

**THE ROLE OF PRINCIPALS IN SCHOOL-
BASED TEACHER PROFESSIONAL
DEVELOPMENT IN THREE SECONDARY
SCHOOLS**

by

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ABSTRACT

In line with the Policy Handbook for Educators through the Employment of Educators Act (EEA) no. 76 of 1998, principals are to ensure that teachers get professional development opportunities within and outside their schools. Experiencing learner underperformance in South Africa especially in schools that are located in rural communities, Department of Basic Education (DBE) initiated teacher development programmes and policies. In order for teachers to effectively implement these policies, special training and development were needed at teachers' respective schools.

The aim of the study was to explore the role of principals in school-based teacher professional development. The study targeted three secondary schools which are anonymised as Barter Park, Hashim Amla and Nazil Alli. Department of Education declared them as no fee schools and Quintile 1, 2 & 3, respectively, because they were located in communities with poor socio-economic backgrounds. The study was conducted in Umzinyathi under Nquthu Circuit Management Centre (CMC) in KwaZulu-Natal.

The study was located within interpretative paradigm and adopted qualitative case study design. Semi-structured interview was conducted and documents collected. Nine participants including three principals and six teachers were interviewed. The documents like staff minutes, Integrated Quality Management System (IQMS) and Continuing Professional Teacher Development (CPTD) files were collected and analysed. The study was informed by conceptual framework of a 'core set of features of effective professional development' advanced by Desimone (2011).

The findings showed that principals engage teachers on induction, mentoring and IQMS activities. However, individual principals reported that they develop teachers on Professional Learning Communities (PLCs), Information Communication Technology (ICT) and One-on-one conversations. The documents that were collected from the participants' IQMS files illustrated the uneven implementation of the IQMS in the three schools. All principals affirmed their responsibility to provide professional leadership and were able to positively influence teacher development. The data gathered indicated that the three principals provide resources and allocate time for professional development.

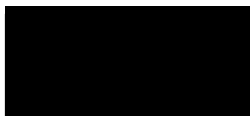
DECLARATION

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

I, Thembinkosi Duncan Dlomo, student number 218080115 declare that:

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



Supervisor: Prof CA Bertram



Co-supervisor: Dr FQB Zulu

Date

21 January 2021

DEDICATION

This thesis is dedicated to my sister, Thembisile ‘MaMkhabela’ Lamula and my brother, Bonginkosi Dlomo who both passed on untimely at the time I was in the middle of this research journey.

To my loving wife, Bongekile and children, Nqobile, Senzo, Phiwe, Khehla and Sphe for the support and at times assist me with technological stuff.

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I would like to thank God for giving me strength and courage to undertake this journey.

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- University of KwaZulu-Natal for granting ethical clearance to continue with the research.
- The principals of schools who granted the permission to do research in their schools and also offered to be participants of the study.
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- My nephew, Msawakhe Thulani Luthuli who continued to push me even when I was about to give up with this research journey.
- My Circuit Manager, S.M.R. Jiyane for support and encouragement by constantly showing interest in my study.
- My loving wife, Bongekile and children for understanding, encouragement and continuous support.

PREFACE

The research study described in this dissertation was carried out with three principals and six teachers of three selected schools from Umzinyathi District of KwaZulu-Natal. The project commenced in February 2018 and ended in January 2021, under the supervision of Prof Carol Bertram and Dr Bongzi Zulu of Pietermaritzburg campus of the University of KwaZulu-Natal.

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

Thembinkosi Dlomo

Date

LIST OF ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CPTD	Continuing Professional Teacher Development
DBE	Departmental of Basic Education
DHET	Department of Higher Education and Training
DSG	Development Support Group
EEA	Employment of Educators Act
ICT	Information Communication Technology
IQMS	Integrated Quality Management System
ISPFTED	Integrated Strategic Planning Framework of Teacher Education and Development
PD	Professional Development
PGP	Personal Growth Plan
SACE	South African Council of Educators
SB-CPTD	School-based Continuing Professional Teacher Development
SDTs	School Development Teams
SIPs	School Improvement Plans

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CHAPTER ONE: INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

This research explores the role of principals in school-based teacher professional development in three secondary schools within the Nquthu Circuit Management Centre (CMC) in Umzinyathi district. This chapter provides a rationale for the study and also describes the background of study. The key concepts and methodology are outlined to ensure that the study is informed by other bodies of literature.

1.2. PURPOSE AND CONTEXT OF THE STUDY

The purpose of the study is to explore principals' roles in school-based teacher professional development which is their obligation to the Department of Basic Education (DBE). While there are many studies that have been conducted on professional development, this study seeks to understand the role of principals, specifically in school-based teacher professional development. Through their ongoing supervisory and guidance roles, principals can build teacher capacity by providing teachers with opportunities for continued professional learning and improvement. According to Bredeson (2000), principals should create a platform in which teachers can get professionally developed and supported within their schools.

My study targets three secondary schools which are Quintile 1, 2 and 3 schools, located in communities with poor socio-economic backgrounds. Quintile 1, 2 and 3 schools are described as schools admitting learners from poor communities and DBE declared them as no fee schools. The study focuses on three secondary schools that start from grade 8-12. In the province of KwaZulu-Natal there are twelve districts. The study is conducted in Umzinyathi district which is one of the twelve districts. Umzinyathi district consists of four circuit management centres (CMCs) which are inclusive of Nquthu. Umzinyathi is a poorly resourced district. The level of education amongst community members is low. The district is surrounded by mountains and

large rivers and the roads are not properly structured especially in some parts of Nquthu, Msinga and Mvoti. The district officials sometimes find it difficult to visit schools for support. The area is still experiencing faction fights which can deny most learners the opportunity to attend school regularly.

The Policy Handbook for Educators through the Employment of Education Act No.76 of 1998 states that the principals are to ensure that teachers get teacher professional development within and outside their schools. (Education Labour Relations Council, 2003). Furthermore, the Department of Education (DBE) and Department of Higher Education and Training (DHET) (2011) through Integrated Strategic Planning Framework of Teacher Education Development (ISPFTED) policy, made recommendations to improve teacher education and professional development (Department of Basic Education (DBE) & Department of Higher Education and Training, 2011). In South Africa learner underperformance, especially in schools that are located in rural communities is highly noticeable. As a result, the Department of Basic Education has initiated teacher development programmes which have often been linked to the changing curriculum policies such as Curriculum 2005(C2005), National Curriculum Statement (NCS) and Curriculum Assessment Statement (CAPS).

However, such teacher development initiatives do not sufficiently address the teacher needs in a school context. The reforms culminated in the introduction of school-based development activities such as Integrated Quality Management Systems (IQMS) and Continuing Professional Teacher Development (CPTD). Jika iMfundo is another recent programme based in KwaZulu Natal and it aims to support teachers in ensuring curriculum coverage.

1.3 THE RATIONALE FOR THE STUDY

I was motivated to do this research after observing the pressure that the Department of Basic Education put upon principals if their schools have underperformed. Principals were subjected to accountability sessions. In the circumstances, principals whose schools had underperformed, had to draw up academic performance improvement plans. Hence, principals were engaged on various improvement initiatives such as National Strategy for Learner Attainment (NSLA), Operation Scaffolding, and Operation Bounce Back, to mention the few.

In the South African context, a number of authors (Mestry, Hendricks and Bischoff, 2009; Dlamini, 2012; Langa, 2007; Nkosi, 2008; De Clercq and Phiri, 2013) concur that in order to improve the overall performance of an education system, it is essential to raise the quality of educators through sound educator development programmes. These programmes include Integrated Quality Management Systems (IQMS). Through Collective Agreement no. 8 of 2003, Integrated Quality Management (IQMS) was introduced as an alternative to traditional methods such as inspection system which was viewed as being judgemental (Department of Education, 2003). IQMS is now a commonly used tool in the South African schools. IQMS integrated Developmental Appraisal System (DAS), Performance Management (PM) and Whole School Evaluation (WSE) (Department of Education, 2003). “IQMS is framed by performance standards, performance criteria and financial incentives, which are linked to pay and grade progression” (Mchunu & Steyn, 2017, p. 9317-9318). It is for this reason that many criticisms are levelled against IQMS.

Continuing Professional Teacher Development (CPTD) is another capacity building initiative for teachers to become effective professionals (South African Council for Educators, 2013). Through CPTD programmes, teachers accumulate credit points from all the developmental activities which are done inside the school and/or outside the school. CPTD programmes require teachers to keep records of all activities that they have attended.

Furthermore, Dlamini (2012) argues that the role of the School Management Team (SMT) differs from school to school. Hence, findings showed that SMTs tended to leave much to the Department of Education. In addition, findings also point to factors that hinder teacher CPTD at the school level such as non-involvement of teachers in decision making, incompetence of some SMT in running workshops and negative attitudes of some teachers who do not want to change (Dlamini, 2012). On the contrary, Langa (2007) points to various contextual factors as affecting curriculum development implementation and this includes a lack of resources, abnormal class sizes and learners’ socio-economic backgrounds. The findings and the recommendations of this could benefit principals and the Department of Education to get a deeper understanding about their roles in providing continuous professional learning opportunities in their schools. As a principal the findings of this study could also help me to improve and reflect on my practice and be able to contribute meaningfully to professional development. The study enhances the district teacher developmental workshops and School-Based Continuing Professional Teacher Development (SB-CPTD) activities.

1.4 RESEARCH QUESTIONS

The critical research questions are always crucial in terms of directing the study.

1.4.1 What is the nature of school- based professional development activities of three selected secondary schools?

1.4.2 What are the principals' perceptions about their roles in school-based professional development activities?

1.4.3 What are teachers' experiences of school-based professional development activities?

1.5 LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

Darling-Hammond (cited in Sparks, 2002) claims that teachers who have depth of content knowledge and who clearly understand the learners' needs are critical elements of successful learning. The high-quality staff development is the one which is linked to educators' work and it operates during normal school day. Therefore, Sparks' main claim is that the professional learning is a central factor in the quality of teaching (Sparks, 2002). In organising professional development activities, principals must ensure that the activities focus on developing teachers' content knowledge and pedagogical skills.

Effective continuing professional teacher development (CPTD) programmes produce leaders who, in turn, recommend them to their colleagues (Poekert, 2012). When such teachers become school principals, they are likely to promote school-based CPTD activities for their teachers.

This study was informed by the notion of a 'core set of features' of effective professional development advanced by Desimone (2011), namely Duration, Collective Participation, Content Focus, Active Learning and Coherence. These are briefly explained:

Duration: Professional development activities being of considerable duration of contact hours.

Collective participation: Groups of teachers teaching the same grade, subject, or school should participating in CPTD's to form a collaborative learning community

Content focus: CPTD activities being focused on subject content and how students learn that content.

Active learning: Active teacher involvement in CPTD programmes, involving opportunities for hands-on activities – such as observing, analysing student work and/or making presentations.

Coherence: Consistency in the messages carried in CPTD programmes across local, district, provincial and national levels.

These core features are the lenses through which school-based professional development programmes and the role of principals are explained in this study.

1.6 METHODOLOGICAL APPROACH

The study has followed the interpretivist paradigm. This means that researcher generates participants' views and perspectives of the phenomenon which is being studied (Creswell, 2003). This makes sense in this study because it relies on principals' and teachers' experiences in order to understand the nature of teacher professional development in schools. I used purposive sampling of three secondary schools which are under-resourced. The participants consisted of three principals (one from each school) and six teachers of which two were selected from each school. I used semi-structured interviews and analysis of documents such as staff-meeting minutes and teachers' IQMS and CPTD records. A semi-structured interview is where the participant is asked to respond to a set of predetermined questions in a way that seeks to prevent or at least minimise ambiguity and bias (Maree, 2007). All interviews were audio-recorded and transcribed verbatim.

Similar to many studies, this study has its own limitations. The primary schools were not included in the study which limits the study to secondary schools. The study was conducted on small group of Umzinyathi which compromises its generalisability. Although the study is focusing on principals' roles, the inclusion of teachers in the study helped counter any possible prejudice by principals.

1.7 OVERVIEW OF THE DISSERTATION

Chapter one: Introduction

Chapter one gave an overview of the background information of the study, the purpose, rationale, brief literature and methodology.

Chapter two: Literature review

Here I describe the key concepts that inform the study, namely school-based teacher development and the theory of teacher workplace learning.

Chapter three: Research design and methodology

This chapter describes how the study was conducted, especially choosing a specific paradigm. I also explained how I collected the data and indicated the type of sample I have used.

Chapter four: Analysis of data

In this chapter I analysed the data and I indicated the findings.

Chapter five: Conclusion

I made and submitted my conclusions and recommendations.

1. 8 CONCLUSION

The chapter has outlined the important aspects of the study. The focus and purpose together with the rationale have shown that indeed the research was necessary for this study. The next chapter discusses literature review and conceptual framework.

CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This study focuses on the role of three selected principals in school-based teacher professional development programmes. This chapter presents a review of the literature, focusing on the key concepts such as teacher professional development and teacher learning, focusing specifically on school-based teacher professional development (SBTPD) activities. The chapter ends with the conceptual framework that informs this study.

2.2 THE NOTION OF PROFESSIONAL DEVELOPMENT

This section starts with a general look at the notion of professional development and narrowing the focus to components, which encapsulates school-based teacher professional activities in international context as well as in South Africa.

Scholars such as Day and Sachs (2004, p. 3) define professional development (PD) as “all those activities in which educators engage during the course of their career, which are designed to enhance their work”. More specifically, Avalos (2011, p. 10) sees professional teacher development as “pertaining to the various aspects of learning that teachers undergo to empower themselves for the purpose of benefiting their learners”. Darling-Hammond and McLaughlin (2011) aver that professional development is not only concerned about supportive teaching and learning but also serve a transformative purpose by engaging teachers in ‘reflective practice’ that results in the teachers making new adaptations that best address their individual school and/or classroom contexts. This means that effective teacher professional development must subject teachers to practical tasks and afford them chances to reflect on their own practices. Professional teacher development comes from the background that because teachers have the most direct sustained contact with the learners and have control over what is taught, they should then engage in whatever continuing professional teacher development (CPTD) activities that would make them excel in the classroom (Desimone, 2002; Knight & Wiseman, 2005; Mashile, 2002, Wanzare & Ward, 2000).

Professional teacher development can take place within the school and outside school. Kennedy (2005) identifies nine models of continuing professional teacher development (CPD). Some of these models are not school-based, namely training, award-bearing, cascade, standards-based models, while models such as coaching and mentoring, transformative leadership, action

research and the establishment of communities of practice can be implemented as part of a comprehensive basket of school-based teacher professional development programmes.

The non-school-based models are briefly described here:

- Training – this model of continuing professional development usually takes place outside the school and the agenda comes from the expert. It is often criticised for its lack of connection to classroom context where learning and teaching occurs.
- Award-bearing model provides accreditation after successful completion of a formal course of study. External validation is preferred to guarantee quality assurance.
- Cascade model involves sending representative teachers to the training venue and these teachers cascade the information to other fellow colleagues at school. This model is commonly used where the resources are scarce. Its drawback is that it gives priority to skills and knowledge over attitudes and values, and sometimes incorrect information can be provided to colleagues.
- The standard-based model makes sure that the set standards are met. However, this model limits the chances for individual participant to have alternative forms of CPD.

The CPD models that are school-based are as follows:

- Coaching/mentoring model is one-to-one professional relationship where a veteran teacher mentors the novice teacher. Coaching/mentoring takes place within the school context.
- The community of practice model is a mutually supportive relationship which involves more than two people. The members of the community decide on the agenda and discuss same subject-related matters in a school context.
- Action Research Model is the situation where the participants themselves become researchers. Action research is of great value if it is shared in community of practice.

Typically, professional development involves university-based CPTD programme, seminars, workshops and conferences (both at local, national and international levels). These are generally not based at the school.

However, a broader-based description of CPTD has emerged that sees teacher learning as entailing interactive, social and community practice (Cochran-Smith and Lytle, cited in Desimone, 2011). This perspective sees formal and informal learning communities of teachers as important instruments for teachers' growth and development (Borko, 2013). Professional

development which is related to the practice of teaching entails mentoring, core teaching and reflecting on lessons (Ono & Ferreira, 2010). These activities are usually based at the school. On the other hand, workshops and university-based courses form part of out of school activities.

2.3 THEORIES OF TEACHER LEARNING

A number of authors (Kelly, 2006; Putnam and Borko, 2000; Sfard, 1998) describe different approaches to learning. Sfard (1998) identifies two metaphors for describing learning: Acquisition Metaphor (AM) and Participation Metaphor (PM). The AM refers to an individual acquiring knowledge and gaining new concepts in a de-contextualised way (Sfard, 1998). Thus, similarities are identified between AM metaphor and cognitivism (advocated by Kelly, 2006) from the claim that an individual acquires knowledge, skills and understandings in one setting and transfers these abilities and skills to another.

With regard to the participation metaphor, Sfard (1998) describes it as a collective process which involves activity, doing, and knowledge in practice. Meanwhile, Kelly (2006) asserts that as teachers enter the profession, they move from being novices at the periphery of the practice to being full participants (expert) in a specific working environment. In this regard, teacher identity is a key to teacher development. Putnam and Borko (2000) also add to this growing consensus that learning is situated in particular physical and social contexts. This means that the school is an ideal context for the learning to take place. As much as the acquisition metaphor (AM) and cognitivism complement one another, they however differ from the participation metaphor (PM) and the socio-cultural and situated theories of learning. AM and cognitivism focus more on the acquisition of individual knowledge in de-contextualised settings as opposed to PM and socio-cultural and situated theories which take the context seriously and appreciate the participation of persons in an interactive and collaborative process.

Opfer and Pedder (2011) believe that teacher learning brings together multiple strands of activities which operate within the subsystems such as the teacher, the learning activity and school context. This is referred to as the complexity approach, as against the process-product-logic or linear approach to teacher learning. This complexity approach is grounded in the premise that professional development consists of a repertoire of activities and methods for learning (Opfer & Pedder, 2011). This approach in the end addresses the question of why and

how teachers learn. On the other hand, the process-product approach is a positivist approach which looks for the cause and effect of the matter.

2.4 INDUCTION AND MENTORING AS SCHOOL-BASED TEACHER PROFESSIONAL DEVELOPMENT STRATEGIES

The international literature (Ingersoll & Smith as cited in Branon, Fiene, Burke & Wehman, 2009; Cherian & Daniel, 2008; Wood, 2005) advances that teacher induction and mentoring programmes are important school-based strategies that help reduce teacher attrition, increase job satisfaction, and efficacy. The two terms (induction and mentoring) are often used interchangeably but they do not necessarily hold the same meaning.

Firstly, teacher induction should be an all-encompassing process that provides professional development training that helps to welcome, motivate and retain new teachers (Wong, 2004). For this reason, teacher induction topics should include general processes and procedures that pertain to school life – including those pertaining to procurement and supply chain management, school resources, emergency procedures, staff rules and procedures, school’s medical policy, as well as curriculum-related matters. Nelson, Barry and Addison (2006, p. 15) described induction as “a period when new teachers have their first teaching experience and adjust to the roles and responsibilities of teaching”. National Center of Education Statistics (NCES) (as cited in Watkins, 2005) opines that novice teachers come to school without bias and negative experiences that could influence their acceptance of new ideas and reforms hence, they (novices) need professional autonomy. While it is important that new teachers receive the necessary guidance and clear role expectations, they should, nonetheless, be allowed space to explore, reflect and find their own feet on many issues – including the freedom to empower themselves and determine how they feel comfortable meeting their own and school expectations.

Wood and Stanulis (2009) argue that principals have five key leadership roles in teacher induction namely, culture building, instructional leadership, facilitator of mentorships, recruitment of new teachers and advocate for new teachers. These roles are explained further below:

School culture supportive of novice teachers: School principal has a responsibility to set the tone of how easily or difficult it is for novice teachers to be accepted into the school learning community. School principal has to support induction activities both during and after school hours. He plans special site-based activities in which novice teachers can interact with each

other. Principal has a role to supervise and always communicate with the mentors whom he/she appoints to run the school's induction programme, and to interact regularly with novice teachers at site. Quality induction programmes succeed in contexts that enable novice teachers' substantive orientation appealing to their context, sanctioned time for novice teachers and mentors to reflect and collaborate and chances for collegial interactions among novices.

Novice teacher orientations are critical principal's roles as they help new teachers understand the particular rituals, norms and expectations within the school.

When principals provide sanctioned time, novice teachers get time to observe experienced teachers' classrooms and collaborate with their mentors to analyse student work and their teaching practices.

Principals also allow for collegial interactions where novice interact with both their peers and other experienced teachers.

Instructional leadership: Principals play a very important role in the induction process by providing site administrators' leadership to ensure effective implementation of induction.

Facilitator of mentorships: Principals directly or indirectly facilitate educative mentoring through approving and providing time and resources for novice teachers and mentors to collaborate.

Principal as novice teacher recruiter: School principals have unrecognised role of recruiting novice teachers.

Advocate of teachers: For visiting novice teachers in their classrooms, expressing interest in novice teachers' progress and giving novice teachers' advice, principals are viewed by novice teachers as their advocates.

Long et al. (2012) claim that principals as instructional leaders need to create platforms for conversations with novice teachers. Principals also need to make time available for nurturing and encouraging the development of new teacher identities, especially from the position of self-belief and identification of their own personal strengths. However, Long, et al. (2012) claim that it is still problematic to find evidence for the link between induction and teacher retention.

Secondly, mentoring is only a component of a full induction programme and it focuses on one-on-one assistance between a veteran and novice teacher (Wong, 2004). According to Nelson, Barry and Addison (2006), mentoring is when a veteran teacher works with a new teacher to

help ease her shift from the university to full-time school teaching. By selecting mentors who can form strong relationships and who teach similar grade and subjects, principals can overcome the barriers which could hamper the induction process for early career teachers. (Ingwalson, Thompson, White & Mason cited in Long, et al., 2012) School cultures which are highly collaborative in terms of valuing all teachers' knowledge including novices, are regarded as most successful in retaining beginning teachers (Long et al., 2012).

Brock and Grady (2011) claim that professional development programmes are needed to achieve sustained school change since teachers' classroom practices flow from one integrated set of beliefs and knowledge. Furthermore, Darling-Hammond and McLaughlin (2011) contend that teachers need to learn new skills and perspectives in order to enhance their effectiveness and student achievement. This may mean unlearning old-fashioned or ineffective practices, traditions and beliefs that may have informed their work in the past. Moreover, Grant (cited in Rhodes and Brundrett, 2009) points out that in Taiwan the teacher development has reached significant change, in that the paradigms of the new curriculum and teaching have shifted from a knowledge-orientated curriculum to one that stresses more on activities and instructional practices.

Darling-Hammond and McLaughlin (2011) posit that teachers who have depth of content knowledge and who clearly understand the learners' needs are critical elements of successful learning. The high-quality staff development is the one which is linked to educators' work and it operates during normal school day. Therefore, this suggests that professional learning in terms of subject content and an understanding of learners' needs is a central factor in the quality of teaching (Sparks, 2002). Thus, in organising professional development activities principals must ensure that the activities focus on teachers' subject content knowledge and pedagogical content knowledge (PCK).

2.5 SCHOOL-BASED PROFESSIONAL DEVELOPMENT ACTIVITIES IN SOUTH AFRICA

In South Africa, the Policy Handbook for educators through Personal Administrative Measures (PAM) stipulates that principals need to take up teacher professional development, in all its manifestations and varieties, as one of the principal responsibilities. In doing so, they need to pay particular attention to the professional development needs of new and inexperienced

teachers (Education Labour Relations Council, 2003, p. 238). More recently, Government has published a new policy to regulate minimum standards of performance for school principals, directing that school principals “develop and maintain effective procedures and practices for personnel such as induction, performance management and professional development” (Department of Basic Education, 2015, p. 18). In the light of this, principals usually provide new teachers with some kinds of induction programmes. New teacher(s) are taken through the various school procedures such as school vision, mission, and ethos, conditions of service, leave measures, school nutrition programmes, teachers’ code of conduct and general curriculum matters.

A new teacher is then introduced to the appropriate departmental head who mentors the teacher in specific curriculum matters. The teacher is guided on how to handle the subject matter content and accordingly advised to collaborate with other subject teachers across the department.

Through Collective Agreement no. 8 of 2003, Integrated Quality Management System (IQMS) was introduced as an alternative to traditional methods such as inspection system which was viewed as being judgemental. IQMS was also made a tool to strengthen different components of Developmental Appraisal System (DAS), Performance Management (PM) and Whole School Evaluation (WSE) (Department of Education, 2003). IQMS is now a commonly used tool especially in the South African schools. IQMS integrated DAS, PM and WSE. IQMS is led by the School Developmental Team (SDT) at school which ensures that the programme is implemented. SDT facilitates the formation of an appraisal group composed of (one immediate senior; one peer and one appraisee) members and is termed developmental support group (DSG). This team is democratically elected and is understood to develop and support the teacher. “IQMS is framed by performance standards, performance criteria and financial incentives, which are linked to pay and grade progression” (Mchunu and Steyn, 2017, p. 9317-9318). Linking IQMS to remunerations is the reason for many criticisms levelled against it (IQMS).

CPTD is another capacity building initiative for teachers to become effective professionals (South African Council for Educators, 2013). Through CPTD programmes, each teacher has a personal Professional Development Portfolio (PDP) developed according SACE guidelines. The PDP becomes a personal record of a teacher’s professional journey. SACE allocates professional development (PD) points to teacher’s professional activities in accordance with a

SACE-approved schedule of development points. Each teacher signs up with SACE by completing a profile. SACE creates a Personal Professional Development Points Account (PPDPA). When teachers achieve points for their development activities, the points are reported to SACE and are added to their PPDPA. SACE issues a certificate to each teacher who achieves the target number of points within three years. Teachers accumulate points by engaging in three types of professional development activities. These professional development activities are classified as follows:

- Type 1: teacher-initiated activities.
- Type 2: school-initiated activities.
- Type 3: externally-initiated activities.

This study focuses on the first two types of activities because they are initiated at the school context.

However, in South Africa so far, there are some challenges to the implementation of this system of professional teacher development mainly due to difficulties in the attendant co-ordination of on-line registration of CPTD activities by the South Africa Council of Educators (SACE). There is also a concomitant challenge on the side of some teachers with regard to technology uptake and utilisation.

2.5.1 PLCs as a school-based approach to teacher professional development

Brodie and Borko (2016) believe that professionals learn better from others who are school-based and have common goals. They, therefore, recommend professional learning communities (PLCs) as the relevant approach in order to realise collaboration between and among teachers. The formation of PLCs is in line with South Africa's Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) (2011-2025). According to Katz and Earl (cited in Brodie, 2013, p. 6) professional learning communities refer to "learning for learners, learning for teachers, learning for leaders and for schools". Stoll and Louis (cited in Brodie, 2013) explain that professional learning communities focus on collaborative learning which goes through the life of teachers, students and school leaders. Brodie (2013) concurs with Kazemi and Hubbard (2008) that CPTD's which focus on teacher learning in and from practice are likely to create lasting changes. In this regard, six characteristics of successful CPTD's have been identified, namely that such programmes: (a) are long term and developmental, (b) focus on artefacts of practice such as student thinking, (c) involve tasks and industrial practices,

(d) are job-embedded (school-based), (e) blur the boundaries between teaching and learning, and (f) promote the development of professional communities (Borko, 2004; Joworsaki, 2008; Katz, Earl & Jaafaar, 2009; Kazemi & Hubbard, 2008). Furthermore, Brodie (2013) believes that the Data Informed Practice Improvement Project (DIPIP) is appropriate because it takes all the above-mentioned six characteristics into account. Similarly, Feldman and Fataar (2017) agree that the journey to pedagogical change happens within the context of professional learning communities and further argue that sustained pedagogical change includes embodied practices of teachers which has established over time.

2.6 THE ROLE OF SCHOOL PRINCIPALS IN SCHOOL-BASED PROFESSIONAL DEVELOPMENT ACTIVITIES

Evers, Van der Heijden and Kreijns_(2016, p. 36) found that the following things promoted professional teacher development at the work place: the learning climate at the school, social support from one's immediate manager and social support from close colleagues. Poekert (2012) claims that there is a strong link between teacher leadership and professional teacher development. Yendol-Hoppey and Dana (as cited in Poekert, 2012) argue that professional development is needed to develop teachers as leaders and to help administrators in reconceptualising their roles as head leaders. This perspective goes further and contends that teacher leadership can in fact result from effective development of teachers and school principals. In this regard, Poekert (2012) opines that teachers who become leaders offer effective, school-based professional development for their colleagues and they themselves continue to grow and develop as they practice teacher leadership at their schools.

In concurrence, MacBeath and Dempster (cited in Poekert, 2012) add to the growing consensus that teachers learn through their own leadership which, in the end, leads to a better professional learning environment for all teachers in the school. This whole conception of leadership supports the notion that leadership is an organisational quality that is practised and shared among a variety of individuals within the school (Kin, Kareem& Bing, 2018). Thus, in the end it is effective teacher leadership that paves way for effective professional development. Summarily, teacher leaders are school-based developers. The role of teacher leaders therefore is to support their colleagues to strengthen their teaching practice.

In the international context, the American literature identifies four roles of principals in facilitating school-based professional development (Bredeson, 2000, Glanz, 2005 & Holland, 2004; Payne & Wolfson, 2000; Sopovitz, Sirinides, & May, 2010). The first role is to provide professional learning opportunities for staff. Bredeson (2000) highlights the point that instructional leadership is an area where school principals influence teachers and as a result affect overall quality of professional development. Sopovitz, Sirinides and May (2010) emphasise that principals should continue engaging on various initiatives and training opportunities by focusing on the needs and resources to accomplish learning objectives and school goals. The follow-up activities, including modelling, feedback, coaching and support are vital for supporting changes in teachers' practices (Sopovitz, Sirinides and May, 2010). In the same way, Payne and Wolfson (2000, p. 19) affirm that the principal provides resources and finds creative opportunities to provide teachers with the time, money and support they need for professional development. Accordingly, school principals need to attend to, and support teacher development. This implies that, as instructional leaders, principals need to be willing to confront problems and help teachers deal with obstacles that inevitably inhibit teacher development.

The second role of school principals is to create responsive learning environments for teachers. According to Bredeson (2000, p.390) effective principals should build, foster and sustain a productive learning environment in their schools. This could possibly be done by exerting significant influences on teacher learning and development in school. In their daily interactions with teachers, school principals support a perspective of professional self-efficacy by focusing on how teacher learning affects student learning. Bredeson (2000) also emphasize that successful learning environments will include co-ordinating professional development activities, scheduling time, spaces and opportunities for teachers to work and learn together. Successful learning environments also develop and implement teacher evaluation practices that support growth and improvement.

The third role relates to direct involvement in the design, delivery and content of professional development. (Bredeson, 2000). Thus, principals are key actors in building teacher capacity as principled and multi-skilled learners. Payne and Wolfson (2000) add to this consensus that principals facilitate professional development, organise experts and make plans for school-based professional development. At times principals cannot be experts in everything, and they need to exploit skills of the SMT within the school to conduct professional development.

According to Bredeson (2000), the fourth important role of principals is the assessment of professional development outcomes. When policy makers try to establish what are the outcomes of teacher development activities, there is often little to report (Bredeson, 2000). Hence, principals need to regularly support and evaluate teachers and provide opportunities to help teachers set their own goals for their professional learning (Bredeson, 2000). In concurrence, Sophovitz, Sirinides and May (2010) submit that principals can influence what and how teachers teach in the classroom. Childs-Bowen, Moller and Scrivner (2000) claim that principals, as teacher leaders, are capacitated to guide fellow teachers and schools at large towards recognition of individual responsibility for school reform.

2.6.1. Roles of principals in South Africa

In South Africa, the Personnel Administrative Measures (PAM) stipulates a number of roles for principals but for the purpose of this study I focus on personnel responsibilities (Education Labour Relations Council, 2003). The important role of principals is that of providing professional leadership and management within the school. The policy states that “Principals are responsible for the development of training programmes, both school-based and externally directed and to support teachers, particularly new and inexperienced teachers, in developing and achieving objectives in accordance with the needs of the school”. The other role is to “participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management”. IQMS is also one of these processes where the principals set up management plan for the developmental cycles to be implemented.

There is an argument that in order to improve the overall performance of an education system, it is essential to raise the quality of educators through sound educator development programmes (Mestry, Hendricks and Bischoff, 2009; Dlamini, 2012; Langa, 2007; Nkosi, 2008; De Clercq and Phiri, 2013). School Management Teams (SMTs) with principal leading the team of course, could play a big role in a school’s efforts to improve its performance. However, Dlamini (2012) points that the role of the principal and his team differs from school to school. Hence, findings showed that SMTs tended to leave professional development part to the Department of Education. She further reported that the non-involvement of teachers in decision making, incompetence of some SMTs in running professional teacher development workshops and negative attitudes of some teachers who did not want to change were some of the factors that hindered school-based professional teacher development. In addition, Langa (2007) highlights that various contextual factors affecting curriculum development implementation, including a

lack of resources, abnormal class sizes and learners' socio-economic backgrounds affect provision of professional development programmes in South African school.

According to the policy on South African Standard for Principals (Department of Basic Education, 2015, p. 18), principals should demonstrate leadership through participating in professional development. This policy states that "Principals should also develop and maintain effective procedures and practices for personnel processes such as induction, performance manage and professional development".

To support school principals to play their roles effectively, the Department of Education established the Mathew Goniwe School of Leadership in the Gauteng Province in 2003 where school principals were encouraged to enrol for an Advance Certificate in Education (ACE). It was envisaged that doing so would prepare school principals to effectively discharge their role of instructional leader, which emphasises managing teaching and learning as the core activities of educational institutions (Bush, 2007).

In the meantime, there is research (Bush, 2007) in South Africa that argues that teacher leadership is underdeveloped in many schools, which limits the impact that teachers can have in improving their teaching and learning.

2.7 TEACHERS' EXPERIENCES OF SCHOOL-BASED PROFESSIONAL TEACHER DEVELOPMENT ACTIVITIES

The third section of this review focuses on exploring teachers' experiences of school-based teacher development activities. While teachers gain experience from engaging in professional learning and/or development, they (teachers) bring their past experiences and beliefs to the process (Richardson, 2003). Knowles (1992) adds to this argument to say that teachers bring their past experiences which influence their attitudes, values, theories, and forms of belief that also affect their own decisions and learning. Opfer and Pedder (2011, p. 388) summarise teacher learning as "interaction and intersection of knowledge, beliefs, practices and experiences that form part of teachers' orientation to learning system." In attempting to acquire experiences, teachers more often embrace evidence that support their current experiences than evidence that is against these experiences (Chin & Brewer, 1993; Tillema, 2000). This, therefore, means that changes resulting from any form of professional development activities

may be more evident of change measures used than actual changes in teacher orientation (Richardson, 2003).

Putnam and Borko (2000) support an approach to teacher development which anchors teachers' experiences in their own practice by engaging in activities at school sites. Another approach in the University of Colorado Assessment Project was to have teachers bring experiences from their classrooms to the workshops. These conversations helped teachers understand what to look for when observing students and to include classroom-based observations of student performances into their assessment practice (Borko, Mayfield, Marion, Flexer, & Cumbo cited in Putnam and Borko, 2000). Thus, the learning of teachers is linked to ongoing practice and making it possible that what they learn affects and supports their teaching in a positive way.

Grossman (1990) discusses teacher experiences, gained from the interrelationship within teacher knowledge and surmises that teachers acquire pedagogical content knowledge (PCK) from actual classroom experience. Accordingly, Shulman (1986) argues that in as much as teachers draw from both general pedagogical knowledge (GPK) and knowledge of their subject matters, they also draw upon knowledge that is specific to teaching particular subject matters.

Socio-cultural theorists (Kelly, 2006; Lave & Wenger, 1991; Wells, 2000) suggest that teachers follow different stances of their tasks as they progress from novice to expert and in the end, they change their identity. Thus, identities are in a state of constant evolution and they (identities) are through the process of negotiating the meanings of teachers' experience. In teacher learning teachers engage in the process of knowing-in-practice which enables them to fully participate in classroom activities.

When new teachers were asked to share what they felt from participating in induction and mentoring programmes, experiences gained by teachers are quite amazing (Branon, Burke, Fiene & Wehman, 2010). Teachers were also reported to be appreciative of their caring mentors and the contribution they made towards their progress. Some of their words of appreciation are quoted as follows. "She was willing to do it and she cared about what she was doing. So, anytime I needed to drop her an email or ask her a question about something we were teaching ... it was easy to just run up there and talk to her" (Branon, Burke, Fiene, Wehman, 2010, p. 4-5).

As much as teachers embrace professional development, they however want to be part of initial planning and this is evident to this concluding statement.

Teachers find the conceptualisation of PLCs in Strategic Integrated Planning Framework for Teacher Education and Development (SIPFTED) worrying and unsatisfactory. At the presentation of PLCs in September 2014 where provincial and district officials learned how to implement the programme, many teacher delegates felt that the language to describe teachers' work and learning was prescriptive with regard to teacher development. As a result, teacher delegates viewed PLCs as something to be done for teachers, rather than by or with teachers (Department of Education, 2011, p. 3).

From these forgoing arguments, it is evident that teachers indeed benefit from professional development activities. It, therefore, becomes crucial for principals to create an enabling environment for teachers to come together and reflect on their teaching practices so that their school-based experiences enhance prospective teachers' ideas and practices.

2.8 IMPLICATIONS OF THE LITERATURE REVIEW

The first section focused on the notion of teacher professional development – its size and shape. The first key idea is that professional teacher development programmes could either be school-based or take place away from school. Furthermore, the literature review brought out such aspects as teacher induction, mentoring, schemes for continuing professional teacher development, the Integrated Quality Management System (IQMS) in the case of South Africa, in-depth reflections and professional learning communities (PLCs). In addition, workshops and university-based courses make the bulk of out-of-school professional teacher development activities. Thirdly, the literature review revealed that there are six characteristics of successful professional programmes, namely that they (a) are long term and developmental, (b) focus on artefacts of practice such as student thinking, (c) involve tasks and industrial practices, (d) are job-embedded (school-based), (e) blur the boundaries between teaching and learning, and (f) promote the development of professional communities.

Regarding the second part, the literature revealed that the role of school principals in facilitating school-based professional development includes (a) acting as an instructional leader – which involves (i) modelling, (ii) giving feedback, (iii) coaching, (iv) mentoring, and (v) support teacher development.

The third part of the literature review on teachers' experiences of professional teacher development activities suggested that they (teachers) benefitted most when the activities were (a) content focus – knowledge of the subject matters, (b) active learning, (c) coherence, (d) appropriate duration, and (e) involving collective participation. Furthermore, teachers were reported to be very appreciative of caring mentors and the contribution they made towards their professional growth.

2.9 CONCEPTUAL FRAMEWORK

In order to ensure the effectiveness of professional development, it is first important to define it and describe its core features. For the purpose of this study, Desimone's (2011) model has been used because it focuses on the five core features of professional development activities that "lead to teacher learning, rather than on the types or structural aspects of activities in which teachers engage" (p. 68). Desimone (2011, p. 69) describes core features of teacher development that lead to teacher learning and posits that these include "content focus, active learning, coherence, duration and collective participation". These core learning features are believed to matter in enhancing teachers' knowledge, skills, and classroom practice (Desimone, 2011). Figure 2.1 below presents Desimone's five core features.

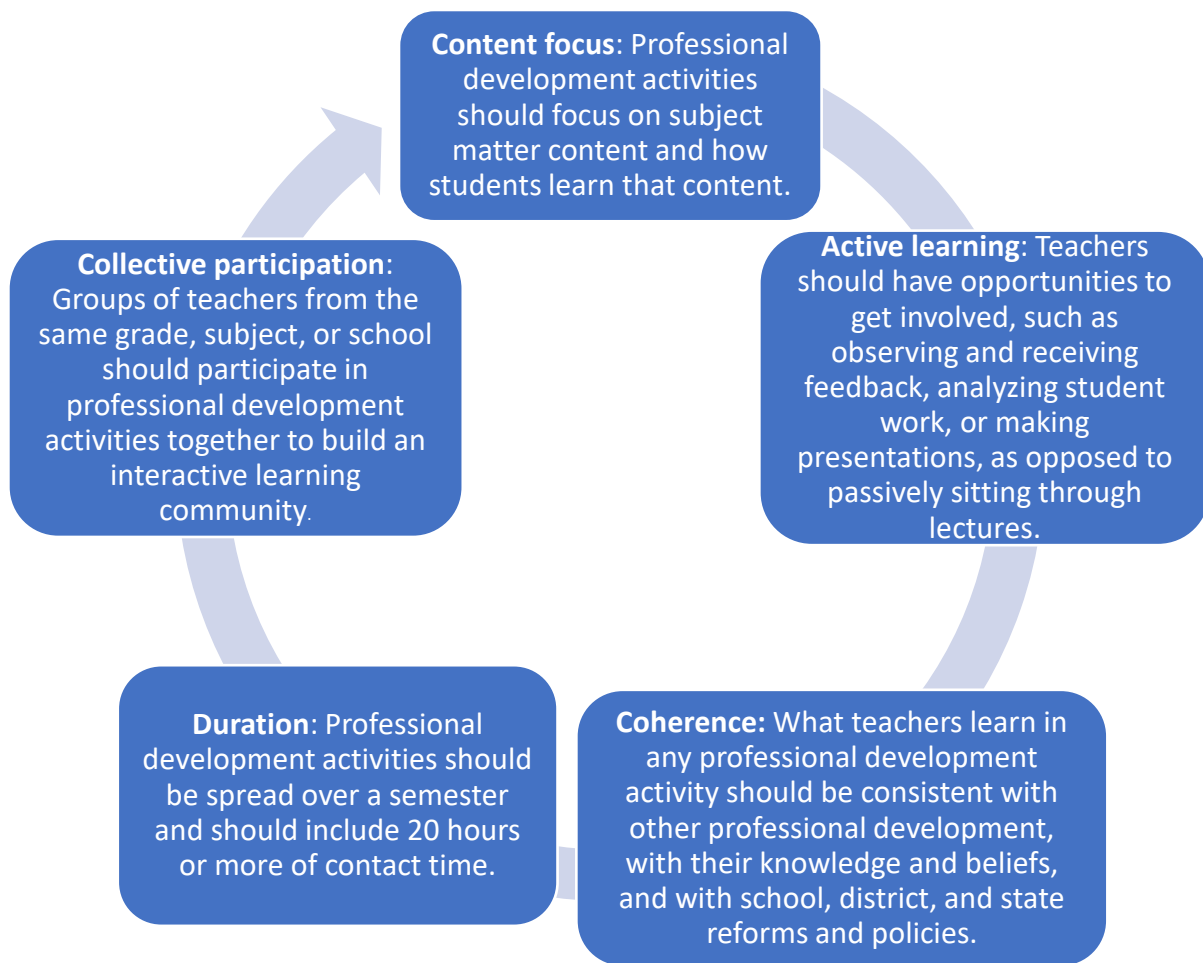


Figure 2.1 Desimone's (2011, p. 69) five features of effective Professional Development

The interactive relationship among the core features of professional development increases teachers' knowledge and skills and as a result improves the content of their instruction and their approach to pedagogy. These core features are therefore the lenses through which school-based professional development programmes and the role of principals were explained. These aspects will be used to analyse the data that is generated by asking the following questions of the data.

To what extent do the school-based development activities that principals and teachers describe:

- Have a focus on subject matter content and how learners learn that content?
- Include opportunities for teachers to be actively involved by analysing student work, observing one another teaching, receiving feedback and making presentations?
- Support teachers in the school working collaboratively together in subject or grade groupings?

- Run for a duration of at least 20 hours? (i.e. they are not just a once-off workshop)?
- Have a coherence that is consistent with other professional development activities that are not school-based?

This framework offers a very strong background for establishing whether professional development is effective (Desimone, 2011).

2.10 CONCLUSION

In this chapter, the literature review has been presented in alignment with the constituent parts of this study. The conceptual framework was also outlined. The next chapter discusses methodology and design.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study seeks to explore the role of principals in school-based teacher development in three secondary schools of Nquthu Circuit Management Centre (CMC), under Umzinyathi district, in KwaZulu- Natal. This chapter discusses methodology under paradigm, research design, research approach and case study design. The chapter further outlines research setting, sampling strategy as well as data collection and data analysis. Finally, trustworthiness and ethical considerations are discussed with limitations highlighted.

3.2 RESEARCH METHODOLOGY AND DESIGN

Research methodology is a branch of logic dealing with the logical principles underlying the organisation of the various social sciences, and the conduct of scientific enquiry (McQuarrie Dictionary cited in Mackenzie & Knipe, 2006). Walter (2006, p. 35) argues that methodology is the frame of reference for the research which is influenced by the “paradigm in which our theoretical perspective is placed or developed”. Research design functions to ensure that the evidence that the research obtains is able to answer the main research question as unambiguously as possible (De Vaus, 1999). In almost the same way, White (2013) holds that research design is logical rather than logistical matter which connects the data to the research questions and its conclusions. Yin (2009) confirms this that research design ensures that the evidence is linked to research questions and conclusions and makes clear the logic which connects the data to the evidence. Merriam (1988) describes the research design as a plan used to explore the observable and learned patterns of behaviour. Nachmias and Nachmias (1992) explains the research design as a logic that links the data to be collected to the main question of the study. Hence, the evidence accumulated from the interviews and documents enables me answer the main question of principals’ role in school-based professional development.

3.3 RESEARCH PARADIGM

Within the context of research, a paradigm is the researcher’s world view that guides him or her as he or she delves into a research problem (Kuhn, cited in Cohen, Manion & Morrison, 2018). To Maree (2007, p. 47) a paradigm is a “set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world view”. The paradigm demarcated the

study so that it could not become too wide and eventually fails to get desired results. Indeed, within the choice of a research paradigm lies the researcher's intent and expectations (Mertens, 2005, Bogdan & Biklen, 1998 cited in Mackenzie & Knipe, 2006).

This study adopts an interpretive paradigm where the school-based professional development is understood from participants' views. In one of the six descriptions of paradigms, Lukenchuck (2013) identifies interpretivism with the following properties: hermeneutics, existential understanding, meaning making, qualitative and *verstehen* approaches. These properties are the main components of interpretivist perspective. Interpretive paradigm is to understand the subjective world of human experience and it focuses on behaviour and action (Cohen, Manion & Morrison, 2018). Marshall and Rossman (cited in Cohen, et al., 2018, p.20) claim "interpretivist researchers begin with individuals and set out to understand their interpretations of the world around them. Thus, these researchers succeed by using *verstehen* (understanding) and hermeneutics (uncovering and interpreting meaning approaches which attempt to see the world through the eyes of the participants". Maree (2007) adds to this claim in that interpretivism has its foundations from hermeneutics which is the study of theory of practice of interpretation. Pring (2015, p. 65-6) suggests that in the interpretivist paradigm "the world consists of ideas hence, researchers are part of the world that they are researching, the meanings are negotiated between the participants". The logic is that ideas do not exist independently of those who hold them and what is being researched should, of necessity, be context specific.

Creswell (2003) contends that the interpretivist researcher relies upon the respondents' perceptions of the situation being studied. This relates to the study because I depended on principals' and teachers' experiences in order to understand the role that principals play in SB-CPTD. Research paradigm is a very critical area in contextualising the research study. Therefore, the interpretive paradigm contributed largely in demarcating this study and it (study) was kept within parameters.

3.4. RESEARCH APPROACH

This study is located within the qualitative research paradigm, whereby concepts, terms and symbols constitute the only available tool to communicate meaning (Maree, 2007). Bryman (2008) accords with Maree in that qualitative research connotes the use of words rather than numbers. Hammersley (2013, p.12) defines qualitative research as "a form of social enquiry that uses relatively unstructured data, to emphasise the essential role of subjectivity in research

process, to study the occurring cases in detail and to use verbal rather than statistical forms of approach.” In this study as well, I used concepts and terms to discuss the role of principals in school-based professional development.

To Maree (2007, p. 51), qualitative research concerns itself with understanding processes, as well as social and cultural contexts which underlie particular behavioural patterns, traditions and practices. He also adds that qualitative research typically studies people or systems in their natural environment. In this study, the researcher sought to establish a better understanding of how school principals support the professional development activities to benefit teachers in a school environment. The qualitative researcher seeks to find out answers as to the ‘what’, ‘why’ and ‘how’ of these patterns, traditions and practices.

3.5 RESEARCH DESIGN

Case study was identified as the appropriate research design for this study to assist the researcher in gaining deeper understanding and acquiring knowledge regarding the role of principals in school-based professional development.

3.5.1 Ontological and epistemological underpinnings of case studies

Ontology refers to the nature and form of reality (Maree, 2007). Burrell and Morgan (cited in Maree, 2007, p.53) argue that the subjective view of the world derives from the assumption that social world is perceived as “external individual cognition, and it (social world) is made of names, concepts and labels”. This, therefore means that the reality is confirmed from the participants. Reality is purely a product of the human mind and is the source or origin of meaning (Maree, 2007).

Epistemology is a philosophy of knowledge or about how people come to conceive of what constitutes their reality (Trochim cited in Kraus, 2005, p.759). In this regard, qualitative researchers posit that the world consists of people holding certain personal and/or group attitudes, values and beliefs which, collectively, define their individual and /or group realities. Accordingly, a researcher who is interested in understanding the reality of any construct, event, culture or any form and type of phenomenon must get it directly from the people embedded within that particular context (Maree, 2007, p 55). In order to know the role of principals in school-based professional development, I learnt from other people’s stories, experiences and voices in their own settings.

3.5.2 Defining case study

A case study has many definitions as a result Yazan (cited in Cohen, Manion & Morrison, p. 375) terms it a “contested terrain.” Simons (2009, p 21) defines the case study as an in-depth examination of a specific real-life issues – such as projects, policies, institutions, programme or systems from multiple perspectives in order to catch inherent complexities and uniqueness. Creswell (1994, p. 12) refers to case study as “a single instance of bounded system, for example a child, a clique, a class, a school or community”. Furthermore, Yin (2017) defines the case study as empirical enquiry that investigates a contemporary phenomenon in its real-life, while Rule and John (2011, p. 4) see case studies as systematic and in-depth investigations of particular instances in their natural contexts with a view to generating knowledge. They also add that a case study might generate evidence that could be used to make an argument (present a case) for a particular view. Verschuren (2003, p.124) like many authors, argues that a distinguishing feature of case study is “holism” rather than “reductionism.” Case studies are characterised by: “in-depth study of one setting, a focus on process, interactions and relationships, holism, a concern for particular, multiple methods of data collection” (Denscombe, 2014, p.54-59). In the light of these definitions of case study, I confirm that school-based professional development is the case and the unit of analysis of this study and the three schools are the specific context in which the participants do activities.

3.5.3 Types of case studies

Several authors (Yin, 2009, Rule & John, 2011) identify three types of case studies: exploratory, explanatory and descriptive. In exploratory case studies, the researcher often looks more closely at an issue, with a view to laying the basis for further, more in depth and/or empirical studies. Exploratory case study was therefore selected for this study. Exploratory case studies seek to investigate situations that might not have researched previously and for which there might not exist established theories (Rule & John, 2011, p. 28). The purpose of exploratory case studies is to establish acquaintance with the issues by examining them to some great detail. Exploratory case studies are characterised by broad and open-ended questions which are intended to generate data. Such data provides the insight into the nature of the case (Rule & John, 2011).

3.5.4 Strengths and weaknesses of the case study

Cohen, Manion & Morrison (2018, p. 376) see the strength of case studies as “based on their recognition of the importance of *context* in data collection – and, accordingly the significance of collecting information which reflects the participants’ lived experiences”. As such, they see

the participation of people within their natural context as being very important in authenticating the information or data the researcher collects, as well as yielding in-depth understanding the researcher requires to do justice to the case under investigation. Furthermore, Maree (2007) avers that another strength of case study lies in its use of multiple sources and technique in the data gathering process.

In support of case studies, Rule and John (2011) note that because of its flexibility and application of different methods of data collection in one study, this type of research allows researchers to examine issues to a great level of depth. Furthermore, the method's singularity of focus makes it more manageable than is generally the case with large scale surveys.

However, case study methodology is criticised for its dependence on a single case and it is therefore claimed that case study research is unable to provide generalising conclusions (Maree, 2007, p. 76). Since case studies are usually located in the interpretive paradigm, they are not aiming to achieve controllability and researcher-independence (Verschuren, 2003, p. 134).

3.6 RESEARCH QUESTIONS

The study was designed to respond to the following questions:

- What is the nature of school-based professional development activities of three selected secondary schools?
- What are the principals' perceptions about their roles in school-based professional development activities?
- What are teachers' experiences of school-based professional development activities?

All three questions are answered through the responses collected from the interviews and documents.

3.7 RESEARCH SETTING/CONTEXT

All three schools are located in Nquthu Circuit Management Centre in Umzinyathi district and they are from rural area. They are classified as no-fee schools. Quintile one, two and three schools in South Africa are no-fee schools, and are located in communities which are of a poor socio-economic background. School Barter Park (BP) has an enrolment of 465 learners and 12 teachers with one principal, two departmental heads and nine post level one teachers. Of twelve

teachers, five were male and seven were female. The school receives R465 000-00 budget allocation from norms and standards for funding. It is categorised as a Quintile 1 school.

School Hashim Amla (HA) had an enrolment of 865 learners and a staff establishment of 31 teachers with one (1) principal, two (2) deputy principals, four (4) departmental heads and twenty-four (24) Level One teachers. On average the school receives the budget allocation of R800 000-00. It is categorised as a Quintile 2 school.

School Nazil Alli (NA) had an enrolment of 976 learners and a staff establishment of 29 teachers with one principal, one deputy principal, three departmental heads and twenty Post Level One (PL1) teachers. The school receives R842 000-00 budget allocation from norms and standards for funding. It is categorised as a Quintile 3 school.

3.8 SAMPLING STRATEGY

I adopted non-probability sampling technique known as purposive sampling. Non-probability sampling techniques do not use random selection from a target population and, instead, selection is based on the understanding or belief that the selected individuals are rich data sources with regard to the phenomenon or construct of interest (Maree, 2007, p. 79). Similarly, Cohen, Manion & Morrison (2018, p. 218) aver that in purposive sampling “researchers handpick participants on the basis of their judgement of their typicality or possession of the particular characteristic(s) being sought.” Alternatively, participants are selected on the belief or understanding that they have in-depth knowledge about particular issues based on their professional role, power, expertise or experience (Ball, 1990).

I therefore, selected these schools for the study after considering that they are the secondary schools and have produced good results in spite of their rural context. I also wanted to find out how do principals play their role of developing teachers professionally at their disadvantaged schools with poor resources. Principals are important participants of this study because it is their role to support teacher professional development. The three principals were met at South African School Administration and Management System (SASAMS) workshop. The three principals accepted my request.

At each of these three schools, two teachers as well as the principal were interviewed. These teachers were purposively selected on the basis of experience, whereby ‘experienced teachers’ were those who had taught in a school for at least five years, and newly qualified teachers were those with a maximum of three years of teaching experience. In total, nine participants were

sampled for the interviews of which six were males and three were females. The participating schools were assigned pseudonyms to protect their identity. The first participating school was named Barter Park Secondary School (BP). The principal of this school as the first participant was named BP1. The experienced teacher was named BP2 and the novice as BP3. The second participating school was given a fictitious name of Hashim Amla Secondary School (HA). The principal was named HA4, the veteran teacher HA5 and the novice teacher HA6. The third participating school was called Nazil Alli Secondary School (NA). The principal of this school was given a pseudonym of NA7, the veteran teacher NA8, and the novice teacher NA9.

No.	School	School Enrolment	Staff Establishment	Quintile	School Allocation
1.	Barter Park	465	12	1	R435 000-00
2.	Hashim Amla	863	31	2	R800 000-00
3.	Nazil Alli	976	29	3	R842 000-00

Table 3.1 Profile of participating schools

The three selected schools have different learner enrolment which eventually informs the staff establishment and budget allocation of each school. Barter Park school has the lowest learner enrolment of the three schools and is located in deep rural environment. The enrolment of the other two schools show that they are each qualify for one or two deputy principals.

	Participants	School	Gender	Designation	Qualifications	Teaching Experience
1	BP1	BP	M	Principal	STD, ACE, B Ed HON	22
2	BP2	BP	M	Teacher	SPTD, ACE	10
3	BP3	BP	M	Teacher	B Ed	1
4	HA4	HA	M	Principal	B Paed	26
5	HA5	HA	M	Teacher	B Ed	10
6	HA6	HA	F	Teacher	BA, PGCE	3
7	NA7	NA	M	Principal	STD, BA, B Ed HON, MBA	26
8	NA8	NA	F	Teacher	B Ed	11
9	NA9	NA	F	Teacher	B Ed	2

Table 3.2 Biographical information of participants in three secondary schools

The three principals sampled here are all males. The table also shows that two of principals have a B.Ed Hons qualification and one has an MBA. For participating teachers, the gender is balanced. i.e., three males and three females.

No	School	Classroom	Library	Computer Lab	Sports field	2018 Matric Results
1.	Barter Park	11	0	0	1	96%
2.	Hashim Amla	18	0	1	1	82%
3.	Nazil Alli	15	1	1	1	76%

Table 3.3 Information regarding school infrastructure and 2018 matric results

The table 3.3 shows that Barter Park school has no library and computer laboratory. Hashim Amla school has no library. Nazil Alli school has both a library and computer laboratory however this has caused a shortage in the number of classrooms. Overall, the three schools have produced good results in spite of the challenges.

3.9 DATA COLLECTION METHODS

Maree (2007) highlighted that qualitative studies do not regard data collection and data analysis as two different processes, but they look at them as ongoing, cyclical and interactive process.

This study used document analysis as well as semi-structured interviews as the main tools of data collection.

3.9.1 Semi-structured interviews

I conducted the interviews with three participants in three secondary schools. An interview allows for a two-way exchange of ideas, views, beliefs, opinions and experiences reminiscent of a natural conversation. A semi-structured interview is where the participant is required to answer a set of predetermined questions (Maree, 2007, p 87). Semi-structured interviews provide detailed insight into the challenges and successes that the interviewees have experienced in relation to the issues at hand – such as a new curriculum or educational reform, in the case of teachers. For this study, I prepared semi-structured interview schedule (Appendix 3) with open-ended questions. Open-ended questions are able to provide in-depth responses and these can also account for the strengths of semi-structured interviews. Cohen et al. (2018, p. 510) assert that respondents answer the same question, thus increasing comparability. Rule and John (2011, p. 65) add to these strengths by claiming that interviewing allows for more flexibility during the data collection and creates space for the interviewer to pursue line of inquiry stimulated by the interview. And of particular significance, data are complete for each person on the topic addressed in the interview. Unfortunately, the interviews have the weakness that standardised wording of questions may be understood and interpreted differently by different respondents which may weaken the relevance of responses (Cohen et al., 2018, p. 510).

Interviews allow for face-to-face conversations which enables the researcher to ask clarity seeking questions (prompts). Interviews were conducted in 2019. Probing is meant to establish that what the researcher understood from a previous response was actually what the participant meant (Maree, 2007). Therefore, probing is very critical in improving the comprehensiveness of the interview. Semi-structured interview questions were twofold: the first type was based on participants' biographical information and the second focused on gaining wider scope of the role of principals in school-based professional development and the probing questions emerged as well. The interviews were audio-recorded and took, on average, 60 minutes of participants' time. These were subsequently transcribed and returned to individual participants for verification before they were analysed. The participants' profiles are reflected in table 3.2.

3.9.2 Document Review

When documents are used as data sources, the researcher typically focuses on all written communications that may shed light on the phenomenon that he/she is investigating (Maree, 2007, p. 82). The documents like staff minutes, IQMS and CPTD files were reviewed in this study. I believed the information regarding professional development activities might be possibly found in these files. Rule & John (2011, p. 67) note that documents enable the researcher to make sense of the case, its different parts and its history. The very same sense may prompt important questions about the case that should be pursued by means of interviews.

Typically, written data sources include published and unpublished materials, which are categorised as either primary or secondary sources. Explaining the difference between the two, Maree (2007) states that primary sources are unpublished and are gathered directly from the participants e.g. staff meeting minutes, reports and correspondence. On the other hand, secondary sources refer to any material that has been previously published like books, articles and administrative records. The purpose of the documents is to corroborate the evidence from other resources.

Cohen et al. (2018, p. 587-8) submit that secondary data have the advantage of low cost and convenient to use but have the challenge that some holders of primary research data may be reluctant to grant access.

3.10 DATA ANALYSIS

Following interviews, the data were transcribed by making typed interview notes. The data were thoroughly checked and confirmed with the participants for their inputs and clarifications. But before actual analysis is done, coding process begins where phrases and segments are highlighted and are given suitable labels. These labels become a code and is recorded in a code book with brief explanation (Rule & John, 2011). Cohen et al. (2018, p. 525) citing Kerlinger define coding as creating categories into which a researcher places answers from participants or respondents to enable easier analysis and interpretation of such responses. Once the coding has been completed, thematic data analysis is employed in the study. All codes were given names e.g., induction, mentoring, principals' roles, support, etc.

In qualitative data analysis the researcher seeks to establish research participants' world views in respect to their experiences, perceptions, feelings, knowledge, understanding, attitudes and values about the issues at hand (Maree, 2007, p. 99). Therefore, this can be realised by using

inductive analysis of data. Inductive analysis allows research findings to emerge from the themes. As I continued to outline the themes, I noticed particular gaps in the data which forced me to revert back to participants for more information to add to the data. Analysing themes assisted me to make sense of the data. Quite significantly, research questions are the signposts for the researcher to fit in the themes.

After themes were identified and described, the teacher development activities were also analysed using Desimone's (2011) core features of teacher development that lead to teacher learning which include content focus, active learning, coherence, duration and collective participation. These five features are described in

3.11 TRUSTWORTHINESS

Guba (cited in Maree, 2007) advances that trustworthiness could be achieved by prioritising the following concepts in a qualitative research study: transferability, credibility, dependability and confirmability. These concepts are viewed as an alternative to validity and reliability which are more suitable for quantitative research study. Trustworthiness of this study was ensured by using member checking whereby the data was taken back to the participants for them to affect some possible corrections. Member checking is where the researcher verifies his/her understanding with those interviewed (Maree, 2007, p. 86). I also tried to use more than one source of data to enhance trustworthiness. Using documents to analyse the study was the means to increasing trustworthiness.

Henning, Van Rensburg and Smit (2004), Bassey (1999) present the technique called "thick description" as one contributing to the quality of trustworthiness. Thick description actually helps to establish the credibility of the case study and furthermore creates the conditions for reader-determined transferability to occur (Rule & John, 2011, p. 108). Similarly, Tracy (cited in Cohen et al., 2018) concurs that credibility and trustworthiness can be addressed by thick description and member reflections. I sampled nine participants with the intention to get thick and rich data. The study was also shared with fellow students to check for researcher's interpretations and conclusions. This has the advantage that an independent, distanced and critical eye can contribute to the credibility and confirmability of the study (Rule & John, 2011).

3.12 ETHICAL CONSIDERATIONS

The researcher needs to adhere to particular ethical issues if he/she has to conduct a research study using semi-structured interviews and document analysis as methods of data collection (Maree, 2007). I therefore applied to the University of KwaZulu-Natal for ethical clearance (Appendix 1) before I embarked on data collection. Because I was going to work with teachers as participants, I also applied to the Department of Basic Education (Appendix 2) for permission to conduct the research project in the department's institutions. Permission was also obtained from the principals of three schools. A consent form was signed with the participants to confirm informed consent and voluntary participation.

Of critical importance, is that ethical issues adhere to the three standard principles of autonomy, non-maleficence and beneficence (Rule & John, 2011; Cohen et al., 2018). Autonomy entails that personal autonomy should not be compromised by the research. To qualify this aspect, the participants were informed of their rights and they were going to participate in the research project out of their free will. Non-maleficence meant that the study would cause no harm while beneficence ensured that the study would contribute to public good (Rule & John, 2011). The participants were informed about the intentions of the study, namely, to explore principals' roles of principals in school-based teacher professional development.

One way of addressing privacy and protection from harm is by anonymity (Cohen et al. 2018, p. 129). Participants' identities were protected by using pseudonyms (false names), thereby allowing the researcher to keep participant information and responses confidential. Any distinguishing features which could possibly lead to the identification of participants were also changed.

3.13 LIMITATIONS OF THE STUDY

Certain limitations were identified during this research study. Primary schools were excluded from the research study, hence, inferences to the role of principals were not representative of primary schools.

The study was limited to three secondary schools in Umzinyathi district. This suggests that the reader would have to be cautious in generalizing the reported findings to other situations as they may not necessarily reflect what one would find in all the secondary schools in the Umzinyathi district, let alone schools in other districts. Including reasonable number of the

participants meant that the teachers would provide multiple realities and diversity to the study in the three participating schools.

Another limiting factor is possibility for principals claiming to have supported professional activities even if it was not the case. Nonetheless, the inclusion of teachers in this study helped to substantiate possible assumptions about school-based professional development.

3.14 THE RESEARCHER'S ROLE

In line with the research paradigm of this study, as the researcher, I inevitably entered in a collaborative partnership with the respondents in the collection and analyse of data. This line of inquiry is informed by McMillan and Schumacher (2001) who strongly hold that recording the data requires a sensitive observer who is faithful and yet following hunches and moving deeper into analysis of the phenomenon. As a researcher, I used prompts and probes to get deeper with the data collection. I prepared semi-structured interview schedule (Appendix 3) and conducted interviews. In this study my duties also included the role as transcriber of interviews and data analyst. My positionality as a principal was not a limiting factor at all because principals were my colleagues. Thus there was no issue of unequal power relations. But for the participating teachers, a clear explanation of participants' rights and that data would be anonymous helped ease the pressure of the possible power imbalance of a principal interviewing the teacher participants.

3.15 CONCLUSION

This chapter has presented the research methods employed in this study, focusing specifically on the research paradigm, research approach, case study design and research setting. Another detailed account was made of sampling strategy, as well as data collecting and analysis techniques. Finally, trustworthiness, ethical considerations, limitations of the study and role of researcher were outlined and the chapter ends with conclusion. The next chapter presents the findings.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.1 INTRODUCTION

In the preceding chapter I discussed the research methodology, encapsulating the research design, research approach and paradigm, followed by data collection strategies and sampling strategy. I further outlined data analysis, trustworthiness and the credibility as well as ethical considerations. In this chapter I present research findings from the identified themes. I conducted semi-structured interviews with nine participants in three secondary schools. Participants' actual utterances are shown in italics. Additional data were gathered from documents such as teachers' Integrated Quality Management System (IQMS) files, school development teams (SDTs) and staff meeting minutes, and school communication books. In as much as participants highlighted their participation in CPTD programmes, there were no records at schools to support their engagement in this initiative. Principals made excuses, such as that grade 12 had put tremendous pressure on them, to the extent that other programmes were given less priority, resulting in limited document sources.

4.2 PROFILE OF THE PARTICIPANTS

The participants were from three schools namely, Barter Park high (BP), Hashim Amla secondary (HA) and Nazil Alli secondary (NA). Principals are coded as 1, 4, and 7 in schools BP, HA, and NA, respectively and teachers as 2, 3, 5, 6, 8, and 9, respectively. The acronyms of schools were used to prefix the code of each participants. e.g., Teacher BP3.

4.2.1 Principal BP1

Principal BP1 is a 44-year-old male teacher who holds a Secondary Teachers Diploma (STD) from Umbumbulu College of Education, B.Ed. Honours and Advanced Certificate in Education (ACE) from the University of Johannesburg (UJ). He has 16 years of experience as a principal. He teaches English in grade 12. He explained: *This is a very challenging career when I started in 2005, it wasn't like currently because the challenges then were not as difficult as these, taking into account that our education system keeps on changing.*

4.2.2 Teacher BP2

Teacher BP2 is a post level one male teacher and is currently an acting departmental head of sciences. He is between 40 and 50 years old. He has been teaching for the last 22 years. He holds a Senior Primary Teachers Diploma (SPTD) from Rand Afrikaans University (RAU), ACE in mathematics from University of South Africa (UNISA) and ACE in mathematical literacy from University of KwaZulu Natal (UKZN). He is teaching Mathematical Literacy in grade 10 and Mathematics in grades 9, 11 and 12.

4.2.3 Teacher BP3

Teacher BP3 was a young, 24-year-old male, holding a B.Ed. degree from UKZN. His major subjects are mathematics and physical science in Further Education and Training (FET) phase. He has one (1) year teaching experience in the same school and teaches English grade 10, Mathematics grade 10 and 11 and Life science grade 12.

4.2.4 Principal HA4

HA4 was a male teacher whose age fell between 55 and 60 years. He holds a Baccalaureus Paedagogics (B. Paed) degree from the University of Fort Hare. He has been a principal for almost 14 years and teaches English in grade 12. He explained: *From the time I started teaching it was a field which was very interesting, challenging and one could see the results of what he or she was doing at a time but as there are changes in the education, one feels that now is no longer the same as I started teaching. For example, in terms of discipline we used corporal punishment.*

4.2.5 Teacher HA5

HA5 was a male teacher whose age fell between 42 and 45 years. He holds a B.Ed. degree from the University of Pretoria (UP), with ten years' teaching experience in the same school. He teaches Life Orientation in grade 10-12.

4.2.6 Teacher HA6

HA6 was a female teacher whose age fell between 25 and 28 years of age. She holds a Bachelor of Arts (BA) degree and a Post-Graduate Certificate in Education (PGCE) from the University of the Free State (UFS). She has taught for 3 years in the same school. She teaches SeSotho Home Language in grade 10.

4.2.7 Principal NA7

NA7 was a male school principal whose age fell between 40 and 49 years of age. He holds STD from Eshowe College of Education, BA, B.Ed. Honours and MBA from UNISA. He has

been a principal for the past 11 years. He teaches Geography in grade 12. He said: *My career started in 1994 and I was promoted to a departmental head for humanities in 1999. I was specialising in Geography and Afrikaans until Afrikaans was phased out. I then got promoted to a deputy principal to another school.*

4.2.8 Teacher NA8

NA8 was a female teacher aged 34 years old. She holds a B.Ed. degree from UNISA and teaches IsiZulu in grades 8 and 11. She has taught for 11 years in the same school and she is also a former student of the school.

4.2.9 Teacher NA9

NA9 was a young female teacher aged 24 years of age. She has 2 years teaching experience in the same school. She is also a former student of the school, holding a B.Ed. degree in Economic and Management Sciences (EMS) from University of Zululand (UNIZUL). She teaches Accounting in grades 8,10 and 11.

4.3 THEMATIC FINDINGS

Participants' responses from semi-structured interviews and document analysis were arranged according to the themes that emerged after inductive coding.

4.3.1 The nature of school-based development in three schools

In particular, it was the interest of this study to establish the types of activities both school principals and their teachers were engaged in to promote professional teacher development in their schools.

On the question of school-based professional teacher development itself, principal BP1 saw it as more realistic than out-of-school development, on the basis that the school knows exactly in which area the teachers need development. In support of school-based professional teacher development, principal HA4 held the view that, because it takes place within the immediate surroundings where teachers are working, school-based professional development is in line with teachers' environment and their challenges are reflective of the needs of the school. Thus, the Principal HA4 contended that in as much as there were a number of school-based professional developmental activities, they were implemented judiciously to meet specific needs of the school, for example induction always came to the fore when there was a new teacher (s) who joined the school.

Professional Learning Communities

The creation of opportunities for professional learning communities was one aspect of school-based professional teacher development that was mentioned by all the participants. Teacher HA5 explained that he is in the committee where teachers teaching similar subjects collaborated in setting papers and ensuring that the questions are well distributed according to high, medium and low orders of cognitive demand. This was an example of a professional learning community which focused on enhancing assessment. In this regard, Teacher HA5 explained:

Presently, I'm participating in the committee that is engaged in how to set exam papers and to check irregularities during examinations.

For his part, principal NA7 stated that he had initiated the professional development activity where teachers teaching the same subjects were made to sit together to deliberate about the subject content. As the principal explained:

We have time set aside for professional learning communities where departmental heads allow all subject heads to have developmental sessions with subject teachers. In this school we have to ensure that all teachers doing for instance mathematics have their own room. This affords them the opportunity to grow each other.

This kind of gathering is applied across all the subjects taught at school and is called a professional learning community (PLCs). Teacher NA8 confirmed that, indeed, he has participated in PLCs within the school.

School-based professional teacher development activities assisted me to improve my teaching practice by engaging in discussions with other colleagues and participating in professional learning communities.

Professional teacher development in Information Communication Technology

Principal NA7 reported that he had also introduced Information Communication Technology (ICT) studies at his school where teachers were afforded an opportunity to advance their computer skills. The principal deemed this kind of development to be of critical importance to enhance assessment records. Most teachers bought into the idea and, as a result, they were

enabled to communicate with learners and parents in terms of conscientizing them (learners and parents) with homework. This was only done in one of the schools.

One-on-one conversations

One-on-one conversations is an aspect of induction and mentoring which is commonly found in the Jika iMfundo programme (Mthiyane et al, 2019). Jika iMfundo is a teacher development initiative which is administered by a non-governmental organisation (NGO) called the Programme to Improve Learning Outcomes (PILO) and it is intended to assist teachers to be up to date with the curriculum. Within the school system, it is one of the processes that is followed when curriculum coverage is being monitored in the Jika iMfundo programme. When there are challenges detected, the principal and other SMT members intervene in an attempt to give support. In this regard, Principal HA4 explained:

The school is engaged in professional development called ‘one-on-one conversation’ whereby the mentor and mentee talk about the progress that has been made and also challenges that have been met. Questions like, “How do I help you? What are your challenges?” are asked.

Teacher BP3 also states that, at his school, teachers are trained on how to deal with the curriculum coverage and they do this by tracking curriculum using Jika iMfundo tracking tools. Trackers are used to monitor the curriculum.

Teacher BP3 commented:

In departmental meetings that we normally have with the departmental head, that is where we discuss how we can ensure that curriculum coverage is done on time and also discuss some of the strategies that we use to ensure that curriculum is covered on time.

4.3.2 Practices of Induction and Mentoring

Induction is a comprehensive process that provides professional development that trains and helps to retain new teachers (Wong, 2004). In this study, teachers reported being orientated to the school environment and to the teacher ethics. In general, mentoring is a component of a full induction programme and it focuses on one-on-one assistance between a veteran and novice teacher (Wong, 2004). The data in this study indicated that mentoring was provided by the departmental heads as curriculum specialists to novice teachers in all the three schools. Accordingly, teachers were guided on how to deal with the curriculum delivery.

Principal BP1 reported that his school had instituted induction and mentoring programmes.

I think the induction programme for us is very successful and that it has helped familiarise new teachers with the culture of the school. Yes, we do have mentoring where teachers are mentored in terms of their subjects and how to deliver and manage the curriculum.

We do class visits and monitor teachers' work regularly because we are working with young educators who need professional development in terms of content and even in terms of how they should behave.

Teacher BP2 reported that mentoring was practised and new teachers were assisted on how to organise lesson plan files. This refers to educators' files which contain teachers' personal details, personal timetables, lesson plans and assessment programmes. In this respect, BP2 explained as follows:

When a new teacher comes to school, we just show him/her how things are done in the school, we show him the classrooms and also help him/her on how to organise the file and how to do the lesson plan because you will find that the way they do lesson in tertiary institutions is different.

In support of this point, teacher BP3 explained that in his school, induction was done by the principal who helped teachers to adapt to the school culture and understand the vision and mission of the school. He further explained that mentoring was done by the departmental head who guided the new teachers on how to teach their subjects and trained them on how to deal with the curriculum coverage.

Teacher BP3 explained:

When I arrived at this school, I was given the induction, the first, I was introduced to the colleagues, to the culture of the school and to vision and mission of the school.

If professional development is conducted onsite, it is able to address needs of the school.

In support of this, Teacher HA5 explained as follows:

I was introduced to the departmental head, staff and learners. The support I received was amazing.

However, in contrast, teacher HA6, indicated that she did not receive any form of professional development support or guidance from her school. She had to obtain learning and teaching support material (LTSM) for SeSotho by networking with other colleagues in Qwaqwa. She also attended workshops in Qwaqwa. She said:

When I came here [to the school], I was on my own. I was not introduced to my colleagues; you will find some educators in corridors asking ‘who are you? What are you doing?’

The principal of Nazil Alli secondary school, like the two other principals, reported that he conducts induction and mentoring of teachers. The principal runs orientation sessions with new teachers. For his part, Principal NA7 explained:

When new teachers arrive at school, we have one-on-one session with them. Luckily, I have SACE code of conduct displayed behind me. Departmental heads allow subject heads to have developmental sessions with subject teachers.

New teachers are exposed to South African Council of Educators (SACE) code of ethics. Teacher NA8 attests to this that she used to attend orientation workshops at the beginning of the year. In such workshops she was taught how to teach and guided on how to deal with different cognitive levels of learners. However, this was not the case with Teacher NA9, as she explains:

There were no special orientation workshops for newly qualified teachers but I attended workshops together with the veterans. I think this might be caused by the fact that I was the former student of the school and I did my teaching practice in the same school.

4.3.3 IQMS used as an aspect of school-based professional teacher development

Documentary analysis showed that participants did engage in some training and advocacy before they embarked on IQMS. Each teacher had a Personal Growth Plan (PGP) which required further development so as to improve his or her professional practice. At Barter Park (BP) High School, the principal saw IQMS as an important developmental tool and he insisted

that IQMS plays an important role in identifying areas where teachers needed professional development.

Principal BP1 highlighted:

I think IQMS plays a very important role in supporting school-based professional development. If a particular teacher does not meet a particular performance standard you sit down and plan professional development. Through IQMS it is where you identify weakness, in fact IQMS tells you exactly what the teacher lacks and focus on that.

As a veteran teacher, BP2 explained that IQMS afforded him an opportunity to visit teachers in class where he (BP2) is able to observe them teach. This allowed him to identify weaknesses, and, subsequently, come up with a strategy to support the teachers. In this regard, BP2 explained:

We also conduct IQMS and it develops us and we go with the educator to the classroom to observe the educator's strong points and weak points. We then conduct workshops to develop the educator in the aspect where he/she is lacking.

For his part, and as a novice teacher, BP3 believed that IQMS improves content delivery and enables the teacher to do self-evaluation. He explained as follows:

I think IQMS helps a lot when we come to the part of content and curriculum as well as how to deliver the content. It (IQMS) looks at the things that you need to develop when you deliver the content. If you are given notes on how to teach the subject, that will help you to do self-introspection on how you are going to improve in future.

The IQMS files for each teacher had a PGP which served as a springboard from which the teacher could pursue his/her professional development.

Principal HA4 stated that he did participate in IQMS programmes as well, but he saw IQMS working for some teachers but not for others, especially those who have been teaching for a number of decades. Another challenge which the Principal HA4 saw was that because the programme includes the scoring of teachers, it tends to focus more on awarding qualifying scores and undermines professional development. However, Teacher HA6 had a different experience of IQMS, she claimed that her developmental support group (DSG) accompanied her to class but did not sit down with her to discuss what they had observed during her lessons. She explained as follows:

They do IQMS in the school, but it is not done properly. They come to class but at the end we (SeSotho subject teachers) do not get the results afterwards so I do not call that IQMS because I do not know where I need development on.

This resulted in her not knowing in which areas she needed development, especially considering the fact that she teaches SeSotho home language, a very isolated and scarce subject in the district.

At Nazil Alli (NA), Principal NA7 agreed that IQMS was good as it helps in identifying gaps and weaknesses in teachers' classroom performance. In the same way, Teacher NA9 viewed IQMS as helping to develop the teacher and also make him/her a specialist in the subject. She put her views as follows:

The more you discover your weaknesses the more you improve, and when you are improving the more strengths to become a specialist of the subject.

4.3.4 All principals support school-based professional development

Effective professional development follows on the step that teachers apply their new skills, knowledge and beliefs to improve the subject content and/or their approach to teaching (Desimone, 2011). Consequently, teachers engage in professional development activities to, *inter alia*, deliver the content and improve their skills and techniques. In this study, all the principals affirmed their responsibility to provide professional leadership and reported that they endeavoured to positively influence teacher professional development in their schools. In this regard, Principal BP1 explained his role as a curriculum leader as follows:

I ensure that the curriculum is delivered in a right way because I believe that curriculum is the core function of professional development. Teachers need to be developed in terms of content.

He added:

If we have discovered that a particular teacher is good at something even if he/she is a Post Level 1 educator, we let him share with us different strategies.

So, quite clearly, the issue of performing well with respect to curriculum implementation was seen by principal BP1 as one of his main roles. However, he contextualised this role within the aegis of induction and mentoring:

As a principal I draw up a plan, making a point that professional development occurs and I motivate teachers to have love for professional development.

Principal BP1 regarded himself as a mentor, a supporter and a developer. In this regard, he reported that he listened to the teachers' needs and thereafter provided the resources they needed. Furthermore, he reported that he motivated and encouraged all his teachers to participate in professional development activities.

In general, all the school principals reported that they created time for their teachers' school-based professional development. They explained that they provided resources and invited people with expertise to come and develop teachers on site, especially with respect to challenges that could not be addressed at the school level. Principal BP1 further explained that he was a mentor, supporter, developer and more importantly a resource person to the teachers:

I support by ensuring that there is a period for teacher development after identifying the areas and the need of the teachers with the help from the SMTs, we sit down and put the activity of professional development in the year planner.

Teacher BP2 reported that the principal called meetings where teachers carried out needs-assessments aimed at identifying strengths and gaps needing attention. Furthermore, Teacher (BP2) reported that, indeed, the Principal supported teachers' ideas and provided whatever support they needed.

Similarly, principal HA4 explained that he liaised with the departmental officials who then gave support to the school and tried to get some resource documents and information to assist teachers in the school. He further explained that he had put systems in place so that teachers at different levels were developed on various aspects of curriculum delivery. Principal HA4 had the following to say:

Obviously, it is to create time for these programmes to be reflected and take place and also to outsource if possible, people with expertise on different fields to come and assist teachers in our school. We also have professionals helping teachers in terms of IQMS. Though I might not have those documents but I do create time for all kinds of development to take place.

Similarly, principal NA7 said that he played an important role in persuading all the stakeholders, especially school governing bodies, to understand the importance of teacher professional development. It is important to inform the school governing body about the

activities of the school so that it can offer support where there are financial implications. Principal NA7 explains:

We make time for professional development and so I have to make times of meetings available.

Looking at the communication book of Hashim Amla secondary, the items like IQMS, CPTD and Jika iMfundo were frequently reflected on the agendas and the minutes substantiated thereof. Participants of Barter Park high had conducted workshops on almost all IQMS performance standards. Principal NA7 presented a schedule which showed the names of the staff as well as the dates on which each teacher would be appraised for the first and second cycles. Overall, the evidence collected confirmed the finding that all the three principals supported activities that enhanced teacher professional development at their respective schools.

4.3.5 Uneven implementation of the IQMS in the three schools

Table 4.1 profiles the documents that were collected from the participants' IQMS files and it illustrates the uneven implementation of the IQMS in three schools.

The table shows that IQMS training at Barter Park high was last done on 20/02/2016. At Hashim Amla secondary school, training was last done on 18/01/2019 and IQMS advocacy was conducted on 22/02/2019. It is also evident that post-evaluation minutes were only taken at Hashim Amla secondary. At least all the participants had their PGPs, however there were gaps in terms of developing them into school development plans (SIPs), except for Nazil Alli secondary school. Barter Park high participants had last developed PGPs in 18/04/2018. I think the whole scenario might be caused by the fact that IQMS is famously conducted for the sake of compliance and also for 1% salary increase (Mchunu and Steyn, 2017). Teacher participants echoed the feeling that if IQMS involves salary and grade progression, teachers are not always honest about the information they give (Dlamini, 2012). Similarly, Mestry (2017, p. 7) maintains that a possible reason for apathy of IQMS is its link to a one percent salary increment. In addition, Bertram (2011) observed that there was no clear environment for teacher appraisal and development, as IQMS appeared to focus more intensively on appraisal than on development.

Table 4.1 School-based professional development activities from participants' IQMS files.

Name of participant	Post level	Pre-evaluation minutes	Post-evaluation minutes	Personal Growth Plan (PGP)	Staff minutes
BP1	4	IQMS training 20/02/16		Financial planning	Educators developed PGPs together with DSG 18/04/18
BP2	1			Recording and discipline	
BP3	1			Planning and record keeping	
HA4	4	Training and advocacy 18/01/19	Moderation of scores and way forward 21/11/2019	Involvement in professional bodies	Implementation of IQMS was an item of Agenda 10/05/19
HA5	1			Extra-curricular and co-curricular activities	
HA6	1			Feedback to learners	
NA7	4			Project management	IQMS advocacy and the purpose was discussed 22/02/19
NA8	1			Lesson preparation	
NA9	1			Record keeping using ICT	

In some cases, the school development teams (SDTs) did not conduct IQMS training – hence, the minutes were last taken two to four years ago. Surprisingly, there were scores submitted every academic year. This therefore gives credence to the view that by linking IQMS to salary pay and grade progression, the effective implementation of IQMS is compromised (Mchunu and Steyn, 2017). It was difficult to gain access to all the IQMS documents as the principals were not at ease to share school documents, especially staff minutes because they regard them as confidential. Participants had compiled PGPs to form school improvement plans (SIPs) but there was no evidence of further intervention in terms of addressing identified needs.

IQMS is regarded as a commonly used tool, especially in the South African school system. IQMS is a tool that has been initiated to replace the traditional inspection system which was viewed as being too judgemental. IQMS integrated Developmental Appraisal System (DAS), Performance Management (PM) and Whole School Evaluation (WSE) are all schemes being used to assess different aspects in the efficiencies of curriculum delivery in South Africa (Department of Education, 2003), IQMS is led by the School Developmental Team (SDT) which ensures that the programme is implemented. The SDT facilitates the formation of a team of one immediate senior, one peer and one appraisee members and the team is referred to as the Developmental Support Group (DSG). This team is democratically elected and is intended to develop and support the teacher. IQMS is framed by performance standards, performance criteria and financial incentives, which are linked to pay and grade progression (Mchunu and Steyn, 2017, p. 9317-9318). However, in this study, principal HA4 criticised IQMS for its focus on awarding scores to qualify for pay progression. In the data gathered, all the above-mentioned practices were confirmed by most of the participating teachers. CPTD was also mentioned in passing as a developmental tool but the participants did not elaborate on how it was practised.

4.4 CONCLUSION

In this chapter, I presented the results and findings of the study under each of the identified themes. These results and findings were subsequently discussed. Briefly, the study found that school-based professional teacher development took the forms of (a) induction and mentoring, (b) the application of IQMS, (c) professional learning communities (PLCs) and (d) enhancing teacher competencies in the use of information communication technology (ICT). However, there was some discrepancy with respect to the frequency with which the IQMS was conducted, as a tool for identifying areas of professional development. Nonetheless, it may be concluded that the three school principals who participated in this study fulfilled their role of creating responsive learning environments for their teachers. The next chapter presents a summary of the whole study, conclusion and recommendations.

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The preceding chapter discussed the analysis and interpretation of findings from the themes that had emerged from the data. The purpose of this chapter is to produce a synthesised discussion about the findings, to explain how the core features of Desimone (2011) were used to analyse the professional development activities and to establish to what extent the three research questions had been addressed. This chapter seeks to make recommendations about the study and thereafter make conclusion.

5.2 SUMMARY OF THE FINDINGS

This short discussion was done with reference to the three research questions and Desimone's core features of effective professional development and the literature.

5.3.1 What is the nature of school-based professional development activities of three selected schools?

The purpose of this question is to get understanding of the kinds of professional development activities that principals and teachers engage in. In common, all three principals agreed that they engage in induction, mentoring, and IQMS practices. Induction is one instructional leadership role of principals. With regard to induction, the Employment of Educators Act No. 76 of 1998 stipulates that one of the functions of the school principal is to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school. The findings from three schools show that induction is instituted when the new teacher arrives at school and it lasts for one day or six hours to be specific with duration. Principal BP1 reported that when a new teacher has joined the staff he sits down with the teacher and share the mission statement and objectives of the school. In addition, Principal NA7 stated that when the new teacher arrives, he organises one-on-one session with him/her and familiarises him/her with SACE code of conduct. The principals' views are suggesting that the same procedure of induction process is followed by

the district officials for first appointees within the district to ensure coherence of professional development activities.

The data gathered revealed that teachers are mentored in order to effectively deliver the subject content and it surfaced that mentoring is administered mostly by the departmental heads in all three schools. There are also good induction practices at the three schools. The situation in these three schools is a positive one, as many South African studies indicate that novice teachers do not always have good experiences of induction and orientation (Henning & Gravett, 2012; Mukeredzi, Mthiyane & Bertram, 2015; Botha & Rens, 2018).

During mentoring, novice teachers are actively involved hence they get the opportunity to observe their mentors teaching and they are able to observe different teaching approaches. This is in line with active learning, which is one of the features described by Desimone (2011). Mentoring is consistent with curriculum as teachers are trained on how to deal with subject content. Coherence as a core feature is described as “what teachers learn in any development activity should be consistent with their knowledge and with what they do in class” (Desimone, 2011, p. 69). Mentoring provides a professional development activity that is directly linked to the classroom work and thus this reflects coherence. Another feature is called content focus which is the “activities that improve and increase teachers’ knowledge of the academic subjects that teachers teach” and it explains that professional development activities should make subject matter content a focal point (Desimone, 2011, p. 69). While it is not clear to what extent mentoring enables novice teachers to improve their content knowledge, it is possible that this takes place.

In all three schools, IQMS is conducted from the first term up to the last term and is an ongoing process. IQMS sometimes involves observing the teacher in class. The developmental support group (DSG) focusses its attention on content delivery, which could reflect on Desimone’s content focus feature. The teacher further gets the opportunity to discuss about his/her lesson presentation with the DSG. During this session, the teacher receives feedback and afforded a chance to present his/her side of the story. Kimathi and Rusznyak (2018) explain that IQMS emerged from an assumption that educators want and need professional feedback, not only on the act of teaching but, also on the results of their teaching. The findings also indicate that the teacher gets actively involved in learning about his/her subject (active learning). The interaction between the teacher and DSG partially allows for collective participation. Principal BP1 highlighted IQMS plays a very important role in supporting

school-based professional development, it tells exactly what the teacher lacks and focus of areas of development. These findings seem to be in line with ELRC (2003) that the intention of the IQMS is to encourage teachers to address their professional needs, identified during the IQMS process

Principal NA7 of Nazil Alli secondary further indicates that his school participates in professional learning communities (PLCs) where teachers teaching the same subject in the same grade sit together discussing common content around particular subject. The development of PLCs is in line with the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) for 2011-2025. This is consistent with the collective participation feature which Desimone (2011, p. 69) describes as “whereby teachers from the same grade, subject and/or school participate in professional development activities together to build a collaborative learning community.” However, this focus on collective participation was only seen in one school.

Overall, principals concur that professional development is intended to enhance teachers’ performance in terms of content and curriculum delivery

5.3.2 What are principals’ perceptions about their roles in these school-based professional development activities?

This research question intends to describe principals’ understanding of their roles in school-based professional development. All principals affirmed their responsibility to provide professional leadership and were able to positively influence teacher development.

With regard to principals outsourcing some of the needed expertise, where circumstances warranted it, this is supported in literature (Bredeson, 2000). In this regard, Bredeson (2000) explain that the role of principals is to provide instructional leadership, with a view to positively influence the overall quality of professional teacher development. The data gathered indicated that the principals provided resources and allocated time for professional teacher development and this time is clearly displayed in the school composite timetable. Principal BA1 allocated 10 hours in two terms, Principal HA4 allocated 12 hours in a semester, and Principal NA7 allocates 20 hours in a semester. This idea is consistent with Desimone’s (2011) duration feature which advances that professional development should be spread over a period of time. Principals should focus on the needs and resources to achieve learning objectives and school

goals (Sopovitz, Sirinides and May, 2010). Payne and Wolfson (2000, p. 19) echoed, “The principal provides resources and finds creative ways to give teachers the time, money and support they need for development”.

In this study, most participating teachers explained that principals were the ones who facilitated school-based professional teacher development activities. Indeed, principals have the duty and responsibility to organise training programmes, both school-based and externally directed and support teachers in developing and achieving objectives in line with the needs of the school (Department of Education, 2003). The other role of principals is to create responsive learning environments for teachers, meaning that it is the duty and responsibility of school principals to create conditions which enable teachers to develop in line with the needs, requirements and goals of the school. However, Evans (2013) argues that leadership for professional development requires a teacher-centred approach. Principals should therefore help teachers to identify their learning needs and plan together to address them.

5.3.3 What are teachers’ experiences of these school-based professional development activities?

The purpose of this research question was to establish teachers’ experiences of school-based professional teacher development. Overall, most teachers expressed their appreciation for school-based professional development activities initiated at their respective schools. Indeed, from their experiences, the teachers held the view that school-based professional teacher development was a very good model. This reflects similar findings by Steyn (2010) in a study of teachers and principals at four Gauteng schools. These participants broadly supported the notion of school-based development.

Both teachers at BP school agreed that school-based professional development deals with issues that directly affect the school and addresses needs of the school. Teacher BP3 states that, at his school, teachers are trained on how to deal with the curriculum coverage and they do this by tracking curriculum using Jika iMfundo tracking tools. Jika iMfundo is a teacher development initiative which is administered by a non-governmental organisation (NGO) called the Programme to Improve Learning Outcomes (PILO) and it is intended to assist teachers to be up to date with the curriculum. Trackers are used to monitor the curriculum (Christie & Monyokolo, 2018).

Teacher NA8 and NA9 also held a positive view of school-based professional teacher development activities and stated that these enabled him to improve his teaching practice by engaging with colleagues. Teacher NA9 noted that the school-based professional teacher development activities especially IQMS were helpful.

For Teacher HA5, school-based professional teacher development activities “*generated a positive impact towards my career development*”. In contrast, teacher NA6 said that she did not receive any school-based professional support. This may be because she was teaching SeSotho and thus had to network with other colleagues in Qwaqwa to attend workshops and acquire teaching resources.

Nonetheless, as much as the experiences of teachers HA5 and HA6 were not the same in every respect, they were, generally, in concurrence in their appreciation of school-based professional teacher development – which were reportedly initiated from within the principalship, in particular, the first deputy principal.

5.4 RECOMMENDATIONS

The study seems to support the following recommendations.

5.4.1 Equal provision of support for all teachers

The study recommends that teachers of all subjects must receive equal attention. It surfaced that SeSotho as a subject in one of the participating schools was not catered for as other subjects. Therefore, from the District office down to the schools that offer SeSotho, a provision be made to support teachers.

5.4.2 Frequent visits by subject advisors

Principals and SMTs may at times not master every content in different subjects. It is therefore recommended that the team from teacher liaison services (TLS) visits schools to support teachers as each individual in the team is assigned to a particular subject.

5.4.3 Proper implementation of IQMS

The study has revealed that there are some gaps in the implementation of IQMS. Inclusion of incentives in IQMS has shifted the focus from teacher development to salary pay and grade progression. The Department of Basic Education must make amendments on the policy for IQMS implementation so that this tool can meet the requirements for which it was designed.

5.4.4 Improvements to the running of CPTD programme

The research findings indicated that though participants affirmed their engagement on CPTD programme, there was however no evidence in the files to substantiate their claims. The study therefore recommends that SACE must come with an alternative way which ensures that the programme is monitored very closely. Online communications are not enough to manage the programme effectively as teachers rely on interfaced communication or rather on spoken word.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH STUDIES

This study can be extended to the principals of primary schools as well. I feel these principals can contribute immensely to the study given the fact that they do not have a pressure of matric results and they are at the entry phase of education where development is of critical importance.

The study can also be extended to other districts and provinces to ensure generalizability. I am sure other districts and provinces might reach certain important findings given the fact of their contexts.

The study can include other teachers such as deputy principals and departmental heads. As being part of school management team (SMT), this group of teachers can contribute more meaningfully to the study

5.6 CONCLUSION

In this chapter I presented a summary of the findings and showed the extent to which the research questions have been covered encapsulating Desimone's core features of effective professional development. The research findings presented the recommendations to be made.

Overall, the study affirms that indeed principals in these three secondary schools perform their roles of being instructional leaders by supporting teacher professional development activities. Teachers who participated have expressed their appreciation for unwavering support they receive from the school principals.

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Appendix 1: Ethical clearance certificate



23 May 2019

Mr Thembinkosi D Dlomo 218080115
School of Education
Pietermaritzburg Campus

Dear Mr Dlomo

Protocol reference number: HSS/0122/019M

Project Title: The role of Principals in School-based Teacher professional development in Three Secondary Schools.

Full Approval – Expedited Application

In response to your application received 15 February 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)

/pk

cc Supervisor: Prof C Bertram and Dr B Zulu

cc. Academic Leader Research: Dr A Pillay

cc. School Administrator: Ms K Sophie, Ms T Masondo, Ms S Jeenarain, Ms M Ngcobo

Humanities & Social Sciences Research Ethics Committee

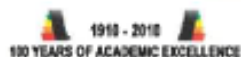
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Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

Appendix 2: Permission to conduct the research



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1834

Mr TD Dlomo
PO Box 31
Glencoe
2930

Dear Mr Dlomo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "THE ROLE OF PRINCIPALS IN SCHOOL-BASED TENDER PROFESSIONAL DEVELOPMENT IN THREE SECONDARY 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 04 July 2019 to 10 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

uMzinyathi District



Dr. EV Nzama
Head of Department: Education
Date: 05 July 2019

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Appendix 3: Interview Questions

Semi-structured interview schedule for principals

Title: The role of Principals in School-based Teacher Professional Development in three Secondary Schools

Thank you so much for being available for an interview and thank you for signing the consent form, so you are aware that this project is part of my studies at UKZN. Everything that you say will be confidential. This interview will last for almost 60 minutes

1. What is your age range?
2. What are your teaching qualifications?
3. Tell me about your career with the department of education?
4. How many years have you been the principal in this school?
5. What do you think are the main roles that you should play as a principal?
6. What do you think is the purpose of **school-based** professional development for teachers?
(Probe: what do you think is the strength or weaknesses of school-based PD as opposed to PD that happens outside of the school?)
7. What is your understanding of **your role** in school-based teacher professional development?
8. How do you support school-based PD in your school?
9. What are the kinds of school-based activities that teachers in your school participate in? (probe e.g., mentoring, subject-based groups/PLCS, coaching, induction).
 - a) If you have any of these school-based activities, can you describe how they work in your school
10. Who leads or initiates these school-based development activities? (Probe: how do teachers participate?)
11. Do you think that teachers find these PD activities support their professional learning and support their teaching practice?
12. What programmes does your school have to induct newly/novice teachers into the practice of teaching? If you have one, how does this induction programme work?
13. Do you think the induction programme is successful? What evidence can you put forward?

14. To what extent do teachers in your school initiate their own school-based professional development?
15. How does IQMS work to support school-based professional development in your school? (Explain)

Thank you

Semi-structured interview schedule for the teachers

Title: The role of Principals in School-Based Teacher Professional Development in three Secondary Schools

Thank you so much for being available for an interview and thank you for signing the consent form, so you are aware that this project is part of my studies at UKZN. Everything that you say will be confidential. This interview will last for almost----- 60 minutes

1. What is your age range?
2. What is your teaching qualifications?
3. How long have been teaching/ what is your teaching experience?
4. How many years have been teaching in this school?
5. What subject(s) and grade(s) do you teach in this school?
6. Do you participate in any form of school-based development?
7. What kind of school-based professional development activities do you engage in?
(probe: e.g., PLCs, mentoring, subject-based/departmental meetings)
8. To what extent do these development activities support your professional learning or assist you to improve in your teaching practice? Can you give an example of your recent learning experience from the school-based professional development activities?
9. Who initiates or facilitates these professional development activities in this school?
10. What role does the principal play in supporting school-based development?
11. What programmes are in place for orientation or induction of newly qualified or novice teachers so as to help them to learn to teach?
12. What do you think is the purpose of **school-based** development compared with PD that takes place outside of the school? (probe: Why do you hold that view? What do you think should be done differently in future to support your professional learning?)
13. How do you think that IQMS helps you to learn/develop professionally at school?

Appendix 4: Responses of Principals

BP1 (Principal 1)

Firstly, I would like to thank you for being available for this kind of interview and also for signing this consent form. I hope you are aware that this project is part of my studies at UKZN. I would like to assure you that everything that you are going to say in this conversation will be kept confidential. I therefore trust that our interview will last for almost 60 minutes

Interviewer	1.What is your age range?
BP1	I'm 44 years old.
Interviewer	2. What is your teaching qualifications
BP1	My teaching qualifications are I firstly did my STD (Secondary Teachers Diploma) at Umbumbulu College of teaching, I started at Amanzimtoti then moved into Umbumbulu teaching college then I further did my ACE advanced certificate at University of Johannesburg after that I did my Bed honours at University of Johannesburg specialising in educational management in both ACE and Bed honours degree.
Interviewer	3. Tell me about your career with the department
BP1	This is a very challenging career when I started it because I've been a principal for almost 16 years now, I started in 2005 it wasn't like currently because the challenges then were not as difficult as these, taking it into account that our system keeps on changing and the more it changes the more challenges, especially with regard to learners and educators we work with, if I may recall when I started to be a principal I use to work with learners who were obedient, learners who were disciplined as time went on learners changed because of number of factors like social ills in the community some learners are now heading families you see--- there a number of social problems and those social problems in the community impacts to the school, it changes the way the school is run. It becomes very difficult as a principal plus teachers as well because we are working with teachers who are born frees--- most of these teachers are young to such an extent you find that some of the teachers we work with are teachers that you once taught---so it becomes a challenge because this kind of work requires a lot of dedication---it requires hard work and it requires quite a lot of sacrifice so you find that some of them can sacrifice

	and do not go an extra mile---so working with such teachers becomes difficult on the other hand Dept. of Education is expecting us to produce good results. So really, it's a tough job—it's a tough profession.
Interviewer	4. How many years have you been the principal in this school?
BP1	I've been a principal for almost 16 years now.
Interviewer	5. What do you think are the main roles that you should play as a principal?
BP1	<p>I can say the main role as a principal---because the principal is an accounting officer and being an accounting officer means that you are answerable in everything that takes place inside school, you answer in everything that is taking place--- so the first thing that I make it a point is I ensure that curriculum is delivered in a right way because I believe that curriculum is the core function- curriculum delivery, so that means that I manage the curriculum working hand in hand with my SMT because you cannot run the school alone--- I make it a point that I put the SMT around me we do the plan together because you cannot plan alone once you do that people do not embrace your ideas. Furthermore, I have to make sure that the SMT members deliver the information to the teachers, they keep the teachers posted about everything, security, I must be there ensuring learners safety, I have to make it the point that the transport provided by the department is in a correct state and the principal is the overseer of everything.</p> <p>But if you bring teachers together and sit down with them---you plan with them taking into account that there are many structures. As SGB we are high school here we have learner representative council, you need to sit down with all these people. And you need to make sure that the SMT members cascade the information to teachers down there so that our plan— will be a plan with synergy. There should be that synergy right from the principal down to the learners. An as a principal again as I have said that I am accounting officer, I need to make it a point since there many activities at the school, security I must be there to ensure that everything there is security at school--- learners are safe because I believe that is very important. We have got --- I mean the transport that is provided by the Department, I have to make it a point that the transport is safe --- I must make a point that even the drivers because this has got to do with the life of the learners --- Drivers are in a right way---besides that you see the principal is an overseer of every activities so a lot of roles that I play as a principal.</p>
Interviewer	6. What do you think is the purpose of school-based professional development for teachers?
BP1	As the term says for itself school-based development, so every educator must be professional developed because our system keeps on changing now and then therefore it is of paramount importance to develop our teachers especially at school-based level because this is where you sit down with your teachers you get to know their weakest points. You have

	<p>got your SMT, you sit down with every them and you know what they lack because we do class visits. We monitor their work and we look at their work then you see that these teachers need to be developed professionally. Why this is so important, these days as I have just indicated before that these days we are dealing with or we are working with young educators at times these teachers, they need to be developed professionally in terms of the content, even in terms of how they should behave as teachers. You see developing like for instance focusing on things like SACE. There is a code of professional ethics there. How should the behave to other teachers, to the learners and to the parents so I think this professional development plays a very important role. It not only helps teachers deliver the curriculum but also to develop them as teachers because a teacher should be someone who is exemplary. A teacher should be someone who is disciplined and should be someone that all learners look up to.</p>
	<p>(Probe: what do you think is the strength or weakness of school-based as opposed to professional development that happens outside of the school?)</p>
	<p>Let me start with the strengths because I think there are so many strengths. I think with the school-based since it happens within the school you know your teachers, you can easily tackle what teachers really need for instance you know exactly that this particular teacher needs this development in this aspect because you live with the teacher, you know him. Other than taking the teacher out you see for a development that take place outside in the school you know the teacher. If the teacher has a problem of late-coming, I know that Mr so and so comes late every day, Mr so and so has a problem for instance with the content they do the class visits you see so it means--- I think that the school-based development is more realistic than outside development yes, because I know exactly something that I see. Other than taking the teacher out getting someone who is going to develop them professionally because you might develop a person who doesn't need development in that aspect because you are just invited, you are surrounded by teachers who must be developed say whatever but at the school I know so there will be no repetition. Within the school I can even arrange them because I know them, these have a problem of discipline, these have a problem of late-coming, they have problem in terms of content, I know I have got SMT who knows them as well so is better to develop them within the school</p>
Interviewer	<p>7. What is your understanding of your role in school-based professional development?</p>
BP1	<p>Besides being a mentor, I must be a supporter as well and a developer to hear out the resources different teachers need, I must ensure that I provide these resources, as the principal of the school I must draw a plan, making a point that professional development occurs, I must motivate all teachers to have love for professional development. Also, I must make it a point that they see the importance of professional development.</p>
Interviewer	<p>8. How do you support school-based professional development in your school?</p>
BP1	<p>I support by ensuring that there is a period for teacher development after identifying the areas and the need of the teachers with the help from the</p>

	SMTs, we sit down and put the activity of professional development in the year planner.
Interviewer	9. What are the kinds of school-based that teachers your school participate in? (Probe: e.g. mentoring, subject-based groups/ PLCs, coaching, induction)
BP1	a) If you have any of these school-based activities, can you describe how they work in your school.
	Yes, we do have mentoring where teachers are mentored in terms of their subject and how to deliver and manage the classroom, so we have different professional development programs for teachers and also new educators, we induct them and even teachers in their presence, introduce new teachers to parents, SGBs.
Interviewer	10. Who leads or initiates these school-based professional development activities? (probe: how do teachers participate
BP1	In our school when we do these activities, we first plan and get into the classroom together with other teachers, because there are teachers who are very competent and who can develop even the SMTs and the principal. We do a plan together, firstly with the HODs who will come up with the identified areas and then we identify people who will be leading, if we have discovered that a particular teacher is good with discipline even if it is a PL1 educator teaching Grade 8 we let them share with us different strategies.
Interviewer	11. Do you think that teachers find these professional development activities support their professional learning and support their teaching practice?
BP1	Yes, and this has resulted into very good results not only for teachers but also learners, they end up performing very good, it helps discipline everyone in school, the school is well organised and teachers are responsible without being supervised.
Interviewer	12. What programmes does your school have to induct newly qualified/novice teachers into the practice of teaching? If you have one, how does this induction programme work?
Bp1	What we normally do if a new teacher has joined us we sit down with the teacher and share our mission statement and objectives of the school and how we do the work and interact with other stakeholders and everyone interested, we make it a point that they feel at home and welcomed.
Interviewer	13. Do you think the induction programme is successful? What evidence can you put forward?
BP1	I think the induction program for us is very successful and that has been manifesto red by the educator who has just joined us, even the teachers who have just joined our team have no problem, and they feel at home.
Interviewer	14. To what extent do teachers in your school initiate their own school-based professional development?
BP1	I've seen this happening where teachers in the meeting ask the principal to find them someone who will assist them in different aspects, for instance because we have the issues of discipline they will as the principal get someone who will help them how to deal with such learners, someone to help tell them how to deal with different learners with different problems, so this means that they enjoy and benefit from this.

Interviewer	15. How does IQMS work to support school-based professional development? (Explain)
BP1	I think IQMS plays a very important role in supporting the school based professional development, now that teachers are used into IQMS it has become very easy to, before you go into class with the educator you have this discussion where you discuss what you are expecting, you know that you will get when you get into class and when you do not get that that where you start to see that your teacher needs to be developed, so IQMS plays a very important role in identifying areas that the teacher needs professional development in, if a particular teacher does not meet a particular performance standard you sit down and plan professional development./ through IQMS it is where you identify weakness SBPD and IQMS are almost the same, in fact IQM tells you exactly what the teacher lacks and you focus on that.

INTERVIEW TRANSCRIPT

HA4 (Principal 2)

Title: The role of Principals in School-based Teacher Professional Development in three Secondary Schools

Thank you so much for being available for this interview and also for signing the consent form. I hope you are aware that this project is part of my studies at UKZN. I would like to assure that everything that you say in this conversation will be kept confidential. I trust this interview will last for almost 60 minutes.

Interviewer	1. What is your age range?
HA4	My age range is between 55-60
Interviewer	2. What are your teaching qualifications?
HA4	I've got a B Ped degree. I did my degree at University of Fort Hare
Interviewer	3. Tell me about your career with the department of education?
HA4	From the time I started teaching it was a field which was very interesting, challenging and one could see the results of what he or she was doing at a time but as there are changes that have taken place in the education , one feels that now is no longer the same as when I started teaching whereby , for example in terms of discipline we use to apply corporal punishment for them to do school work we use to have some strong measures for them to work effectively but due to the changes that had occurred it no longer the same, leaners are no longer cooperating ad they are not disciplined, they are not working and one feels like it is no longer a field

	that is interesting to work on like before due to these challenges that one faces.
Interviewer	4. How many years have you been the principal in this school?
HA4	I started being a principal since 2005 it almost 14 years now.
Interviewer	5. What do you think are the main roles that you should play as a principal?
HA4	The main role that one play as a principal, basically it is to lead the school and together with other stakeholders so that the education of the leaners can be effectively done. Whereby this will lead also to the upliftment of the community so as the principal I have to ensure that the curriculum is well delivered, discipline is there and extra-curricular activities are taking place, there is support given to the teachers when delivering their services there is also monitoring and involvement of all the stakeholders like SGBs.
Interviewer	6. What do you think is the purpose of school-based professional development for teachers? (Probe: what do you think is the strength or weaknesses of school-based PD as opposed to PD that happens outside of the school?)
HA4	The purpose of school-based teacher professional development it is to enhance their performance in terms of curriculum delivery, development of learners as a whole and also to improve the education of leaners and their surroundings. The strength of school based development is that it takes place within the immediate surroundings where teachers are working so it becomes in line with their environment unlike when they are taking place outside the school, so even the challenges that they encounter might be reflective of their immediate surroundings unlike when they are outside their working stations the development, it can improve the performance of the person.
interviewer	7. What is your understanding of your role in school-based teacher professional development?

HA4	Mine would be to say as a principal I need to liaise with the department officials who will probably give support and get some documents and information to help teachers within the school, and to have programs in place where teachers at different levels are being developed in terms of curriculum delivery, like in terms of managing their teaching subjects and in terms of disciplinary measures for learners who are not cooperative.
Interviewer	8. How do you support school-based PD in your school?
HA4	Obviously, it is to create time for these programs to be reflected and take place and also to outsource if possible, people with expertise on different fields to come and assist teachers in our school. We also have professionals helping teachers in terms of IQMS. Though I might not have those documents but I do create time for all kinds of development to take place
Interviewer	9. What are the kinds of school-based activities that teachers in your school participate in? (probe e.g. mentoring, subject-based groups/PLCS, coaching, induction). a) If you have any of these school-based activities, can you describe how they work in your school
HA4	For us as a school we have this one where we have got this which is called one-on-one conversations whereby it's a matter of saying how do I help you, what are your challenges and intervene and assist, also there is this other one where we have the departmental workshops where the HOD will sit with the teachers and give support and there is also IQMS, we have the record of conversations we embark on.
Interviewer	10. Who leads or initiates these school-based development activities? (Probe: how do teachers participate?)
HA4	I would say we don't have formally well planned activities for teacher development activities but this comes along as we identify a particular problem in a particular teacher and address it immediately at that particular point. In case of IQMS we have the sheets that is proof. The principal approves all this.
Interviewer	11. Do you think that teachers find that these PD activities support their professional learning and support their teaching practice?
HA4	Some teachers are resistant they will tell you that they have been teachers for a long time I can't be told what to do.
Interviewer	12. What programmes does your school have to induct newly/novice teachers into the practice of teaching? If you have one, how does this induction programme work?
HA4	The induction programme, what we normally do when we get a new teacher we orientate the teacher with the environment and tell the teacher the classes they will teach, then the teacher will be handed to the HOD to give support to that particular teacher then after they will be class visits some done through

	IQMS. For new teacher it is successful as they get to learn what is expected of them and where they will teach, teachers end up corporation.
Interviewer	13. Do you think the induction programme is successful? What evidence can you put forward?
HA4	For new teachers it is successful as they get to learn what is expected of them and where they will teach, teachers end up cooperating.
Interviewer	14. To what extent do teachers in your school initiate their own school-based professional development?
HA4	I would say a secondary school it a time factor which is a challenge it becomes impossible to have school base development initiated some are staying far from school you find them leaving school immediately after the school bell rings, so they fail to initiate their own school-based development.
Interviewer	15. How does IQMS work to support school-based professional development in your school? (Explain)
HA4	IQMS does work for some, like for teachers who have been in the field for too long you will find them resisting b hut for those who are new to the system it assists them a lot, so all in all this IQMS thing work for some and does not for some, and this issue of having to score people for teachers it does not work.

INTERVIEW TRANSCRIPT

NA7(Principal 3)

Firstly, I want to thank you for being available for this kind of interview and also thank you for signing this concern form. I hope you are aware that this project is part of my UKZN studies. I want to assure you that everything that you are going to say in this conversation will be kept confidential. I trust this interview will last for 60 minutes.

Interviewer	1. What is your age range?
NA7	My age range is between 40 and 49
Interviewer	2. What is your teaching qualification?
NA7	BA, BA HONS at professional level and academically and MBA
Interviewer	3. Tell me about your career with the department of education?
NA7	My teaching career started at 1994 as a PL1 educator at Celumusa High School, then I was promoted as a departmental head in the end of 1999 for humanities I was specializing in Geography and Afrikaans and

	Afrikaans was faced out so, so this side I only taught Geography and Afrikaans for only one year then 2001 I got promoted as a deputy principal of the school then I sat from 2001 up to 2006 and towards July the principal was promoted and I acted as a principal 2006 and 2007 and I assumed the duties as a principal in 2008.
Interviewer	4. How many years have you been the principal in this school?
NA7	This is my eleventh year
Interviewer	5. What do you think are the main roles that you should play as a principal?
NA7	The first thing that or the role that I play one is to model the culture of the school then provide instructional leadership as a principal and the exemplary. If I tell teachers or if we resolve as team that we are going to have extra classes so I must be leading and motivate teachers because they are serving under very trying conditions so I have to keep them happy and think about the welfare of the school, the interest of the leaners because in whatever you are doing as a teacher you must serve the interest of the leaners .
Interviewer	6. What do you think is the purpose of school-based professional development for teachers? (Probe: what do you think is the strength or weaknesses of school-based PD as opposed to PD that happens outside of the school?)
NA7	<p>Firstly, I think it is to inculcate the culture of the institution. All schools are falling under the department of basic education but every school has its own culture and also to serve the interest of the community because as teachers we are serving the smaller community that will be the community in the future- they are future community leaders so the teacher must know that behaviour. Teachers must model the behaviour because corporal punishment was employed, so teachers must come up with discipline not punishment so to win the issue of discipline a lot of things must be modelled as opposed to telling people what not to do and you must tell them what to do and provide examples by doing the right thing in front of the children. Because I believe that whatever we tell our leaners they won't take it until we do what we are telling them and then they will do likewise but if we are telling them this and do the opposite.</p> <p>The strengths of the school- based development is that we are able to get from teachers as to what it is that are lacking on and convert those weaknesses into strengths, but if we get the outside based school development it is something that was discussed elsewhere by other people who do not know the contextual factors of the institution and the community that we are serving. But when we are dealing with school based professional development in this school, in this institution we are addressing the real life issues that we are facing as an institution that's what I think is of paramount importance.</p>

Interviewer	7. What is your understanding of your role in school-based teacher professional development?
NA7	My role is to firstly convince the stakeholders about the importance of developing teachers so that I can get the resources such as financially and otherwise because at times we might be talking about human resources development at school level, mine is also to motivate the stakeholders and to make the climate concussive and have systems in place and ensure that people see the need to be developed.
Interviewer	8. How do you support school-based PD in your school?
NA7	We make time for professional development and monitor my deputy and my deputy will monitor her departmental heads, so I have to make times of meetings available in terms of brainstorming sessions and policy making, we give teachers time to give us written reports, and when they submit them we have to read them and edit them.
	(Probe: Do you make time for teacher professional development activities?)
	Yes, we have the year plan, so on Fridays we have the staff development our programs for an hour or so for professional development on Thursdays we have different sessions but on exams time we are disturbed.
Interviewer	9. What are the kinds of school-based activities that teachers in your school participate in? (probe e.g. mentoring, subject-based groups/PLCS, coaching, induction). a) If you have any of these school-based activities, can you describe how they work in your school
NA7	We have this day they call professional learning committees in this school we have tried to ensure that all the teachers doing mathematics are alone growing each other sited very close to their departmental head, and when a new teacher arrives we also have a one on one session with them, luckily I have SACE code of conduct behind me. IQMS is also part of our program we have the activities and list of teachers who did IQMS.
Interviewer	10. Who leads or initiates these school-based development activities? (Probe: how do teachers participate?)
NA7	We have the learning and teaching committee, it is made up of the SMT members, the principal, deputy and the departmental heads, we also have the RCL president and two teachers' union representatives, so in this issue of IQMS we have the SMT and teacher who is a coordinator and that teacher is a PL1 educator because at times when we lead them all the time they will feel like they are oppressing us but if they are the ones who initiated this they won't oppress what they initiated, so they participate actively.
Interviewer	11. Do you think that teachers find these PD activities support their professional learning and support their teaching practice?
NA7	Not all of them, some of them believe so because in our case I championed the idea of the ICT here at school, some of the teachers joined the program ow I'm seeing teachers from humanities joining. Some teachers even formed WhatsApp group with teachers from other

	schools of which is part of networking, some have even formed WhatsApp groups with their learners we also have management WhatsApp group where we communicate even with parents, so there is no room for learners to play us.
Interviewer	12. What programmes does your school have to induct newly/novice teachers into the practice of teaching? If you have one, how does this induction programme work?
NA7	When a teacher joins the staff I talk to the teacher and I assigned the teacher to the relevant subject head but at times you find that the subject head, we expose the teachers who are weak and develop them professionally if they fail then we have to get the subject that the teacher is comfortable with.
Interviewer	13. Do you think the induction programme is successful? What evidence can you put forward?
NA7	I think it does work because we had teachers who were learners here in this school were identified by us while they were still our students, and when they come for teaching practices we then identify a teacher we think will embrace the culture of the school and when they come we give them mentors because some were here unqualified and now they are qualified and as I'm speaking now there is going to be a teacher who will be joining us for Geography he was teaching English so we have to upskill him also about marking.
Interviewer	14. To what extent do teachers in your school initiate their own school-based professional development?
NA7	To a lesser extend because sometime they feel that it's going to expose them if they tell us that they don't know but when you are monitoring their work you can identify the gaps and take it from there, but there are teachers who are now confident to come to us and say "sir I need your help in this one" so it means that I have to make time to assist that person or get a teacher who is an expert in that subject.
Interviewer	15. How does IQMS work to support School-based professional development in your school? (Explain)
NA7	I think when we are busy with the IQMS we can identify the gaps, maybe the teacher is not able to manage the class other teachers will go to class and find out that the classroom is not conducive it helps teachers to also see that they are not good in team work.