these external workshops. There are also school-based workshops which are planned, organised and run by the SMTs.

There has been a complaint from schools that the workshops organised by the Department are not enough. On this issue I think SMTs are shifting their responsibilities to DOE. They are responsible for identification of challenges of teachers and thereafter help teachers to over those problems.

Participants also claim that in DOE workshops, not all teachers are called to attend, and DOE workshops are lacking. On this matter, I think this is the best the DOE can do because there is no way that all teachers can be called to a workshop. If too many participants are called the workshop will not be productive. Also, learners cannot be left unattended while teachers are in a workshop.

This is because the Department applies a Cascade model of implementation where a few attendees of Departmental workshops become trainers. Data shows that these trainers of teachers are lacking competence in delivering the materials. According to Valley & Wedekind (2004) Cascade model is an ineffective model of implementation because teachers trained at the top of the cascade, are not sufficiently equipped to replicate training within districts and schools.

As a result, SMTs and teachers advocate for school-based workshops where experts are invited to schools to train teachers. One problem with this recommendation is when the Department needs to implement an innovation urgently; experts may not be able to cover all the schools within the necessary short time.

As far as the researcher is concerned, the DOE workshops are problematic. This is because they are insufficient in terms of length since they are very short normally one week training and after that teacher trainers are expected to master the content.

One rationale in support of school-based workshops as cited by SMTs is that some teachers qualified a long time ago and since they are not familiar with innovations in education they need to be upgraded. On this issue, the argument I pose is that, who designed those new innovations with whom for who, if teachers are not familiar with

them? If educational reforms are properly designed for schools (teachers) these teachers who qualified long ago who would be informing the DOE about the situation in schools, and in most cases be part of the design and development of new educational changes. Since they know what works and does not work in the classroom they should be the ones developing or reviewing new educational changes. So that after development, review or design, they should be involved in implementation of new educational changes. In that case I see them as presenters in DOE workshops and school-based workshops, knowing more than anybody else not being the ones who need to be updated.

School-based workshops are vital since they assist in re-skilling and re-training of teachers who have been in the school system for a long time. The school-based workshop helps in updating the long serving teachers with the new changes from DOE. Again, there are also those teachers who are new in the field who may not be acquainted with teaching profession processes. In this case the school-based helps the newly qualified teachers to connect theory and practice.

The data also reveal that team works is important because it encourages teachers to come out of the closet. Since teachers have different experiences and different content knowledge or qualifications, sharing of knowledge and ideas helps teachers to be on the same level. This also helps in that, learners who are taught by different teachers but in the same grade, can be taught at least the same content.

Again team work involves a positive relationship between teachers and management. This also means that teachers are involved in decision making which will encourage teachers to work willingly. This can influence the performance of teachers in the school.

Induction could be a good programme but the way members of SMTs from the schools under study commented about it can be seen as problematic. They appear to claim that new teachers do not know anything about teaching and learning. It appears as if it is believed that the purpose of induction is to be initiated into schools, whereas novice teachers have received a lot of theory from teacher training institutions. They arrive at schools with knowledge and skills that are current, and with an awareness of pedagogics and curriculum innovations. If only schools could see induction as a two-way process

where experienced teachers learn from newly qualified teachers and vice versa, the programmes could be effective.

Data shows that some SMTs do not stay long enough in class during class visits to see the end of the lesson. In such cases the SMT will not be able to provide meaningful help to teachers. I think the best way to deal with this is to schedule class visits. Even if they are random, the information may not be communicated to teachers but SMTs should have a time-table that on such a day so and so will be visit a certain class. In this case SMT will have a full report on the performance of that teacher on that date in that class. This practice of class visits is a good practice to monitor teachers' performance and learners' progress because teachers are always alert and as a result their work is always up to date. In addition it helps SMTs to guide teachers to implement the correct content to learners.

As far as professional development is concerned, data and literature are in agreement that teachers should be given opportunities to develop new knowledge, new skills, new approaches and new descriptions to improve their effectiveness in their classrooms (Mizell, 2010). Teachers will become intellectually engaged with their subject matter, thus ensuring an increased sense of self - efficacy and self-worth where they are able to make a difference to learners' learning (Durrant, Head & Holden, 2000).

4.5 Teachers' experiences on SMTs' roles of school based-teacher professional development

I asked teachers about their experiences of school-based professional development, although their experiences are spread all over other themes. This section presents and discusses some of the views of teachers regarding SMTs' roles.

Some teachers commented on the good side of IQMS with others noting the bad side.

There were also some views about teachers' participation and involvement in school activities, especially on decisions that are taken on matters that concern teachers.

There were teachers who appreciated and acknowledged being involved and allowed to participate in school activities. Yenzeka (MSTA) commented that:

The management always allow us to participate in activities of the school, and to coordinate activities. So I have been doing that all the years.

In some schools teachers are not only encouraged to take part in activities, but they are also given opportunities to spearhead the activities. This was highlighted by Yenzeka (MSTA):

Even if sports assuming its coaching sport or something and say that the weakness because you don't know the sporting thing. They will get you involved and they will help you along, you go and take it for example the mini cricket they got people who know the sport as well you work with them, get to work with the learners as well and there after that is like you have grown in that field.

Yenzeka (MSTA) continued by saying:

Ok, from my personal point of view a few weekends ago I really didn't look at myself as a judge. But then our Deputy Principal says here is an opportunity. One of our sister schools here is having a speech contest. He says go there and be a judge and see how it works. So I took that. I was a bit nervous and stuff, but we went there. It was such an eye opening experience.

Lindiwe (MSTB) also commented about their involvement in sporting activities and the relationships with, and assistance from, other schools:

If we just take the example of sporting, although our school may not have all the facilities, we liaise with other schools like in mini cricket. They have another school that hosts all the schools in this area tournament. We are affiliated with the KFC, mini cricket KFC and from there they take us on. They coach us, they give us our equipment and we have tournaments, and they have a festival. It's just one example and other teachers are with netball, where our schools this time came together to host a little netball tournament. And then we have KIA soccer as well. So there is a growth among educators, everyone gets to know each other's task. It is not just you.

A different experience emerged from the comment of one of the teachers at Fundakahle Primary School where she indicated that they are not involved in the preparation of training meetings and workshops, as they were only told about it when it had already

been planned. This is observed from the comment of Mpumi (FSTC) who complained that:

I can say I don't know exactly because they started to talk with the Principal. As the SMT itself they meet with the Principal first, and then after that the Principal come to tell us that there will be a workshop. We don't know what happened between the Principal and the SMT. Maybe they agreed with each other. Maybe the point comes from one of the members of the SMT' telling the Principal of the need for a workshop, We don't know, but it used to come from the Principal telling us as the staff that there will be a workshop on something.

Teachers also commended SMTs on encouraging them to perform well in their duties and on continuing with their education in order to become qualified teachers or improve on their teaching professional qualifications. This issue was also discussed earlier in this chapter.

Teachers especially from Mageza Primary School commented on support they get from SMT members, both in the form of materials and also professional support.

Yenzeka (MSTA) revealed that:

If it's a discipline policy, if it's an AIDS policy, Mr Luthuli invites us to borrow any of those documents in his office to read up and to know what is happening around us.

Yenzeka (MSTA) added that:

If you look at the IQMS as well, we went through the process recently, and you get to know your weaknesses and strengths. From there now HODs and Principal will come and help you, encourage you and give you the resources that will help you along the way.

Further comments from teacher A on resources include:

In our case funds are never an issue. There are more than enough funds. Our sir made sure that he went out and he bought all books and our study guides and teacher guides.

This was also echoed by Lindiwe (MSTB) who said:

Whatever they needed they went out and they bought for us for CAPS. When CAPS first came in (we received) our teacher manuals, teacher

guides and learners books on CAPS as well. They got them for the children as well.

Lindiwe (MSTB) continued by saying:

The SMT makes sure that they got the books like the foundation phase, introduction to the CAPS. So they went out and they got the info first. They bought the books for learners and charts ... and were given them.

On the issue of professional support Lindiwe (MSTB) commented that:

If you know there is a weakness somewhere along that line from that morning to that afternoon. You know the following day you are going to rectify it and you are going to do something to improve that. You know phone the parent get them to come in and if the learner is weak ask them to go for assessments. See which area you could work with see if there is no inner problem at home and with the SMT they also come in there as well. They help us deliberate problems with parents with the children. Wherever you can help you know you have those indigent learners where you need to help with clothes and food, those types of things.

Lindiwe (MSTB) also alluded to the way SMT members in her school are approachable when she said:

...With our HODs to, although we have done this so many times but when it comes to the mark book, when it comes to your testing. Even if you feel uncomfortable, you go and ask them they will explain to you the whole thing again. They will never like shut the door or get irritated or anything, no ways. They will exactly tell you what needs to be done and how you put your marks or how you write it down or how the child should be tested.

Teachers also shared their views on the ability of SMTs to organise meetings and workshops. On this issue, Yenzeka (MSTA) had this to say:

They give us stuff, we have meetings, our grade meetings, our phase meetings as well, and that where the content is and whatever is discussed as well and we go from there onwards.

This also came up from Lindiwe (MSTB):

At the meetings at our workshops we are given hand outs. We read them, we analyse them to see if there is something that we need to discuss, or

about which we need more clarification. We go back to your person who did the workshop, but most of the time if we have something to rectify it's within the next few days after that. Let's say we are writing ANA, the HODs and the Principal was in and out in the blocks and as soon as you needed something they are in your classroom and they go and find out.

The other issue that came from teachers' views is on team work and collaboration.

Nokwanda (FSTA) had this to say on this issue:

If I am not there, I invite the colleague to come and do it in my class and then I go to her class and do another thing with learners.

Mpumi (FSTC), in agreement with Nokwanda (FSTA), said:

I want to recommend the SMT, they like teamwork. They do motivate us to do work as a team. That we work in teams? We have committees in the school. Each and every committee we lead that it make incident on that time.

This means that SMTs encourage cooperation among teachers. They like seeing teachers work as a team. Lindiwe (MSTB) echoed that:

It is actually like we work as a team in this school. It is nothing like you just does that and you stay there. There is one thing about this school you are given an opportunity to grow, you may fear that moment you take that leadership role but once you take it you get the help from your HODs, you get the help from your Principal, your Deputy Principal and they steer you along in the right path.

Phumzile (FSTB) focused comment on the sharing of ideas by teachers. She this to say:

Our HODs, yah they share with us when there is a problem. If they know that aspect that they can share with us. If they don't then they will also come to the Principal and the Principal will organise.

Another view from teachers is that SMTs granted them a platform for sharing with their colleagues after attending a workshop. This issue also has been dealt with previously in this chapter.

Another role of SMTs observed by teachers is monitoring. Again this issue has been discussed earlier in this chapter.

There were different comments from teachers about SMTs' roles. Most of the negative comments came from the Fundakahle Primary School and the Khanyakude Primary School. When asked whether they are satisfied with SMTs' fulfilment of their roles, Mpumi (FSTC) answered:

NO, let me say they delegate, let me out it that way.

Phumzile (FSTB) said:

They think they are doing enough if they organise for us. I don't think it's enough.

Nokwanda (FSTA) and Amahle, Khanyakude School – teacher B, (KSTB) commented on the lack of confidence by SMTs in their schools.

Nokwanda (FSTA) said:

I think the number of staff is big. Maybe I can say though our SMT is not confident enough to stand in front of us to workshop us, but they are good for organising the outsiders and make us better teachers.

While Amahle (KSTB) commented that:

I think they are not confident for themselves to stand in (front of) their staff. Maybe they have got no time to do that. So that is why they are good at organising some people to help us.

Teachers' views regarding teaching and learning have already been discussed earlier in this chapter. Teachers indicated that they do not trust the information that comes from IQMS because it involves money and again it is an external initiative from DOE. This issue has been discussed in detail in theme one.

Another issue that emanates from teachers is that SMTs do not involve them when deciding on professional development workshops. Teachers claim that the Principal will wait when everything has been finalised and announce to them that there will be a workshop on such and such a day.

Easton (2008, p. 755) asserts that "If schools are to change to meet their increasingly urgent needs, teachers will have to move from being trained or developed to become active". This quotation endorses why it is crucial for SMTs to involve teachers in school activities the involvement of teachers is also important for the implementations of decisions as teachers are able to own decisions made. This is also good for cooperation, collaboration, team work, and collegial learning environments (Steyn & van Niekerk, 2002; Chung Wei, Darling-Hammond, Andree, Richardson & Orphanos, 2009).

Some teachers are not satisfied with the performance of SMTs regarding Professional Development. They claim that SMTs are not doing enough by just organising workshops for teachers. Teachers expect SMTs to present in some of the workshops. Both SMTs and teachers agree that some SMTs are not confident and competent in their work. One of the SMT members confessed that he is still learning as he is new in the position. This raises some questions on the criteria that are used to appoint such members of the SMT. It is obvious that some qualified candidates were not considered for the position.

4.6 Factors affecting SBTPD

This section presents answers provided by participants when they were asked about factors that can make successful school-based teacher professional development. Data show that factors that affect SBTPD can be categorised into two groups. There are those factors that seem to affect SBTPD positively such that they improve the teacher professional development, while on the other hand, there are those factors that seem to have a negative effect on school-based teacher professional development. This section discusses these factors and their effects on teacher professional development.

4.6.1 Perceptions on some factors that promote SBTPD

4.6.1.1 *Perceptions of School Principals*

Principals reported that there were a number of initiatives that are taken to provide resources in their schools to assist teachers in order to improve teaching and learning. For example, Mr. Gumede (FSP) told how in their school they have managed to address the problem of shortage of teaching and learning resources:

Every year we have a budget for PD, but if we are running short of budget we have our friends and our social partners, we are working with. Toyota Teach who helps us closes those gaps, so they are included amongst our friends. NGOs also come to help us and work with us where we have identified problems. There are Norms and Standards which are meant for development of the school. If we are running out of funds we go to our friends, the NGOs and Rotary Clubs, we go to Toyota Teach so they help us in terms of human resources.

Other initiatives regarding the acquisition of resources and funds were also reported from Mageza Primary School. These were outlined by Mr. Luthuli (MSP) as follows:

The DoE has given us money for resources, but the school has lots of money from fundraising because of the quality education that the school provides. So we have lots of funders from outside the school who assist for the running of the school. For instance there is a project that we are doing at the moment which is called Annual Des which brings in R300 000 every year. Our fun run which took place in March this year brought R120 000. We have a lot of funding from the parents of this community because of the good work that we do in our school. Our school is very well resourced because of the efforts of educators.

In the case of Khanyakude Primary School, the focus was more on the capacity of teachers to implement innovations from the Department of Education. Mr. Kunene (KSP) talks about the readiness of teachers in this school to implement CAPS:

Fortunately the DOE has invited teachers to CAPS workshops, and our teachers gain lots of information. But they are still learning more from electronic media. We are hoping our teachers will become more familiar with this. So our teachers are all empowered for the implementation of CAPS.

Data also reveals positive attitudes portrayed by teachers to implement new strategies. Mr. Gumede (FSP) commented on his teachers in this regard:

They are very positive teachers. They are, according to my assessment, happy about the help they get from Toyota Teach. They are happy about the help they get from Shutter and Shooter, and I have seen improvement in individual educators, especially in the teaching of the languages and in terms of teaching Maths, which is also a problem. I have seen an improvement because there is someone who comes regularly to help us.

Similarly, Mr. Kunene (KSP) shared the positive attitudes displayed by teachers in his school as follows:

Teachers feel that development is beneficial to them. They actually welcome the idea, and participate in high numbers. Teachers in my school welcome the PD. They realise the impact of it in their teaching skills and knowledge. In turn learners benefit.

Principals commended SMTs about a crucial role they play in promoting school based teacher professional development by monitoring all activities and performing their administrative duties. This was observed from Mr. Gumede (FSP)'s comment that:

It is not a matter of motivating them; it's a matter of supervision. If someone has work-shopped people on this one, HOD must check if that is implemented, and they will ask "on that day so and so work -shopped us on that particular aspect why have you not done it?"

4.6.1.2 Perceptions of Deputy Principals and HODs

Deputy Principals and HODs illustrated how the provision of resources in their schools assists teachers to improve teaching and learning.

Mrs. Ndlovu (MSHOD) confirmed the availability of resources in their school this way:

Well we do have resources, but usually it's left upon the teachers to try and organise them. The Principal also asked that we use the audio-visuals and try radio to get different sounds to make the lesson much more interesting.

Mrs. Goba (FSDP) further elaborated thus:

Luckily at our school we have networked a lot. So we have got friends who buy things for us. So for some of the things we don't depend on the Department as we have a mobile library. It wasn't bought by the Department of Education. It was a donation from the social club and some of the books are not bought by the school either, they are donated by the social club.

Deputy Principals and HODs confirmed the issue of monitoring practiced in their schools. This was observed from Mr. Mbesa, of Fundakahle Primary School – HOD, (FSHOD) when he said:

I think once the activity has been done to try and empower educators then there needs to be follow up with that empowerment process.

4.6.1.3 Perceptions of teachers

Teachers also commented on issues that promote school-based professional development.

Commenting on resources Nokwanda (FSTA) said:

I think we are better than other schools. The SMT they are trying.

Phumzile (FSTB) added that:

Sometimes we do have charts.

And lastly Mpumi (FSTC) also said:

Yah if you have been to the workshop they give you transport.

Yenzeka (MSTA) had this to say about teachers' attitude:

Very positive because as I told you it's all team work,

And Phumzile (FSTB):

United and working together.

On the issue of monitoring, Phumzile (FSTB) commented that:

Maybe the follow up they are doing is when they „IQMS’ us, because when they IQMS there is one member of the SMT that is a DSG. They monitor through class visits and by checking the learners’ work books. There are some days where SMT members want workbooks from us. We have to give them the workbooks.

All participants seem to agree on issues that promote successful SBTPD. These are resources such as materials, funding and human resources in the form of qualified teachers and efficient SMTs. They also indicated that teachers’ positive attitudes and monitoring of classroom activities go a long way in the promotion of successful SBTPD. However, there were some perceptions that seem to hinder the success of SBTPD.

4.7 Perceptions on some factors that hinder successful SBTPD

Contrary to factors that influence the success of school-based teacher professional development, data show that there were some challenges that these schools under study encountered.

4.7.1 Perceptions of Principals

With regard to teachers’ attitudes some SMTs were faced with negative attitudes from some teachers. This problem was mentioned at Khanyakude Primary School and Fundakahle Primary School. No negative reports were received from Mageza Primary School.

At Fundakahle Primary School, the most challenging factor is the lack of co-operation and looking down upon colleagues who are nominated to train the staff. Mr. Gumede (FSP) mentioned this during the interview:

The problem was when they see someone who is not an HOD work-shopping on a particular aspect they felt that maybe they are looked down upon forgetting that I may be the Principal but may not know everything forgetting that there may be someone who knows better than me on a particular aspect. In generally everyone participates equally. It doesn't mean that you are from the SMT then you do not know. It's an equal participation in that. Definitely there will be those people you know when people are together they might not look at you as an asset if you are sitting with them you see, but not that much, very few.

Another challenge that was reported to hinder the successful running of school-based teacher professional development is a lack of capacity and inadequate training received from teachers' colleges. Mr. Gumede (FSP) commented about the diversity of teachers in the school in terms of training. This is what he had to say:

I can say it is a very important aspect in our schools, especially now with the type of teachers we have. As I have said that others did not go to colleges, others who went to varsities others got certificates through distant learning, which is a problem, because they were not trained in certain aspects. They just read and were able to write and pass, so when it comes to a practical part of the work they have a problem. So we as management must ensure that we are helping those teachers, and we must ensure that we are helping even old teachers because there are still those old teachers who believe in old methods, who still use corporal punishment. All those things must come out with the new methods. You see we must help teachers - so it helps, it helps but it must be on going, it never ends, it must be on going, until we are perfect.

As a result of lack of competence of teachers, Mr. Gumede (FSP) also forecast the problems they will meet next year as far as content is concerned. This is what he said:

However, the SMT is pro-active as they foresee a problem with the Natural Science teachers. The problem next year is because Natural Science will merge with Technology, it will be NS Tech; then the teacher

who does Tech does not know NS and the teacher who does NS is not clear about Tech, and this might be a problem next year. OK, so and so they can't teach one subject because it will be NS TECH, so it will be taught by one person, and we don't know who is going to teach this subject next year.

Another factor that Principals reported as a hindrance to successful implementation of school based teacher professional development is the lack of time to administer the training. Mr. Kunene (KSP) commented that:

The normal time is only enough for class contact. PD can only be successful when educators are ready to sacrifice time.

Due to time constraints, Fundakahle Primary School has resorted to the use of holiday time for teacher professional development. Mrs. Goba (FSDP) claims:

You find that some of the professional development activities are done during holidays. So the attendance is very poor, some of them they don't attend when its holidays.

4.7.2 Perceptions of Deputy Principals and HODs

Deputy Principals and HODs made some comments on factors that hinder successful school-based professional development. One of the challenges is the negative attitudes of some teachers. Miss Dlamini (KSDP) lamented that:

So I have supervised various teachers in grade 4 and grade 5. Working with them has been a challenge because sometimes you are confused about what to do where there is no work at all. So I have found being an HOD more challenging than being the deputy principal because in the field of HOD you work directly with the people. So you come across different characters. Sometimes they will just work against you purposely. So far I found being an HOD very challenging, thank you.

Miss Dlamini (KSDP) also revealed that some teachers do not implement the innovations even after being trained. She said:

Some teachers find it very hard to change. That is the attitude sometimes. We will find that you have explained everything and everyone has said its fine for me, or for them, but when you walk around you can find that they are still sitting on their old traditional things. There are those things

some find it very difficult to change. It comes across as if it's just irritating them, but there is no way it allows us to continue motivating them. No you have to change.

This was also confirmed by Miss Mthembu (KSHOD) who said:

Some of the teachers they don't accept changes, but fortunately not in my department, even though there are teachers who are more traditional than others.

Miss Dlamini (KSDP) complained about the stubbornness of some teachers who openly refuse to do what they are instructed to do:

I was surprised last week when I was checking some of the work. I found the teachers saying that I am not doing this because I don't know this, you should have told me. No really there was no work even when I go to the teacher and say try this. I told you that I don't this I am not doing this. Some just remain as if they are doing but at my surprise I was where the marks have come from have.

The other challenge is the incompetence of members of SMTs in performing their work. Miss Mthembu (KSHOD) confessed that she is not competent because she is still learning:

. So for me it's still a learning phase, I am still learning the ropes of how to be an HOD. In terms of helping to eliminate those weaknesses I haven't (due to a lack of knowledge/ capacity). For now I don't see it as being effective in the role on terms of professional development of teachers. I think maybe the challenge would be that even us as SMT's we might find that we are not capacitated enough.

Miss Mthembu (KSHOD) further explained the challenge she faces in terms of content:

The challenges are the way in terms of the content because in the Intermediate Phase we don't specialise so, the subjects come under your department but you are not an expert on those subjects. So I think that is one of the challenges because there are even flaws [that people are doing] I won't be able to pick up those mistakes in terms of content of that learning, because I am unable to correct them. That is why in my department I have decided to select the learning area heads so that we are

able to share the challenges that we encounter with them, and assist each other by sharing those problems in that learning area in terms of content.

Participants identified time as another factor that hinders progress.

Miss Mthembu (KSHOD) commented about external meetings and workshops they attend:

It is time. Sometimes we plan to do the thing, and it doesn't happen because of time. Sometimes we have to attend outside workshops or outside meetings called by social partners in education, maybe unions. That hinders because maybe sometimes it's during the day where you have planned for the professional development. So outside factors like outside meeting can hinder the professional development within the school.

Due to time constraints, Fundakahle Primary School has resorted to holidays for teacher professional development as claimed by Mrs. Goba (FSDP):

You find that some of professional development activities are done during holidays. So the attendance is very poor, some of them they don't attend when its holidays.

The problem of time was also observed at Mageza Primary School. She said they experienced challenges when asking teachers to attend meetings and workshops out of school time. Ndlovu (MSHOD) indicated this:

When it comes to PD it is so hard due to time constraint, because most of the teachers in the JP department tend to be females. This results in time constraint because of sharing time with family at home and then being here at school. I think that is the biggest problem we have for the people to go all out and be involved in PD. The tool to help the teachers that I am using is through discussion and reading materials.

Ndlovu (MSHOD) continued thus:

Time is the biggest problem when it comes to getting things done with regards to professional development because we don't see it as such a serious issue, it tends to get left by the wayside most of the time. You know sometimes you have things said that okay today we are going to meet and we are going to discuss how CAPS is affecting the children, especially now after ANA, and then we have meetings. And then that

gets postponed, and then there's something else that's going on, and then we bring planning for next year.

He also added that:

Last year we did plan an activity where somebody came just to speak to us about motivation and being positive, and the only reason it was a success is because we had scheduled it for after school, and it started at two and finished at four. And that's the only time it actually went well because of the time. Usually when it is school-based, everybody is looking at the watch at half past two, even if you do carry on; people are not really paying attention. Everybody has things to do at home and children to pick up.

Ndlovu (MSHOD) further commented that:

You have to be either reading or discussing books and circulars and articles to try and improve whatever we do, because our children are no more what they used to be. Children are changing all the time, so obviously your methods have to change all the time, your attitude has to change all the time to accommodate the education of our children now.

4.7.3 Perceptions of teachers

Commenting on teachers' attitudes, Nokwanda (FSTA) said:

And sometimes what I used to say when the Principal is not in, they are careless. It just becomes quiet and conducive if the Principal is there because they see that the Principal is here we have to listen.

Mpumi (FSTC) related her personal experience thus:

Sometimes they do not like me as Mrs. X, not that they do not know music. From maybe 2006 I was asking for a person who knows music very well. I didn't get any help. But this year I am happy we have got Y here, he is an expert in music.

The challenge caused by overcrowding was observed in Mageza Primary School. Yenzeka (MSTA) had this to say about the issue:

(Overcrowding is) very high in our school. I mean we had to turn parents away. For example on the 1 September we had such a high influx of students, we had to just take all. We had no choice; we actually got a

school on top of a school there as well. But you find many parents that want their children to come to this school because of what we are doing. It leaves a positive impact on the children's lives. When they go to high school they like to take children from Mageza with them because they know the type of work and you are not allowed to send the students away. So the classrooms are quite packed.

On the same issue of overcrowding, Nokwanda (FSTA) compared their school with ex-Model C schools as having two different contexts. As a result resource persons from ex-Model C schools were irrelevant to them:

What I can say and what I can see are people who come here are the people who are from the schools (*Model C*) schools. So they give us the skills that they do in their model C schools. So and their class they have small numbers in their classes and here we have big numbers. So the skill they give us sometimes doesn't work for our children some other times.

Nokwanda (FSTA) commented on limited time to do workshops. This is what she had to say:

I can say teachers they don't want to workshop if it will take their time but if it is within the school time they are OK. You cannot call them at 16h00 for a workshop.

Overall, participants have commented on a number of factors that affect the success of SBTPD. One of such factors is lack of co-operation and looking down upon colleagues who are nominated to train the staff. Darling-Hammond (2006) argues that without teachers' support, no school activity can be successful. As a practicing teacher, I have observed that lack of cooperation among teachers is caused by competition, jealousy, favouritism, and conduct of management team members. According to Hystek (2007), lack of cooperation emanates from lack of job satisfaction which in turn leads to teachers absenting themselves, behaving aggressively, with an inclination to quit ones job and psychologically withdraw from their work. This could be the reason why SMTs experienced hostile treatment from teachers whereby in some cases teachers bluntly refused to do work.

Another factor mentioned by participants is inadequate training received by participants from teachers' colleges. They usually hide their lack of knowledge in stubbornness,

doing their own thing. Sometimes members of SMTs may not identify their lack of knowledge because they usually do not talk about this in staff meetings for the fear of being looked down upon.

Participants mentioned the lack of time to administer teacher professional training as another factor. Most of the school time is reserved for teaching and SMTs have difficulties to find time for professional development. Also, the attitude of teachers that their working time is only for teaching as per the time-table does not help SMTs. Teachers would schedule their personal activities at the time that could be used by SMTs for training, and this makes it difficult for SMTs and they are basically forced to use teaching time professional development.

The SMTs have complained about some of the teachers who are finding it very difficult to change. They claim that they try to explain everything to them but when it comes to practice they go back to their old methods of doing things.

The issue of workshops organised by DOE and the Unions not being enough also came up in this section. As mentioned before, I do not think this is the hindrance to SBTPD. The only hindrance that I can see is if members of SMTs are expected to attend external workshops and are prevented from organising and running school-based workshops by DOE.

4.8 EMERGING ISSUES

This chapter presented and discussed data collected through one-on-one interviews with principals, and focus group interviews with deputy principals and HODs, and teachers. All participants from three schools shared their views on roles of SMTs in teacher professional development. This section presents issues that emerged from the data. I have presented these issues in terms of each research question for the study highlighting what came out from data as a response to research questions.

4.8.1 SMTs' roles in school-based teacher professional development:

I have addressed this question by looking at the performance of SMTs in identifying teachers' needs for school-based teacher professional development. Data suggest that the main strategies employed by SMTs to identify strengths and weaknesses of teachers are: IQMS, SWOT Analysis and Meetings.

Teachers claim that IQMS is not an effective way of identifying teachers' needs because:

- It is not designed for identification of teachers' needs.
- It involves money salary progression, grade progression, and affirmation of appointment. Therefore, teachers are not honest about the information.
- It is foreign. That is, it is the initiative of DOE not of the schools.

Some participants also claim that meetings alone are not effective for identification of teachers' needs because.

- Meetings, especially large meetings, are long and not straight to the point.
- Teachers are not free to talk about their weaknesses in meetings.
- Meetings are usually distracted by management issues such as discipline.

4.8.2 SMTs assistance to teachers in school-based teacher professional development for effective teaching and learning:

On this issue, participants indicated that it is important to help teachers in school-based professional development because in schools there are:

- Unqualified teachers;
- Inexperienced teachers;
- Teachers who qualified a long time ago, and who are thus not familiar with innovations such as CAPS.

Participants claim that, in order to assist teachers, SMTs:

- Organise workshops;
- Monitor school activities mostly by class visits;
- Induct newly qualified teachers;
- Encourage team work and collaboration among the staff members;
- Invite experts, internally and externally, to present in school-based workshops.

Some of these activities are not effective and there are some measures that need to be initiated. For instance, time for workshops should be conducive for all teachers, class

visits should be planned for the entire lesson or period, induction should not be a one-way exercise helping only newly qualified teachers.

4.8.3. Teachers' views on SMTs roles in leading and managing school-based teacher professional development.

Teachers had different views on SMTs' roles in school-based professional development. Some of these views are presented below:

- SMT members do not remain in class during class visits until the end of the lesson.
- Information from IQMS is not reliable because money is involved.
- Teachers are not involved in decision-making about professional development workshops.
- Some SMT members are not competent. Some teachers know more than SMT members.

4.8.4 Factors that influence successful school-based teacher professional development.

Participants shared views on the following factors contributing, by either promoting or hindering successful school-based teacher professional development. The factors are presented in the following list:

- A lack of co-operation and looking down upon colleagues who are nominated to train the staff.
- Lack of capacity and inadequate training received by participants from teachers' colleges.
- Lack of time to administer the teacher professional training.
- Teachers' attitudes. Some teachers do not want to change.

The next chapter presents recommendations, conclusions and summaries.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter analysed the experiences of SMTs and teachers regarding roles of SMTs in school-based teacher professional development. In this chapter, I summarise the study, draw conclusions and on the basis of the conclusions, I make some recommendations. I will start with the summary of the study including the research questions. I will then move to the summary of findings which will be followed by the recommendations.

5.2 SUMMARY OF THE STUDY

The study sought to explore how SMTs carry out their role of school-based teachers' professional development using both SMTs and teachers as participants. In chapter one, I introduced the study. I explained that the curriculum change in 2003 had led to numerous confusions in terms of classroom practice since teachers were not properly prepared. I also explained that school professional development is not necessary in many schools however it is important. Therefore, the SMTs had to play a leading role in putting the curriculum into practice, to implement the OBE while they were not prepared as well, and create a culture of teaching and learning in schools. These are some of the reasons for the study. I explained that school-based professional development seem to not be successful however important it is.

In chapter two I presented the literature and conceptual framework of the study. This chapter is divided into an overview of literature relevant to the study and of the theories that inform this study. The literature shows that professional development is needed for the growth of teachers in order to strive to rise in their profession ((Steyn & van Niekerk, 2007). In this chapter a number of concepts related to the study have been explained. This includes leadership, management, professional learning and professional development. The theories that inform this study include the Transformational Leadership Theory which is future oriented with leaders providing individualized support to teachers (Bush, 2007). The second theory is Transformative

Learning Theory which is synonymous with continuing and on-going adult education (Taylor, 2007).

In chapter three I described and explained my research design and methodology. In this study I had employed qualitative research methodologies which include the interpretive paradigm, in the qualitative approach. This is a case study of three schools from Mafukuzela-Gandhi circuit in Pinetown district. The data production methods used were interviews, focus group interviews, observations and document analysis. The participants that provided that for the study are SMTs made up of school principals, deputy principals and HODs, and teachers.

Chapter four presents an analysis of data produced. Data were divided into four themes that emerged during analysis. Participants were divided into three groups during analysis. The first group was school Principals, the second, Deputy Principals and HODs, and the third was the group of teachers from the three schools. Findings show that there are a number of challenges for SMTs as they provide assistance in teacher school-based professional development. The challenges range from teachers' attitudes to technical knowledge of both SMTs and teachers.

Chapter five is this concluding chapter in which I present summaries, recommendations and conclusions based mainly on information obtained from chapters two and four. In this chapter I also present a model that can best describe the findings and the recommendations of the study.

5.3 CONCLUSIONS

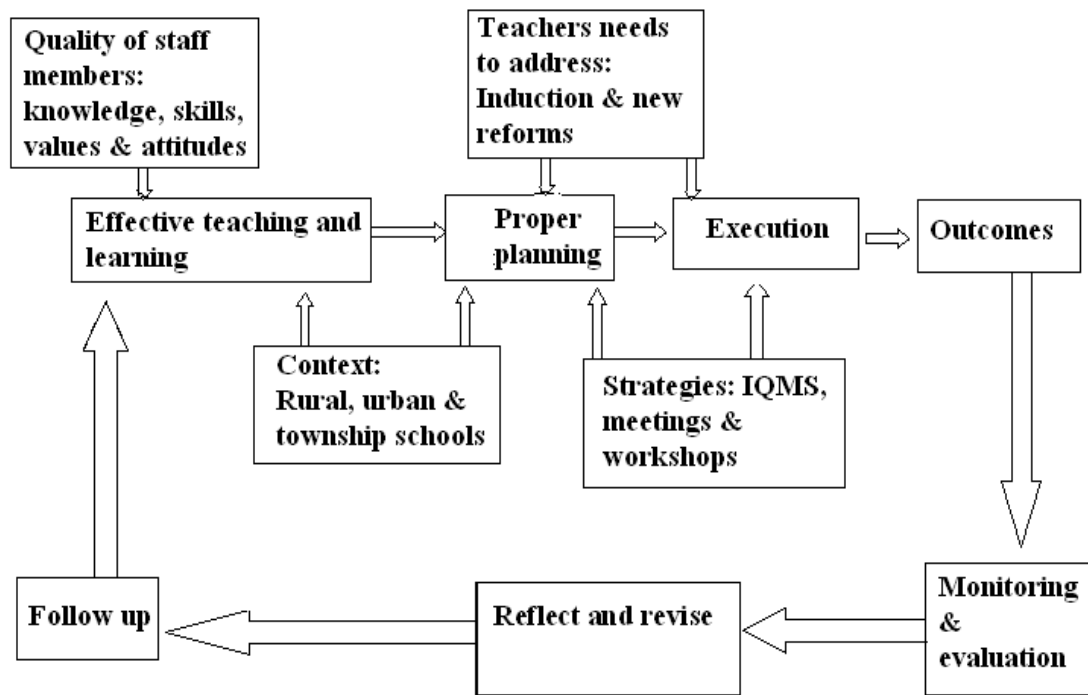
1. The role of the SMT differs from school to school. In some cases the SMT was very active and pro-active and in other cases things were different. It tended to leave much up to the DoE.
2. The study also revealed that in some cases strategies used by SMT to assist teachers seemed such as by guiding, monitoring and evaluating teachers. In other cases strategies used by SMT did not work. Teachers commented that they developed themselves and they learnt as they progressed in the profession.

3. Findings also revealed factors that hinder teacher school-based professional development such as:
- Lack of teachers' involvement when planning issues to be addressed in meetings.
 - Meetings which take place out of school hours.
 - Impromptu meetings called by Unions and the DoE.

5.4 RECOMMENDATIONS

In this section I present a model that can best describe steps to be taken in order to carry out an effective school-based teachers' professional development. This model is a modification of the professional development design framework titled The Design and Implementation Process (Loucks-Horsley, Love, Stiles, Mundry & Hewson, 2010, p.29) discussed in chapter two.

Figure 5.1: The Design and Implementation Process Model. Adapted from Loucks-Horsley, Love, Stiles, Mundry & Hewson, (2010, p.29)



This model is specific to school-based teacher professional development. The main objective of schooling is effective and efficient teaching and learning. This objective is realised if a teaching institution employs quality staff members with teaching knowledge, experience, skills, values and attitudes. If some of the required qualities of teachers are missing, the school, with the guidance of SMTs, should address teachers' needs either by induction, implementation of new reforms or other means. In order to address these needs SMTs should have identified them, then properly plan for their execution considering the context of the school and type of learners. Also SMTs should pay attention to the best strategies they should utilise to assist teachers. According to this model, SMTs should not stop their duties after the professional development has been executed, but evaluate, monitor and then follow up to ascertain expected outcomes.

The main strategies used by SMTs to execute school-based teachers' professional development are IQMS, meetings and workshops. For effective teaching and learning in schools, these strategies should improve. School-based training workshops should be

planned by all stake- holders involved. SMTs should consult with teachers, SGBs, parents, learners and other stakeholders for the purposes of ownership and to avoid unnecessary clashes sabotage. The plan should also include presenters or trainers, and to avoid discrimination between internal and external experts in terms of remuneration and other benefits.

SMTs should avoid unnecessary and long meetings. This could be done by sticking to the agenda and some items should be written on the notice board in order to minimise the number of meetings.

SMTs should not rely on external initiatives such as IQMS which have a different agenda for internal purposes for professional development. IQMS should be implemented as required by the DoE.

It is important for the Principal to develop team-work among teachers for the betterment of progress in the school. Because if a climate of trust is created among teachers, the outcome is that teachers' confidence is built (Steyn & van Niekerk, 2007). Furthermore, a climate of trust brings team work and collaboration which result in successful promotion of implementation (Frank, Zhao & Borman, 2004; Bryk & Schneider, 2002).

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APPENDIX A: CONSENT LETTER REQUESTING PERMISSION FROM THE SCHOOL

16 Kiwi Close
Milarina Gardens
Newlands West
4037

Dear Principal

Request for permission to conduct research in your school

I am presently reading for Masters in Education degree at the University of KwaZulu Natal, Edgewood campus. I am in the process of conducting my research on the role of School Management Teams (SMTs) in leading and managing school-based teacher professional development. I will use face to face interviews with the Principal and the focus group with SMTs. Interviews will last for approximately 40- 60 minutes at the convenient time which will not disturb teaching and learning. Your name and the name of the school will not be disclosed, pseudonyms will be used. The information that you provide will be treated confidentially and used only for this study. You are also free to withdraw from the study at any time. There will be no financial benefit for your participation however you will benefit in leading and managing school-based teacher professional development.

You may contact my supervisor or me should you have any queries or questions in the following contact details: My supervisor is Prof V. Chikoko, 031- 2602639, email: chikokov@ukzn.ac.za and my contact number is 0792791133, email: nomnomdll@gmail.com

Thanking you in anticipation.

Yours faithfully

Nomusa W. Dlamini

**APPENDIX B: LETTER REQUESTING PERMISSION FROM THE
DEPARTMENT OF EDUCATION TO CONDUCT RESEARCH**

16 Kiwi Close
Milarina Gardens
Newlands West
4037

Dear Participant

Request for your participation in my study: Exploring the role of SMTs in leading and managing school-based teacher professional development: A case study of three primary schools at Mafukuzela Gandhi circuit in Pinetown district.

I am presently reading for Masters in Education degree at the University of KwaZulu Natal, Edgewood campus. I am in the process of conducting my research on the role of School Management Teams (SMTs) in leading and managing school-based teacher professional development. I will use face to face interviews with the Principal and the focus group with SMTs. Interviews will last for approximately 40- 60 minutes at the convenient time which will not disturb teaching and learning. Your name and the name of the school will not be disclosed, pseudonyms will be used. The information that you provide will be treated confidentially and used only for this study. You are also free to withdraw from the study at any time. There will be no financial benefit for your participation however you will benefit in leading and managing school-based teacher professional development.

You may contact my supervisor or me should you have any queries or questions in the following contact details: My supervisor is Prof V. Chikoko, 031- 2602639, email: chikokov@ukzn.ac.za and my contact number is 0792791133, email: nomnomdll@gmail.com

Thanking you in anticipation.

Yours faithfully

Nomusa W. Dlamini

APPENDIX C: LETTER REQUESTING PERMISSION FROM THE PRINCIPAL AND THE SMT TO PARTICIPATE IN MY STUDY

16 Kiwi Close
Milarina Gardens
Newlands West
4037

Dear Participant

Request for your participation in my study: Exploring the role of SMTs in leading and managing school-based teacher professional development: A case study of three primary schools at Mafukuzela Gandhi circuit in Pinetown district.

I am presently reading for Masters in Education degree at the University of KwaZulu Natal, Edgewood campus. I am in the process of conducting my research on the role of School Management Teams (SMTs) in leading and managing school-based teacher professional development. I will use face to face interviews with the Principal and the focus group with SMTs. Interviews will last for approximately 40- 60 minutes at the convenient time which will not disturb teaching and learning. Your name and the name of the school will not be disclosed, pseudonyms will be used. The information that you provide will be treated confidentially and used only for this study. You are also free to withdraw from the study at any time. There will be no financial benefit for your participation however you will benefit in leading and managing school-based teacher professional development.

You may contact my supervisor or me should you have any queries or questions in the following contact details: My supervisor is Prof V. Chikoko, 031- 2602639, email: chikokov@ukzn.ac.za and my contact number is 0792791133, email: nomnomdll@gmail.com

Thanking you in anticipation.

Yours faithfully

Nomusa W. Dlamini

**APPENDIX D: LETTER REQUESTING PERMISSION FROM THE
TEACHERS TO PARTICIPATE IN MY STUDY**

16 Kiwi Close
Milarina Gardens
Newlands West
4031

Dear Participant

Request for your participation in my study: Exploring the role of SMTs in leading and managing school-based teacher professional development: A case study of three primary schools at Mafukuzela Gandhi circuit in Pinetown district.

I am presently reading for a Masters in Education degree at the University of KwaZulu Natal, Edgewood campus. I am in the process of conducting my research on the role of School Management Teams (SMTs) in leading and managing school-based teacher professional development. I will use focus group interviews with the teachers. Interviews will last for approximately 40- 60 minutes at the convenient time which will not disturb teaching and learning. Your name and the name of the school will not be disclosed, pseudonyms will be used. The information that you provide will be treated confidentially and used only for this study. You are also free to withdraw from the study at any time. There will be no financial benefit for your participation however you will benefit in teacher professional development.

You may contact my supervisor or me should you have any queries or questions in the following contact details: My supervisor is Prof V. Chikoko, 031- 2602639, email: chikokov@ukzn.ac.za and my contact number is 0792791133, email: nomnomd11@gmail.com

Thanking you in anticipation.

Yours faithfully

Nomusa W. Dlamini

APPENDIX F: ETHICAL CLEARANCE FROM UKZN



1 August 2012

Mrs Noniso Winnie Dlamini 202524486
School of Education

Dear Mrs Dlamini

Previous reference number: HSA/0930/022M

Project title: Exploring the role of girls in leading and managing school based teacher professional development: A case study of three primary schools at Mafikizela Gandhi circuit in Pietermaritzburg.

Provisional approval- Expedited

This letter serves to notify you that your application in connection with the above has been approved, subject to necessary gatekeeper permissions being provided.

This approval is granted provisionally and the final approval for this project will be given once the above conditions has been met. In case you have further queries/concerns, please quote the above reference number.

Kindly submit your response to the Chair: Prof. S Collins Research Office as soon as possible

Yours faithfully

Professor Susan Collins (Chair)

J/m

cc Supervisor Professor V Chikwa
cc Academic leader Dr D Dlamini
cc School Admin. Mzi S-Makhele

Professor S Collins (Chair)
Humanities & Social Sc Research Ethics Committee
Walterville Campus, Govan Mbeki Building
Postal Address: Howard King HS-DC1, DURBAN, 4001, SOUTH AFRICA
Telephone: +27 31 260 2007/2000 Telephone: +27 31 260 2607 Email: s.collins@ukzn.ac.za / s.collins@ukzn.ac.za
Faculty of Education ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville



APPENDIX G: PERMISSION FROM THE DEPARTMENT OF EDUCATION



kzn education

DEPARTMENT OF
EDUCATION
KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel. 033 341 5810

Ref. 24/8264

Ms Nomusa Winnie Dlamini
16 Khul'ose
Wilema Gardens
Newlands West
4057

Dear Ms Dlamini

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled **Exploring the Role of the School Management Teams (SMTs) in Leading and managing School Based Teacher Professional Development: a Case Study of Three Primary Schools, in the KwaZulu-Natal Department of Education Institutions** has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2012 to 31 December 2012.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to: The Director Resources Planning, Private Bag 95137, Pietermaritzburg 6000.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:
 - 10.1 Hopeville Primary School
 - 10.2 Lamdale Combined School
 - 10.3 Schumolele Primary School
 - 10.4 Tumbanyozu Primary School
 - 10.5 Ekuthuleni Primary School
 - 10.6 Jhanda Primary School


Nkomozi S.P. Stehli, PhD
Head of Department: Education

24-08-2012
Date

Dedicated to service and performance
beyond the call of duty.

KWAZULU-NATAL DEPARTMENT OF EDUCATION

APPENDIX H: INTERVIEW SCHEDULE FOR PRINCIPALS, DEPUTY PRINCIPALS AND HODs

Principal structured interview schedule

A. Background information

1. Information sharing (interviewer). Explain research project.

2. Information sharing (participants). Briefly explain your experience as a principal in this school and/or elsewhere.

Would you like to introduce yourself and briefly talk about:

- How long have you been involved in assisting teachers to improve professionally?
- The number of teachers you supervise in your school?
- What kind of work do you do with them?
- How long have you been promoted: from within your current or outside your current school?
- Any additional information?

B. Principal' conception of teacher professional development and teacher school-based professional development

Teachers' professional development is used to opportunities offered to teachers:

- To develop new knowledge, new skills, new approaches
- To improve their effectiveness in their classrooms.

2. How would you explain school-based teacher professional development?

- Do you think that school-based professional development is needed?
- Are teachers' needs identification (deficiencies) required in order to assist them to improve professionally? How do you think this could be done?
- Based on identified needs. How do you plan appropriate activities to assist teachers?
- How do you manage to make available required resources to carry out the planned activities?
- How do you implement the planned activities?
- Any additional comment (information)?

C. Principal role in teacher professional development

- How do you see your role in teachers' professional development in your school?
- How do you intervene in terms of achieving your role in teachers' professional development?
- What kind of opportunities do you offer to teachers to develop new competencies?

- When are such activities intended to provide teachers with new skills organised?
- How do you facilitate such activities or make them easy to participants?
- What do you think are teachers' views (attitudes) towards those opportunities you offer to them?
- How do teachers reflect on their daily practice?
- Does reflection lead to the willingness to revise the way they teach?
- Any comments?

How do you think you have to assist in personal, career and organisational development?

- Tell me what school-based professional development activities you organise in order to help teachers for (1) their personal development; (2) their career development and; (3) for their organisational development?
- How do you follow up the attainment of intended objectives of the organised activities?
- What do you think is the impact of these activities on learners' achievement?

D. Specific areas of the professional development

Professional development activities should focus on different areas which are seen as critical for improving learners' performance.

- What kind of PD activities, if any, do you organise to help teachers' improve their content knowledge?
- Tell me about school-based professional development activities aiming at helping teachers to update their pedagogical content knowledge?
- What kind of activities do you organise in order to help teachers to be familiar with the curriculum?
- Speak about professional development activities which you organise in order to assist teachers improving the understanding of CAPS?
- Do you assist teacher to improving their assessment strategies? If yes how do you do it?
- Are your teachers assisted to develop practical and investigation skills? If yes how does it happen?
- What activities do you organise to help teachers improve of the Contextual knowledge?
- What professional development activities do you organise to assist teachers development of classroom management skills?
- Is any professional development activity organised to help teacher become familiar with school management skills?

E. Factors influencing.

What are factors that can make successful school-based teacher professional development?

- Do you think that any professional development activity should regularly be assisted by a follow up?
- In your opinion, does the follow up require the provision of a feedback to teachers?
- Is there any pressure, for organising school-based professional development, from the DoE?
- Does the DoE provide any support for the organisation of school-based PD?
- Are resource-funds available for the school-based PD?
- Do teachers' normal duties allow them to have time for school-based PD?
- Is school-based professional development enhancing teachers' Capacity building?
- What are the teachers' attitudes towards the school-based PD?

F. Any other ideas- how teacher professional development be developed/ any other ways.

APPENDIX I: INTERVIEW SCHEDULE FOR TEACHERS

A. Background information

1. Information sharing (interviewer). Explain research project.

2. Information sharing (participants). Briefly explain your experience as teachers in this school and/or elsewhere.

Would you like to introduce yourself and briefly talk about :

- How long have you been teaching in this school?
- Have you ever been assisted by SMTs to improve professionally?
- What kind of assistance have you received from SMTs?
- Can you remember when first you have been exposed to school-based professional development in your current school?
- Any additional information?

B. Teachers conception of teacher professional development and teacher school-based professional development

Teachers' professional development is an opportunity offered to teachers:

- To develop new knowledge, new skills, new approaches
- To improve your effectiveness in your classrooms.

2. How would you explain school-based teacher professional development?

- Do you think that school-based professional development is needed?
- Is the identification of your needs, as teachers, required in order to assist you to improve professionally?
- How do you think, needs identification could be done?
- Based on identified needs, do SMTs plan appropriate activities to assist you as teachers?
- How do SMTs manage to make available required resources to carry out the planned activities?
- How do SMTs implement the planned activities?
- Any additional comment (information)?

C. Principal and the SMTs role in teacher professional development

- How do you see SMTs' role in teachers' professional development in your school?
- How do SMTs intervene in terms of achieving their in teachers' professional development?

- What kind of opportunities do SMTs offer to you as teachers to develop new competencies?
- When are such activities intended to provide you, as teachers, with new skills organised?
- How do SMTs facilitate such activities or make them easy to teachers?
- What are your views (attitudes) as teachers towards those opportunities which are offered to you?
- Do you reflect on your daily practice?
- If yes, how do you do it?
- Does reflection lead to the willingness to revise the way you teach?
- Any comments?

How do you think you have to be assisted in personal, career and organisational development?

- Tell me what school-based professional development activities are organised in order to help you teachers for (1) your personal development; (2) your career development and; (3) for your organisational development?
- How is the follow up attainment of intended objectives of the organised activities done?
- What do you think is the impact of these activities on learners' achievement?

D. Specific areas of the professional development

Professional development activities should focus on different areas which are seen as critical for improving learners' performance.

- What kind of PD activities, if any, do SMTs organise to help you as teachers' improve your content knowledge?
- Tell me about school-based professional development activities aiming at helping teachers to update your pedagogical content knowledge?
- What kind of activities do SMTs organise in order to help you to be familiar with the curriculum?
- Speak about professional development activities which you organise in order to assist you in improving the understanding of CAPS?
- Do SMTs assist you to in improving your assessment strategies? If yes how do SMTs do it?
- Are you assisted to develop practical and investigation skills? If yes how does it happen?
- What activities do SMTs organise to help you to improve of the Contextual knowledge?

- What professional development activities do SMTs organise to assist you to development of classroom management skills?
- Is any professional development activity organised to help you to become familiar with school management skills?

E. Factors influencing.

What are factors that can make successful school-based teacher professional development?

- Is the content offered conducive to the success of school-based professional development?
- Do you think that any professional development activity should regularly be assisted by a follow up?
- In your opinion, does the follow up require the provision of a feedback to you as teachers?
- Is the environment, supportive to the success of SMTs, helping teachers to improve?
- Does a regular follow up made by the DoE to monitor the SMTs intervention for school- based professional development take place?
- Does the DoE provide any support for the organisation of school-based PD?
- Do SMTs provide with resources or funds for the school-based PD?
- Is the time, during which activities aiming at helping teachers to improve professionally take place, suitable?
- Is school-based professional development enhancing your Capacity building?
- What could be the internal factors (school) which are not conducive to the attainment of SMTs goals?
- What do you consider as external factors to the school which could prevent the SMTs to achieve their role?

F. Any other ideas- how teacher professional development be developed/ any other ways.

