

**THE IMPLEMENTATION OF PROFESSIONAL TEACHER DEVELOPMENT
POLICIES: A CONTINUING EDUCATION PERSPECTIVE**

by

CIAS THAPELO TSOTETSI

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SUPERVISOR: Professor MG Mahlomaholo

CO-SUPERVISORS: Dr LE Mofokeng and Dr A Le Roux

DECLARATION

I declare that the thesis, **THE IMPLEMENTATION OF PROFESSIONAL TEACHER DEVELOPMENT POLICIES: A CONTINUING EDUCATION PERSPECTIVE**, hereby handed in for the qualification of Doctor of Philosophy at the University of the Free State, is my own independent work and that I have not previously submitted the same work for a qualification at/in another University/faculty.

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C.T. Tsotetsi

June 2013

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DEDICATION

This thesis is dedicated to

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Daniel (late father) and

Emma (mother)

Mampontsheng, Mpontsheng, Lerato and Mojalefa (family)

LIST OF ABBREVIATIONS AND ACRONYMS

CDA	Critical Discourse Analysis
CER	Critical Emancipatory Research
COAST	Coaching to Support Science and Mathematics Teachers
CPD	Continuing Professional Development
DA	Developmental Appraisal
DBE	Department of Basic Education
DfID	Department for International Development
DHET	Department of Higher Education and Training
DoE	Department of Education
DSG	Development Support Group
EFA	Education for All
EMD	Education Management Development
FAI	Free Attitude Interview
FPE	Free Primary Education
HoD	Head of Department
INSET	In-service Training
IQMS	Integrated Quality Management System
JICA	Japan International Cooperation Agency
LF	Learning Facilitator
MDoE	Mpumalanga Department of Education

MoU	Memorandum of Understanding
MSSI	Mpumalanga Secondary School Initiative
NAPTOSA	National Professional Teachers Organisation of South Africa
NGO	Non-Government Organisation
OBE	Outcomes-based Education
PAR	Participatory Action Research
PD	Professional Development
PGP	Personal Growth Plan
PM	Performance Measurement
RSA	Republic Of South Africa
SACE	South African Council for Educators
SADEC	Southern African Development Community
SADTU	South African Democratic Teachers' Union
SDT	Staff Development Team
SGB	School Governing Body
SIP	School Improvement Plan
SMGD	School Management Governance Developers
SMT	School Management Team
SWOT	Strengths, Weaknesses, Opportunities and Threats
TQM	Total Quality Management
TT & D	Department of Teacher Training and Development
UB-INSET	University of Botswana In-service Education and Training Programme for Science and Mathematics Teachers

UK	United Kingdom
USAID	United States Agency for International Development
WSE	Whole School Evaluation

SUMMARY OF THE STUDY

This study aims at designing a strategy to effectively implement Continuing Professional Development (CPD) programmes for teachers at two schools in the Thabo Mofutsanyana District. In order to achieve this, the following specific objectives were devised to guide the study:

1. To demonstrate and justify that there is need to design such a strategy for the effective implementation of CPD programmes for teachers,
2. To identify and discuss the components and aspects of such a strategy,
3. To determine the conditions under which such a strategy could be successfully implemented,
4. To anticipate possible threats that may hamper the operationalisation of the strategy so that mechanisms are put in place to circumvent them and
5. To monitor the implementation of the strategy so as to find out whether it was effective in achieving its aim.

Critical Emancipatory Research (CER) as the theoretical framework was chosen to couch the study towards the operationalisation of the above mentioned objectives. CER's agenda of equity, social justice, freedom, peace and hope made it suitable for the design of a strategy that would incorporate teachers and the school community at large; the School Governing Body, Learning Facilitators, School Management and Governance Developers, Integrated Quality Management System coordinators and teacher union representatives. The reason for including these stakeholders and partners being that their direct participation tends to enhance ownership by participants, democratise and legitimise the process of implementation of CPD. Furthermore, the features of Total Quality Management (TQM) as the conceptual framework which includes empowerment, creative problem solving, recognition of participation and participative management dove tailed meaningfully and effectively with CER.

Using the above as the lens, I reviewed the literature on teacher professional development in South Africa, Botswana, Kenya and Pakistan because these represent the best practices with regard to CPD given their socio-economic contexts, which are similar to the two schools under investigation. Literature revealed a number of challenges and mechanisms which were put in place to solve them. Informed by theory and guided by the objectives of the study, I also looked at the conditions that made these solutions to be operational as well

as the threats that scuttled their effectiveness in some instances. My main intention being to find evidence why and how some of these strategies worked effectively.

To complement the conceptualisation above I collected empirical data from the two schools mentioned above within Participatory Action Research (PAR) which enabled the study to operationalise CER in action and to problematise issues of unequal power relations between the Department of Education and the teachers. These power differentials seemed to be the most important factor that caused problems in the implementation of CPD at the time. Through this approach the voices of the marginalised and excluded school communities were given opportunity to be expressed. The empirical data confirmed that there were challenges in the implementation of CPD at the schools as revealed in the literature. These challenges included the exclusion of educators as practitioners, as well as other beneficiaries in the implementation of these policies. There were also problems in formulating a commonly acceptable vision, hence no coordinated plan in implementation as well as lack of proper monitoring procedures to name a few.

In order to overcome these challenges, six distinct components of the strategy to solve these problems emerged. The first of the six components of the strategy was the establishment of a team comprising of all stakeholders. This also included the creation of a common vision for all, based on a thorough Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. Again, from the SWOT analysis came many issues that necessitated prioritising items that could be handled within defined time frames, given the resources and capacity available. Based on the above, a strategic plan of action was put in place complete with monitoring procedures to determine progress made as well as suggest possible ways of improving on the weaker spots. Having tried and tested the strategy in two schools in the Thabo Mofutsanyana Education District, the collected data showed that the strategy responded to the research question. The study ends by proposing a strategy to effectively implement the CPD programmes and policies which include the same components as was used in the study itself.

Key terms: Continuing Professional Development of teachers, Total Quality Management System, Critical Emancipatory Research, Critical Discourse Analysis, Participatory Action Research, Integrated Quality Management System, SWOT analysis, Sustainable Learning Environments, Effective strategy, Strategic plan.

OPSOMMING VAN DIE STUDIE

Hierdie studie het ten doel om 'n strategie te ontwerp om Voortgesette Professionele Opleidingsprogramme (VPO) vir onderwysers aan twee skole in die Thabo Mofutsanyana-distrik te ontwerp. Ten einde dit te bereik is die volgende spesifieke doelwitte geformuleer om die studie te rig:

1. Om te demonstreer en te regverdig dat daar 'n behoefte is aan die ontwerp van 'n strategie vir die effektiewe toepassing van VPO-programme vir onderwysers,
2. Om die komponente en aspekte van so 'n strategie te identifiseer en te bespreek,
3. Om die omstandighede waaronder so 'n strategie suksesvol toegepas kan word te bepaal,
4. Om moontlike bedreigings wat die toepassing van die strategie belemmer te voorsien sodat meganismes in plek gestel kan word om dit te ontduik, en
5. Om toesig te hou oor die toepassing van die strategie om uit te vind of dit doeltreffend was in die bereiking van die doel.

Kritieke Emansiperende Navorsing (KEN) is as teoretiese raamwerk gekies om die studie aan te bied ten opsigte van die operasionalisering van bogenoemde doelwitte. KEN se agenda van hoop, sosiale geregtigheid, vryheid en hoop het dit geskik gemaak vir die ontwerp van 'n strategie wat die onderwysers en die algehele skoolgemeenskap van die Skoolbestuursliggaam, Leerfasiliteerders, Skoolbestuur en Bestuursontwikkelaars, Geïntegreerde Gehaltebestuurstelsel-koördineerders en Skoolvakbondvertegenwoordigers sou insluit. Die rede vir die insluiting van hierdie deelhebbers en vennote is omdat hul direkte deelname geneig is om eienaarskap van deelnemers te verhoog, en om die proses van die toepassing van VPO te demokratiseer en te wettig. Verder skakel die eienskappe van Gehaltebestuur (GB), as konseptuele raamwerk wat die bemagtiging, kreatiewe probleemoplossing, erkenning van deelname en deelnemende bestuur, betekenisvol en doeltreffend met KEN.

Deur bogenoemde as lens te gebruik het ek die literatuur oor professionele ontwikkeling van onderwysers in Suid-Afrika, Botswana, Kenia en Pakistan bestudeer want dit verteenwoordig die beste praktyke met betrekking tot VPO, gegewe hul sosio-ekonomiese konteks, wat soortgelyk is aan die twee skole wat ondersoek word. Die literatuur het 'n aantal uitdagings na vore gebring en die meganismes wat in plek gestel is om hulle op te los. Ingelig deur die teorie en gerig deur die doelwitte van die studie het ek ook die

toestande ondersoek wat hierdie oplossing in bedryf gestel het, sowel as die bedreigings wat in sommige gevalle die doeltreffendheid beïnvloed het. My hoofdoel was om bewyse te vind hoekom en hoe sommige van hierdie strategieë doeltreffend gewerk het.

Om bogenoemde voorstelling aan te vul het ek empiriese data van die twee bogenoemde skole deur middel van Deelnemende Aksienavorsing (DAN) ingesamel, wat die studie in staat gestel het om KEN in aksie te operasionaliseer en kwessies van ongelyke magsverdeling tussen die Departement van Onderwys en die onderwysers te bevraagteken. Hierdie magsverskille het geblyk die belangrikste faktor te wees wat tans probleme met die toepassing van VPO veroorsaak. Deur hierdie benadering word die geleentheid geskep om die stemme van die gemarginaliseerde en uitgeslote skoolgemeenskappe uit te bring. Die empiriese data het bevestig dat daar uitdagings in die toepassing van VPO by skole was, soos in die literatuur gemeld. Hierdie uitdagings sluit die uitsluiting van opvoeders as praktisyns in, sowel as ander begunstigdes, in die toepassing van hierdie beleide. Daar was ook probleme met die formulering van 'n algemeen aanvaarbare visie, en dus geen gekoördineerde plan in die toepassing nie, sowel as 'n gebrek aan behoorlike toesigprosedures, om slegs 'n paar te noem.

Ten einde hierdie uitdagings te bowe te kom het ses kenmerkende komponente na vore gekom. Die eerste van die ses komponente van die strategie was die vestiging van 'n span wat uit alle deelhebbendes bestaan. Dit het ook die skepping van 'n gemeenskaplike visie vir almal, gebaseer op 'n deeglike analise van die sterk punte, swak punte, geleenthede en bedreigings (SSGB) ingesluit. Weereens het, vanuit die SSGB-analise, verskeie kwessies na vore gekom wat dit noodsaaklik gemaak het om voorkeur te verleen aan items wat binne gedefinieerde tydperke hanteer kon word, gegewe die bronne en kapasiteit wat beskikbaar was. Gebaseer op bogenoemde is 'n strategiese aksieplan in plek gestel, volledig met toesigprosedures om die vordering te bepaal, sowel as om moontlike maniere voor te stel om die swak punte te verbeter. Nadat die strategie in die twee skole in die Thabo Mofutsanyana Onderwysdistrik beproef en getoets is, het die versamelde data aangedui dat die strategie op die navorsingsvraag gereageer het. Die studie eindig met die voorstelling van 'n strategie om VPO-programme en -beleide doeltreffend toe te pas, wat dieselfde komponente insluit soos wat in die studie self gebruik is.

Sleuteltermes: Voortgesette professionele ontwikkeling van onderwysers, Gehaltebeheer, Kritiese Emansiperende Navorsing, Kritiese Diskoers-analise, Deelnemende

Aksienavorsing, Geïntegreerde Gehaltebestuurstelsel, SSGB-analise, Volhoubare leeromgewings, Effektiewe strategie, Strategiese plan.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTORY BACKGROUND TO THE STUDY

Professional development of teachers is a cornerstone for the provision of quality teaching and learning in an education system in a country. Being top performers in terms of offering quality education, Continuing Professional Development (CPD) of teachers and teacher education remains a priority for the countries considered (Yates, 2007:2). Ntloana (2009:2) affirms that effective professional development programmes of teachers stand at the centre of proposals for improving the quality of teaching and transformation of education. Teaching is a complex activity that calls for emphasis on both content knowledge and pedagogical content knowledge (Ramatlapana, 2009:153), but the failure of an education system to address these factors renders it ineffective. Improvement of results after 12 years of schooling also depends, inter alia, on the quality and relevance of the CPD offered to teachers. Programmes affect the self-esteem of teachers and their confidence in the provision of quality education, their learners, education officials and their counterparts in and outside the country. The quality of an educational system cannot exceed the quality of its teachers (Barber & Mourshed, 2007:43), hence the importance of CPD programmes for teachers.

In this study I propose to design an effective strategy for the implementation of CPD policies through programmes for teachers at selected schools in the Thabo Mofutsanyana Education District in the Free State Province of South Africa. The particular policies on which I focus will be on the Continuing Professional Teacher Development System for teachers, an initiative of the Department of Education (DoE) and South African Council for Educators (SACE) (2008), and the Integrated Quality Management System (IQMS) (Department of Education (DoE), 2003). These policies address the support and monitoring of teacher development respectively and reflect current thinking and efforts to improve practicing teacher competencies in subject content knowledge, pedagogy, and management of learning environments as a whole (DoE, 2003; DoE & SACE, 2008). A major problem is that while these policies represent the best CPD programmes for

teachers' practices internationally, teacher competencies in South Africa seem not to be improving as envisaged, mainly because of problems experienced in implementation. For example, according to Kanyane (2008:88), challenges to the IQMS include a tendency to lose sight of the objectives of its processes. He further notes that the focal point in implementation becomes securing awards rather than improving the quality of teaching and learning, because the same instrument is used for development and performance management. Another challenge is that the IQMS policy does not directly encourage and motivate teachers or improve their morale as it focuses mainly on monitoring school effectiveness. Shortage of adequately qualified staff and large learner-teacher ratios exacerbate the problem in the implementation of this policy (Van Rensburg, 2008:112). The Teachers' Voice (2005:3) concurred with Kanyane and Van Rensburg, as they challenged the Department of Education (DoE) for mainly collecting data and evaluation results received under questionable circumstances, instead of developing teachers through the implementation of the abovementioned policies.

According to Moloi (2010:72), most CPD programmes for teachers originate from the assumption that there is something wrong with teachers and that the CPD programmes and IQMS programmes would be a way of correcting these deficiencies. The complexity of the teaching profession makes the transition from training to practice even more difficult (Moloi, 2010:72) as CPD programmes for teachers are implemented without consulting teachers, hence their failure to address the teachers' problems. For example, Hill (2009:473) noted that in the United States of America (USA) teachers whose subject knowledge was low were not more likely, over the following year, to enrol in content-focused workshops, and found no correlation between teachers' weaknesses and what they received at the CPD workshops. A study on CPD programmes for teachers in Botswana by Moswela (2006:628) revealed that teachers preferred training conducted by colleagues in the same school over those by outsiders or consultants, since the latter may not be familiar with the actual problems the teachers experience. For the CPD programmes to achieve their good intentions, consultation between teachers and those who seek to develop them should take place.

On the other hand, findings from observations and interviews by Feryok (2009:291) in Malaysia, and Hardman, Abd-Kadir, Agg, Migwi, Ndambuku and Smith (2009:81) in Kenya, suggested a model of school-based training whereby trained teachers work with

their colleagues to pass on their training. These were also having less impact than had been anticipated by the designers of the programmes, the challenges being a lack of time and resources, understaffing, pressure from examination and syllabuses, lack of cooperation and support from other teachers, and lack of motivation. In South Africa, the resolution of these challenges are the responsibilities of the School Management Governance Developers (SMGDs), who have to ensure the implementation of the IQMS and CPD programmes for teachers (Employment of Educators' Act, 1998:Chapter C, Sub-Section 3.4). Moloji (2010:68) contends that the policies still do not succeed in yielding the anticipated results because SMGDs' efforts still manifest power-coercive relationships that are abhorred by the teachers. Teachers are still seen as more or less rational 'consumers' of an innovation but are not consulted about the type of CPD programmes they are offered.

Tsotetsi (2006:86) noted the following serious problems with the implementation of the IQMS:

- IQMS can be used by seniors to reward their friends, whilst the same seniors will have a golden opportunity to deny other teachers who are not friends to them rewards/incentives.
- Areas of teachers' professional development are not attended to, especially where support is expected from School Management Team (SMT) and the district office.
- Lack of training: IQMS workshops were not properly conducted.
- The manual is too long and there are no explanations for the terminology and abbreviations used.
- IQMS is only remembered when records are to be submitted to the district office.

Later studies by Biputh and McKenna (2010:289-290) in KwaZulu-Natal noted that the crux of the tensions inherent in the IQMS was that the developmental aspect was being undermined and accountability aspects were subverted through a compliance approach to the implementation of the system. Their study comprised teacher discourses that structured the IQMS process as being largely about surface compliance (Biputh & McKenna, 2010:289-290). The teachers who participated in the study further indicated that the assessments were linked to salary notch increases and this meant that any weakness would not be disclosed. Being honest about their weaknesses did not benefit them in any way

because no opportunities for improvement would be forthcoming.

1.2 RESEARCH QUESTION AND AIMS

Based on the above background, the following research question is posed:

How can CPD programmes for teachers be implemented effectively towards the creation of sustainable learning environments at selected schools in Thabo Mofutsanyana Education District?

The aim of this study is to design a strategy to effectively implement CPD programmes for teachers towards sustainable learning environments at selected schools in the abovementioned education district. In order to achieve this, the following specific objectives were devised:

1. To demonstrate and justify that there is need to design a strategy for the effective implementation of CPD programmes for teachers
2. To identify and discuss the components and aspects of such a strategy
3. To determine the conditions under which such a strategy could be successfully implemented
4. To identify possible threats that may hamper the operationalisation of the strategy so that mechanisms are put in place to circumvent them
5. To monitor the implementation of the strategy so as to produce support regarding its effectiveness.

The following subsections explain how each of the objectives assisted in reaching the aim of the study.

1.2.1 Demonstrating and justifying the need to design a strategy for the effective implementation of continuing professional development programmes for teachers

The first objective of the study demonstrates and justifies the need to design the strategy for the effective implementation of the continuing professional development programmes and policies. Chapter three discusses what the policy documents say against what the consulted literature reports. The mismatch between what the IQMS policy document stipulates and what the literature says justifies the need to design a strategy. Chapter five

discusses what the IQMS policy document says against what the collected data say (5.2.1). The disparities revealed by both the literature and the data justify the need to design a strategy to effectively implement the CPD policies and programmes.

1.2.2 Identification and the discussion of strategies for CPD policy and programmes implementation

The second objective of the study in 3.2.2 looks at the best practices in the implementation of the CPD programmes and policies. This is achieved through looking at such practices from Pakistan, Kenya, Botswana and South Africa. Section 5.2.2 explores the operationalisation of the six components which resulted in the effective implementation of the CPD programmes and policies. The six components are the formation of a team dedicated to the implementation of the CPD programmes and policies, the establishment of a common vision, SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, determination of priorities, development of a Strategic Plan and monitoring the implementation of the CPD programme. Section 5.2.2 further highlights the additional distinguishing features in the six components in 5.2.2 compared to 3.2.2.

1.2.3 Conditions conducive to the successful implementation of the strategies

Section 3.2.3 explores the conditions which enabled the implementation of the CPD programmes in the four abovementioned countries from the literature. On the other hand section 5.2.3 looks at the conditions which favoured the strategy tried and tested in this study. One of the conditions that supported the implementation of the strategy was the usage of the mother tongue. For a team consisting of parents, the usage of Sesotho acted as an enabling factor. Differences in conditions between section 3.2.3 and 5.2.3 are also pointed out.

1.2.4 The threats to the operationalisation of the strategies

The fourth objective of the study is explored in sections 3.2.4 and 5.2.4. The threats in the implementation of the programmes and mechanisms implemented to circumvent them are clarified. Section 5.2.4 examines the threats to the implementation of the strategy in the two schools under study. Mechanisms employed to counterbalance their effect are also

cited from a literature perspective (chapter three) and through the operationalisation of the strategy (chapter five).

1.2.5 Evidence of the effectiveness of the strategies

The fifth objective of the study is interrogated in sections 3.2.5 and 5.2.5. Section 3.2.5 gives the evidence of the effectiveness of the strategies on the basis of the literature review. On the other hand, the evidence on the operationalisation of the strategy under study is unfolded in 5.2.5. Furthermore, section 5.2.5 also highlights the differences in the evidence produced in sections 3.2.5 and 5.2.5.

Having presented the aim and objectives of the study the next section briefly discusses the frameworks informing it.

1.3 THEORETICAL AND CONCEPTUAL FRAMEWORKS

The study is guided by Critical Emancipatory Research (CER) and Total Quality Management (TQM). The rationale for the choice of these frameworks is discussed hereunder.

1.3.1 Theoretical framework informing the study

The study is guided by Critical Emancipatory Research (CER) and Total Quality Management (TQM). CER is aimed at creating space for empowerment and change for the oppressed (Lincoln, Lynham & Guba, 2011:102). I used it as a transformative framework positioning my stance in relation to the participants in aspects of the whole study. It emphasises that the agency for change rests in the persons in the community, working side by side with the researcher toward the goal of social transformation (Mertens, 2010:8). CER put me in a position to understand that human beings, unlike objects, have feelings and attitudes (Jordan, 2003:190) and these need to be considered when dealing with them. Human beings are further able to interpret their words.

Ontologically, positivism assumes that there is one knowable reality, driven by natural laws. From a positivist perspective, the researcher is the one who knows how to determine the need to design a strategy to effectively implement the CPD programmes and policies. CER assumes that there are multiple realities, shaped by social, cultural, economic, ethnic, gender and disability values (Mertens, 2010:32). Social reality is governed by hidden underlying structures. Using CER in determining a need to design a strategy to effectively implement the CPD programmes and policies, I am put in a position to understand that participants' points of view need to be considered. They have the ability to express and interpret their opinions and in determining the components of a strategy to implement the CPD programmes and policies, they need to be considered.

Epistemologically, positivism upholds the objectivity of the researcher, with investigator and the object of study assumed to be independent of each other. CER assumes an interactive link between the researcher and the participants. Regarding this study, the CER perspective put me in a position of knowing that in determining the conditions conducive to the effective implementation of the strategy. I needed to consider that there is a relationship between the participants and myself and to understand that in order to determine the threats in the implementation of the strategy I was not independent of the participants.

Positivism uses quantitative methods and surveys in the collection of data (Higgs, 1995:49-50; Mertens, 2010:10); on the other hand CER uses dialogical methods of collecting data (Chilisa, 2012:253). My choice of CER is based on the position of the researcher in relation to the participants, and although the opinions of the people in authority, such as DoE officials, have been captured, the opinions of teachers have not. My aim has therefore been to bring to the fore the perspective of the teachers and the school community, including parents, that might be affected by education. My interaction with participants was therefore not of an expert, that has solutions.

1.3.2 Conceptual framework informing the study

The conceptual framework is used by researchers to guide their inquiry and presents the research in relation to the relevant literature. I used the conceptual framework to operationalise the theoretical framework. The study is informed by the TQM system,

involving every element of the organisation and drawing on the minds and talents of all people at all levels (De Bruyn & Van der Westhuizen, 2007:291). It was developed by W. Edwards Deming and is characterised by four features, namely creative problem-solving, participative management, empowering workers and recognising participation, each of which will be explored to clarify its relevance to the study.

In TQM, workers join their seniors in generating solutions, thus creating a space in which to solve problems which may arise. The workers' duties not only remain as just reporting challenges but rather, in the absence of seniors, they can solve problems and later, on the arrival of their seniors, report both the problems and the criteria they used to solve them. The creativity by the workers is in line with the CER stance, the emancipation and transformation of the unsatisfactory conditions.

Secondly, TQM encourages participative management, not centralised or bureaucratic. Disempowering the status of the seniors is also in line with the principles of CER. Contrary to the top-down stance, as in centralised bureaucratic management approaches, TQM recognises the participation of the ordinary workers. They participate in decision-making, promoting ownership and acceptance of them and so promoting human rights and respect as advocated by CER (Mertens, 2010:30).

Recognising participation of workers touches on the next feature of TQM, namely empowering workers. A discursive space is created in order to discuss matters from different angles. Similarly, CER, the framework informing this study, advocates the creation of space for empowerment. From the CER's and TQM's creation of space for empowerment, teachers as low as post-level one are to be given a space to air their views. Both seniors and subordinates are expected to listen to one another so as to find a place from which to talk (Mertens, 2010:30).

The four features of the TQM make it a relevant conceptual framework as they are in line with the principles of CER. The inclusivity of all members in an organisation (school community) in the effective implementation of the CPD programmes makes TQM an appropriate conceptual framework to achieve the aim of the study. Further argument for the choice of CER is provided in the next chapter.

After interrogating the frameworks informing this study, the next section briefly looks at the literature review. Details regarding the review of the literature are presented in chapter three.

1.4 OVERVIEW OF LITERATURE REVIEW

The CPD programmes for teachers are necessary since there is no teacher education that can equip one for a lifelong career (Moswela, 2006:626). The first part of the overview of the literature review looks at the challenges encountered in professional development programmes and the implementation of the IQMS policy document. The rest of this section interrogates how Pakistan, Kenya, Botswana and South Africa solved the challenges. This section is guided by the five objectives of the study.

1.4.1 The need to design a strategy

The success of school-based professional development programmes depends on the principal creating space for teachers to share good practices and content knowledge. Literature in Pakistan shows that there has been a lack of engagement of principals in the professional development of teachers (Khamis & Shammons, 2007:579), causing tensions as they are the accounting officers responsible for the day-to-day running of schools. The powers vested in the positions of authority give them autonomy to give or not give space for teachers to share practices that would improve their practices and content knowledge (Khamis & Shammons, 2007:579). Teachers who attended professional development programmes could not share the theory they learnt as they needed the go-ahead from their masters (Murtaza, 2010:214). For those who did succeed the result was minimal.

The minimal success of sharing best practices was caused by a lack of overt support from the principals and as a result the sustainability and continuity of professional development in Pakistan remained at stake. Passing on information from teachers who attended professional development programmes to teachers who could not attend did not materialise at all, or was minimal. The frustration emanated from success of the implementation of the acquired knowledge being reliant on one person, the teacher who attended the professional development programmes (Khamis & Shammons, 2007:575; Vazir & Meher, 2010:124). No space was opened for teachers to learn collaboratively from one another so the

education system remained stagnant. The lecturing method was the dominant method of teaching, with learners still expected to memorise and regurgitate ‘facts’ transferred to them by teachers (Vazir & Meher, 2010:124). The scenario will not change unless teachers’ pedagogical practices and content knowledge are enhanced.

On the same note, the challenges to teacher professional development were not only unique to Pakistan. Kenya also has challenges in the professional development of teachers, originating from the first years of novice teachers. Having completed their qualifications they are expected to be mentored by experienced teachers (Dawo, 2011:514). The mentors assume the positions of “experts,” treating the novice teachers as a tabula rasa, not to be consulted on their professional needs. The end result is that they receive mentoring on aspects they do not necessarily need. Research reveals that the non-attendance of their demands results in them dropping out of the teaching profession. For those who preserved and withstood the inadequate mentoring they exhibited a lack of pedagogical content knowledge (Hardman *et al.*, 2009:68; Ministry of Education, 2008:41). This was caused by the changes taking place in the curriculum and, as in Pakistan; teachers used the traditional teaching methods, as they had been taught (Vazir & Meher, 2010:124)

The Kenyan challenges to the provision of CPD of teachers have been affirmed by a report from the Ministry of Education in Kenya, according to which an acknowledgement is cited that stipulates that there has been poor coordinated Strategic Planning in the provision of professional development programmes for teachers. The quality of the programmes offered was below the acceptable standard; therefore the Ministry of Education had to take steps to address the above challenges (Republic of Kenya Ministry of Education, 2012:37). The last challenges to the Kenyan Ministry of Education are related to the fault-finding attitude of the inspectorate, viewed by the teachers as less relevant to the provision of professional development because of their policing function. The concentration of the inspectorate if they visit schools is on lesson plans and the scheme of work, with no focus on the pedagogical content knowledge of teachers or pedagogical practices of teachers (Bunyi, Wangia, Magoma, Limboro & Akyeampong, 2011:10).

Similar to Kenyan education, Botswana’s novice teachers are also experiencing mentoring challenges. Unlike Kenya, in which mentors assume the position of “experts,” the mentors are often unavailable. Novice teachers do not receive adequate mentoring during their first years of teaching but rather are left alone to deal with ill-disciplined learners and adjust

practices to their new roles. They feel embarrassed and abandoned (Garegae & Chakalisa, 2005:6). The second challenge was encountered in experienced teachers who were enrolled for distance education. The aim of the government with the teachers' registration was to improve their content knowledge and pedagogical practices. As teachers spent a long time without studying, most experienced "mental blackout" as they had to deal with their day-to-day classes, family responsibilities and in addition study (Sikwibele & Mungoo, 2009). Regular contact sessions were held with tutors; however, teachers were not satisfied with the face-to-face contact sessions with the tutors. According to teachers in the programme, tutors could not give enough support to them. English was also seen as a challenge as most experienced teachers were teaching primary school learners in Setswana. Trying to interpret the modules written in English was a huge challenge for the teachers (Sikwibele & Mungoo, 2009).

For South Africa, the focus on professional development of teachers is relatively new (Mokhele & Jita, 2010:1763), and there has been a shift from the content-based form of teaching to a learner-centred approach. Teachers are therefore caught up between the responsibility of ensuring that they are professionally developed and ready to implement the new approach of teaching (Khumalo, 2008:77; Ntloana, 2009:1). The other challenge, according to the literature, is that many CPD programmes have not been developed whilst taking into account the understanding of professional development from the teachers' perspectives. As a result, they have been ineffective and inefficient (Mokhele & Jita, 2010:1763).

A further point to note is that teacher professional development is an aspect in the IQMS policy document (DoE, 2003:3). Although the IQMS policy has a programme of professional development, teachers in the study conducted by Khumalo showed that they did not see the actualisation of the contribution of the IQMS on teacher development. In addition, the study also noted three aspects (Khumalo, 2008:77). Firstly, teachers did not have time to serve on the Development Support Group (DSGs) (see 3.2.2.1). Secondly, teachers indicated that training offered by the DoE was inadequate for them to implement the policy (Hlongwane, 2009:4; Kganyago, 2004:33; Khumalo, 2008:77; Mabotsa, 2005:3), leading to its failure. Lastly, they did not understand the purpose of the IQMS policy.

Having outlined aspects that show a challenge to the provision of CPD of teachers in South Africa and abroad, the following have been successful.

1.4.2 Components of best strategies used in other countries

The first most important component which seemed to make a significant difference in the effective implementation of the CPD programmes across the countries under investigation seemed to be the presence of a team dedicated to this process. In Pakistan, faculty members from university were taking the lead in professional development programmes (Begum, 2012:379; Murtaza, 2010:214). For schools, the approach was similar to that of an expert who had all the solutions to the schools' challenges. Faculty members had more power in terms of deciding what would be good for the schools, which were to remain as passive recipients of an innovation. Unlike in Pakistan, in Botswana (Shehu, 2009:275) and Kenya the Ministries of Education were taking the lead in ensuring that teacher professional development materialised (Akyeampong, Pryor, Westbrook & Lussier, 2011:52; Bunyi et al., 2011:10; Hardman, *et al.*, 2009:68). For Kenya, in trying to bring the control of the programmes closer to the schools, tutors were delegated a duty of the daily activities of the CPD programmes while the Ministry of Education remained in charge. These were positive moves in ensuring the provision of professional development to teachers. The similarity in the above three countries was the absence of the parents, district official(s) and union members in the team dedicated to the implementation of the CPD programmes. As in Pakistan, unequal power relations also prevailed in both Botswana and Kenya.

In South Africa (DoE, 2003:3) a further positive move has been the inclusion of democratically elected members of the SMT and the post level one teachers; however, the approach is similar to that of teams in the other three countries as it does not have parents, district official(s) or union members in the team driving the CPD programmes.

The second component in these four countries is the presence of a vision to which all members adhere and are bound in terms of their actions to implement the CPD programmes accordingly (Shared Vision and Common Goals, n.d.:1). Missing from the formulation of the common vision was the absence of consultation with the masses (3.2.2.2).

The third component that emerged from the literature is the SWOT analysis (Dyson, 2004:632) which aims to identify the strengths and weaknesses of an institution and the opportunities and threats in the environment (3.2.2.3). Funding (Hardman et al., 2009:66; Mattson, 2006:9; Pansiri, 2008:472; Vazir & Meher, 2010:127) from NGOs was one of the common opportunities in each of the four countries under study.

The fourth component that emerged from the literature was the determination of priorities. Training of principals, from the literature, was spelled out as the most prioritised item (Akyeampong *et al.*, 2011:52; Christie, Harley & Penny, 2004:177-178; *Employment of Teachers Act*, 1998:sub-section 4.2; Hardman *et al.*, 2009:67; Mathibe, 2007:523; Moswela, 2006:625; Pansiri, 2008:473; Republic of Botswana, 1994:47). Others included support given to teachers, principals and the school at large for purpose of sustainability, teacher collaboration; a coordinated plan as well as ensuring that the programmes offered to teachers improve their pedagogical content knowledge and practices.

The fifth component that was set forth by the literature was drawing of a Strategic Plan, describing how the institution would use its strategies to meet its objectives (Harris, n.d.:1; Nagy & Fawcett, n.d:1 of 5). The details in the Strategic Plan have to respond to the following questions:

- What actions or changes will occur?
- Who will carry out these changes?
- By when will they take place, and for how long?
- What resources (i.e., money, people) are needed to carry out these changes (Nagy & Fawcett, n.d:1 of 5)?

Chapter three gives details of the Strategic Plan implemented in various countries according to the prioritised items. The weakness that emerged in the four countries in their Strategic Plans was the top-down nature of those put in place as well as the exclusion of parents from the picture. Power relations were not addressed in these approaches.

The last component of the strategies for professional development of teachers was the monitoring to ensure the sustainability of the CPD programmes. According to the consulted literature a guide was not obtained as to how the countries monitored progress (chapter three). What can be applauded in all the four countries were that monitoring to

varying degrees was done, therefore improvement on the monitoring system emanated as a necessity. This study, amongst others, therefore aims to contribute in how monitoring for sustainability of the CPD programmes could be enhanced.

1.4.3 Conditions under which their strategies worked

The third objective of the study is to examine the conditions which enabled the strategies to work in each of the four countries. These are briefly discussed in terms of the components discussed in the preceding paragraph. Teams driving the professional development programmes were supported by a number of factors. Firstly, the good relationship between the faculty members and the school was an enabling factor in the implementation of the CPD programme. Secondly, the faculty members spent more time at school (Begum, 2012:389; Murtaza, 2010:215), a bond was created between the faculty members and the schools. The third factor was the training offered to tutors (Akyeampong *et al.*, 2011:52; Bunyi *et al.*, 2011:10-11; Mattson, 2006:11-14). Other factors which supported the programmes included funding, patience, hard work, the clear purpose of the team (Pansiri, 2008:472-473), open communication between the team and other teachers, clear roles and responsibilities, strong relationship between the team and other teachers, a willingness to share information (Ncube, Mammen & Molepo, 2012:612), and listen to other people as well as participate (3.2.3.1).

Chapter three discusses conditions that supported the creation of a common vision. Amongst them the orientation and training of teachers in Pakistan served to create a common vision (Begum, 2012:382; Murtaza, 2010:218). The other condition that served to support the programmes and the creation and operationalisation of the CPD programmes was the discussions between teacher unions at national level and the Ministries of Education (Biputh & McKenna, 2010:281; Chisholm, Motala & Vally, 2003:518; Mattson, 2006:40). Consultation with the grassroots would have made even the teachers and parents align themselves with the vision and this is one aspect that made this study necessary.

Although, according to the literature, SWOT analysis was not carried out in determining the schools' situations, the faculty members conducted needs assessment in Pakistan (Murtaza, 2010:220). The ability of faculty members to analyse the situation in schools in Pakistan served as an enabling factor in the needs assessment. Section 3.2.3.3 discusses

conditions that supported the SWOT analysis as a component in the implementation of the CPD programmes.

The Strategic Plan was made successful through the willingness of teachers to learn and to accept to be mentored (Hardman et al., 2009:66; Mattson, 2006:11; Ncube et al., 2012:610; Otieno & Coclclough, 2009:41, 65; Pansiri, 2008:473). In addition, the Strategic Plan required much effort from the facilitators of the sessions, planning and preparation of materials for which were some of the conditions that supported it. The other important factor in the Strategic Planning was teacher collaboration (Barnes & Verwey, 2008:23; Mokhele, 2011:185), which was successful through the holding of meetings in which teachers shared subject expertise.

The success of the monitoring process was enabled through frequent (monthly) reflection sessions (Begum, 2012:385; Murtaza, 2010:220), with journals kept by teachers. Different structures in various countries were put in place to enable the monitoring process, among which were tutors, staff development team (SDT), senior management teams (SMTs), coordinators, staff development committees, provincial and district officials (Akyeampong et al., 2011:52; DoE, 2003:5,9; Mattson, 2006:11; Monyatsi, 2006:152).

1.4.4 Threats to operationalisation of the strategies

The brief discussions of the threats follow the six components that emanated from the literature. The first was the presence of the team driving the CPD programme, its functionality being hampered by more work given to it. The second hindrance was the expectancy of teachers that faculty members would provide answers to all their problems (Akyeampong et al., 2011:52; Begum, 2012:379; Murtaza, 2010:220). Insufficient training, baseline survey and presentation consisting exclusively of “outsiders” (Pansiri, 2008:272; Ramatlapana, 2009:157; Shehu, 2009:272) were some of the threats to the operationalisation of the strategies.

The challenges to the attainment of common visions (Mestry, Hendrick & Bisschof, 2009: 482) included role players not fulfilling their roles. Teachers and the district office have a role to play in professional development of teachers, but failure to do so is a threat to the implementation of the CPD programmes. The second inhibiting factor is the cascading

model (Hardman et al., 2009:79; Mattson, 2006:10-12), but the threat that was observed was that teachers who were trained to train other teachers who did not attend did not do so.

The greatest threat in the analysis conducted in different programmes was that it was by “outsiders” (Christie et al., 2004:178; Murtaza, 2010:218; Pansiri, 2008:472). The exclusion of the people (teachers) in the interpretation of the information supplied by them was not in line with the principles of CER, CDA or PAR (Chilisa, 2012:253) and necessitated this study. The threat, in the SWOT analysis, in the South African context is that teachers feel that their honesty would not benefit them in any way (Biputh & McKenna, 2010:289).

In the implementation of the Strategic Planning, threats included the transference of teachers while the programme was still running (Murtaza, 2010:220). The scenario was a threat as it did not give a clear picture of the success or failure of the project. Continuity was therefore hampered by this re-deployment (transference) process. In the Whole School Improvement Programme one of the challenges was the transfer of the principals while the programme was still in progress within the three years of the intervention (Murtaza, 2010:220). The second threat to the implementation of the CPD programmes and policies was the negative attitude which was caused by the non-attendance of areas in need of development (Hlongwane, 2009:166).

In terms of monitoring, insufficient staff at the Teacher Advisory Centres left the tutors with an option of providing professional development without any follow up at school level, so the tutors were therefore unable to monitor the work of teachers as expected (Mattson, 2006:10-14). The second threat to monitoring was the insufficient training provided to the team responsible for it (Biputh & McKenna, 2010:289; Mestry et al., 2009:483). Insufficient training resulted in monitors being unable to play their part as expected. The lack of monitoring in the countries made it necessary to undertake this study, so as to put in place mechanisms that would make it possible for continuous monitoring to take place.

1.4.5 Evidence that the strategies worked

There are three noticeable features that showed that the strategies of implementing CPD policies and programmes worked in various countries where they were implemented. Firstly, principals (Akyeampong et al., 2011:52; Christie et al., 2004:177-178; Hardman et al., 2009:10-11; Mathibe, 2007:532; Murtaza, 2010:216; Pansiri, 2008:473) who went through the professional development programmes showed improvement in how to conduct CPD programmes for teachers. Secondly, teachers also showed an improvement in their pedagogical content knowledge and practices (Begum, 2012:378; Biputh & McKenna, 2010:289; Bunyi et al., 2011:10; Hlongwane, 2009:166; Shafa et al., 2011:138; Tsotetsi, 2012:378). Lastly, the literature shows that the structures were put in place to implement the IQMS policy and other programmes that were meant for the professional development of teachers. The challenge that remained (Mestry et al., 2009:476-477) and necessitated this study was to put in place mechanisms that would ensure the sustainability and monitoring of the implementation of the policies and programmes.

1.5 METHODOLOGY AND DESIGN

In order to fulfil the aim of this study, namely to design a strategy to effectively implement CPD programmes for teachers towards sustainable learning environments at selected schools in the Thabo Mofutsanyana Education District, I employed Participatory Action Research (PAR). According to Dworski-Riggs and Langhout (2010:216), PAR is a research approach that seeks to promote social justice by creating conditions that foster empowerment. It addresses the differences between power structures and allows researchers to put critical emancipatory research into practice by ensuring that everyone who has a stake in the outcome of the partnership has a voice in the process of decision-making. Participants in the study and the CPD programmes for teachers participated in problem definition, problem assessment, intervention planning, implementation, and evaluation.

PAR operationalises TQM and CER which underpin this study. The researcher and the partners defined the problems to be examined, co-generated relevant knowledge about them, learned and executed social research techniques, took actions, and interpreted the

results of actions based on what they had learned (Dentith, Measor, O'Malley, 2012). Empowerment of participants (Mertens, 2010:30), problem-solving, active participation and recognition of inputs, as advocated in the TQM, happened as the research process unfolded.

The strategy was tried and tested in two schools in the Thabo Mofutsanyana district of the Free State province. Free Attitude Interview (FAI) was followed in this study, by which participants have an opportunity to say more than they would have said in responding to a closed questionnaire (Buskens, 2011:1). For anonymity the schools were given the pseudonyms Kgotso Secondary School (531 learners) and Nala Secondary School (300 learners). The research was conducted over 18 months as the team dedicated to driving the implementation of the CPD programmes had two SMT members and two teachers from each of the schools, two non-teaching members from each of the School Governing Bodies (SGBs) of the two schools, two learning facilitators, two (School Management and Governance Developers) SMGDs, two South African Democratic Teachers' Union (SADTU) members, two National Professional Teachers Organisation of South Africa (NAPTOSA) members and two IQMS coordinators from the district. The 22 participants constituted the team driving the process of designing an effective implementation strategy for the CPD programmes for teachers in the mentioned schools and their views constituted important sources of data.

1.6 ANALYSIS OF THE DATA

For analysis of the collected data, I drew up a coding frame. Bell (1993:107) and Monyatsi, Steyn and Kamper (2006:219) encourage verbatim reporting of responses where appropriate, therefore I transcribed tape-recorded data for coding. From the codes (categories) I looked at the patterns then identified and described themes in an effort to have an understanding of the meanings from the perspectives of the participants. To get a better understanding of the meanings from the perspectives of the participants I used Critical Discourse Analysis (CDA), which. Bloor and Bloor (2007:2) define as a cross-discipline that comprises the analysis of text and talk in all disciplines of the humanities and social sciences. CDA matches CER in that both seek to find the origins of a problem

and find solutions to the problem at hand (Bloor & Bloor, 2007:12; Chilisa, 2012:254). To avoid misinterpretation of the spoken words, member checking was carried out.

1.7 PRESENTATION AND DISCUSSION OF FINDINGS ON THE STRATEGY

In the presentation and discussion of data, the five objectives anchoring this study are used as organising principles in order to systematise the discussion.

1.7.1 Challenges justifying the formulation of the strategy

Chapter five justifies the need to formulate the strategy to effectively implement the CPD policies and programmes. The main issue is the stipulation in the IQMS policy document against what takes place in the professional development of teachers. The words of teachers and other partners in education are analysed using the CDA, and the collected data showed disparities between what the policy document stipulates and what takes place at school. These include exclusion of beneficiaries and practitioners in the design, the absence of relevant professional development programmes, the lack of a coordinated plan, and poor leadership for implementation of the IQMS policy.

1.7.2 Components and aspects of the strategy

In response to the challenges cited above, the formation of a team was considered to be the first component. The strategy was put to test by the two schools involved in the study with the 22 members constituting a team driving its implementation.

1.7.3 Conditions conducive to the operationalisation of the strategy

The dedication of the team members was clear, even when they had to work beyond the agreed times of meetings and workshops. Meetings allowed the usage of both English and Sesotho, which made parents feel part of the meeting. The second condition that supported the implementation of the strategy was the “temporary suspension of power,” based on the

position different partners occupy outside the team in their workplace. Being in the same meeting, where the issue of power had been levelled, was an advantage for the negotiations.

1.7.4 Threats to the implementation of the strategy

The threats to the implementation of the strategy included the presence of the district-based officials which made the process of securing time for the meetings a challenging issue. The second threat was the long process of coming up with a common vision. The consultative process required more patience on the part of the team driving the implementation of the CPD policies and programmes. The third threat was the issue of disclosing the weakness of one's immediate senior in his/her presence or that of other team members. The point was more challenging for teachers if they had to make accusations against their immediate supervisors.

1.7.5 Evidence that the strategy worked

The strategy showed how to address the challenge from a perspective that 'two heads are better than one'. With the inclusion of parents and the district-based officials the professional development programme managed to become productive. An added advantage was use of the expertise of the SGB members in charge. The latent potential in both teachers and principals was unleashed through the implementation of the strategy. Monitoring, which was the concern in the challenges, was addressed. The national IQMS coordinator even applauded the schools for the positive way they managed the professional development of teachers.

1.8 PROPOSED STRATEGY FOR CPD PROGRAMMES IMPLEMENTATION

Chapter six presents the proposed strategy for the implementation of the CPD policies and programmes, consisting of four stages, namely pre-planning; planning; implementation; and monitoring and sustainability.

The *pre-planning* stage is concerned with seeking involvement from relevant partners who are affected by the implementation of the CPD programmes and policies. This can be done by the community approaching the researcher or vice versa and its success leads to the formation of the team. The team would then be responsible for identifying the professional development needs of teachers. The formation of the team is in line with the African metaphor that says that “it takes the whole village to bring up a child.” It will have to create an open discursive space for discussion without fear, enhanced through the flattening of the hierarchy that exists in the education system.

The second stage, *planning*, is offered to participants so that the team has a common understanding of the structures, processes and procedures involved in the implementation of the CPD policies and programmes. The stage is important as it sets the grounding of the team before any move, followed by establishment of the vision as a focal point for all the activities of the team. It is a lengthy process that involves the team, teachers and parents who are not part of the team, and is crucial as it promotes ownership of the process. After the success of the establishment of the vision the SWOT analysis is carried out by the team. Parents and district officials are vital as they prevent the school from being defensive, instead of facing facts. From the SWOT analysis the school can prioritise items within a year or six months.

The prioritised items then form part of the activities to be executed during the *implementation* stage, during which the Strategic Plan is drawn up. The aim is to share responsibilities. In the Strategic Plan, the person responsible for a certain activity has to be named, and the date and duration of the activity indicated. The performance indicators have to be included. Without mentioning the person responsible for an activity it is possible that during the forthcoming meetings the tasks might be performed.

The last stage involves *monitoring and sustaining* the strategy, ensured through meetings in which members report on their activities. This will further show deviation from or compliance with the standard set. The success of the strategy is monitored by the team as all reports have to converge on the table of the team.

1.9 VALUE OF THE STUDY

This study will contribute to the body of knowledge, that is, knowledge in education studies, on professional teacher development. The study revealed challenges and the gap in the implementation of the CPD programmes and policies revealed by the literature review and collected data. The results of this research may be used by teachers, policymakers, the DBE, researchers, Department of Higher Education and Training and any organisation interested in the CPD programmes and policies for teachers. It is also anticipated that the results will suggest tested strategies for overcoming challenges in the CPD programmes for teachers. While the particular nature of this study prevents broad generalisation, the belief is that readers will find resonance with their own contexts and determine where ‘moderatum generalisation’ is appropriate (Payne & Williams, in Biputh & McKenna, 2010:280).

1.10 ETHICAL CONSIDERATIONS

Ethics are generally considered to deal with beliefs regarding what is morally good or bad, right or wrong, proper or improper (McMillan & Schumacher, 2001:196; Opie, 2004:25; Van Niekerk, 2009:119). In order to adhere to this requirement, I obtained permission to conduct the research from the Faculty of Education of the University of the Free State and the Free State Department of Basic Education (Appendices A-C). All partners involved were given consent forms which were translated into Sesotho to sign (Appendices H-N). I made it clear on the consent forms that people were not coerced to participate. They were all assured of anonymity with regard to the information they should supply and informed that they could withdraw at any stage of the study without giving reasons. Such withdrawal would not have any negative results on them or their children. The steps I have taken are supported by Opie (2004) and McMillan and Schumacher (2001), according to whom the researcher must show respect and caring when conducting research with human beings.

1.11 LAYOUT OF CHAPTERS

Chapter 1 has focused on the orientation of the readership. The introductory background on CPD programmes and policies, problem statement, aim of the study, research

methodology, ethical considerations, value of the study, as well as the layout of the whole research were presented.

Chapter 2 gives a clear indication of the theoretical and conceptual frameworks guiding the study. The chapter also clarifies the operational concepts used in this study.

Chapter 3 concentrates on reviewing the literature on strategies to implement CPD programmes and policies for teachers. The chapter also brings the following to the readership: challenges in the implementation of the IQMS policy document, best professional development practices, conditions under which the programmes were successfully implemented, threats to the successful implementation of the programmes, as well as support for the successful implementation of the programmes and policies.

In **Chapter 4** methodology used to carry out research is presented. Specifically, the approach, design, instrumentation and data collection method are presented.

Chapter 5 discusses the analysis of data, presentation and discussion of findings on the strategy to implement the teacher development policies and programmes.

Chapter 6 provides findings, conclusion and recommendations for the strategy to implement the CPD policies and programmes.

Chapter 7 is an exploration of the strategy to implement the CPD policies and programmes.

1.12 CONCLUSION

This chapter has provided the orientation to the study. A background to the study as well as the research question, aim and research design and the proposed strategy has been indicated. The significance of this study and the structure of the chapters have also been given.

The crux of this chapter has been to show the importance of teacher development as no education system can exceed the quality of its teachers. The IQMS has been put in place as a mechanism to improve the quality of teaching in South Africa. The attachment of salary

notches to teacher development brought in challenges which call for strategies to implement the CPD policies and programmes. In this study I propose to design a strategy to effectively implement the CPD programmes and policies.

The focus of the next chapter is on the theoretical lenses guiding the study. Clarification of the operational concepts used in the study is also be provided

CHAPTER 2

THEORETICAL AND CONCEPTUAL FRAMEWORKS INFORMING THE STUDY

2.1 INTRODUCTION

The aim of this study is to design a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in the Thabo Mofutsanyana Education District. In order to achieve the aim of the study, chapter two presents the theoretical and conceptual frameworks steering the study. For the theoretical framework the historical origins of the two lenses used in the study are traced, and the researcher-researched relationship perceived in each. A comparison is made between management systems and the last section looks at the definition of the operational concepts and legislative imperatives on the CPD programmes and policies.

2.2 THEORETICAL LENSES INFORMING THE STUDY

A theoretical lens informing the study is a way of looking at the world (Mertens, 2010:7), containing assumptions that guide and direct the thinking and actions taken by the researcher and participants. It establishes the vantage or perspective through which I view the professional development challenge and the participants. I used it to define the broader framework with which I might work. This study is informed by Critical Emancipatory Research (CER) as the theoretical framework. The conceptual framework gives direction to the research. I used it to identify the tools and methods that I might use to carry out the research effectively. This study is guided by the Total Quality Management (TQM) as the conceptual framework. Each of the two lenses is discussed hereunder.

2.2.1 Critical Emancipatory Research (CER)

In order to achieve the aim of the research I used critical emancipatory research (CER) as the lens positioning my stance in relation to the participants in aspects of the whole study.

It grew out of listening to and respecting the voices of those affected by marginalisation and oppression. CER matches Participatory Action Research (PAR) as the methodology employed in this study. Mahlomaholo (2009:225), in his definition of CER, advocates closeness between the researcher and the researched, but in contrast to a natural science laboratory, in CER the participants are not treated as mere impersonal objects.

According to Pring (2000:90), the name which is historically linked to positivism is that of Auguste Comte, a nineteenth-century French philosopher who was working within a tradition of empiricism. He, together with other philosophers such as Locke, Hume and Bacon, worked from a tradition that distrusted knowledge-claims which went beyond what was accessible to observation. They distrusted and rejected philosophical and religious beliefs that gave a non-empirical account of the world. The other notable contribution of Comte was the application of a positivist stance to the study and explanation of society, social structures and human affairs. Ontologically, positivists believe there is one reality which is knowable within probability. On the other hand, Critical Theory originated from the Frankfurt School in Germany, which was founded in 1923 (Bronner and Kellner, 1989:1; Higgs, 1995:7; Jessop, 2012:1-2). The names which are associated with it include Horkheimer, Adorno and Habermas, and its aim was to confront unsatisfactory conditions and the aspects of social reality which were left unchallenged, neglected and downplayed by Marx and his orthodox followers. Critical Theory offered a multidisciplinary approach in dealing with the oppressive, unsatisfactory conditions and by so doing attempted to overcome the one-sided view of addressing issues. Its objectives includes emancipation from all forms of oppression, cultivation of hope, happiness, commitment to freedom, and the transformation of individuals and society through human action. Habermas later focused on emancipation from all forms of oppression. The CER as used in this study derives from the emancipatory role of the Critical Theory.

Based on the above explanation, from a positivist point of view in demonstrating and justifying that there is need to design a strategy for the effective implementation of CPD programmes, the researcher has the sole control of the process of research. He/she assumes a position of neutrality, with the stance that the research object has inherent qualities that exist independently of the researcher (Weber, 2004:iv). The implication would be that the researcher would have to register objective facts, which should provide an exact replica of reality. Data would be collected using questionnaires as they yield quantifiable and

measurable results (Higgs, 1995:5; Weber, 2004:vii). The basis of analysing the situation would be based on observations and as something that can be sensed. As indicated by Mertens (2010:10) and Higgs (1995:4-5), the aim of positivism would be to formulate general laws that correspond to the so-called laws of nature in order to predict, and ultimately to control human behaviour. The researcher would be the sole person capable of collecting, classifying and analysing the data (Mouton, 2001:121). In short, the researcher possesses power in positivism, deciding what people need, and based on the information given to him/her, he/she decides about the need to enhance the CPD programmes of teachers.

From a CER perspective I worked with the participants. The CER framework allowed multiple realities that are shaped by social, political, cultural, economic, ethnic, gender and disability values (Mertens, 2010:32). In demonstrating and justifying that there is need to design a strategy for the effective implementation of CPD programmes, the researcher had to work *with*, as opposed to work on participants (Dentith, Measor & O'Malley, 2012). Through the involvement of different partners, a one-sided view of determining the need to design the strategy would be eliminated. CER accommodates people's feelings and attitudes, which are considered in determining the need to design the strategy. My understanding of participants, from the CER perspective, is to see them as people capable of devising ways and means of addressing challenges (Held, 1980; Ivey, 1986; Mahlomaholo, 2009). My role would be to create space for joint formulation of a strategy to effectively implement CPD programmes. Through freedom of expression, as Waghid (2003:51-52) postulates, one creates conditions for self-reflective critique and discourages indoctrination and domination to bring about emancipation in education.

In determining the strategy, according to a positivist perspective, the professionally trained researcher has the power to determine what would work for the researched subjects and how the strategy has to appear (Mouton, 2001:121). The professional researcher reaches a decision, based on the empirical data which he/she analysed, but has to remain detached from the researched by assuming an objective, neutral position, with values and feelings of participants playing no role (Higgs, 1995:4-5; Mertens, 2010:10). In determining the strategy the researcher relies on what can be observed and, based on the statistical analysis, formulates the strategy (Mertens, 2010:10; Weber, 2004:iv). The researched are not in a position to carry out data analysis or data interpretation.

From a CER perspective I have been put in a position of understanding that in order to come up with the strategy, participants' views and interpretations have to be considered and while speaking, according to Mertens (2010:30), researchers have to find ways to be generous with sharing their knowledge in a way that empowers the community. As a researcher I was therefore put in a position to listen to participants so as to find a place from which to speak (Mertens, 2010:30). Being in the same position as the participants, and understanding the multiple realities embodied in CER, the strategy to effectively implement the CPD programmes had to be formed by a team, the participants and myself, the researcher. The aim of coming together, being to create space for empowerment, giving hope and social justice to the participants as advocated by CER. In the discussion and the design of the strategy, CER requires that human being's feelings, values, bias and attitudes be considered. Power relations in CER are addressed by acknowledging that participants are considered and treated with respect, knowing that they are able to communicate and interpret their words.

In determining the conditions conducive to the optimal functioning of the strategy, from a positivist point of view, the researcher decides alone, based on techniques such as sampling and those which would produce observable or quantifiable results. The researcher assumes a position of neutrality, while using statistical methods, logic and empirical data (Higgs, 1995:4-5; Mertens, 2010:10). There is only one known reality, which has to be found by the researcher based on empirical data and objectivity. Questionnaires are used to find these quantifiable and measurable results.

The participants in CER, on the basis of multiple realities, have to decide on the conditions under which such a strategy could be successfully implemented. The objective is to give hope, freedom and justice to teachers, parents and the school community at large. Unlike a positivist approach framework, participants are treated and handled with respect and recognition of equality between them and the researcher. CER sees the researched as other human beings and as equal subjects to the researcher. It sees the researcher as being tasked with the role of interpreting other people's interpretations and trying to make sense thereof (Mahlomaholo, 2009:225).

From a positivist point of view, the person best suited to decide on the mechanisms to circumvent possible threats to the strategy would be the trained professional researchers (Mouton, 2001:121). The researcher has to position him/herself in a neutral position and

the results must be objective, as a replica of reality. In determining the threats the researcher, according to Higgs (1995:4-5), Mertens (2010:10), Pring (2000:90) and Weber (2004:iii-iv), may not use anything that cannot be measured or quantified, as the basis of positivism refers to those accounts which study systematically what can publicly be verified, and that is clear, factual and open to observation.

Applying CER, a transformative paradigm, to determining the possible threats to the strategy, the researcher needed to understand the participants as human beings who have feelings which had to be considered. The participants' and the researcher's bias had to be considered when conducting research (Mertens, 2010:11). By identifying the possible threats the aim is to bring change and emancipate the participants, most importantly excluded individuals, namely teachers and parents. The multi-faceted stance of the CER makes it possible to accommodate and discuss the anticipated threats from the different perspectives of the participants.

The last objective of the study is to try and test the strategy so as to bring support that it worked. Using a positivist approach, participants do not have an opportunity to suggest or most importantly to apply the strategy. The researcher would collect data, analyse it and make some recommendations (Mertens, 2010:15). The subjects are merely used to provide data which would benefit the researcher. Although unintentional the subjects are left without being empowered.

In CER, the researcher, together with the participants, suggests and puts suggestions to the test so as to produce support that the strategy worked. Based on the above argument I found it fit to use CER as the lens through which to view and interact with other participants, gaining different perspectives and their points of view (Jessop, 2012:2). Participants, according to CER, would be left owning the working strategy as the expectation would be that the strategy should change people's lives. By enabling even the excluded to be part of the solution, and together produce support that the strategy worked, would be the achievement of the objectives of CER, namely social justice and giving hope.

Based on the discussions in the above paragraphs, from a CER perspective, quality is determined by the collective in giving hope to the marginalised and excluded section of the community. Quality, according to CER, would have been achieved if the marginalised section of the community had been empowered and the society's unsatisfactory conditions

transformed. In positivism, quality is determined by the professional researcher. It is on the basis of the interpretation of collected data that he/she decides what would be good for the subjects. It was on the basis of the above discussion that I chose CER, to direct the study.

2.2.2 Total Quality Management (TQM)

The study is informed by TQM as the conceptual framework. This section compares and contrasts scientific management and TQM, so as to justify the choice of TQM in understanding its objectives. According to Van der Westhuizen (as cited by De Bruyn and Van der Westhuizen, 2007:294), scientific management was popularised by Frederick W. Taylor, an American engineer. Taylor taught industrialists that workers should be hired to perform a small number of tasks in a repetitive, mechanistic fashion. On the other hand, TQM refers to a totally integrated effort, which involves every element of the whole organisation and draws on the minds and talents of all people at all levels (De Bruyn & Van der Westhuizen, 2007:291). It was developed by Deming with a *participative management* feature. Management is not viewed as centralised and bureaucratic, as in scientific management, but rather organisations are viewed in a far more flexible and holistic way. This feature links the CER as the theoretical framework, as it values participation of other partners.

Scientific management matches the positivist framework as discussed (see 2.2.1). The involvement of all partners in the TQM approach is supported by Chua (2004), who emphasises that all partners have to be included in determining the intended quality of work to be achieved. In determining the needs of schools, including demonstrating and justifying that there is a need to design a strategy for the effective implementation of CPD programmes for teachers, all partners have to be included and engaged. In this way, multiple realities as understood by different partners are taken into cognisance. This also allowed me as the researcher and the participant to understand that it was the team that had to come up with the need to design a strategy to effectively implement the CPD programme.

On the one hand in scientific management, the subordinates' main task is to carry out instructions and to comply with the regulations and legal requirements (Eisenstein, n.d.). On the other hand, TQM *empowers workers* (De Bruyn & van der Westhuizen, 2007:291;

Eisenstein, n.d.), and workers are treated with decency. The empowerment focus of the TQM matches the CER (see 2.2.1) as the theoretical framework for this study. This is in contrast with the dehumanising approach of scientific management. Through the involvement of all components of the school community participants are better able to identify and discuss the components and aspects of a strategy for the effective implementation of the CPD programme for teachers. It is through involvement that the teachers and the school community at large could be better able to own the CPD programme for teachers. The empowerment feature of the TQM enabled me to see the participants who could devise a strategy that would best cater for the needs of teachers in order to carry out the seven roles they need to play.

Scientific management is bureaucratic in nature, with workers seen as people who need to carry out instructions in a mechanistic fashion (de Bruyn & van der Westhuizen, 2007:291; Eisenstein, n.d.). According to Chua (2004) and de Bruyn and van der Westhuizen (2007:291), TQM is a *creative problem-solving* approach with value based on change and diversity. Viewing participants as people capable of solving problems enabled me to see participants as people capable of knowing, through their lived experiences, conditions under which our strategy could be successfully implemented and be sustained. Unlike receiving a prescribed solution, workers in TQM present techniques for solving problems. The advantage of seeing people as capable of a creative problem-solving approach as used in TQM is that it enables the organisational structure to be fluid. Lower levels of organisations are given a hearing which ultimately breeds innovation and ownership of the designed CPD programme implementation.

According to de Bruyn and van der Westhuizen (2007:294), the detrimental feature of the scientific management system was that it discouraged workers from considering how they could work more effectively and efficiently. Workers would surely make mistakes, and inspectors at the end of the production line could catch faulty products before they left the plant. The latter mentioned feature of scientific management is similar to the way seniors view subordinates from a positivist point of view. The seniors have to be in control and give instructions and directions, from their perspective, as to the conditions under which the designed CPD programme for teachers would be effectively implemented. Carrying out instructions without involvement leads to the subjects disowning the programme designed for them, without them.

With reference to scientific management theory, the workers' pay was lowered for each item that had to be scrapped or reworked. If a worker produced too many faulty items he or she could be dismissed (de Bruyn & van der Westhuizen, 2007:294-295), and similarly a positivistic approach does not create space for the interrogation of issues and thereby is discouraging. The non-existence of open space for discussion or lack of belief that participants are capable of coming up with solutions is detrimental to the way a designer designs a programme as fit for use by the beneficiaries and practitioners.

Scientific management is centralised in nature, while TQM *recognises* participation in coming up with solutions to challenges (de Bruyn & van der Westhuizen, 2007:296-297). Participants are in a position to anticipate possible threats that may hamper the operationalisation of the strategy, so mechanisms are put in place to circumvent them. The features in the TQM advance the agenda of equity and advocate social justice, peace, freedom and hope as criteria of quality in CER (Mahlomaholo, 2009). The TQM enabled me, the researcher, and the SMT to see teachers and parents as capable of anticipating possible threats to the designed CPD programmes for teachers. In this way, teachers and the school community at large were given power to decide and to contribute on the future of the CPD programmes for teachers, which would influence the future of the parents' children. In this way the school had a common vision of what the efforts were geared to. The recognition of the school community's efforts allowed them to see the power that they had as well as the valuable contribution they could make.

TQM recognises that an organisation consists of interrelated and interlinked components which make up the whole organisation, as in systems theory (de Bruyn & van der Westhuizen, 2007:292; Rankin, 1992:72-74). According to Watson and Watson (2011:63-64), systems theory was established by a multidisciplinary group of researchers who believed that studies of science had become increasingly reductionist and the various disciplines isolated. The term *system* refers to relations between components, which together comprise a whole. Systems theory entails identifying the components that make up a system, understanding relations between them, and how these components impact the larger system, external systems, and supra-systems, and vice versa. In addition to the above explanation of systems theory, according to de Bruyn and van der Westhuizen (2007:292), systems theory views organisations as comprising a network of interdependent and synergistic function components which, taken together, can attain clearly stated goals.

With systems theory in mind I found myself in a position to understand that it was the various components of the school community that could provide support for the designed CPD programme to work.

Schools are organisations which are influenced and interlinked to internal components (teachers and learners) as well as other partners (DBE, parents and NGOs). Through TQM the school can achieve its goal of enabling learners to pass. CPD programmes designed for teachers and other partners to have ownership are crucial. Effective communication and a common understanding about roles and responsibilities are important in optimising the effectiveness of the system. When one component, function or subsystem benefits without regard for its impact on the total system it is sub-optimised (de Bruyn & van der Westhuizen, 2007:292).

Since the study is couched within CER, I found the complementary roles played by TQM's aspects of systems theory and the critical and emancipatory component of CER gave the study space for the excluded, namely teachers and parents. The emancipatory role of the CER addressed issues of power by allowing district officials, the SMT, teachers and the parents to jointly come up with a strategy to effectively implement the CPD programme. Systems theory and CER allowed me to be part of the participants, working together with them, and getting the voices/views of parents and teachers enabled us to design a strategy that effectively implemented the CPD programme. It was also the team working together that had to test strategy and provide support for its work and the conditions under which it worked.

This research was informed by TQM, the four features of which make it relevant to address the gap between what teachers expect in CPD programmes and what is offered to them by the designers of the programmes. My expectation and approach to teacher professional development would be informed by the creation of space for empowerment, recognition of participation, participative management and creative problem solving. Teachers in TQM participate, are empowered, and take part in creating solutions to the challenges, and their participation is recognised.

2.3 OPERATIONAL CONCEPTS

The aim of defining the operational concepts is to make it easy for the readers to understand the study. The operational concepts in this study are *professional development* and *CPD*.

2.3.1 Professional development

Murtaza (2010:217) defines Professional development (PD) as the sum of all continuing activities, formal and informal, carried out by individuals or systems to promote staff growth and renewal. The DOE and SACE (2008:3) add to Murtaza's view:

... activities undertaken individually or collectively by teachers throughout their careers to enhance their professional knowledge, understanding, competence and leadership capacity; in particular to increase their mastery of the curriculum and their teaching areas, their skill in teaching and facilitating learning, their understanding of children and young people and their developmental needs, and their commitment to the best interests of their learners and their schools, the wellbeing of their communities and the ethics of the education profession.

Leu (2004:6) and Ono and Ferreira (2010) describe the traditional way of professional development as being when teachers were clustered in workshops to present the subject content knowledge by an expert, for example the learning facilitator. The approach was cost-effective as the national DBE would train a learning facilitator to pass on the information to teachers. The complaint from teachers was that in some cases learning facilitators did not understand the material. The method of linking teaching with 'telling' while learning meant 'absorption' was problematic in that some of the information could be misinterpreted or left out as it moved from the upper level, the national DBE, down to teachers at the district level. Teachers remained passive absorbers of information to be carried over to learners in a rigid controlled way. There was no significant change in practice when the teachers returned to their classrooms (Ono & Ferreira, 2010).

An alternative form of professional development of conducting CPD programmes, according to Leu (2004:6) and Ono and Ferreira (2010), is when teachers are given an opportunity to be knowledge generators and their experiences are taken into consideration.

From being passive absorbers of knowledge they become empowered in the school-based approach. As advocated in CER, (Mertens, 2010:30) teachers themselves would take ownership of the CPD programmes by being involved in determining how best they could deliver lessons and fulfil the other roles of the teacher. Rather than wait for an expert to show them what to do they became active learners. Based on this notion it is implied that teachers construct knowledge of their own by deconstruction, interpretation and reconstruction when engaged in activities and in social discourse that take place in a certain context. In other words, knowledge is situated and is socially and culturally constructed (Ono & Ferreira, 2010). Professional development of teachers does not take place in a once-off workshop but rather scholars agree that it is a continuous and dynamic process of learning opportunities (Murtaza, 2010:217). The table below illustrates the difference between the two forms of professional development.

Table 2.1: Teacher learning (Leu, 2004:6)

Previous approach	Alternative form of professional development
The goal is to have to have teachers who are competent in following rigid and prescribed classroom routines	The goal is to have to have teachers who are practitioners who can make informed professional choices
Teachers are trained to follow patterns	Teachers are prepared to be empowered professionals
Results in passive learning	Results in active and participatory learning
Cascade model run as centralised workshops or programmes	School-based model in which all teachers participate
“expert” driven	Teacher facilitated (with support material
Little inclusion of “teacher knowledge” and realities of classroom	Central importance of “teacher knowledge” and realities of classrooms
Positivist base	Constructivist base

From a TQM point of view, designers of CPD programmes have to understand schools as organisations made up of interrelated components (systems theory) which need to be consulted when designing programmes for teachers. The consultation process, through participative management, would then result in teachers and the school community contributing to the design of the programme. Ownership by teachers and the school community are some of the benefits of the consultation process of participative

management (De Bruyn & van der Westhuizen, 2007:291). Since the value basis of TQM is change and diversity (Eisentein, n.d.) the implication would be that CPD programmes are continuous and programmes would have to be revisited in order for them to suit the requirements of the current education system and the diverse circumstances under which teachers have to work.

The power relations would have to be addressed when CPD programmes are designed using the alternative form of professional development. The expert driven approach gives the designer more power while teachers remain passive recipients of knowledge (Leu 2004:6; Ono & Ferreira, 2010). Designers of programmes would have to design them in such a way that the programmes become relevant to, and address the needs of teachers in their teaching profession. Not only should designers decide what to teach and how to present it, rather teachers would have to be consulted regarding their needs.

2.3.2 Continuous Professional Development

Barnes and Verwey (2008:10) argue that teacher education is regarded as a career-long process commencing with the teacher's own schooling. The phase following the pre-service education and the induction is the CPD programmes for teachers phase. The DoE and SACE (2008:9) agree with Barnes and Verwey that Initial Professional Education of Teachers (IPET) only serves as the basis for the teacher to enter into professional teaching. The development of professional practices remains a continuing process that lasts for the duration of the career of a committed teacher. It is multi-faceted because good teachers learn from many sources, including their life experience, their own professional practice, their peers and seniors in their schools, the teaching profession at large, their professional reading and formal courses. The CER and the TQM frameworks served as lenses through which to view the study, creating space empowerment of teachers through the design and involvement of teachers at school level, NGOs and DBE officials in addressing the schools' identified needs.

For Pakistan there are three ways in which teachers receive CPD programmes. Firstly, there is a three-month programme for unqualified teachers, offered by the government. Having gone through this process teachers are acceptable as being suitable to teach learners, especially in primary schools. The second way of accessing CPD programmes is

a short-term refresher course offered to teachers who are already employed by the government. The third method of accessing CPD programmes is through donor and partnership interventions (Memon, 2007:50). The donor CPD programmes target government teachers who are already employed. The Whole School Improvement Programme to be discussed in forthcoming chapters is another excellent way in which teachers access CPD programmes in Pakistan. A fourth way to access CPD programmes is through private sector initiatives, but here teachers need to be fluent in English. Private sector initiatives still prioritise English in terms of employment and accessing CPD programmes. Each province in Pakistan has an Education Extension Centre and/or Directorate of Staff Development responsible for CPD of teachers. The intention is to provide a professional development programme to each teacher at least once every five years. However, recent research has revealed that teachers have not had an opportunity to access them. Some teachers were even approaching retirement age without accessing CPD programmes (Memon, 2007:50).

As in Pakistan, the Kenyan government also re-skills teachers. In Kenya the need for CPD programmes originated in the attainment of independence in 1963. The withdrawal of expatriates after independence forced the government to utilise many untrained teachers (Bunyi *et al.*, 2011:10). In addition, goals of education for all (EFA) and free primary education (FPE) forced the government to ensure that the massive increase in the primary school learners was able to have teachers in front of them, consequently the government had to introduce CPD programmes to cater for re-skilling of teachers. A two-year distance education programme was introduced to train teachers, coupled with the face-to-face in-contact sessions during vacations and at weekends. Inspectors were entrusted with the duty of providing CPD programmes, however, there was a challenge to their approach when visiting schools. A policing attitude derailed them from offering professional development to teachers. Tutors were also employed to offer professional development but insufficient training was offered as most were graduates with no experience of conducting such programmes to experienced teachers (Bunyi *et al.*, 2011:10).

Comparable to Pakistan, independence of Botswana from Britain revealed a need to professionally develop teachers. It became clear that schooling was only targeting learners on the completion of primary education. Amongst the job opportunities that primary school-leavers were capable of accessing included clerical work and the teaching

profession (Monyatsi, 2003:118). In trying to access jobs that were controlled by the colonisers (Britain) before independence access to secondary education became a necessity. In addition, access to tertiary education was necessary. The present secondary education schools and manpower in secondary schools could not afford to deal with the demand. The then Prime Minister of Botswana, the late Prime Minister Sir Seretse Khama established a commission to address the challenges (Monyatsi, 2003:120). According to Monyatsi (2003:120) the commission gave birth to the *Education for Kagisanong* (1976), which attempted to improve access to secondary education by most Batswana learners. Notwithstanding the success of the effort in the *Education for Kagisanong* (Social Harmony), the new challenge that emerged was lack of quality education and suitable manpower to deal with the growing number of secondary school learners (Monyatsi, 2003:123).

The late Prime Minister Ketumile Masire established another commission, to look at efforts that could be employed to improve the quality of teaching and learning. The commission resulted in the emergence of *The Republic of Botswana* (1994) Act. Amongst its recommendations was the improvement of the cadre of teachers offering lessons at school. School principals and School Management Teams (SMTs) had to conduct school-based professional development programmes for teachers. Appraisal became an ingredient in ensuring that teachers were receiving support in their professional development needs. A distinct factor in the approach was the confidentiality of what was written about each teacher (Monyatsi, Steyn & Kamper, 2006:215). Teachers could not have access to what was said or written about them (Monyatsi, 2003:129).

In neighbouring South Africa, after attaining democratic status in 1994, the government put in place policies that obliged teachers to undergo professional development. For the sake of this study I refer to the DoE and SACE (2008), the *Whole School Evaluation* (DoE, 2001) and the *Integrated Quality Management System* (DoE, 2003). According to the DoE and SACE (2008:12) the CPD programmes for teachers system has six main purposes, namely, improving schooling and the quality of learner achievements; coordinating professional development activities with a view to achieving sharper focus and effectiveness; revitalising the teaching profession and fostering renewed commitment to the profession's seminal role in the development of the country; contributing to the responsible autonomy and confidence of the teaching profession; enabling the profession

to re-establish its professional standing and role in advancing the ideals of social justice; as well as acknowledging the effective participation of teachers in professional development activities which are priorities for the education system and the teaching profession.

The DoE and SACE (2008:15) group professional development activities into three kinds according to the main basis of their priority. Teacher priority activities are the first kind, chosen by teachers themselves for their own development and the improvement of their own professional practices. The second group of activities are the school priority activities, undertaken by school leadership and staff collectively, focussing on whole school development, the institutional conditions for the improvement of learning, and improved teaching. The study focused on these two priority activities, attending to the teachers' and schools' needs. The last priority activities concern the profession, directly to do with enhancing the professional status, practices and commitments of teachers in areas of greatest need, as defined by the DoE, SACE, national teachers' unions or other national professional bodies.

The main purpose of having CPD programmes should be to sharpen teachers' expertise in fulfilling the roles they have to execute, namely learning mediator, interpreter and designer of learning programmes and materials, leader, administrator and manager, scholar, researcher and lifelong learner, community member, citizen, pastoral carer, assessor and subject specialist (National Education Policy Act, RSA:1996:47-48) (see 2.6.1.2). The programmes can be school-based with the school creating space for teachers to discuss, amongst other topics, curriculum matters, professional knowledge, and understanding of children and the ethics of the education profession. The same empowerment discussion may be cluster-based or district-based as organised by the learning facilitator, SMGD or any departmental official in addressing aspects of common interest in the cluster or district. The frequency of having the empowerment CPD programmes could be as the need arises or a programme may be drawn which may indicate topics to be discussed, when, where and by whom. In order to promote growth and renewal CPD programmes should be continuous.

The second policy that requires teachers to undergo professional development is the *National Policy on Whole School Evaluation* (DoE, 2001), which addresses nine key areas of evaluation, each with its own distinctive purpose. The fourth key area of evaluation touches on teacher development, stipulating that schools and the DoE ensure that

“[q]uality of teaching and learning and teacher development” are prioritised (DoE, 2001:5). The stipulation links the quality of teaching and learning to teacher development, thus it is important and a requirement for teachers to attend CPD programmes for teachers in order to improve their performance and thus their schools. Through a focus on the nine key areas, including the fourth, *National Policy on Whole School Evaluation*, the aim is to account for the school’s current position while supporting underperforming schools and recognising good schools. Through the self-evaluation, the school is able to judge its current state of affairs and attempt to improve. The district officials also need to strengthen their support to schools.

The third policy that requires teachers to undergo professional development is the *Integrated Quality Management* policy (2003). CPD programmes for teachers are an aspect of the IQMS. The instruments to be used in the PM as indicated in the IQMS policy (DoE, 2003:16-17) comprise two parts. One section is for the observation of teachers *in practice* and the other is concerned with aspects for evaluation that fall *outside the classroom*. The performance standard that concentrates on the professional development of teachers is the fifth. Its focus is on professional development in field of work and participation in professional bodies. The expectation is that teachers have to participate in professional development activities which will be demonstrated by their willingness to acquire new knowledge and additional skills. There are four criteria used in the fifth performance standard, namely participation in professional development, participation in professional bodies, knowledge of education issues and attitude to professional development (DoE, 2003:33). Teachers are expected to display a positive attitude towards professional development by participating in activities which foster professional growth and try new teaching methods or approaches and evaluate their success (DoE, 2003:34).

The four performance standards which focus on classroom activities can be enhanced if teachers attend and are engaged in the design so that they can fulfil their roles effectively and efficiently. The four performance standards that concentrate on activities in the class room according to the IQMS policy document (DoE, 2003:25-32) are the following: firstly, the creation of a positive learning environment. The CPD programmes should enable teachers to create positive learning environments that enable learners to participate and to achieve success in the learning process. The achievement of this performance standard can be seen when the organisation of learning space shows creativity and enables

learners to be productively engaged in individual and cooperative learning, and learners are self-disciplined and motivated. The second performance standard is about the knowledge of curriculum and learning programmes. The CPD programmes should enable teachers to possess appropriate content knowledge which would be demonstrated in the creation of learning experiences. This can be achieved by skilfully involving learners in the subject. Thirdly, teachers have to demonstrate competence in planning, preparation, presentation and management of learning programmes. An example of the achievement of the third performance standard is when the teacher shows outstanding planning of lessons that are exceptionally well structured and clearly fit into the broader learning programme, with support that builds on previous lessons as well as fully anticipating future learning activities. Lastly, teachers have to be competent in monitoring and assessing learners' progress and achievements. An example of the achievement of the fourth performance standard is when the teacher gives feedback to learners that is insightful, regular, consistent, timeous, and built into lesson design.

The other performance standards which are outside the classroom, besides professional development, are human relations and contributions to school development, extra-curricular and co-curricular participation, administration of resources and records, personnel, decision-making and accountability, leadership, communication and servicing the governing body and Strategic Planning and financial planning (DoE, 2003:16). Besides the first four performance standards, which refer to the teacher in the classroom, post level 1 teachers are also scored on professional development, human relations, contribution to school development, and extra-curricular and co-curricular participation. They need to be active in these performance standards, and continue to receive further professional development so as to deliver quality education (DoE, 2003:52). In addition to the performance standards applicable to post level 1 teachers, HoDs are scored on administration of resources and records, personnel, and decision making and accountability. Deputy principals and principals are scored in all the performance standards applicable to HoDs plus their effectiveness in leadership, communication, servicing the governing body, and strategic planning, financial planning and education management development (EMD) (DoE, 2003:53-54).

Regarding leadership, communication and servicing the governing body, according to the IQMS policy document (DoE, 2003:47-48) deputy principals and principals have to

demonstrate that they have well developed leadership qualities which would be shown by their ability to take a lead and act decisively in terms of priorities and opportunities. Their leadership needs to translate strategic objectives into action plans and be able to inspire colleagues that would be shown by the trust and motivation amongst staff members. School principals and their deputies have to work with colleagues to effect improvements on a continuous basis while encouraging independent thinking and innovation. The creation of space for empowerment through sharing information and providing support are some of the qualities a leader has to display.

In terms of communication principals and their deputies need to consult with all partners and listen to alternative points of view. By allowing alternative views, including constructive criticism, they disempower the positions they hold so as to view issues from the teachers' perspectives (DoE, 2003:48). While they cannot take everything from teachers and the school community, perspectives from different partners enrich the decisions to be taken while allowing them and the school community to be empowered. In terms of service, principals and their deputies need to be innovative in creating systems for managing and tracking work in progress as well as being able to multitask without losing focus (DoE, 2003:48).

In the light of the aforementioned argument, professional teacher development is a requirement in South Africa. From the four countries, attainment of independence and democratic status emerged as the common feature leading to provision of professional development. In all these countries, CPD programmes and policies are seen as essential to enable teachers to adapt to new and emerging challenges.

2.3.3 Programme and education policy

The concepts 'programme' and 'policy' are frequently used in this study. A policy is a system of values and symbolic systems, comprising ways of accounting for and legitimating political decisions (Ball, 2013:16-17). Policies are not simply limited to what the government decides and does but rather they are made and remade in small sites. As such policies are not static they continue to change in response to emerging challenges. The aim with policy is to move from a state of inadequacy of the present to an ideal future, in which everything works well and as it should (Ball, 2013:9).

An education policy refers to “a course of action adopted by government through legislation, ordinance, and regulations, and pursued through administration and control, finance and inspection, with the general assumption that it should be beneficial to the country and its citizens” (Hartshorne, 1999:9). An education policy aims at reform and doing things differently (Ball, 2013:9). In cases where in-depth, explicit literature on education policy focusing on teacher professional development could not be found I used education programmes that various countries use to re-skill teachers’ content knowledge and improve teachers’ pedagogical practices. An education programme refers to “a series of steps to be carried out or goals to be accomplished” (Free online dictionary, 2002:4 of 6). The programme aims at showing a plan, scheme, strategy, procedure and plan of action, and with the education policy at making teachers better in the way they do their work and show steps to be undertaken to reach educational goals. The difference is that the government can enforce the implementation of a policy.

The challenge with policies and programmes, according to Trowler and Barber (2005:2), is that they are normally developed under poor consultation processes and hence fail to achieve the desired outcomes. Consequently, policies tend to display values and interests of those in power (Ball, 2012:3). As a result, practitioners and implementers lack ownership, which shortens the effect of the policies and programmes on them. For a longer-lasting effect and for solving complex educational practices of teachers a more consultative and joined up mode of thinking has to remain a priority.

2.3.4 Sustainable learning environments

Dhlamini (2009:20) defines a learning environment as an environment that supports teachers and learners in developing their potential for the benefit of society. It includes a formalised form of transferring knowledge from the teacher to the learner. Mahlomaholo (2012:5) indicates that in this formalised form of acquiring knowledge or constructing knowledge by the child, community members, including parents, are put on the periphery. They seem not to feature, however a child not only learns within the classroom but also in the home. What is needed for learning to take place is the creation of a space in which both the formalised form of constructing knowledge and the inclusion of community members can be possible. Thus, using the words of Mahlomaholo, a learning environment is “a

social space made up of many people communicating with one another as they work/act towards a defined goal, namely the achievement of effective learning outcomes” (Mahlomaholo, 2012:5).

The inclusion of the community at large, as cited in the preceding paragraph, leads to the sustainability of the learning environment. The presence of the community extends even beyond the child being raised at a particular time and in a certain space: “This goes across generations, especially if marked by respect and social justice” (Mahlomaholo, 2012:5). A sustainable learning environment thus requires the creation of open discussion of educational issues with the community at large included in the education of a child.

2.3.5 Effective strategy

The *Longman South Africa School Dictionary* (2007:226, 676) defines the word ‘effective’ as having the desired result, and the word ‘strategy’ as a plan for achieving something. *Encyclopaedia Britannica* (2013:2 of 8) asserts that the term *strategy* derives from the Greek *strategos*, an elected general in ancient Athens. The *stratego*i were mainly military leaders with a combination of political and military authority, which is the essence of strategy. From a military perspective a ‘strategy’ is defined as the science or art of employing all the military, economic, and other resources of a country to achieve the objects of war (*Encyclopaedia Britannica*, 2013:2 of 8). On the basis of the definitions of the two words, an ‘effective strategy’ may be defined as a plan to achieve what the designer wants. Furthermore, an effective strategy to implement the CPD programmes and policies will mean a plan to achieve an improvement in the content knowledge and pedagogical practices of teachers in schools.

2.4 CONCLUSION

This chapter has examined the researcher-researched relationship which made it appropriate for the choice of CER (over positivism) and TQM (instead of scientific management). The multiple realities in the CER and the creation of empowerment space for the discussion of matters without fear made it a suitable lens. TQM, through its stance on the creation of space for empowerment and recognition of participation, matched CER.

The next section reviews literature on CPD programmes.

CHAPTER 3

REVIEWING LITERATURE ON STRATEGIES TO IMPLEMENT CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMMES FOR TEACHERS

3.1 INTRODUCTION

The aim of the study is to design a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in the Thabo Mofutsanyana Education District. This chapter reviews literature on challenges and strategies used around the world so as to learn from best practices. Conditions favouring the implementation of the strategies, threats to their implementation and support to show how they worked are also provided.

3.2 RELATED LITERATURE

The CPD programmes for teachers are necessary since there is no teacher education that can equip one for a lifelong career (Moswela, 2006:626), a claim strengthened by Carlin's (1992:55) proposition that "no matter how good a teacher is, that teacher can become better." The next sections are aligned to the objectives of this study. In the first, attention will be given to the challenges encountered in the implementation of the CPD programmes and policies. In the second, focus is on the components of the strategies employed to address them. The aim is to learn from what other people are doing elsewhere and look at the challenges in ways that are more future-oriented. In the third and fourth sections the concentration is on the conditions under which the strategies worked as well as the threats that could stand in the way of their operationalisation. In the last section support is provided for the successful implementation of the strategies in four countries.

3.2.1 The need to design a strategy

South Africa and other countries have CPD programmes to equip teachers to improve their work in class and outside the classroom in work-related issues. The following paragraphs discuss the challenges met in the design and implementation of CPD programmes. In the upcoming discussion, challenges to the implementation of teacher professional development policies and programmes in four countries are brought to the surface and discussed.

3.2.1.1 *Beneficiary and practitioner communities excluded in the designing*

Teachers attend professional development programmes because of an obligation to the government and to improve their content knowledge and pedagogical practices. It is therefore imperative for the designers of programmes to consider what teachers expect to achieve when attending them (Guskey, 2002:382-383). Designers combine what teachers say are their needs for development with what the designers think and assume are teachers' needs. It is therefore important that designers engage teachers as they plan their programmes. In the upcoming paragraphs, I looked at the involvement of teachers in the design of teacher professional development programmes and policies.

Since the independence of Pakistan in 1947, various reforms in the education system have taken place. The greatest challenge to quality education is in the government schools, where about 80% of children access education (Rizvi & Elliott, 2007:6). The quality of education offered in the programmes that prepare and re-skill teachers contributes to the low quality of education in public schools. In all these efforts of reforming the education system teachers are seen and perceived as implementers of innovation by experts. They are not perceived as professionals who could be having a positive contributory effect on policy planning or the design of professional development programmes (Rizvi & Elliott, 2007:7). The exclusion of teachers' voice paves the way for the failure of the programmes designed for them. A bureaucratic form of communication still exists.

A similar situation prevails in Kenya, where lack of the involvement of the school community in the design and development of teacher professional development is confirmed by *A Policy Framework for Education* (Ministry of Education, 2012:22). This states that there is diminished support and involvement of the school community in the

design, development and implementation of the CPD programmes, with teachers excluded from the design of the programmes that aim to enhance their performance. Whilst I am not belittling the expertise of the designers, the voice of the practitioners cannot be overlooked if Kenya is serious about the professional development programmes of teachers. Their exclusion is the result of most CPD programmes being centralised (Mwaura, Gathenya, Musyoka & Abdi, 2012:6), and as in Pakistan, Kenya assumes an objective world with the privileged knowledge of experts. For the team monitoring and evaluating the efficiency of professional development programmes, multiple realities and approaches to CPD programmes and policies have to be looked at.

As in Pakistan and Kenya, teachers in Botswana have also faced marginalisation, as designers of professional development programmes excluded them from their design. Designers of programmes assumed the position of experts (Ramatlapanana, 2009:154) as their plans, presentation and flow of activities solely depended on the presenters. The exclusion of teachers resulted in the failure of the programmes to improve the pedagogical practices of teachers. The next aspect from the Botswana education system is the confidential reporting system, which denied teachers an opportunity to know what was written about them by their seniors (Monyatsi, 2003:129; Monyatsi et al., 2006:215). School principals were to write secret reports about teachers on a yearly basis, and the lack of the knowledge about what was written about them gave rise to negative attitudes.

There is a similarity in the subjective evaluation of teachers when one compares South Africa and Botswana. The programme on the professional development of teachers has been included in the IQMS policy document (DoE, 2003:1), but the other two aspects are performance measurement (PM) and Whole School Evaluation (WSE). The results of the instrument used in the IQMS are for both development purposes and salary notch increases (DoE, 2003:6). According to teachers, the notch increase linked to teacher development is subject to abuse (Hlongwane, 2009:167; Tsotetsi, 2012:377). As in Botswana, principals in South Africa may favour certain individuals who are on good terms with them.

Biputh and McKenna (2010:284) argue that the use of lesson observation for the purpose of improving teaching is severely undermined by its use by the same people for performance measurement purposes. The process has the potential of becoming exclusively about performance measurement, especially as the language used in giving details of the lesson observation is within an accountability discourse. The message

deduced by practitioners is that the instrument is more about notch increases than development. Accountability is subverted through a compliance approach to the implementation of the system (Biputh & McKenna, 2010:284).

The above-mentioned study by Biputh and McKenna in KwaZulu-Natal revealed that teachers had the knowledge and skills to make a significant difference in how their colleagues taught, but they felt that the developmental aspect was not structured to maximise that. They perceived peer review as just one more step to be ticked off in the IQMS process. The non-involvement and inadequate training which resulted in teachers perceiving IQMS peer review in a compliance discourse was indicated by one of the teachers: “It’s because you and I are friends, so you listen to my lesson, I come and listen to your lesson – for two minutes – just to say I was there, and that’s it” (Biputh & McKenna, 2010:288).

Through the involvement of teachers they will pay more attention to their work as well as to how their colleagues teach, and in that way be proud to observe their contribution to the professional growth and development of their colleagues. The above statement by Biputh and McKenna shows that teachers did not own their development, but rather they had given their power to the DoE to decide and by so doing given away their power to decide what was good for them.

The other challenge of not involving practitioners in the design of the programmes is presented by (Bantwini, 2009:173), who challenges the cascading model of presenting CPD programmes for teachers as it places them as passive recipients of the designed programmes and consumers of knowledge produced elsewhere. The National DoE trains the Provincial DoE, which will then train the districts, which then cluster teachers and train them. The assumption in this CPD programme’s approach is that teachers can change their behaviour and learn to replicate it in their classroom. At school level teachers are expected to do the same with learners, and so are not involved in the design of the programmes. The approach becomes exclusively a top-down one, neglecting other partners in education.

The non-involvement of practitioners when programmes are designed was confirmed by Ono and Ferreira (2010), who found such an approach to be expert-based, with the knowledge and experiences of teachers not considered. They became absorbers of knowledge transmitted to them. The programme was designed and presented in a rigid

way, without room for context or for teachers to construct knowledge based on their experiences. By not consulting teachers it becomes difficult for them to translate and contextualise an expert-based form of the CPD programme into the classroom situation. Ono and Ferreira (2010), Papastamatis, Panitsidou, Giavrimis and Papanis (2009:84) and Villegas-Reimers (2003:24) argue that any education reform or improvement that fails to consult teachers in their CPD programmes has not been successful. Literature indicates that programmes designed from a point of excluding teachers' experience could only promote momentary subservience and does not work. The balance between experts' knowledge and teachers' experiences have to be forged and sacrificing either is detrimental to any form of teacher development.

A common practice in the above countries is that teachers are excluded in the design of programmes meant for them. Principals and designers still play a leading role while sidelining teachers.

3.2.1.2 *The absence of relevant professional development programmes*

The success of any approach to teaching and learning depends on the cadre of teachers receiving professional development, and the absence and unavailability of such programmes acts as an inhibitory factor in the success of their application. In Pakistan all teachers are expected to undergo teacher professional development every five years, but research shows that such programmes are not easily accessed by teachers and schools (Westbrook, Shah, Durrani, Tikly, Khan & Dunne, 2009:439), resulting in experienced teachers resorting to old-fashioned, teacher-centred approaches. There are no opportunities for teacher appraisal and teacher professional development opportunities (Vazir & Meher, 2010:124; Westbrook et al., 2009:441), and because of the teachers' methodologies learners remain as passive recipients of what teachers know and say to them. Learners, meanwhile, are not given enough opportunities to go out and search for information, nor a chance to express opinions based on their perspectives.

As in Pakistan, Kenyan teachers also face challenges of accessing relevant professional development programmes. They are not afforded an opportunity to identify areas in need of development. Studies reveal that identification of areas in need of professional development and receiving the relevant programmes are crucial to teacher professional

development and empowerment (Desimone, 2009:184). Current stipulation from the Ministry of Education (Republic of Kenya, 2012:1.7.23 1x) highlighted the unsuitability of the professional development programmes offered to teachers: “[t]eacher training programmes are viewed as being largely unfit for purpose and in need of radical change.” Professional development programmes are not relevant to what teachers need, and from the above-mentioned sentiments setting priorities for what needs to be offered to teachers seemed to be lacking. There is lack of concerted effort in ensuring that teachers receive programmes that would improve their content and pedagogical knowledge and practices (Mwaura et al., 2012:6).

Comparatively, in Botswana the appraisal system is perceived by teachers and their seniors as a formality. Having completed the forms secretly, no professional development follows as a result of the weaknesses identified by the seniors. Monyatsi et al. (2006:224) affirmed that principals, senior teachers and post level 1 teachers interpreted the appraisal as a routine which needed information that would be used nowhere else. One of the principals said:

... the system is there just may be for SMT to say we have something in place... It is not serving any purpose at all. If it was properly used, SMT would be using it as an equipment that could tell them to recommend people for promotion, further studies, *et cetera*. But it is not the case. It is just one formality (Monyatsi et al., 2006:224).

From the sentiments echoed by the principal and the teacher it is apparent that the appraisal system is perceived to be serving no purpose in terms of teacher professional development as envisaged by the designers.

In the South African education fraternity, according to the IQMS policy document (2003:2), “SMTs inform educators of the INSET and other programmes that will be offered and make the necessary arrangements for educators to attend... [staff development teams] liaise with the department in respect of high priority needs such as INSET, short courses, skills programmes or learnerships.” In this way teachers can receive assistance in areas where they feel they need to help, whether in content knowledge or pedagogical practices. The presence of these programmes may give meaning to the IQMS processes as teachers would know that if they needed professional development such a need would be

attended to in the coming week or future, or rather the need has been noted and would be attended to in due course.

Studies by Hlongwane (2009:167) and Tsotetsi (2012:378) showed concern in the absence of relevant CPD programmes for teachers. Although teachers were aware of their weaknesses and disclosed them their professional development needs were not attended to when such a need had to be attended to by the district-based official. Hlongwane's study was in the Kathorus area in the Gauteng province of South Africa, where the absence of professional development programmes called for a joint effort in realising the needs of teachers and offering them the necessary programmes. This further affects teachers' competencies in classes and hinders their development and growth as professionals. Still in the South African context, studies by Biputh and McKenna (2010:289-290) indicated that teachers who participated in the studies were concerned that their honesty about needing professional development could not benefit them in any way. There were no professional development programmes for teachers that would be forthcoming, even when they had disclosed them.

The absence of relevant professional development programmes for teachers was reiterated by the South African Council for Educators (SACE), according to which (in Biputh and McKenna, 2010:289) teachers were not provided with adequate support or professional development. The greatest challenge was that most teachers were the product of the apartheid education system, which had not encouraged autonomy or the involvement of teachers in professional development programmes and policy matters. Teachers needed programmes that would improve their competencies in classes and be relevant to their context.

Based on the shortage of teachers who specialised in Mathematics and Physical Sciences in the former disadvantaged communities, South Africa still faces a challenge (Bantwini, 2009). CPD programmes need to be planned in such a way that they cater for the multiple individual teachers, and this can be done preferably through the involvement of teachers before the CPD programme so that it would be planned according to their needs and contribution. A follow up at school level after the CPD programme can enhance the knowledge gained during it. Bantwini (2009:177), in a study in the Eastern Cape Province in South Africa, showed that some CPD programmes organised by the district did not cater for teachers who were teaching Natural Sciences but did not specialise in it. The CPD

programme was general, not catering for the different needs of various teachers and having no follow up in schools to engage teachers further or to hear their concerns or needs. Based on the empirical support he received, Bantwini (2009:178) summarises his findings as follows. Despite the reforms in place:

Lack of adequate pedagogical content knowledge, lack of lesson planning by all teachers, and deficiency in the in the use of various instructional approaches and knowledge on how to use the newly recommended students assessment approaches still persisted. Most of the exiting challenges were not addressed ...

The summary shows that the basic skills and content knowledge for the delivery of quality education to learners was lacking. The possibility of producing learners with skills needed by the current market cannot be achieved if the CPD programmes fail to equip teachers with the appropriate skills and pedagogical content knowledge.

CPD programmes have to prepare and enhance performance of teachers' roles. According to the *National Education Policy Act* (RSA, 1996:47-48) the teachers have seven roles to play. The seven roles of teachers can best be reached through CER, which empowers participants. Firstly, as **learning mediator**, teachers have to show competency and sound knowledge of the subjects they are teaching. CPD programmes ought to enable them to fulfil this role by involving them when programmes are designed, otherwise they are unable to deliver the content in such a way that it would be easy for the diverse group of learners to understand. Secondly, teachers have to be **interpreters and designers of learning programmes and materials**. The design of CPD programmes should not be the responsibility of one person. A consultative approach by district-based officials can enable teachers to assume the duty of identifying the requirements for a specific context of learning and select and prepare suitable textual and visual resources (National Policy Act, RSA, 1996:47). Thirdly, teachers have to be **scholars, researchers and lifelong learners**. They can achieve this role if CPD programmes are designed with their inputs, wherein they would receive on-going personal, academic, occupational and professional growth through the pursuing reflective study and research in their subjects, in broader professional and educational matters. Fourthly, teachers have to play a **community, citizenship and pastoral care role**. In order to internalise this they need to understand and put it into practice. CPD programmes are expected to be designed with this role in mind by the designers. Teachers would then be put in a position that enables them to demonstrate the

ability to develop supportive and empowering ecologies for the learners and respond to the educational and other needs of the learners. Teachers would further develop supportive relations with parents and other partners in education, based on critical understanding of community and ecological development issues (National Policy Act, RSA, 1996:47). The sixth role of teachers is to be **assessors**, in a position to understand assessment as the component of the teaching and learning process which has to be incorporated in the planning process. CPD programmes are expected to be designed in such a way that teachers have the understanding of the purpose, methods and effects of assessment are able to provide helpful feedback to learners. The last role of teachers is to be **subject specialists**. Through the incorporation of teachers in the professional needs of teachers they have to equip teachers to be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the subject. They need to be equipped with the different approaches to teaching and learning, and how these would be suitable to the context of learners (National Policy Act, RSA, 1996:48).

Studies by the Nelson Mandela Foundation (2005:109) showed that teachers were not prepared to fulfil these roles, and their educational background and experiences could not help them do so:

The roles that teachers are expected to perform, alongside the expectation that they will implement a curriculum that will empower children and transform the classroom, are extremely difficult. They place a burden on teachers in rural areas that they cannot carry. Little in their own educational experience and teacher training has prepared them for these roles and expectation (Nelson Mandela Foundation, 2005:109)

Teachers lack sufficient expertise in fulfilling these roles. Findings from the Nelson Mandela Foundation (2005:87) are that teachers are still using the traditional methods of teaching. Learners pointed out that teachers were using the new terminologies as required by the OBE approach, for instance seating them in groups. However, the changes were merely cosmetic as teaching was still teacher-centred. Understanding the language of teaching and learning remained a challenge. Visitors observed that classes used posters written in English but learners seemed not to understand their meaning. For example, one of the posters was written as follows:

POLOKWANE IS IN LIMPOPO

Learners had to repeat reading loudly the above-cited words. When one was asked by the visitors what he had learnt he said that “*Polokwane fell into the Limpopo.*” The implication of the above scenario is that learners were learning without understanding. The choral repetitions of *ma! me! mi! mo! mu!* still dominated the teaching and learning process. The second example is when learners were able to read what was written on the chart, but none of them could say what the reading meant in their mother tongue, that is in IsiZulu. Although this was a grade 4 class, and the writing on the board showed that the previous day the lesson was on division, learners did not understand what division meant in their daily lives. They could not, for example, divide 90 by three (Nelson Mandela Foundation, 2005:89).

In most cases in this study by the Nelson Mandela Foundation teachers still use monologue as the main teaching method. The method as such has its own good and bad sides. It can be used to present information in a more engaging way. Contrary to the first use, teachers may use it to promote rote learning. Essays from learners showed that teachers were depriving learners of the opportunity to interact and discuss the subject materials. Their essays showed that they were doing routine work, such as reading, being given homework, sweeping their classrooms and the following day copying corrections on the chalkboard written by the teacher (Nelson Mandela Foundation, 2005:91). Corporal punishment was also seen as being administered in most schools under study. Learners’ essays revealed that teachers were still using sticks and canes to punish learners, even for minor offences. The sticks could be observed in the classes but teachers gave different meanings for their presence, whilst others claimed that they had them just to threaten learners, presumably as a deterrent (Nelson Mandela Foundation, 2005:93).

In the four countries the lack of appropriate CPD programmes for teachers prevails. The challenge ranges from the absence of appropriate CPD programmes, as in Pakistan and South Africa, to the provisioning of irrelevant CPD programmes as in Kenya. Botswana is

affected by the secrecy report about each teacher. The Nelson Mandela Foundation findings also show the inability of teachers to fulfil their seven roles.

3.2.1.3 *No coordination plan of implementation*

A properly coordinated programme is a cornerstone for the success of its implementers and beneficiaries. All teachers in Pakistan are expected to undergo professional development every five years (Westbrook et al., 2009:439) but a lack of a well-coordinated strategy with an action plan has contributed to the failure of this stance (Westbrook et al., 2009:439). Similarly, the CPD programme in Kenya, according to the Ministry of Higher Education, Science and Technology (Republic of Kenya, 2012: Executive Summary) is “fragmented, losing on the benefits of synergy and networking.” Poor Strategic Planning acts as formula for the failure of the coordination of CPD activities. For Botswana, lack of a well-coordinated professional development programme is the result of former reliance on England (Moswela, 2006:624). Principals were trained with the intention of allowing them to cascade the information down to teachers, but were not specialist of all subjects taught at the school (Moswela, 2006:628). In addition, teachers also raised concerns about interacting and networking with other teachers. They asked to form and join associations that would assist them in sharing information and exchanging best practices of teaching (Shehu, 2009:273). In addition there was a lack of monitoring to ensure sustainability of programmes (Ramatlapana, 2009:156).

From the South African perspective, according to the IQMS policy document (DoE, 2003:3), the SMT and the SDTs work together in coordinating professional development programmes. Each SDT of a school “[p]repares and monitors the management plan of the IQMS.” It is expected that this plan would serve to coordinate IQMS activities, thus creating time for the identification of professional development needs of teachers which then inform the School Improvement Plan (SIP). In this way the individual needs of teachers and the school would be accommodated in the overall plan of the school, further affecting the professional development programmes offered by the district office to schools.

Contrary to the expectations stipulated in the IQMS policy document, Mestry et al., (2009:488) and Allais (2006:33) caution that the plan for the implementation of

professional development for teachers is not a coordinated one. They caution that it had to be a coherent and integrated professional development plan that grows out of the school vision for learner success to which teachers are committed. An uncoordinated plan would not benefit teachers, and the workshops and other initiatives would lack meaning. The starting point is to involve teachers and the community.

The above utterances from the four countries reveal a lack of a coordinated plan in the four countries. Although the principals' training sessions in Botswana gave them an advantage they were not specialists in all subjects. The last challenge incorporated in the coordinated plan is the lack of a built-in monitoring system to ensure sustainability.

3.2.1.4 *Lack of leadership for the implementation of professional development programmes*

Leadership in the implementation of a programme lays a basis for its success. Studies in Pakistan pointed out the absence of school-based professional development programmes (Westbrook et al., 2009:439). School principals and SMTs are not creating space for teachers to share good practices or improve on their pedagogical content knowledge. Teachers who attended programmes offered outside the school premises did not receive support from the SMT or the principal. Although they attempted to use a learner-centred approach in enabling learners to understand and share information cooperatively, they did not receive support from the management of the school. The SMT claimed that the approach was disturbing the calm and might promote ill-discipline. Rote learning, and traditional methods of reading the textbook and memorisation still occupy centre stage (Westbrook et al., 2009:439). Without support from the SMT and the principal in particular such initiatives require much effort to put into operation.

For Kenya, according to the research conducted in 2008, 70% of the professional development programmes' presenters in primary schools were not trained to offer them (Mwaura et al., 2012:6). Their failure to excel in secondary schools, for which they were trained, resulted in them being demoted to offer professional development programmes in primary schools, which they did in an abstract and theoretical manner, as if to secondary school teachers. Although teachers attended the programmes, because of their unsuitable design and development they claimed they were irrelevant to them. Modelling primary

teaching by the facilitators remained a challenge (Mwaura et al., 2012:6), further affecting the learners who were supposed to benefit from the programmes presented to their teachers. In short, the government officials who deployed the presenters of professional development programmes to primary teachers should have carried out a SWOT analysis, to identify the strengths, weaknesses, opportunities and threats in using secondary school trained teachers to present professional development programmes to primary school teachers.

Although differently experienced, school leadership in the Southern African Development Community (SADEC) region also has some challenges in the provisioning of teacher professional development. For instance, the *Revised National Policy on Education* (1994:47) in Botswana required that:

The heads as the instructional leaders, together with the deputy and senior teachers, should take major responsibility for in-service training of teachers within their schools, through regular observations of teachers and organisational workshops to foster communications between teachers on professional matters to address weaknesses.

Pansiri (2008:473) argues that SMTs and principals are lacking in terms of conducting staff development programmes. SMTs lack expertise in teacher management, induction of teachers, leadership skills and curriculum management, and needed development in order to conduct professional development programmes for teachers.

In the South African education sector, for each school the SDT “coordinates all activities pertaining to staff development” (DoE, 2003:3), and with the SMT it needs to ensure that teachers receive training. During classroom observations there would be no clashes as the HoDs may be responsible for a number of teachers. The leadership has to make a follow up if individual teachers’ concerns are captured and could be attended to by a specified date. In this regard, teachers have to work with SMTs so as to have their voice heard, by so doing influencing rather than ceding their power to decide on their fate, including CPD programme provision.

Mestry et al. (2009:476) pointed out that the lack of the implementation of the IQMS policy document and subsequent lack of teacher professional development was due to the lack of an intensively driven advocacy programme on IQMS by the DoE, which ultimately

cascaded through the provinces down to schools. Other challenges were brought by the provincial Departments not providing sufficient training to teachers in the field of IQMS, as most teachers underwent once-off training. In other provinces training was outsourced to institutions of higher learning and private consultants who themselves had inadequate knowledge and practical experience to undertake it. Poor leadership by the principals and SMTs resulted in the IQMS policy not being implemented (Mestry et al., 2009:476-477).

The absence of leadership to ensure teachers received relevant CPD programmes was alluded to in the study by Biputh and McKenna (2010:289), which found that teachers had observed a lack of opportunities for improvement on the basis of IQMS professional development needs. Administrators were rarely prepared to offer useful advice or provide an opportunity for learning. The study further revealed that the leadership did not create a space in which discussions on a one-to-one basis would take place. Teachers did not have a chance to sit down with their DSGs and SDTs on a one-to-one basis, and no time was created for working on the issues raised by teachers in their personal growth plans (PGPs). Teachers submitted all of their documentation and went through the rule book scrupulously, but with no follow up. Principals were able to settle scores with teachers rather than attending to the teachers' professional development (Kutame, 2010:97).

Leadership further plays a crucial role in ensuring that the information gained through the CPD programmes is implemented when teachers come to school. Follow up by the HoD at school level and the learning facilitator from the district office is important. In a study by Bantwini (2009:177) the teacher admitted that she could not implement the new curriculum because she had not grasped it, indicating that under the previous dispensation they had been 'spoon-fed'. The challenge was to introduce a teacher produced by the apartheid system to a learner-centred approach. Due to the legacy of the apartheid regime and its poor training, most teachers lacked sufficient pedagogical content and skills. The teacher indicated that she gave learners notes to memorise because she was used to that type of teaching. The teacher believed they needed more CPD programmes to get used to the new content and new ways of teaching. The learning facilitators, as leaders in curriculum at district level, and HoDs at school level, were therefore expected to create more time for engagement in this regard.

Since the instrument for professional development purposes was also used for notch increases, the feeling or observation of participants in the study by Hlongwane (2009:167)

and Tsotetsi (2006:86) was that IQMS was used by seniors to reward their friends, whilst the same seniors would have a good opportunity to deny rewards or incentives to other teachers who were not friends to them. With a strategy in place, such unequal power relations between teachers and the principals could be challenged, and transparency be developed in how people obtain scores.

While the South African IQMS policy may appear promising in theory, coordination challenges arose in the four countries.

3.2.1.5 *Lack of support from Departmental officials*

For each of the countries there has been a notable lack of sufficient support to schools, with the majority of the learners relying on education provided by the government, whilst the others attend private and/or faith-based schools.

In Pakistan, education of children does not receive the attention that it deserves (Rizvi & Elliott, 2007:7). Besides the low salaries paid to teachers they are not receiving professional development to acclimatise them to the emerging pedagogical teaching practices. Teachers predominantly use lecturing methods, with learners encouraged to memorise and regurgitate the information received from teachers. Memon (2007:50) echoes Rizvi and Elliot's concern that although the policy in Pakistan requires all teachers to undergo professional development at least every five years, research from the ground testifies that there are teachers who are near the end of their career and have not had an opportunity to attend professional development sessions. The government's policy is promising but application remains problematic.

In the same manner as in Pakistan, the government of Kenya also experiences challenges in fast-tracking teacher professional development. The mandate of the education sector in Kenya is to make it relevant, inclusive and competitive regionally and internationally, in response to Kenya Vision 2030 (Republic of Kenya, 2012:9). However, Mwaura et al. (2012:2) disputed that there has been a lack of effective continuous professional development programmes for teachers. The Education sector seemed to be slow in developing teachers, with most CPD programmes being initiated and implemented by donors (Mwaura et al., 2012:6).

In Botswana teachers do receive professional development, however, they lamented the different agendas and visions held by various levels of government (Ramatlapanana, 2009:157). Each level failed to complement what the other level was doing or had done and there had been a notable lack of follow up by the regional office in supporting teachers after the once-off training sessions. Follow up at school level emerged as a necessity and departmental officials lacked monitoring mechanisms for ensuring schools were applying the new learner-centred approaches as expected (Ramatlapanana, 2009:153).

In South Africa, districts are mandated to look at the immediate professional needs of teachers: “The district/local office has the overall responsibility of advocating, training and proper implementation of the IQMS” (DoE, 2003:5). In addition, according to the IQMS policy document (DoE, 2003:5):

[t]he district/local office has a responsibility with regard to the development and arrangement of professional development programmes in accordance with identified needs of educators and its own improvement plan.

Using an authoritative approach the District office may take an assumption position of ‘I know the needs of my school’ rather than basing it on the compilation of each SIP. Where schools’ needs are similar, clustering may be a good starting point, though this also needs a follow-up.

A lack of support in CPD programmes for teachers after workshops was also alluded to by Bantwini (2009:170, 177), who found they were being left with hand-outs from workshops and little assistance offered. Teachers in the study admitted that they were not implementing the new curriculum reforms due to lack of clear understanding, another challenge being the relevance of the CPD programme. In one workshop certain materials and equipment were used by schools in which they were not available. For example, litmus paper was used but when teachers returned to school there was no litmus paper. Without a follow up from district-based officials CPD programmes did not reach the intended outcomes, namely equipping teachers so that they were in a better position to deliver lessons in such a way that they were relevant to the way learners can learn easily.

A study by Tsotetsi (2006:86) showed a lack of support from the district office, and when teachers sent their requests they expected assistance. Two of the participants indicated that areas of professional development were not attended to, especially when the support was

expected from the SMTs and the district offices. In addition, if schools themselves requested assistance from the district offices, the district offices responded negatively and rudely (Nelson Mandela Foundation, 2005:129). Hlongwane (2009:166) found lack of support from the district office, not only in terms of infrastructural requirements but also in content and pedagogical practices as well as the understanding and implementation of the IQMS policy. Hlongwane's sentiments are confirmed by the Nelson Mandela Foundation findings. SMGDs and learning facilitators normally come thrice a year per school, their attendance normally being not for supporting or backing-up teachers but for administration and policing schools (Nelson Mandela Foundation, 2005:129).

To varying degrees, the four countries experience insufficient support from government officials. For Pakistan and Kenya teachers rarely attend professional development programmes. For Botswana and South Africa follow up by government officials is lacking. In addition, in South Africa policing visits of government officials is not positively accepted by teachers.

3.2.1.6 *Lack of knowledge of proper interpretation of CPD policies and programmes*

In Pakistan, political interference in the appointment of teachers leads to the appointment of teachers who are not necessarily suitable for the posts for which they applied (Memon, 2007:49). Alternatively, candidates attending interviews are expected to pay large amounts of money to get posts, but without proper links with the panellists they probably will fail to obtain posts. Thus, appointed teachers are not necessarily best teachers, and knowledge and interpretation of policies remain a challenge. The challenge of incorrect appointments goes up the hierarchy and consequently the interpretation of policies and programmes for professional development of teachers is not attended to. Presenters of programmes still use out-dated methods, such as reading from textbooks and teacher-centred approaches (Westbrook et al., 2009:439).

In the Kenyan education sector government, documents confirm the lack of knowledge and interpretation of policies and professional development programmes. While the government has allowed the donors to run CPD programmes for teachers, *A Policy Framework for Education* (Republic of Kenya, 2012:22) maintains that the programmes are not fit for their purpose. Teachers still do not receive development that makes them

better teachers and the lack of trained literacy and adult education teachers persists (Republic of Kenya, 2012:37). There are a number of volunteer teachers who still need access to professional development, but access to professional development programmes is relatively low. Teachers are not afforded an opportunity to participate in programmes that equip them to understand and apply emerging teaching practices.

For Botswana, studies also show a lack of pedagogical content knowledge and lack of proper interpretation of policies and programmes, despite widespread access of learners to secondary schooling (Monyatsi, 2003:124-125). Most teachers could not cope with the diversification of the curriculum to include other subjects so new approaches to teaching became a necessity, forcing the government to recruit unqualified teachers and expatriate staff (Monyatsi, 2003:127). The greatest disadvantage of untrained teachers was that they were not equipped with the necessary skills and knowledge to handle the teaching and learners' learning processes. On the other hand, those from countries with different education systems had to adapt to the one in Botswana. It was also discovered that many expatriate teachers had not undergone training as teachers (Monyatsi, 2003:127).

Besides the lack of pedagogical content knowledge and practices of teachers as expressed above, Monyatsi et al. (2006:225) confirmed that there had been a lack of training regarding the implementation of the appraisal system in Botswana, which resulted in teachers perceiving the appraisal system to be similar to an 'axe' which could be used and abused by seniors to 'chop down' teachers who were not their favourites. Teachers who were perceived to be advantaged were the 'Yes Sir' type and the study further revealed the lack of motivation in the teachers' perspectives brought about by the system. Teachers perceived the system to be a witch-hunting and fault-finding exercise focusing on their weaknesses, as well as a process to tame them to be submissive to the SMT (Monyatsi et al., 2006:224).

The education systems of Botswana and South Africa are similar in the way teachers perceive the professional development system. The IQMS policy document (DoE, 2003:2) gives the principal a mandate that, together with the SMT and SDT, leaves members "responsible for the advocacy and training at school level." It is in the process of training that individual teachers may raise their concerns. Biputh and McKenna (2010:284) highlight the challenge in the interpretation of the IQMS policy, especially because it is made up of three programmes, firstly, *Whole School Evaluation* (WSE), for the evaluation

of its overall effectiveness, including support provided by the district, SMT, infrastructure, learning resource as well as the quality of learning and teaching. Secondly, *Developmental Appraisal* (DA) relates to individual teachers in a transparent manner with the view to determining areas of strengths and weaknesses, and draws up professional development programmes for individual teachers. Lastly, *Performance Measurement* (PM) evaluates individual teachers for salary progression, grade progression, affirmation of appointments and rewards and incentives. The confusion in the three programmes in the IQMS is brought about by an overlap between DA and PM (Biputh & McKenna, 2010:284). The misunderstanding is over whether appraisal is for professional development or for accountability. The misunderstanding about IQMS between district-based teachers and teachers at school shows that the aim is not clear as to whether the IQMS is meant to be a supporting form of professional development or a device for assessing teacher competence, rewarding the effective and dismissing the ineffective. It is these misunderstandings that create a need to design a strategy to effectively implement CPD programmes.

Based on a thin line of differentiating accountability and development, which seemed not to happen, the teachers considered the IQMS as an exercise in fulfilling the 'letter of the law' without touching either its accountability or developmental purposes. The threat in the professional development of teachers is further noted by Biputh and McKenna (2010:287), when they cited the views of a teacher:

I think IQMS is purely a paper trail which is being filled for the formality of the process and not really for professional development or building teachers' potential. It's just a process which is done on paper - it's to satisfy certain norms, and that's about the extent of it. The spirit of the actual document or policy is not being retained.

While the study by Biputh and McKenna (2010:287) acknowledged that, given the genuine problems of quality that exists in many South African schools, it was evident that accountability needed to be prioritised, their concern was that the accountability aspects of the IQMS invoked apartheid experiences of fault-finding and undermined any good the developmental aspects might do. In the light of the above critique of the IQMS it was interesting to note that about fifty per cent of the participants in the study felt strongly that the entire IQMS process was a strategy to ensure compliance with departmental

regulations and requirements under the guise of being a developmental exercise. The threat to the professional developmental aspect of the IQMS was further captured in the response by one of the teachers in the study who argued that he thought the instrument provided a loophole through which the accountability was managed by the employer.

An earlier study by Tsotetsi (2006:86) revealed a lack of training as the IQMS workshops were not properly conducted, and made worse by use of the cascading model. According to the principal interviewed, the information was diminishing as it was passed down from the top level until it reached the teachers at school level (Tsotetsi, 2006:90). The argument was that officials who trained principals were themselves trained for several weeks, but they gave principals workshops for a day and expected them to train teachers, while the same principals did not even have a thorough understanding of the IQMS, including the developmental aspect of the IQMS policy document. Asked how he solved the problem of insufficient training, the principal said his school invited another principal, who was trained extensively by his union to workshop them.

A major emphasis in the interpretation of the IQMS policy document is its emphasis on pay progression, as evident in a statement by the Superintendent-General of Education in KwaZulu-Natal:

The fact IQMS is intended to be used for both salary progression and professional development is presenting us with challenges that could render the mechanism unsustainable. The experience of last year's evaluations show that the overwhelming majority of teachers place not just greater, but *all emphasis, on salary progression* element of the IQMS. The results of both self- and peer-evaluation told us that almost all teachers are good teachers. Of course if one is a good teacher, one does not need development. You and I know that this picture is clearly wrong, and comes nowhere near the reality of the education system (Lubisi, 2006:8).

On the basis of the above statement, pay progression leads the whole IQMS process. Peer assessment also indicated the same results. With the changes in the education system in South Africa and elsewhere, professional development remains an integral part of the growth and the development of both experienced and novice teachers. It is on the basis of the above statements that this study focuses on designing a strategy to effectively

implement CPD programmes.

Teachers in the KwaZulu-Natal study confirmed the Superintendent-General's words, indicating that they did it for the sake of having it on record because they were compelled to do it. They further indicated that their colleagues rated themselves and scored themselves without going through the whole process of class observation. The idea of observing teachers in order to develop their peers was lacking (Biputh & McKenna, 2010:286). Based on the above statements it seems teachers are not doing the IQMS with professional development in mind, but rather so they can say 'I have done – as required by the law', a form of surface compliance not professional development. The second focus is on the teachers' scores, which determine pay progression. Professional development as an aspect of the IQMS requires attention.

Nepotism and favouritism in Pakistan act as a stumbling block to the appointment of suitable teachers. For Kenya, most teachers are unable to access professional development programmes, hence their inability to understand and interpret policies and programmes. Untrained and expatriate teachers in Botswana are unable to interpret or understand policies and programmes, and as in South Africa, teachers perceive the IQMS and the appraisal system as an axe ready to remove teachers who are not SMTs' favourites.

3.2.1.7 *Duration of the professional development programmes*

The Pakistan government still uses untrained teachers, the professional development programme for whom takes three months in order to prepare them to teach learners (Memon, 2007:50). This is less than most countries, in which an initial teacher training course requires at least four years. In order to qualify to teach in a primary school one needs 10 years of schooling plus an eleven month certificate (Memon, 2007:49), and policy stipulates that teachers are expected to undergo professional development every five years.

In contrast to Pakistan, teachers in Kenya were presented with once-off CPD programmes. In an effort to offer institutionalised the government established a Directorate for Quality Assurance and Standards (Bunyi et al., 2011:9). Inspectors were entrusted with a duty of offering CPD programmes to teachers. Contrary to the aim of the directorate, there have

been very few CPD programmes accessed by teachers. Once-off programmes were presented without support to teachers in their respective schools and inspectors focused on the mistakes teachers committed instead of developing them. Policing attitude of inspectors became their main duty (Bunyi et al., 2011:9-10).

In the same manner as in Kenya, teachers in Botswana had once-off CPD programmes. Ramatlapana (2009:153, 157) pointed out that there has been a lack of regular follow-up activities by the government officials. Once-off workshops could not equip teachers sufficiently to fully understand the content and implement emerging pedagogical practices. Teachers expressed dissatisfaction with the insufficient support from the regional education office, Department of Mathematics and Science Education In-service Training unit and the Department of Teacher Training and Development (Ramatlapana, 2009:157). The duration of programmes offered was too short, as most programmes were once-off without support at school level. As a result, teachers felt that they were not well equipped to present the content and methodologies learnt.

A study by Ntloana (2009:4) at the University of Pretoria, South Africa, showed that professional development programmes were not continuous so as to give teachers enough time to understand the content and pedagogical approaches applied. This led to many of the curricula applied in the new dispensation not being received or understood with pride and confidence by the working force, the teachers. Workshops were only held for a week without enough follow-up to support the teachers. The expectation was that at least learning facilitators would make a follow up at schools to see if teachers were confident in implementing the new content and pedagogical approaches to teachers. It seemed as if, having conducted the workshops in developing teachers professionally, learning facilitators were at least content that they did their work without making an appropriate follow up. A once-off CPD programme might not equip teachers sufficiently (Bantwini, 2009:170).

One of the learning facilitators in the study by Bantwini (2009:173), in the Eastern Cape, South Africa, expressed a concern that more time was needed for teachers to comprehend fully the new reforms and implement them. The learning facilitator's immediate authorities were informed of the concern, but because it was a bureaucratic issue they decided against resolving it, claiming that teachers had to teach and they could not be taken out of their classes for too long. Although teachers had an opportunity of either telephoning or visiting

the learning facilitator, the district did not organise CPD workshops to assist teachers for two to three years due to limited time and other logistical handicaps. This left teachers not being empowered as they should, similar to a positivistic approach as the managers decide and teachers have to follow instructions.

According to the IQMS policy document (DoE, 2003:8), all teachers, except those entering the system, have to be evaluated once per annum. The observation will then determine CPD programmes needed and the notch increase. The success of a professional development programme is not a once-off event and it is not sufficient to observe only one lesson per annum then decide on the CPD programme and the notch increase. In order to assess teachers correctly and offer relevant professional development a number of aspects need to be taken into consideration. One of the good practices to be compared with the South African observation of teachers in practice is that of Denver, in USA, where teachers receive at least four observations per annum, two from their principal and two from a pool of master teachers with expertise in their particular subjects (Centre for Development and Enterprise, 2011:20).

Common to the above discussion is the insufficient training of teachers. Learning is a process which requires follow up to ensure the new content and pedagogical practices are internalised. Lack of follow up appeared as the common factor in the countries under study.

3.2.1.8 *Social context climate*

Mokhele (2011:181-182) emphasises the importance of providing professional development programmes in line with the context in which teachers find themselves. According to Murtaza (2010:214), in Pakistan the need to design a strategy was necessitated by teachers' and principals' attendance of CPD programmes which were not based in schools. Such programmes were supposed to be conducted in ideal Pakistan classes but these did not exist. Classes were overcrowded and without sufficient teaching and learning aids (Memon, 2007:47; Westbrook et al., 2009:439). The results were that the teachers and principals acquired the new knowledge but when they returned to their respective schools they were engulfed in a very powerful current of the existing ethos, attitudes and beliefs of the organisations. They ultimately returned to the positions and to

their original way of doing things as they lacked support from the colleagues who did not attend the CPD programmes. In cases when the principals did not attend the CPD programme the teacher who did so alone found himself/herself trying to implement the learnt strategies. The attendee from the CPD programme would be heading in a certain direction while the entire school would be driving in a different and opposite one. Partners, like parents, were not involved in the CPD programmes, therefore a need arose, not to develop the individual teacher but rather to professionally develop individual principals together with teachers. In this way, the individual teachers and school would be developed simultaneously.

For Kenya, there had been two notable challenges in the CPD programmes. Firstly, designed programmes for teachers do not acknowledge the relevance of the needs of broader education sector and societal needs, nor do they include the modern technological aspect of teaching (Kafu, 2011:51). Secondly, programmes were offered in centralised areas while teachers were distributed throughout Kenya. This arrangement posed a problem as teachers had to leave learners unattended. So teachers staying away from towns could not attend as they had to leave their families. The idea of catering for the widespread population of teachers was not appropriately catered for (Hardman et al., 2009:66). Women could not leave their families for a long periods of time.

Botswana's professional development programmes had a challenge different from Kenya's, the root cause being lack of needs assessment (Ramatlapana, 2009:157). Teachers expressed dissatisfaction with the training of teachers on topics that could not be successfully implemented. Teachers were trained in integrating computers in their teaching when schools did not have computers. They gained the skills but could not succeed in implementing the skills in their classrooms (Ramatlapana, 2009:158). In addition, the designed programmes lacked the monitoring components that met the contextual needs of teachers.

In the South African context, especially in rural areas, teachers teach many subjects. Organising CPD programmes for teachers is crucial in that the providers of the programmes take cognisance of teachers who will be attending the programmes as well as the various subjects they are teaching. A study by Bantwini (2009:175) showed the district CPD was designed by organising curriculum training for different subjects on the same days, which ran concurrently. The structure was described as ineffective, taking into

consideration the context in that district. Many were teaching more than one subject, for example a teacher had to choose to attend one of the CPD programmes as Natural Sciences, Mathematics and Technology were offered at the same time.

In most cases teachers chose the subjects with which they were comfortable. While such an approach helped teachers excel in the CPD programmes in the subjects they attended, the disadvantage was that, on the same note, they were not well equipped in the teaching of the other subjects they did not attend. The ultimate victims of not attending to the latest developments in the subject were the learners at school. Consequently, several teachers lost faith in ever being developed by their district in all their specialist subjects (Bantwini, 2009:175). The districts need not decide alone how the CPD programme should look, but a consultative and collaborative approach could address the challenges alluded to above.

From the above discussion, challenges in Pakistan and Kenya were caused by the centralised approach of CPD provisioning. In Pakistan, teachers and principal became engulfed into the strong forces when they returned to their schools. Staff members who did not attend were not willing to change. In Kenya, centralised CPD provision acted as a disadvantage to the cadre of teachers, especially women, who were widely distributed in the country. For Botswana, lack of needs analysis emerged as a stumbling block in the provisioning of relevant CPD programmes. For South Africa, in rural areas teachers teach many subjects. Designers and presenters did not take into cognisance that teachers could not be in all the lecture halls when the subjects they were teaching were presented.

The above challenges in the implementation of the CPD programmes and policies serve as support for my argument for the need to develop a strategy to effectively implement the CPD programmes and policies. In an attempt to address them the next section concentrates on strategies employed.

3.2.2 Good local and international strategies in implementing CPD

Many practitioners and researchers on education policy implementation (Akyeampong et al., 2011:52; Begum, 2012:379; Bunyi *et al.*, 2011:10; Hardman et al., 2009:66; Murtaza, 2010:214) have tried various strategies to improve on their practices. This section discusses some of the best practices as well as current attempts around the world from which I learnt strategies for South African schools. These countries are similar to South

Africa in terms of socio-economic contexts (Botswana in the Southern African Development Community, Kenya on the African continent and Pakistan in the Middle East) so that comparisons and transference of good ideas could be made in similar or almost similar contexts. Attention will be given to how the identified countries responded to the challenges of implementing CPD. Attention is given to how these countries attended to and solved their problems.

3.2.2.1 *The team dedicated to the implementation of the CPD programme*

The one single most important factor which seems to make a significant difference in the effective implementation of the CPD programmes across the countries under study seemed to be the presence of a team dedicated to this process. For example, the *National Plan of Action on Education for All* in Pakistan (Ministry of Education, 2003:6, 99) made a proclamation regarding the improvement of the teaching force and the re-skilling of teachers. In response to this call, Pakistan's Whole School Improvement Programme was put in place by faculty members of the Aga Khan University, in collaboration with the Ministry of Education. The academics were themselves spearheading the programme (Begum, 2012:379; Murtaza, 2010:214), designed in such a way that it had multiple interventions at school level (as detailed in 3.2.2.4). It developed individual teachers concurrently with the school. The teachers and the schools remained the recipients of an innovation as the control of the programme was in the hands of the academics (Begum, 2012:379).

This approach was based on the idea of an expert who had all the solutions to the problems of CPD implementation and the beneficiaries, on the other hand, had no ideas on how to improve their situation other than to take on all suggestions from the former. An empowering approach would have encouraged participation of partners at schools so that they could take full ownership of the process. A team spearheading the programme should have consisted not only of university academics but also of teachers and the school community, as people who have children at the mentioned school (Strydom, 2002:431-432). However, that there was a dedicated team appointed by the Pakistan Ministry of Education to spearhead the process of implementation of CPD was an important

development that showed the intention to broaden participation and to make the process sustainable, albeit this did not go far or deep enough.

Unlike in Pakistan, in Kenya the process was driven by the Ministry of Education itself without the university playing any role (Hardman et al., 2009:65-66). The Ministry delegated the everyday running of the process to tutors while it remained responsible in driving the process. For example, a school-based teacher development programme funded by the United Kingdom Department for International Development (Akyeampong et al., 2011:52; Bunyi et al., 2011:10; Hardman et al., 2009:66; Otieno & Cocclough, 2009:41, 65) was one such initiative primarily designed as a quality support mechanism, through amongst others improving teachers' competencies. The programme was put in place as detailed in 3.2.2.4 below, under the control of the Ministry of Education and Teacher Advisory Centres (Akyeampong et al., 2011:52; Bunyi et al., 2011:10; Hardman, *et al.*, 2009:68; Otieno & Cocclough, 2009:41, 65). As with the Whole School Improvement Programme in Pakistan the schools' participation in the project was from a compliance point only. Unlike the features of the TQM, which emphasise participation, the expectation was that schools would own the process by being in the team driving it. However, this did not happen in Kenya, where the programme followed a top-down approach. The design and presentation made teachers absorbers of knowledge and thus ownership of the programme by the teachers did not take place. Therefore, a bottom-up approach, in which schools themselves identified their needs and as such encourage ownership of the programme in Kenya, did not take place. Through participation of the community, multiple perspectives to the challenge of the provisioning of quality education would have been created. Hence, a co-owned solution would be reached. The implication was that schools did not own the programme.

The Department of Teacher Training and Development (TT&D) in Botswana, which is responsible for the funding of teachers' professional development, did set limits as to what can and cannot be done with respect to teacher development (Shehu, 2009:275). This government department defines the timing, tactics and criteria of access to professional support services for teachers. Schools have no autonomy and hence no significant role in fostering staff development to give them leverage in ensuring equitable access and support (Shehu, 2009:275). The cascading model of teacher professional development is followed when the principals are trained so that they can cascade the information down to teachers

(Moswela, 2006:627; Pansiri, 2008:473). As an example, the Department of Teacher Training and Development (TT&D), with the support of the United Kingdom (UK) Department for International Development (DfID) engaged a team of three consultants to run a Primary School Management Development Project. The team spearheaded the training of the SMTs with the consultancy coordinated by the department of Teacher Training and Development (Pansiri, 2008:473). As highlighted by Moswela (2006:624) and Shehu (2009:275), it is still following a centralised form of leadership in terms of professional development provisioning. Since the study is within the TQM conceptual framework, the principals and teachers are, as a result of the centralised, bureaucratic form of decision-making, denied active participation which should further empower them. Unequal power relations still exist (Jordan, 2003:190), and schools are still seen as incapable of deciding how professional development should be shaped.

When comparing the above to the South African context the following emerged: that the South African IQMS policy document (DoE, 2003:3) stipulates that each school is expected to have a SDT that is made up of the principal, the whole school evaluation coordinator, democratically elected members of the SMT and democratically elected post level 1 teachers. The role of the SDT is to work together with the SMT in ensuring that all staff members are trained on the procedures and processes of the IQMS, as well as the coordination of all activities pertaining to staff development (DoE, 2003:3). Each teacher is expected to have a DSG, which for each teacher should consist of the teacher's immediate senior and one other teacher (peer), who should to be selected on the basis of the expertise which is related to the prioritised needs of the teacher. As a result (DoE, 2003:5) the DSG has to provide mentoring, support as well as assistance to the teacher in the development of his/her Personal Growth Plan. Structures for the implementation of the IQMS have been put in place (Sambumbu, 2010:110) from school, circuit, regional, provincial and national level through which information can filter. IQMS coordinators had also been appointed at district level, however, facilitators need to undergo intensive training that would enable them to answer questions (Sambumbu, 2010:110).

The above paragraphs highlighted the people and structures driving the programmes. In Pakistan it is academics who drive the Whole School Improvement Programme, in Kenya and Botswana the Ministries of Education remain in charge, whilst in South Africa, as discussed above, an attempt has been made to include democratically elected SMT

members and teachers. Parents, district official(s) and union members are not part of the structure driving the programmes at school level. This study aims at including them as partners in education. A democratic and inclusive structure seems to be in a better position in driving the CPD programmes for teachers.

3.2.2.2 *Common Vision*

According to current literature on effective organisations (Shared Vision and Common Goals, n.d.:1) it is also important that such a team should have a common and an overarching vision to which all members adhere and are bound in terms of their actions to implement the CPD programmes accordingly (Shared Vision and Common Goals, n.d.:1). A vision is an idea towards which the organisation or institution strives in order to achieve its goals (Axner, n.d.:1 of 6). Having a common vision enables members of an organisation to gear all their efforts towards its attainment (Axner, n.d.:2 of 6).

The Whole School Improvement Programme was launched in 1999 by the Aga Khan University-Professional Development Centre North (Murtaza, 2010:214) with the mission of developing and adopting activities and strategies that would lead to improvement in the quality of education in Northern Areas in Pakistan. The aim was to facilitate the working together of the partnership of government with local organisations to build capacity of teachers and all support staff, conduct research to test ideas and influence policy as well as develop assessment and evaluation procedures in order to improve practice and help identify what works and why (Begum, 2012:379). In order to realise its vision, the programme developed the capacity of teachers and principals by offering different programmes and also conducted research in collaboration with its partners. The programme was therefore seen by the government as being in line with formal policy in Pakistan, which required that every five years all teachers receive some form of in-service training (Westbrook et al., 2009:439).

The vision of the Ministry of Education in Kenya (Ministry of Education, 2008:3) is “to have a globally competitive education, training and research for Kenya’s sustainable development.” In line with the vision, the Kenyan Sessional Paper (Republic of Kenya, 2005:1) emphasises the need for a dynamic, responsive and well-coordinated system of in-service training as a pre-requisite for the success of the free primary education (FPE)

initiative and the achievement of Education for All (EFA) goals (Bunyi *et al.*, 2011:9). The implication is that all efforts in education are geared towards the provision of quality, free primary education by offering development programmes to employed and pre-service teachers. The common vision in Kenya (Hardman *et al.*, 2009:66) in order to operationalise the above is to scale up country-wide in-service training programmes for teachers.

In Botswana, The Revised National Policy on Education (1994) stipulates that

The heads as the instructional leaders, together with the deputy and senior teachers, should take major responsibility for in-service training of teachers within their schools, through regular observations of teachers and organizational workshops, to foster communication between teachers on professional matters and to address weaknesses (Republic of Botswana, 1994:47).

The stipulation recommended more regular assistance to and professional stimulation of classroom teachers by principals to offer training to teachers while the government's obligation, through the department of Teacher Training and Development (TT & D) was to ensure that the SMT was trained to fulfil its role of professionally developing teachers to execute their functions.

Unlike in the above three countries, the South African *Employment of Teachers Act 76* (DoE, 1998:sub-section 4.2-4.5) requires that teachers and SMT members participate:

in agreed school/teacher appraisal process in order to regularly review their professional practice with the aim of improving teaching, learning and management.

in departmental committees, seminars and developmental programmes in order to contribute to and/or update one's professional views/standards.

The Act made it compulsory for teachers and their SMTs to participate in the teacher appraisal processes and in departmental committees. The aim with the professional development aspect of the IQMS (DoE, 2003:1) is to appraise individual teachers in a transparent manner with a view to determining areas of strengths and weaknesses, and to draw up programmes for individual development. The professional development, as included in the IQMS policy document (Chisholm, Motala & Vally, 2003:518), was a

response to the opposition to the judgmental and bureaucratic forms of teacher development that developed, in South Africa in the 1980s. The development of the visions was a joint effort by the DBE and the teacher unions at national level. The idea of developing teachers as led by teacher unions was a good one (Biputh & McKenna, 2010:282) but the IQMS (Kutame, 2010:97) was open to potential abuse by seniors using it to reward their friends. On the other hand, the IQMS was also used by the same seniors to disadvantage those who did not agree with them. Performance Measurement (which focused on salary increases) took the centre stage. Professional development was therefore put on the periphery.

3.2.2.3 SWOT analysis

The other aspect that emerged from the literature on CPD programmes and policies is the SWOT analysis (Dyson, 2004:632), which aims to identify the strengths and weaknesses of an institution and the opportunities and threats in the environment. Having identified these factors, strategies are developed which may capitalise on the strengths, counteract weaknesses, exploit opportunities or weaken and eliminate the threats. Both the strengths and weaknesses are identified by an internal appraisal of the institution and the opportunities and threats by an outside or external appraisal. The internal appraisal looks into for example, personnel, facilities, location, producers and services, in order to identify the institution's strengths and weaknesses. The external appraisal examines the political, economic, social, technological and competitive environment with a view to identifying opportunities and threats (Dyson, 2004:632).

In the upcoming paragraphs, a discussion of what has been done in respect of CPD implementation is looked at. The focus is more on SWOT analyses.

(a) Strengths

In the Whole School Improvement Programme in Pakistan the government's strength had been its willingness to work with education partners such as the Aga Khan University and the United States Agency for International Development (USAID) in the improvement of education (Begum, 2012:379; Shafa et al., 2011:133). The second strength from the

schools' perspective (Shafa, Karim & Alam, 2011:133) had been the prioritisation of teacher development. Schools considered continuing teacher development as a positive contributory factor in the success of its learners. Thirdly, principals also attend accredited courses to run their schools (Shafa et al., 2011:142). These factors act as strengths in the provision of quality education in Pakistan.

In Kenya the establishment of in-service training units in the Ministry had been considered as the main strength in the provision of the CPD programmes for teachers (Akyeampong et al., 2011:52; Mattson, 2006:9). The Teacher Advisory Centres provided support to the professional development of teachers, using tutors to assist teachers by conducting workshops and seminars. The tutors were helpful in assisting teachers who were enrolled in school-based teacher development programmes.

Unlike in Kenya, the strength in the department of Teacher Training and Development in Botswana has been its ability to hold school-based CPD programmes. Although in most cases they would be cascading information received from the officials, continuous meetings serve as a strong point. School-based CPD programmes firstly serve to allow teachers a platform to share ideas and their analysis (Monyatsi, 2006:152). Secondly, it also cuts on the costs to the CPD centres. The other strong point is the presence of the CPD coordinator with Staff Development Committee (Monyatsi, 2006:152; Moswela, 2006:627), which liaises with the region in terms of identified needs of teachers.

In South Africa, the greatest strength had been the DBE's ability to hold workshops for teachers. Since 1994, and some years thereafter, the education system went through a number of curriculum changes (Bantwini, 2009:173), and to inform teachers of the new changes a cascading model had been used. The information would move from the national DBE to the district officials who would then train teachers to implement the new curriculum (Kramer, 2005:3; Ntloana, 2009:3). The cascading model has an advantage of covering the country within a shorter time. District officials are allocated roles and responsibilities to cascade the information during vacation periods.

Different countries have different strengths, ranging from a willingness to work with partners in education, prioritising professional development of teachers by schools, making it mandatory for principals to have management and leadership qualification, establishing

an in-service training unit to support teachers, to the provision of workshops and school-based CPD programmes.

(b) Weaknesses

The weakness in Pakistan had been the inaccessibility of rural, mountainous areas for the professional development programmes (Murtaza, 2010:214; Vazir & Meher, 2010:123). In most cases the programmes were offered in cities where teachers had to leave their families and attend the workshops (Murtaza, 2010:214). The approach was problematic to female teachers with their added family responsibilities. The last weakness was that of offering CPD programmes in the outside centres away from the schools. Literature showed that on returning to schools, teachers and principals were engulfed by their practices and ethos (Murtaza, 2010:214). The newly acquired knowledge is then discarded as the teachers return to their old ways of doing things.

The literature shows that in Kenya, teachers' weaknesses lay in the pedagogical content knowledge (Bunyi *et al.*, 2011:10). Because of a lack pedagogical content knowledge, teachers affected the provision of quality education negatively. The second weakness was the lack of institutionalisation and sustainability of CPD programmes (Akyeampong *et al.*, 2011:52; Mattson, 2006:9). The programmes were generally offered as once-off sessions to address a specific crisis. The last weakness was the lack of improvement of primary education in Kenya (Hardman *et al.*, 2009:66).

The weakness in the Ministry of Education in Botswana is the centralised form of leadership that was followed. The Department of Teacher Training and Development is still setting terms of deciding what form of teacher development can be received by which school (Shehu, 2009:275). The same applies to study benefits, and the process of allocating them needs patience which may last for years. Schools do not have autonomy in terms of offering professional development to teachers (Ramatlapana, 2009:175; Shehu, 2009:275), an aspect that serves as a weakness in the Department of Teacher Training and Development.

In the South African context, the weakness in school-based CPD programmes (Ryan, 2007:47, 61) has been their usage in clarifying policies, as attendees of workshops would

report back, reading and interpreting the implications of the directives. The second form of CPD programmes at school level has focussed on classroom management, such as how to deal with ill-discipline, drug abuse and leadership styles, although targeting SMTs (Ryan, 2007:48). On the other hand, off-school CPD programmes had been taking the form of workshops in which facilitators cascade the information received from national or provincial officials (Bantwini, 2009:175). For school-based workshops, the focus on content and pedagogical practices of teachers had been neglected (Ryan, 2007:47).

From the foregoing paragraphs, poor infrastructure had been identified as having a negative effect in terms of CPD provisioning, resulting in CPD programmes being offered in cities. The other weaknesses included poor pedagogical content knowledge possessed by teachers and failure to institutionalise and sustain CPD programmes. In South Africa, school-based CPD programmes had been used dominantly for policy clarifications.

(c) Opportunities

One of the greatest opportunities in Pakistan is the collaboration of the DoE and the Aga Khan University. Amongst the programmes they had conducted to improve the quality of teaching and learning and the practices were the mentoring programme with its benefits and the Whole School Improvement Programme. In the mentoring programme, novice teachers were inducted into their professional jobs while mentees also received a programme from the university that guided them regarding their new role and responsibilities (Vazir & Meher, 2010:126). To make it possible for the partnership between the government of Pakistan and the Aga Khan University, funding opportunity from USAID came as a gift (Vazir & Meher, 2010:127).

For Kenya, the **opportunity** used for CPD programmes had been through donor-funders. The Ministry of Education, through funding from the UK, decided on the distance learning approach so as to accommodate the teachers who were found in various parts of Kenya (Hardman et al., 2009:66; Mattson, 2006:9). The funding supported the textbook supply as well as the re-training of teachers and principals (Hardman et al., 2009:66). The analysis of the status about each school lied with the Ministry of Education. Schools did not have an opportunity of making a SWOT analysis so as to determine their strengths and weaknesses.

As in Kenya, funding from the UK Department for International Development had been an opportunity seized by the Ministry of Education in Botswana. It was through the same funding that a number of SMTs were trained to do their work and be able to draw up school development plans (Pansiri, 2008:472). The other opportunity had been the willingness of the Department of Teacher Training and Development to work with the University of Botswana (Barnes & Verwey, 2008, 23), which had improved its subject content knowledge and pedagogical practices in Science, Mathematics and other subjects.

In the South African context, funding and partnerships between the Mpumalanga Secondary School Initiative and the Japan International Cooperation Agency had been accepted by the government in improving the content knowledge of teachers in both Mathematics and Physical Sciences (Mokhele & Jita, 2010:1764; Ono & Ferreira, 2010). The initiative was an opportunity for the country to use lesson study at school level.

Funding can be singled out as a major opportunity used by most of the four countries in developing the competencies of teachers. For Kenya, funding has been used for the supply of textbooks. Other partnerships with the universities also played a role in utilising the expertise possessed by their academic staff. The DBE in partnership with other partners in education can reach and offer more CPD programmes.

(d) Threats

There are a few CPD programmes offered by the DoE in Pakistan, and the absence of CPD programmes served as a threat. Teachers work in the way they have learnt on the job or in the manner they have been taught, and instead of progressing remain stagnant throughout their career, so using out-dated methods of teaching (Vazir & Meher, 2010:124). Alternatively, they rely on the theory they learnt as students, but there is a mismatch between this and the practice at school level. The situation serves as a threat as most of the programmes are offered as partnerships with other institutions (Vazir & Meher, 2010:124). Their withdrawal may negatively affect teachers accessing CPD programmes.

The Kenyan government also experiences threats to the provision of the CPD. School-based teacher development programmes met resistance from local support staff who felt that more funds were privileging people in Nairobi (Mattson, 2006:40). Another challenge

was the sustainability and credibility of school-based teacher development caused by the lack of accreditation and incentives. Teachers wondered why they were expected to cascade the information down to teachers who were not part of the programme, concerned at the time they spent attending courses while others would receive the contents of the course from them. Those who did attend felt that teachers who did not attend but received information from them were cheating. Teachers also felt that their official status did not change, even when they had completed the school-based teacher development programme. Teachers who were legible to do the programme felt that they would not do a course that did not carry weight (Mattson, 2006:40). The next threat in the implementation of the CPD programme was the additional for tutors who already had management duties. The Ministry of Education delegated the work to the tutors, who had added weight of management duties, inadequate financing for training workshops and training, and inadequate training of tutors (Akyeampong et al., 2011:52). The added work left them with less time for supporting teachers.

In Botswana, the first threat to the provision of the CPD programmes is the cascading model, which leaves less space for the interrogation of concepts (Moswela, 2006:624). The other threat is insufficient consultation, which would inform programme designers (Ramatlana, 2009:157). For example, the workshop on the integration of computers was not useful to teachers as they did not have computers at school. Teachers criticised professional development programmes as they received information that they did not need, nor receive what they wanted. Inadequate planning by the organisers made them feel there was no need to attend the programmes (Ramatlana, 2009:157).

As in Kenya, the threat is brought about by control of the CPD programmes by the government. The control of the type and ownership of the professional development programmes in Botswana is in the department of Teacher Training and Development (Shehu, 2009:275). Pansiri (2008:472-473) reported on a baseline survey carried out by a consultancy which identified some of the problems. The problems identified in this survey were that primary school principals were unable to develop development plans; weaknesses in teacher management which were counterproductive given the desire for improved classroom-based learning; lack of induction of teachers; poor interpersonal skills among the SMTs and teachers, including weak professionalism among the teaching staff; poor communication and consultation techniques used in schools; and poor systems of

resource (supplies) management. Pupils' interpersonal relations were found to be poor and the SMTs did not have a pastoral role.

Parental involvement in school curricula or co-curricular activities was minimal. The approach of determining the school's weaknesses was following a top-down approach. The evaluation of the schools' status, in both Kenya and Botswana, without their contribution in the interpretation of their status also reveals unequal power relations. The Ministry decided on the basis of the gathered information as to what would best suit the teachers.

The threat to IQMS policy implementation in South Africa lies in the DoE being the monitoring body. The absence of continuous follow up with hands-on support for showing that the activity had been done is lacking (Biputh & McKenna, 2010:289; Hlongwane, 2009:166; Tsotetsi, 2012:378). The monitoring process lacks at school level up to the district level, where officials would be collecting the documents as records (Biputh & McKenna, 2010:289; Ncube et al., 2012:614).

The threats in the provisioning of the CPD programmes, amongst others, included their unavailability, which resulted in teachers using old, teacher-centred methods of teaching. Presenters of workshops are also overloaded with other managerial duties which leave less time for them to support teachers. The cascading model has a disadvantage of following a rigid way of presenting and enough interrogation of issues is therefore not provided.

From the SWOT analysis discussion, in the next paragraph an exposition of the Strategic Plan in addressing the challenges will be attended to.

3.2.2.4 *Strategic Plan*

Based on the SWOT analysis by the school, government officials (and some universities on behalf of the schools) in terms of CPD implementation, Strategic Plans were formulated and put in place.

(a) Training of principals

In all countries referred to in this study, their Strategic Plans first emphasised the training of principals in order to implement professional development programmes, since the performance of the professional duties was considered to be the most crucial aspect at the school level. Appropriate skilling and training of principals for school management and leadership were considered key to the success of the school since the principal acts as the school's CEO (Mathibe, 2007:523).

Pakistan also follows the approach of training principals so that they could lead in curriculum development. The aim was to improve the competency of the principals, so that they could lead schools not from a centralised form of managers to the contemporary form of leadership, such as distributed leadership, the value-centred leadership model and the emotional leadership model (Rizvi, 2008:88-89). Their training is a response to the Education Sector Reform Programme (Ministry of Education, 2001) which emphasises that Education Districts rather than provincial governments are expected to assist schools and teacher development. The initiative to train principals as a link between the district and the school is seen as a necessary step. The initiative to train them is through a partnership between the government and the non-profit organisations. The training sessions emphasise a decentralised form of leadership in which teachers take initiatives to develop themselves and the principal delegates some duties to teachers (Rizvi, 2008:91-94).

Another attempt in the training of principals is through the Whole School Improvement Programme. Within the three years, principals have to gain a certificate in management and leadership (Begum, 2012:380-381; Murtaza, 2010:218). The principals, in the programme are further given an opportunity to conduct workshops at school level in the presence of the faculty members. The process serves to give confidence to principals.

Kenya also embarked on a distance-led principal's training programme as critical to their Strategic Plan for CPD programme implementation. The training of principals was located in the second phase in Strengthen Primary Education using a donation from the UK through distance learning (Akyeampong et al., 2011:52; Christie *et al.*, 2004:177-178; Hardman et al., 2009:67; Otieno & Cocclough, 2009:41, 65). The programme was for four years, during which at the district level regular face-to-face contact sessions were held by the principals, and school-based curriculum review meetings were set up. Copies of a school management guide were distributed as support to the principals and local support

networks for principals were established. This networking system was developed to allow principals to share ideas and to make it easy for them to communicate.

In Botswana the training of principals is seen as one of the key methods of enabling principals to fulfil their role of leading curriculum implementation (Republic of Botswana, 1994:47). The continuous training of principals to fulfil this role is also confirmed by Moswela (2006:625) and Pansiri (2008:473). They are trained to lead curriculum implementation and control, as well as to draw up School Development Plans. Based on the survey by the consultancy in Botswana, 30 principals had to be trained. Three modules were designed to counteract the weaknesses discovered through the survey. Amongst the challenges encountered were the principals' inability to draw up school development plans which could assist them in the running of their schools. The aim with the cascading model (Moswela, 2006:625; Pansiri, 2008:473) was that principals would transfer the message down to teachers at school level.

In South Africa the *Employment of Teachers Act* (1998:Sub-section 4.2) mandates principals to conduct professional development programmes of staff, both school-based, school-focused and externally directed, and to assist teachers in developing and achieving educational objectives in accordance with the needs of the school. In order for the principals to fulfil their role of providing professional development opportunities to their teachers, they also need to be developed to execute their task. Heystek (2003:10) and Mathibe (2007:530) noted that, in South Africa, principals went through a number of programmes which were organised by the NGOs and the government, lasting for a day or more. However, the different agencies emphasised different points of interest. Universities also offered such programmes to principals with different depths and qualities, as there was no directive from the national Education Ministry regarding what service providers, namely universities, should offer in relation to what schools need (Heystek, 2003:10; Mathibe, 2007:530). The approach, however, was still top-down, with service providers providing what they thought would be suitable for the "powerless" principals.

The challenge with the above forms of training principals is the rigid form that it takes. Facilitators already have the material that would assist them in their presentations, with little or no interaction. A more inclusive form of designing and presenting the sessions would be better as it would level the unequal power relations that prevail in the above scenarios. The sessions follow the approach of technicians who already have solutions.

School principals are people, not objects, with feelings and need for a space for discussing matters. The approach was not good for them because such an approach does not motivate the attendees to be creative as solutions are ready, and it does not enhance ownership on the part of attendees, namely principals. The programme belongs to the designers and the implementers.

(b) Support to teachers, principals and schools

The Strategic Plans also emphasised support to teachers, principals and schools for purposes of sustainability. In Pakistan, in supporting schools, the Whole School Improvement Initiative offered training to principals through the Certificate in Education: Educational Leadership and Management (Murtaza, 2010:216, 218; Shafa et al., 2011:142). The one certificate course was aimed at enabling principals to understand their role as pedagogical leaders. School principals were enabled to play their role and were supported in conducting professional development workshops for teachers. The approach served to support them in their day-to-day running of the schools. For classroom teachers, they were advised as to how to design a no-cost teaching and its usage in the classroom. Demonstration lessons were presented by the academics for teachers who indicated a need to have one.

In Kenya, the Policy Framework for Education (Republic of Kenya, 2012:9) makes a commitment for the government to support schools in the provision of quality education. The Strengthen Primary Education programme is one such initiative which was aimed at enabling more parents to send their children to school and improving the quality of education (Akyeampong et al., 2011:52; Hardman et al., 2009:66; Mattson, 2006:9-13). The support of the government included the provision of textbooks in an attempt to abide by Education for All (EFA) goals of providing quality education and improving access to it. The second form of support was through the training of principals by means of distance learning. The Teacher Advisory Centre, as a support centre, was then used both during the four years in which principals were in the distance learning programme as well as four years later, when the teachers were engaged in distance learning. The Centre was used for face-to-face contact sessions (Akyeampong et al., 2011:52; Hardman et al., 2009:67; Mattson, 2006:9-13), employing tutors trained to support teachers.

On the other hand, in supporting schools, the Botswana government, through the Department of Teacher Training and Development appointed three consultants (Pansiri, 2008:473) to find the areas in need of development. The government's stipulation (*Revised National Policy for Education*, 1994:47) made a commitment to supporting school management teams to conduct workshops for teachers and improve their skills. The Department appointed 30 facilitators of the programme to be conducted at the zonal centre (Pansiri, 2008:473). The aim of the appointment of facilitators was that they would support SMTs in carrying out the project. Subsequent to this, 30 primary school heads were identified and trained (Moswela, 2006:624; Pansiri, 2008:473). The Primary School Management Development Project team first developed materials to train SMTs, then used the findings from the survey to develop three Management Training Units, which were used to train SMTs for quality school leadership. A cascade model was adopted so that when the SMTs were trained they would in turn run school-based training to train senior teachers or teacher advisors and other teachers in areas of curriculum leadership and implementation respectively (Moswela, 2006:625). The Primary School Management Development Project technical team took all SMTs through a Training of Trainers' Materials series of workshops. They were also introduced to Management Units (Pansiri, 2008:473), and at school level SMTs had to follow the developed materials from the workshop for training teachers in curriculum matters as was envisaged initially (Pansiri, 2008:473).

One initiative of supporting schools in South Africa was the training of one other teacher, as well as the principal, in the implementation of the IQMS policy so as to sustain the implementation of the professional development programmes (Sambumbu, 2010:110). As part of enabling DSGs to mentor teachers, workshops were held by the DBE to support schools (Ncube, Mammen & Molepo, 2012:610). Mentees and mentors were also expected to attend, the aim of mentoring being to give guidance to less experienced teachers as part of addressing the weaknesses discussed after lesson observation. The figure below shows the action plan in mentoring process at school, although the district had a leading role to monitor the process.



Figure: 3.1: Mentoring action plan (Source: Ncube et al., 2012:615)

The first two stages in the mentoring process are the advocacy and the training sessions in which the mentee gains a clear understanding of the procedures and process of mentoring as part the teachers’ professional development (Ncube et al., 2012:615). The two stages were led by the district official in enabling schools to implement the mentoring process. The baseline assessment serves as the yardstick by which the teacher would be evaluated to see if there is progress or not. The fifteenth stage, when reports are submitted to the DSGs and the SMTs show unequal power when they meet in the absence of the mentors and mentees to discuss them, based on available data to decide what would be suitable for them. In a more empowering environment (Mertens, 2010:30; Zandry & Yusof, 2006:1000), as advocated by CER and TQM, both mentees and the mentors are given a voice in clarifying the text in the reports.

The above support mechanisms served to bring about improvement in schools. The cascade model as used in Botswana followed a fixed way of presenting in the workshop. It is not a transformative approach and hence no collective participation, and the audience, that is teachers who attended the workshop, served as passive recipients. The mentoring process followed a fixed, tailor-made process which left no space for variation. The same applied to the faculty members in the Whole School Improvement Programme.

Participative management, as one of the features of the TQM conceptual framework, is not given space. The programme is a ready- and tailor- made intervention. Although the approaches are good in giving direction in what should be done, and sequence of events, it leaves no space for self-initiatives or space for empowerment and the interrogation of issues.

(c) Teacher collaboration

The Strategic Plans focused on teacher collaboration in order to enable the teachers to learn from one another. It is amongst the current practices which seem to be reasonable as they respond to the twenty first method of learning, and take place in the Whole School Improvement Programme in which teachers collaborated as they planned lessons together, sharing ideas in how best they could present certain topics (Begum, 2012:383; Murtaza, 2010:219). The difference between the Whole School Improvement Programme and the aforementioned programmes was that the collaboration was largely to be institutionalised. Teaching the same subjects had to form groups and assist one another. The joint and collaborative approach helped teachers to understand the learning theories and find the relevance to their day-to-day classroom practices (Begum, 2012:383; Murtaza, 2010:219).

Further afield, the Kenyan government opted for the training of one Mathematics, Science and English (called Key Resource Teachers) teacher per school so as to improve the quality of teaching and learning at the mentioned schools and around (Akyeampong et al., 2011:52; Bunyi *et al.*, 2011:10-11; Hardman et al., 2009:66). The aim was that the teachers who went through the programme would cascade the information down to those who were not part of the programme. As it was conducted through distance learning teachers had to meet collaboratively, discussing their progress with key resource teachers from other schools every two weeks, so as to share progress in their studies and do assignments together. The focus in the collaboration was more on assisting one another in completing their tutorials and reviewing their progress with regard to their studies (Akyeampong et al., 2011:52; Bunyi *et al.*, 2011:10-11; Hardman et al., 2009:68).

The Department of Teacher Training and Development in Botswana also put into practice the collaborative teacher learning approach, in response to the *Revised National Policy in Education* of 1994. The emphasis in the revised policy is on the provision of quality

education. The programme was conducted by the University of Botswana In-service Education and Training Programme for Science and Mathematics Teachers (UB-INSET) with a focus on the Coaching to Support Science and Mathematics Teachers (COAST) (Barnes & Verwey, 2008:22). Although the academics were leading in the programme, its focus was on enabling teachers to collaborate and apply learner-centred approach to teaching in secondary schools in Botswana. This was introduced gradually by encouraging teachers to introduce activities into their teaching and have demonstrations during their contact sessions. Collaboration amongst teachers was enhanced through peer coaching during periodic contact sessions. In clusters, they observed each other presenting lessons, after which teachers had an opportunity to critique one another based on their experiences. The approach was more beneficial to the novice teachers as they learnt from the experienced teachers, and made a connection between the theory presented by the academics and the practice (Barnes & Verwey, 2008:23).

In South Africa, teacher collaboration became the driving force in the Mpumalanga Secondary School Initiative, in which teachers were expected to form clusters from various schools. In the clusters they met and shared experiences which improved their skills of teaching. The idea of teacher collaboration is supported by Doring (2002:224) and Steyn (2011:224), who argue that collaborative teaching enables teachers to utilise one another's strengths and complements their skills and knowledge, which would then give rise to the teachers owning their development. Consequently, owning professional development serves as a powerful form of teachers learning from one another (Desimone, 2009:184). Through collaboration, teachers assisted one another regarding their daily classroom challenges as well as how to conduct lesson study (Mokhele, 2011:173). Besides the content, teachers discussed classroom practices and pedagogy practices, therefore collaborative teaching and collective participation is considered a critical feature in the planning and implementation of the CPD programme of teachers (Desimone, 2009:184).

Teacher collaboration, as described in the preceding paragraphs, is underpinned by the constructivist philosophy (Ashraf, Khaki, Shmatov, Tajik & Vazir, 2005:273). From a critical theory perspective teachers should, in addition to understanding, critique the content, as it serves as an empowering stage in which not only the teachers would benefit from the process, but also the academics, who would learn from the lived experiences of teachers.

(d) Coordination plans

The Strategic Plans highlighted the pivotal role of coordinated plans for the successful implementation of CPD policies and programmes. In Pakistan, the Whole School Improvement Programme is followed, under the coordination and control of Aga Khan University-Professional Development Centre North (Murtaza, 2010:218-220). Figure 3.2 (below) shows the process.

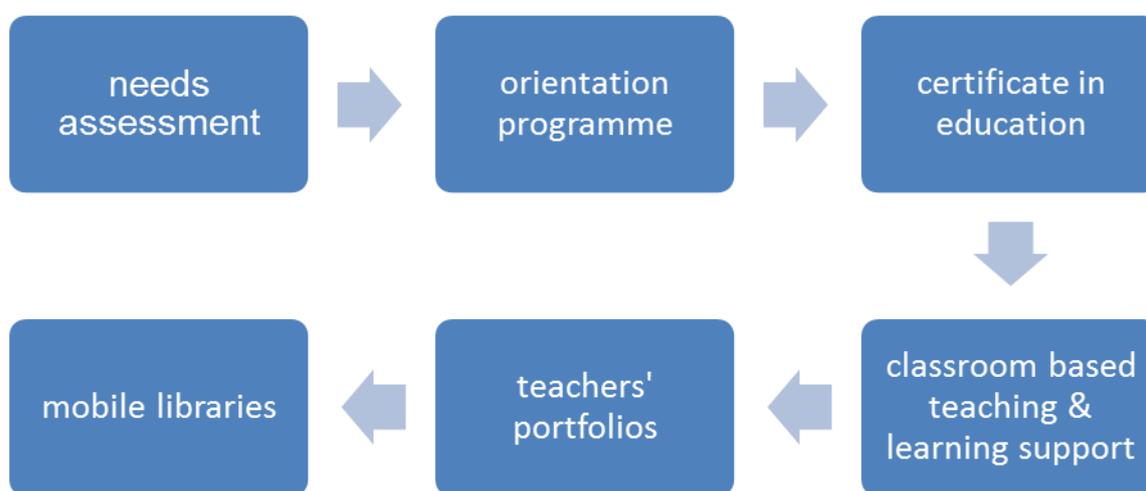


Figure 3.2: Whole School Improvement Programme

The first step in the Whole School Improvement Programme is when the faculty members conduct needs assessment, in which, as mentioned in 3.2.2.3, faculty members collect data that enables them to decide on the school's status (Murtaza, 2010:218).

After the needs assessment, an orientation programme for principals and teachers of the selected schools before the intervention stage would follow. The orientation serves to enable the principals and teachers to have a common vision (Murtaza, 2010:218), thus they would understand their responsibilities in terms of being responsible for their own professional development and to act as change agents in the entire school improvement process. In the orientation stage principals and teachers are then given direction. In terms

of ownership, faculty members remain in control, the school's duty and role being to follow the instructions from the faculty members.

The third stage in Whole School Improvement Programme is for the principals and their deputies to attend a Certificate in Education programme (Murtaza, 2010:218), the major aim of which is to develop them as pedagogical leaders. By so doing, the aim is to enable them to contribute meaningfully to the overall development of their schools. Both the Botswana and the Kenyan governments followed a similar approach by professionally developing principals to enable them to play a leading role in the provision of school-based professional development for teachers (Bunyi *et al.*, 2011:10-11; Hardman *et al.*, 2009:67; Moswela, 2006:625) (refer to figures 2.2 and 2.4 below).

The fourth stage in the Whole School Improvement Programme is the classroom based teaching and learning support, underpinned by constructivist philosophy (Ashraf *et al.*, 2005:273). Demonstration lessons are presented by academics in the actual classroom set-up. At this stage (Begum, 2012:383; Murtaza, 2010:219) teachers are supported in planning lessons, making resources at no cost as well as assisting them in learner-centred approaches to teaching. The approach is almost similar to the School-based Teacher Development programme used in Kenya, in that lessons have to be observed and the planning done collaboratively thereby enabling teachers to assist one another while complementing each other's approach in the teaching of certain topics in their subjects (Murtaza, 2010; Hardman *et al.*, 2009). The joint and collaborative approaches help teachers to understand the learning theories and ultimately find the relevance to their day-to-day classroom practices (Begum, 2012:383; Murtaza, 2010:219).

The fifth stage is for the teachers to compile portfolios (Murtaza, 2010:219-220; Shafa *et al.*, 2011:135). According to Begum (2012:381), the portfolio contains documents with reflection and experiences to show support of professional learning as well as lesson plans which show the lessons delivered and some reflections after lesson presentations. The stage is similar to that in the Mpumalanga Secondary School Initiative where, as pointed out by Ono and Ferreira (2010), teachers fill in their lesson plans and comments from the post-lesson forums. The portfolios not only serve to keep a professional record of the teachers but also contribute towards the enhancement of their professional commitment and motivation (Begum, 2012:381; Murtaza, 2010:219; Shafa *et al.*, 2011:135).

The last stage in the Whole School Improvement Programme is the provision of the mobile library service. As cited by Murtaza (2010:220), each of the participating schools is given a hundred books for a month. The provision of the books and reading materials improve the culture of reading in the participating schools. As in the school-based teacher development programme, as stated by Murtaza (2010:220) and Hardman et al., (2009:67), teachers have to use books in their classroom, which also encourages learners to use books, and by so doing promote more active and independent forms of learning as well as the development of reading and higher levels of thinking.

In Kenya, the School-based Teacher Development programme starts with principals during the first four years (Hardman et al., 2009:67), the aim being to offer principals management and leadership training so that they can lead on curriculum and administrative reform. The programme is then conducted through distance tuition with regular face-to-face contact sessions limited to the Teacher Advisory Centres (Christie et al., 2004:177-178) (see Figure 3.3 below).

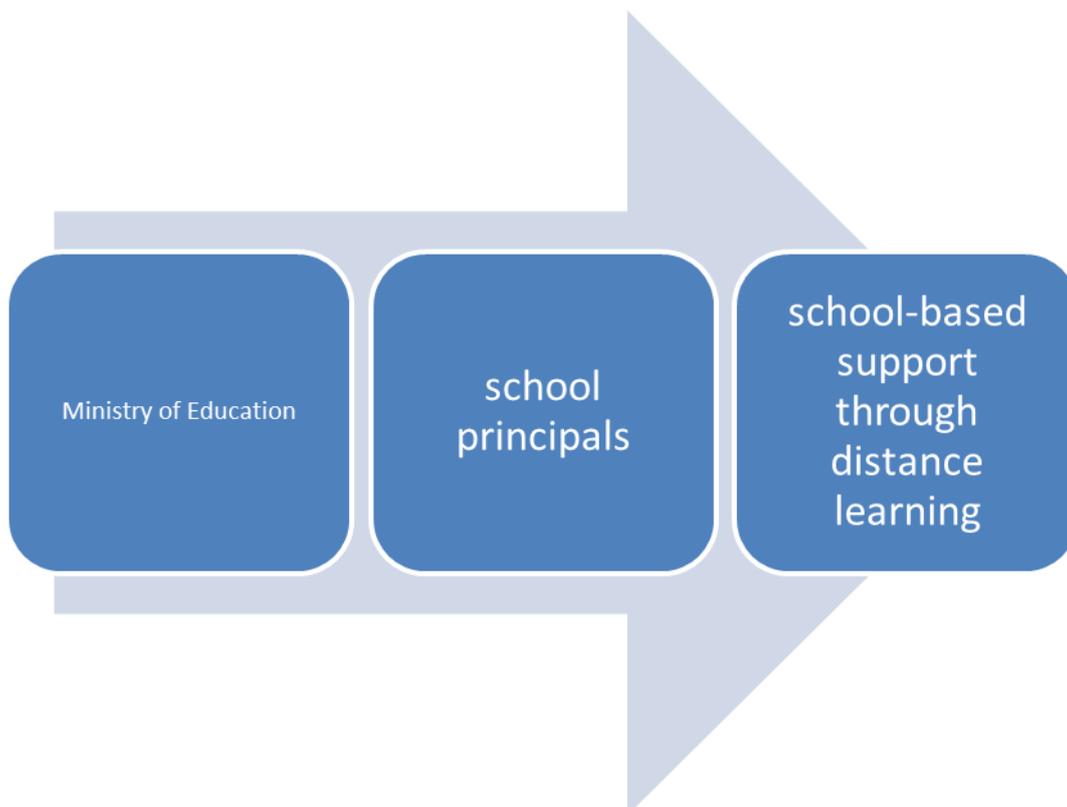


Figure 3.3: School-based Teacher Development programme (for principals)

The last phase of the programme is meant for teachers (Akyeampong et al., 2011:52; Christie et al., 2004:177-178; Hardman et al., 2009:66-68; Mattson, 2006:9-13). In supplementing the lack of physical contact between the lecturers and the teachers, the latter have to meet among themselves to discuss their progress. The teachers' meetings are normally held every two weeks, while their contact with the tutors is on a subsequent fortnightly basis (see Figure 3.4 below).

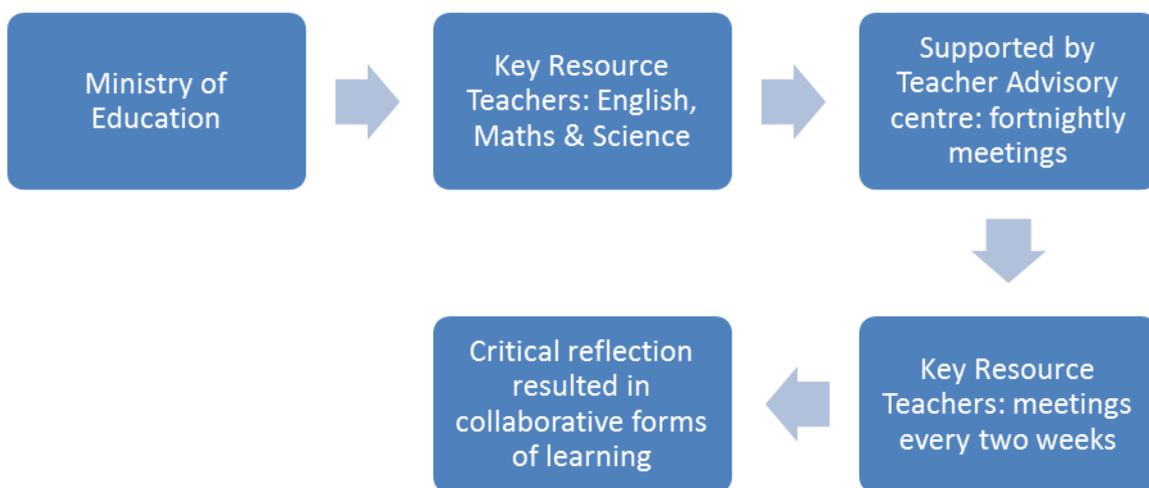


Figure 3.4: School-based Teacher Development programme

Different from the Kenyan programme, the professional development programme in Botswana puts the principal, according to the hierarchy, in a position of running and overseeing the programmes at school (Moswela, 2006:624; Pansiri, 2008:473). The in-service coordinator brings together activities related to teacher professional development (Monyatsi, 2006:152; Moswela, 2006:627). Schools are expected to identify their needs during the School Development Planning process. Firstly, various departments have to identify their training needs which would then be passed on to the School Staff Development Committee, which makes adjustments and forwards them to the Senior Management Team to come up with three needs to be placed in the year's School

Development Plan. The prioritised needs are then taken to the staff for adoption or rejection (Monyatsi, 2006:152).

In the process of conducting the CPD programmes, the subject heads are more specialised and are responsible for their own departments. Consequently, a more centralised form is followed, with the principal and/or subject heads cascading the information down to teachers (Moswela, 2006:628). Parents are not featured in professional development of teachers as partners in education (Figure 3.5, below). As a result, the structure leaves no space for democratic engagement with parents regarding their children’s education. Analysing the scenario from a South African perspective the situation is not different. Parents are not featured in terms of teacher development, but distinct about the Botswana professional development approach is the explicit reduction of needs in the year’s School Development Plan to three.

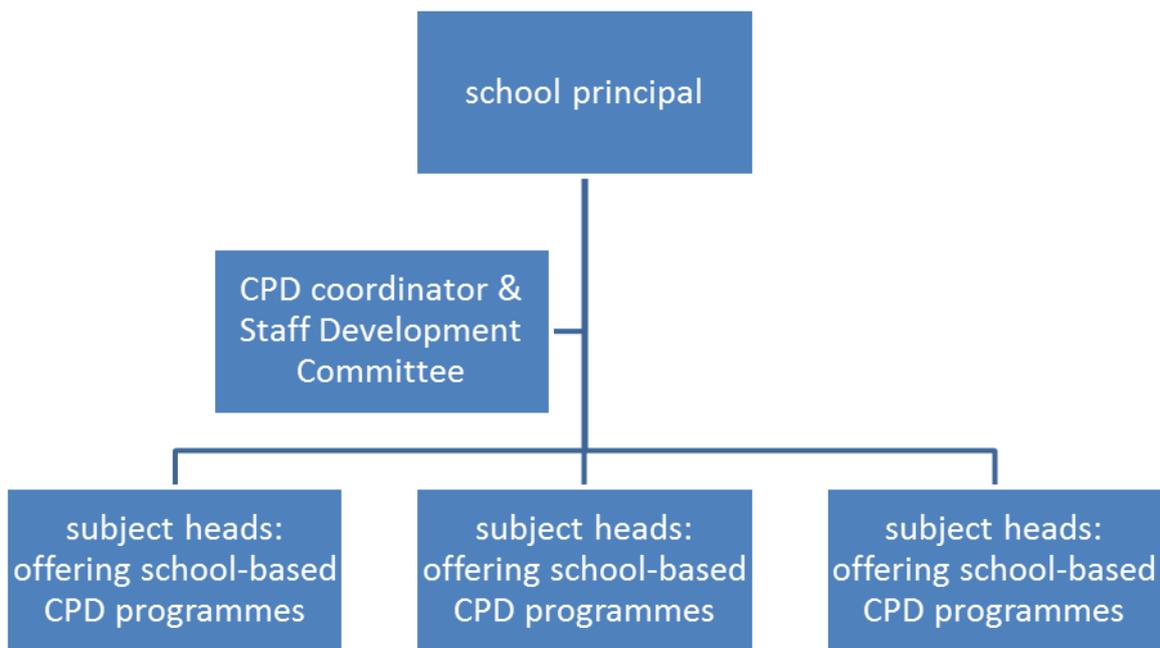


Figure 3.5: School-based CPD programme as used in Botswana, Source: Moswela, 2006, 627-628.

Unlike in the preceding paragraphs, regarding the three countries, the South African IQMS consists of three programmes, “ aimed at enhancing and monitoring performance of the education system” (DoE, 2003:1). The three programmes are Developmental System, Performance Measurement and Whole School Evaluation. The aim of the development

system “is to appraise individual educators in a transparent manner with a view to determining areas of strengths and weaknesses, and to draw up programmes for individual development” (DoE, 2003:1). The section therefore discusses the process followed at school level in order to achieve the development aspect of the IQMS. Figure 3.6 (below) shows the steps followed in the process of implementing the programme.

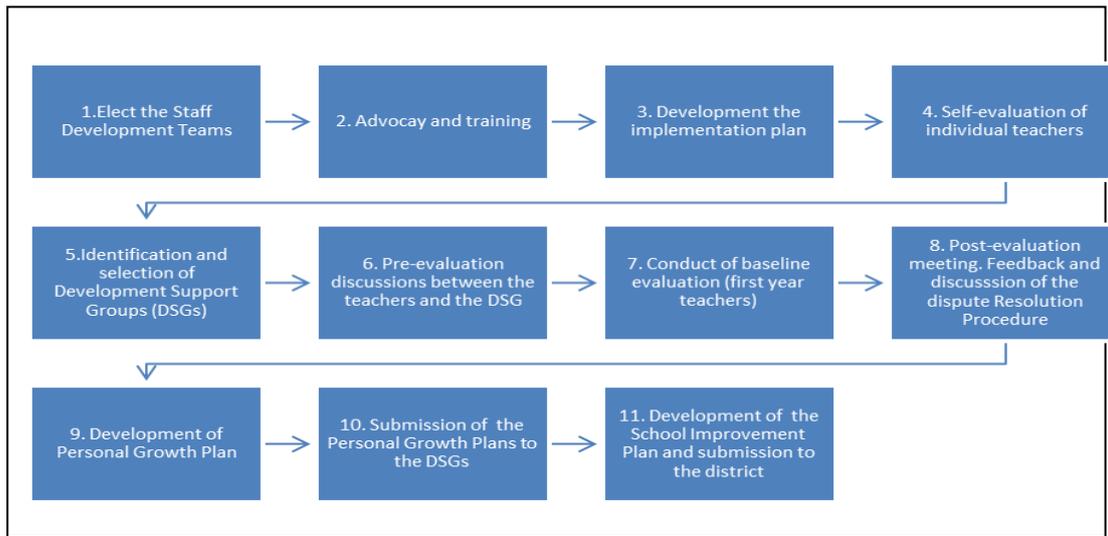


Figure 3.6: Steps followed in professional development of teachers in the IQMS

The steps to be followed in the developmental aspect of the IQMS policy document imply firstly the *establishment of the SDT*. In the implementation of the IQMS policy the principal has to initiate the process of the election of the SDT (DoE, 2003:3), which has to be made up of the principal, the Whole School Evaluation Coordinator, democratically elected SMT members and democratically elected post level 1 teachers. The democratic process should be followed if a member has to be replaced, because of leaving the school or non-functionality. The policy document further indicates that the SDT can consist of up to six members, depending on the size of the school and its decision (DoE, 2003:3), For the sake of continuity and stability, the school’s SDT has to be maintained for three years, but the school may decide otherwise (DoE, 2003:4). If a member of the SDTs has to be replaced, the process has to be democratic.

The second step involves *advocacy and training*, whereby the SDT is responsible for the training of teachers, including newly appointed teachers (DoE, 2003:3). In the training session teachers have to be supplied with the IQMS training manuals, and processes and

procedures of the IQMS be explained to them. The step further serves as an opportunity for teachers to raise their concerns and misunderstandings.

The third step in the implementation of the IQMS is the *development of the implementation plan* (DoE, 2003:3). The IQMS policy, gives the SDT, together with the SMT a duty of developing the implementation plan for the whole year. The plan has to be developed in consultation with the teachers, and indicate who should be evaluated, by whom and by when.

Fourthly, the plan includes the *self-evaluation process*, which follows “immediately after the initial advocacy and training” (DoE, 2003:6-7), where each teacher evaluates himself/herself. The main aim of the process is to enable teachers to take control of their own development.

Fifthly, with the *identification and selection of DSGs* (DSGs), each teacher has to determine his/her group, consisting of the teacher’s immediate supervisor and the one other teacher (peer), selected by the teacher on the basis of expertise that is related to the prioritised needs. The information regarding development support has to be factored down into the broad planning of the SDT to ensure that there are no clashes with HoDs, and “... to evaluate different teachers at the same time as well as to ensure reasonable spread and pace for evaluators towards the end of the year” (DoE, 2003:5).

The sixth instance is the *pre-evaluation discussions* between the teachers and the DSG. In the pre-evaluation stage (DoE, 2003:7) it has to inform the teacher about the process and the procedure of the IQMS. The teacher would also be given a chance to raise areas of concern and be guided on to how to develop a Personal Growth Plan (PGP).

There follows the seventh step, in which the *baseline evaluation* is conducted, especially for first-year teachers. This (DoE, 2003:7) is to enable comparison with subsequent evaluation(s) for each teacher. For a teacher with more than a year of being employed by the DBE, the previous year’s evaluation serves as the baseline evaluation for the current year. It is therefore only newly appointed teachers who would be evaluated twice a year, and experienced teachers are only evaluated once a year (DoE, 2003:9). The purpose of the DSG’s baseline evaluation (DoE, 2003:8) is to confirm (or otherwise) the teacher’s perception of his/her performance as arrived at through the process of self-evaluation.

The subsequent eighth step is a *post-evaluation meeting*. Feedback and discussion of the dispute resolution procedure is implemented whenever necessary. In this stage (DoE, 2003:8) the DSG discusses its evaluation findings with the teacher. If there are grievances regarding evaluation they are to be resolved at this stage or otherwise be referred to the SDT within a week. If there is still no resolution (DoE, 2003:9), either party may request a formal review by the grievance committee, which is only established if a teacher is not happy with his/her evaluation. Such a committee has to consist of a union representative, a peer selected by the teacher for this purpose, as well as a neutral person appointed by the DBE (DoE, 2003:5-6). It is only at this stage at school level that the policy recognises the participatory role of the union representative. TQM (de Bruyn & van der Westhuizen, 2007:291) recognises participation of partners in education. I argue that in the team driving the IQMS the union representation should be included from the onset so as to democratise the process.

The above then leads to the ninth step, when the *personal growth plan* for each teacher is developed (DoE, 2003:11). This should be developed by the teacher in consultation with the members of the DSG, immediately after the post-evaluation discussion, and should address growth at four levels, where possible. Firstly, the growth should address those areas over which the teacher has control, e.g., punctuality. The second level should be those areas for which the DSG or someone else in the school has the ability to provide guidance, e.g., lesson planning. The third one should be those areas for which the district office provides professional development, e.g., the knowledge of the Curriculum and Assessment Policy Statement. The last level should be about re-skilling or upgrading one's qualification (DoE, 2003:11). Each teacher should submit his/her Personal Growth Plan to the SDT. The process needs to be completed by the end of March each year (DoE, 2003:11).

All the Personal Growth Plans finally lead to the tenth step, the *development of the school improvement plan* by the SDT, which they submit to the Education District Office (DoE, 2003:11). The School Improvement Plan is defined (DoE, 2003:11) as the blueprint of actions and processes needed to produce school improvement. It serves to help the school measure its own progress through a process of continuous self-evaluation. Since the above processes do not include parents as partners in education it can be said that they are not

democratic. Parents' voices and points of view are not represented, while schools are there for the interest of the community.

In summary, principals are given a distinct and prominent role in the School-based Teacher Development in both Kenya and Botswana. Classroom support is provided to teachers in the Whole School Improvement Programme, in Pakistan and the School-based Teacher Development in Kenya. Both the IQMS, in South Africa and the School-based Teacher Development in Botswana have school-based committees leading the professional development of teachers.

(e) Focus on the Improvement of the Content Knowledge and/or Pedagogical Practices

The fourth activity that emerges in the Strategic Plan in the four countries under study is the focus on improving the content knowledge of teachers and the betterment of their pedagogical practices. The aim with this activity is to enable teachers to have confidence as they teach and to enable them to match current requirements of teaching and learning.

In the Whole School Improvement Programme, in Pakistan, teaching practices of teachers are enhanced through focus on learner-centred approaches to teaching. Faculty members conduct weekly workshops focusing on the content in various subjects offered in schools. The learner-centred approach to teaching acts to counteract teacher-centred approaches of teaching and rote learning as challenges cited in 3.2.1.6 and 3.5.2.3. The methods include learning by doing, inquiry based teaching and project-based teaching. The other distinguishing feature in the Whole School Improvement Programme is the emphasis on the integration of the current theories with practice. Faculty members encourage teachers to be critical about the content (Ashraf et al., 2005:273). The last aspect in the improvement of practices of teachers is for teachers to compile portfolios which then contain their reflections (Murtaza, 2010:219-220; Shafa et al., 2011:135). According to Begum (2012:381), the portfolio has to contain documents with reflection and experiences to show support of professional learning as well as lesson plans which show the lessons delivered and some reflections after lesson presentations.

As in the Whole School Improvement Programme above, in Kenya the School-based Teacher Development Programme focused on learner-centred approach to teaching and learning. By so doing learners were encouraged to interact with one another. Reflection by teachers after lesson presentations as in the Whole School Improvement Programme formed part of teachers' improvement practices. The aim with the reflection stage was to encourage teachers to challenge their practices. For the improvement of pedagogical content, as alluded to above, it was compulsory for teachers to register English, Mathematics or Science, with focus on the content and on improving teachers' pedagogical content knowledge, while also encouraging teachers to reflect on their teaching (Bunyi et al., 2011:10-11; Hardman et al., 2009:68).

Different from the School-based Teacher Development programme in Kenya, the department of Teacher Training and Development in Botswana focused on Mathematics and Physical Science. The programme was geared at improving the teachers' pedagogical content knowledge as teachers attended the sessions during vacations (Ramatlapana, 2009:156). The aim was to improve the content knowledge of teachers in Mathematics and Science, by engaging them with the new changes in the teaching of the subject. They were given opportunities to make presentations so as to enable them to discuss how best they could improve in their methodologies of presenting lessons (Ramatlapana, 2009:156).

South Africa's improvement of pedagogical content knowledge and practices is slightly different from the three countries. Teachers' Personal Growth Plans inform the School Improvement Plan with schools in each district being expected to submit their improvement plans to their Education District Offices. All districts then forward their collated plans and needs to the provincial Education Department which then submits them to the national Department (DoE, 2003:11-14). At the national level the DBE consolidates the information from the various provinces. It is on the basis of the emergence of the need to focus on the content knowledge of teachers from various provinces that the Mpumalanga Secondary School Initiative was put in place. It was developed as a partnership between the Mpumalanga Department of Education (MDoE) and the Japan International Cooperation Agency (JICA) to use lesson study in South Africa, in both Mathematics and Science. The aim was to enhance teachers' skills and subject knowledge. This partnership, which was a response to the lack of content knowledge and the request by the then president of South Africa, Nelson Mandela, led to the official inception of the

Mpumalanga Secondary School Initiative (MSSI) (Mokhele & Jita, 2010:1764; Ono & Ferreira, 2010). A number of officials and teachers went to Japan to research lesson study so as to contextualise it in South Africa, as the ultimate aim was to institutionalise it, thereby making it a school-based form of teacher development.

The initial Implementation of the Mpumalanga Secondary School Initiative (MSSI) project in South Africa followed a workshop approach. Having attended a number of workshops, teachers indicated that they were not given enough time for interaction. Workshops alone were not sufficiently relevant to what teachers needed. Because of the recommendations from teachers, the designers of the Mpumalanga Secondary School Initiative (MSSI) programme then, in addition to the workshops, included the clustering of schools under the facilitation and support of university-based subject matter experts (Mokhele & Jita, 2010:1764). However, the ownership and control of the sessions remained in the hands of the district officials and the academics. Teachers had a chance to interact and jointly plan lessons. Most teachers involved in lesson study favoured the lesson planning phase as it opened their minds on how they could present their lessons using different skills and formulating a task (Ono & Ferreira, 2010). Besides planning lessons together, in the clustering of schools process teachers also had scheduled lesson presentation, after which they had a post-lesson forum. Post-lesson comments were on three aspects, namely identifying positive aspects of the lesson, commenting on the lesson (and not the teacher) and identifying areas to improve with suggestions (Ono & Ferreira, 2010). The aim was for teachers to improve their lesson planning and presentation, and how they reflected on their teaching.

From the foregoing paragraphs, reflection by teachers formed the basis of challenging teachers' practices. Other features that emerged were the involvement of academics in the improvement of teachers' pedagogical content knowledge and use of portfolios by teachers. The last aspect was the focus on learner-centred approach to teaching, with the learner playing a prominent role.

3.2.2.5 *Monitoring*

To ensure that any intervention succeeds the organisation or system usually puts in place mechanisms to monitor and evaluate progress (Moloi, 2010:166). For example, in the

Whole School Improvement Programme in Pakistan, monitoring was by faculty members. Monitoring teacher development is a core principle of the Whole School Improvement Programme (Shafa et al., 2011:135). They regularly visit schools that are in the programme to monitor progress and provide teacher development in areas of need.

The School-based Teacher Development programme in Kenya is monitored by the tutors who have fortnightly meetings with the Key Resource Teachers (Mathematics, English and Science teachers) at the Teacher Advisory Centres (Bunyi *et al.*, 2011:10-11). The contacts of the Key Resource Teachers also assist in enabling tutors to monitor the teachers' progress. In addition, provincial officials also monitor the School-based Teacher Development and act as a link between the ministry and the district (Bunyi *et al.*, 2011:10-11; Mattson, 2006:11). The tutors have direct links with the Key Resource Teachers, and review progress. Due to insufficient funding tutors cannot easily reach schools, but rather the fortnightly meetings with the Key Resource Teachers serve to give them an idea. It is the same tutors that provide other levels, such as the district, with the developments made by the Key Resource Teachers.

Monitoring of CPD programmes and policies also takes place in Botswana. At school level the principals are responsible for monitoring the professional development programmes, assisted by the professional development coordinators and the Staff Development Committees (Monyatsi, 2006:152). However, principals do not have a guide that would make it easy for them to monitor the professional development programmes (Monyatsi, 2006:153). The only tool they normally refer to are the needs identified by individual teachers and the school the previous year. Literature shows that monitoring has not been done well (Pansiri, 2008:485). The scenario is not different from South Africa, as the principal works with the SMT and the SDTs.

South Africa follows a slightly different system of monitoring the IQMS process, vested in various structures (DoE, 2003:9). At school level, the SMTs, DSGs and SMTs are entrusted to monitor the process (DoE, 2003:3, 9). The DSGs and/or SDTs (DoE, 2003:14) should, on a quarterly basis, enquire if the teacher receives mentoring and support. The process serves to enable the DSG and SDTs to rectify the challenge before the end of the year. Departmental officials and the district office should ensure that the implementation process in schools is monitored continuously (DoE, 2003:5, 9). In the monitoring process, minutes of the discussion are written down. The mentee has to provide invitations to CPD

programmes as well as provide evidence that he/she attended the session. A constant comparison is made between the teachers' PGP (written earlier in the year to show the teacher's needs), and the programmes attended. Figure 3.1 (above) shows the detailed programme followed in the mentorship. The current challenge is the monitoring which is not done well (Mestry et al., 2009:482; Ncube et al., 2012:610). Both schools and the district offices are not doing enough in this regard.

On the basis of the foregoing exposition of CPD programmes and policies implementation, various components came to the fore. The first distinct component with regard to the implementation of CPD programme is the presence of a team dedicated to lead the professional development. All four countries had different compositions in their teams, from exclusively faculty members (Pakistan) to a team of consultants (Botswana). common in all teams dedicated to the implementation of the programmes had been the absence of parents' and teacher union voices. The second component that came in as binding was the establishment of a common vision, which served to bring together participants and direct ideas to the achievement of the implementation of the CPD programme.

The third component that emerged was the SWOT analysis, where the institutions look at the four issues, namely their strengths, weaknesses, opportunities and threats. Donor funding came in as a common contributory factor in the implementation of the CPD programmes. The second opportunity that emerged was the partnership in terms of expertise from universities that also played a pivotal role in the success of the programmes.

The fourth component was the Strategic Plan, which showed the actual activities that took place based on the countries' priorities. The first was the training of principals in order to implement the CPD programmes. The duration of the training varied from CPD programmes offered by different agencies as in South Africa to programmes offered by certain institutions. In Botswana, the programme was led by consultants. The Whole School Improvement Programme, principals had to spend a year doing the course. The Kenyan programme followed a distance learning approach, however face-to-face contact sessions were held. The common factor in the training of principals was the less autonomy that was given to principals in contributing to how to solve the challenges they had in their schools. The programmes followed prepared paths that principals had to follow. Where

applicable, as in Botswana, they had to train teachers and senior teachers using the same manuals.

The second activity that emerged was the support that teachers and principals had to receive for purpose of sustainability. Support came from the education departments and NGOs. The third activity in the Strategic Plan was the collaboration amongst teachers. In this way, teachers were encouraged to learn from one another. The presence of a coordinated plan appeared to be the fourth activity in the Strategic Plan. Once plans were coordinated the activity that followed was the improvement in content knowledge of teachers. The weakness that emerged in the approaches was the top-down nature, as well as putting parents out of the picture.

In conclusion, monitoring in South Africa and Botswana is entrusted to the team responsible for the staff development. Tutors and faculty members monitor progress in Kenya and Pakistan respectively. According to the consulted literature, a guide was not obtained as to how the countries monitor progress. What can be applauded in all the four countries is that monitoring to a varying degree is conducted. Therefore, improvement on the monitoring system emanated as a necessity.

3.2.3 Conditions conducive to the implementation of strategies

Each country's education system in general, and schools in particular, have unique contextual factors affecting the implementation of policies therein (Mokhele, 2011:181). These are sometimes similar and at other times different from those of other countries and schools. Such contextual factors are critical in enabling (or hindering) policy implementation strategies discussed above. The discussion below analyses such factors from the literature and uses each of the emerging components of the CPD policies and programmes implementation strategies respectively in order to develop an understanding of how such contextual factors become facilitators of the success thereof.

3.2.3.1 *Factors supporting the Dedicated Team*

In the Whole School Improvement Programme of Pakistan, the team driving the CPD programme is better enabled to exist and to carry out its functions because of its ability to

have a good relationship with the teachers and the principals (Begum, 2012:389). This resulted from the faculty members' ability and resolution to motivate and support teachers and principals in doing their work (Shafa et al., 2011:142). Good relations bred positive attitudes between the school and the faculty members who were expected to spend four working days at the project schools (Murtaza, 2010:215). These four days created a bond between the schools in the programme and the faculty members who served as the structure driving the programme. The second important aspect was that the team knew its purpose of being in those schools, i.e., to develop teachers and the whole school. However, the faculty members remained in power in shaping the direction taken by the whole programme in improving the schools' conditions. These unequal power relations were not addressed, hence the good relationships could not contribute optimally to the highest possible levels of excellence in implementing the CPD policies (Begum, 2012:379; Shafa et al., 2011:144). This limitation further impinged on the achievement of social justice and respect for the schools' autonomy and their ability to solve their problems.

Unlike the Whole School Improvement Programme, where the power resided in the hands of the academics, in the Kenyan School-based Teacher Development programme the power resided with the tutors who were based at the Teacher Advisory Centres (Akyeampong et al., 2011:52; Bunyi et al., 2011:10-11; Mattson:9-13). The programme was a distance learning initiative. In compensating for the absence of direct contact between tutors and teachers, contact sessions were held at the Teacher Advisory Centres (Akyeampong et al., 2011:52; Mattson, 2006:11). This role put the tutors in a better position to drive the professional development programme of teachers. Contact sessions served to open channels of communications between the tutors and the Key Resource Teachers. Both the training of tutors and their assistance to the Key Resource Teachers (Akyeampong et al., 2011:52; Bunyi *et al.*, 2011:10-11; Mattson, 2006:11-14) served as enabling factors to the success of the School-based Teacher Development programme structures. As with the academics in the preceding paragraph, the schools did not have ownership of the programme. Unequal power relations also prevailed, which was not good for the schools.

In Botswana the success of the training conducted by the group of consultants was made possible through funding from the UK Department for International Development (Pansiri, 2008:472-473). The dedicated team played a pivotal role by compiling guides (Pansiri,

2008:472-473) and took SMTs through the guides. Clear roles between presenters and SMTs and the strong relationship between them were factors which contributed in the success of the programme.

In South Africa, SDTs and DSGs are playing an important role in designing implementation plans and ensuring that teachers have a clear understanding of the IQMS processes and procedures (Ncube et al., 2012:612). Willingness to share information with teachers and the ability to listen to them enhanced the performance of the dedicated team. Literature shows that what is lacking in the IQMS implementation is monitoring, evaluation of professional development programmes and follow-ups (Mestry et al., 2009:482-483; Ncube et al., 2012:610).

In summary, structures driving the professional development programmes were supported by a number of factors. The good relationship between the faculty members and the school and the time spent at school by the team driving the programme serve to bond the school with it (the structure) and training of structures (e.g., the training offered to tutors), while funding made it possible for the structures to exist, patience, hard work, the clear purpose of the team, open communication between the team and other teachers, clear roles and responsibilities, strong relationship between the team and other teachers, and a willingness to share information and listen to other people as well as participation.

3.2.3.2 Factors Supporting the Creation and Operationalisation of a Common Vision

In the Whole School Improvement Programme of Pakistan the common vision was created through the invitation of principals and teachers for the orientation programme (Murtaza, 2010:218). The orientation session was facilitated and directed by the faculty members (Begum, 2012:382), in which teachers and principals were mobilised to better understand the purpose and process of the successful implementation of the school improvement initiative (Begum, 2012:381; Murtaza, 2010:219). The orientation session serves as the first enabling factor in the creation of a common vision between the school and faculty members.

The second factor that serves as an enabling condition in the creation of a common vision in the Whole School Improvement Programme was a focus on the development of the

whole school, and not just individuals. The philosophy behind the programme (Murtaza, 2010:215; Shafa et al., 2011:132) is that of targeting the entire school for development work. By so doing a culture is created amongst teachers, the principal and learners to aspire for a better situation. The regular presence of faculty members serves as a bond between them and the school to aspire for a better future. However, the challenge with the above approach is the top-down way of approaching schools.

In Kenya, the vision of the Ministry of Education (2008:3) is to have a globally competitive education, training and research for Kenya's sustainable development. To reach the above aim the Ministry opted for "scaling up country-wide in-service programmes" for teachers (Hardman et al., 2009:66). To achieve its vision, the Ministry of Education is supported by the national, provincial and district levels. The discussions between the district and provincial education officials with the Ministry of Education led to the realisation of the vision of scaling up in-service training for teachers in Kenya. To come up with the vision there was a decline in the enrolment of learners, especially from the primary level. Literature (Hardman et al., 2009:66) showed a decline in the quality of education offered as teachers lacked the pedagogical content knowledge. Policymakers, NGOs and religious organisations had to join hands to counteract the decline in the enrolment and lack of the pedagogical content knowledge of teachers. Teacher unions (Mattson, 2006:40) were also involved in the first planning stages and the discussion resulted in the scaling up of in-service training of teachers.

As in Kenya, the Botswana vision of ensuring that principals take the initiative of training teachers at school level (Republic of Botswana, 1994:47) has not been discussed with the grassroots. The decision came as a result of Botswana's changing its reliance on the Cambridge Overseas School Certificate examination system and the change to a locally based Botswana General Certificate of Secondary Education examination meant changes in the curriculum and how to run schools (Moswela, 2006:624). In achieving the vision, the schools were not engaged, but rather the decision was taken at Ministry level.

The vision of appraising teachers in a transparent manner and devising programmes to address the identified needs of teachers came as result of the resistance against the apartheid education system in South Africa. The teacher evaluation system during the apartheid era was made known to inspectors with the aim of victimising teachers (Biputh & McKenna, 2010:281; Chisholm, Motala & Vally, 2003:518), but teacher unions rejected

the approach. After the first democratic elections in 1994 a number of policy changes took place in the country. Teacher unions, on the other hand (Biputh & McKenna, 2010:282; Chisholm et al., 2003:519), wanted a method that could be transparent while developing teachers. Therefore (Weber, 2005:64, 67-68), the professional developmental aspect of the IQMS came in the agreement between the DoE, various stakeholders in education and teacher unions. The only aspect of which teacher unions and teachers feel unhappy is the focus on the aspect of the IQMS (e.g., salary notch increases) while the professional development aspect receives less attention (Mestry et al., 2009:482).

In view of the above, in order to create a common vision and orientation, a consultative session serves as the basis. As in the Whole School Improvement Programme teachers and principals were briefed on the procedures and processes of the programme, and by so doing people are put in a better position to analyse the current status so as to think about the desired and anticipated goal. Lastly, support from other levels (provincial and district) further enabled the Ministry of Education to achieve its vision. In the Botswana, Kenyan and Pakistan approaches in establishment of the vision, the Ministries of Education and the faculty members had more power in deciding on the visions. Masses at grassroots level were left uninformed. In South Africa, teacher unions represented the teachers. It is evident from the literature that the programmes integrated to form the IQMS policy do not receive equal attention. Teachers and teacher unions seem to be unhappy about how the professional development aspect of the IQMS is handled. The DBE still has more power than other stakeholders, hence the continuous resistance by teachers.

3.2.3.3 *Contextual factors in success of SWOT analysis*

As mentioned above, the Whole School Improvement Programme in Pakistan is led by academics (faculty members). Before commencing with the intervention in schools they collect data through interviewing the principals, SMTs, teachers and community members, as well as classroom observations, document analysis, and videos of the physical facilities in the school. Their ability to analyse data serves as an enabling factor in deciding on how best they could assist an individual school. (Murtaza, 2010:220).

Schools, on one hand, were open-minded in allowing faculty members to devise a programme (Begum, 2012:383). The schools' cooperation in allowing principals to attend

the one-year course was one other aspect that made the SWOT analysis successful. The teachers' attitude of allowing faculty members to teach them about various teaching methodologies and how to construct no-cost teaching aids contributed to the success of the SWOT analysis (Begum, 2012:386). The implication was that teachers and the school in general saw the value in participating in the programme.

As indicated in 3.2.2.3, schools did not conduct a SWOT analysis before the commencement of the School-based Teacher Development programme, rather it was carried out by the Ministry of Education. The decline in the enrolment (weakness) at school and the lack of pedagogical content knowledge were discovered by the Ministry of Education (Bunyi *et al.*, 2011:10-11; Hardman *et al.*, 2009:65-66), made possible by the information supplied by schools. The teachers' attitude of going through the manuals (Akyeampong *et al.*, 2011:52) and meeting at the Teacher Advisory Centres contributed to the improvement of the pedagogical content knowledge of teachers. School principals also attended their course and saw value in attending it.

In Botswana, the analysis was made possible through the consultancy which provided a baseline survey to the Department of Teacher Training and Development (Pansiri, 2008:472). The information supplied by the schools to the three consultants made it possible for the Ministry of Education to know about the status of schools. The second enabling factor in the analysis in Botswana was the funding from the Department for International Development, which made it possible for the consultants to reach schools for gathering information about teaching and learning. The commitment of SMT members made the programme a success and the knowledge possessed by consultants and their willingness to share with the SMTs contributed positively to the SWOT analysis as a component in the implementation of the CPD programme (Pansiri, 2008:472).

In the South African context, the SDTs and their effort contributed to the level that professional development has reached in the countries. Teachers on the other hand have played their part by coming up with their Personal Growth Plans and conducting self-evaluation (Tsotetsi, 2012:377). The government also played its role by training at least two members per school (Sambumbu, 2010:110). Focus needs to be on monitoring, making follow ups and evaluating the professional development programmes offered (Mestry *et al.*, 2009:482-483; Ncube *et al.*, 2012:610).

Committed participants made the programmes a success, and they would not have succeeded in any of the four countries without teachers' and principals' commitment and cooperation. The support from the government and other structures also played a role in ensuring that the needs were addressed. The last contributory factors were the dissemination of the information and the value participants and presenters saw in the programme.

3.2.3.4 *Factors behind success of the activities in the strategic plan*

As mentioned in 3.2.2.4, five activities were put in place to operationalise the Strategic Plan. In upcoming sections attention will be given to conditions which made it possible for the activities to be successfully implemented.

(a) Training of the principals

The success of training principals as part of the Strategic Plan in the Whole School Improvement Programme of Pakistan was mainly due to the orientation session that made principals understand the procedures and the processes of the programme (Murtaza, 2010:218; Shafa et al., 2011:142). Secondly, the expertise of faculty members led to the success of the training. In line with this statement, Mokhele (2011:180) agrees that teachers and principals will continue to attend sessions which bring growth and further their expertise. The third contributory factor was the duration and the number of sessions. In the first year, principals had to attend 25 professional development sessions of about four days each. Unlike a once-off session, spreading sessions create time for implementation of the theory and giving feedback in the next contact sessions. Dreyer (2012:386) supports multiple interventions in the professional development sessions as they give enough time for internalising the new knowledge and time to share successes and challenges. The last contributory factor was the awarding of certificates after the completion of the course (Murtaza, 2010:218; Shafa et al., 2011:142). Awarding certificates acted as an extrinsic motivation to principals. They knew that by completing the course they would receive certificates as a token of appreciation for their hard work.

On the other hand, the School-based Teacher Development in Kenya was made successful by funding from the UK Department for International Development (Mattson, 2006:9). The programme was a distance-learning one with school-based review meetings, in which principals had opportunities to discuss their progress (Hardman et al., 2009:67). The review meetings further served to compensate for the absence of physical contact between the principals and the presenters. In addition, local networks for principals were established. Therefore, funding, review meetings and local networks were the enabling factors in the training of principals.

Similar to Kenya, funding from the UK Department for International Development also supported the training of principals in Botswana (Pansiri, 2008:472). As discussed in 3.2.2.4, the team of consultants was used to train principals so that they could train other teachers (Moswela, 2006:625). In addition to the trained principals, 30 more professional advisory officials were employed to support the principals in training teachers in schools. Materials were developed (Pansiri, 2008:473) so that it would be easy for principals to cascade the information. The consultants took the principals through to use the prepared material.

The training of principals in South Africa was made possible by the presence and expertise of academics from university. The situation is similar to the Whole School Improvement Programme mentioned in the preceding paragraphs. Secondly, the programmes materialised because of expertise of government officials who led them (Mathibe, 2007:530).

Based on the above discussions, the success of training of principals as a component of strategies depended on a number of factors, *viz.*, the orientation session made the principals understand the procedures and processes of the programme, multiple training interventions which improved the principals' understanding, certificates showing that they had completed the course, funding, meetings in which they reviewed progress, and beefing up the training team.

Since principals had to cascade the information down to teachers, a disadvantage was that it placed audience as recipients. Such an approach was contrary to what TQM, the conceptual framework couching the study, stands for, *i.e.*, encouraging employee input

while being opposed to hierarchical structures that pitted management against the workers (Paxton, n.d.:2 of 4).

(b) Factors behind success of government and NGO support

Willingness and positive attitudes of teachers made the implementation of the Whole School Improvement Programmes successful in Pakistan. While faculty members were keen to assist teachers, their attitude in showing how they taught certain concepts, shared information and allowed space for critique made the programme successful (Murtaza, 2010:218-219). Willingness and a positive attitude from both faculty members and teachers contributed to the success of the programme.

The success of the School-based Teacher Development programme in Kenya relied on three factors. Firstly, funding from the UK Department for International Development made it possible to pay tutors. Tutors assisted teachers during the face-to-face contact sessions (Hardman et al., 2009:66). Secondly, face-to-face contact sessions were held at the Teacher Advisory Centre, which was used for support and professional development of teachers. Thirdly, according to Mattson (2006:11), the presence of district officials who supported the Ministry's initiative by distributing materials to teachers and assisting in the training of tutors who supported them, contributed to the success of the school-based teacher development programme. Therefore, the enabling factors in the Ministry's initiative were the Teacher Advisory Centre, where teachers in the programme met, and the tutors who supported the teachers.

The success of the Primary School Management Project in Botswana relied on three factors. The first was good planning by the department of Teacher Training and Development. Part of the planning session (Pansiri, 2008:473) included the appointment of 30 facilitators who would conduct the sessions. The second factor was the development of material to be used during the sessions so as to train the SMTs. The last factor was the positive attitude and the willingness of the SMTs to learn.

The mentoring process in South Africa was made successful through advocacy, which was the first aspect that brought people's minds to think alike. The next factor that contributed to the success of the programme was the teachers' positive attitude and the value attached

by the novice teachers to the programme. Thirdly, the mentor's willingness to share and have patience when dealing with the novice teacher acts as an added advantage in the process. In conclusion, the school culture acted as another enabling factor where novice teachers knew that they would have to undergo mentoring (Ncube et al., 2012:610).

In summary, factors which enabled the government's support included the willingness of teachers to learn and be mentored, planning, preparation of materials, availability of the centre for training of attendees, training of facilitators (tutors), commitment, cooperation, school culture and funding from the UK Department for International Development. The above explanations are in line with the TQM principles of quality in school, e.g., striving for continuous improvement (Paxton, n.d.:2 of 4). The only challenge, which is contrary to what TQM stands for (Paxton, n.d.:2 of 4), is the "boss management" as the approaches followed a top-down approach which was not good. "Experts" gathered the information about the schools and brought in the remedy, instead of generating the solution from schools and moving upwards.

(c) Collaboration amongst teachers

One common feature that enhanced collaboration between and amongst teachers were the meetings held during each of the programmes. For the Whole School Improvement Programme in Pakistan teachers had to hold meetings at school level in which they were sharing subject expertise. In the School-based Teacher Development programme, in Kenya meetings were held every two weeks (Hardman et al., 2009:68). These served as an enhancement factor in promoting collaboration between the Key Resource Teachers. In the Coaching programme in Botswana, to support Science and Mathematics Teachers (COAST), teachers had continuous meetings (Barnes & Verwey, 2008:23). For South African teachers, in the Mpumalanga Secondary School Initiative, teachers had to hold monthly school-based meetings (Mokhele, 2011:185). Steyn (2011:225) supports the idea of holding meetings, as it acts as an enabling condition in promoting teacher collaboration.

Participating in peer coaching or observing a colleague teaching acted as the second factor that promoted teacher collaboration. In the Coaching to support Science and Mathematics Teachers (COAST) (Barnes & Verwey, 2008:23) teachers observed each other presenting lessons. As indicated in 3.2.2.4(c) a space was created for comments. Mokhele (2011:187)

and Steyn (2011:225) support peer coaching and constructive feedback after lesson observation as amongst effective ways of promoting teacher collaboration.

The third factor that supported teacher collaboration was the creation of time for collaborative engagement. The Key Resource Teachers in the programme had to meet every two weeks (Hardman et al., 2009:68). In Key Resource Teachers' time of collaboration, tutors assisted as they were trained to do. In the Whole School Improvement Programme, teachers at school level had to create time for planning their lessons collaboratively, assisting each other in designing activities and procedures of formative assessment (Murtaza, 2010:218). The Integrated Strategic Planning Framework for teacher Education and Development in South Africa (RSA, DoE & Department of Higher Education & Training, 2011:3, 20) supports the creation of time by teachers and schools for the teachers' own professional development. According to this framework the time could be created by integrating the professional development sessions into the school year or during the holidays.

The fourth factor which supported teacher collaboration was the feedback during contact sessions. In the Coaching to Support Science and Mathematics Teachers (Barnes & Verwey, 2008:23), Whole School Improvement Programme (Murtaza, 2010:219) and the Mpumalanga Secondary School Initiative (Ono & Ferreira, 2010:13) teachers observed each other presenting lessons and after lesson presentation observers met with the presenter for constructive comments.

The fifth factor that supported the success of teachers has been the commitment to attend and share information. A commitment to attend teacher collaborative sessions results in a number of benefits (Blackmore, 2000:3; Dymoke & Harrison, 2006:80; Lee, 2005:40; Steyn, 2008:25), including the opportunity to utilise each other's strengths, knowledge and skills as well as stimulating reflection and broadening perspectives.

(d) Factors supporting a coordinated plan

A coordinated plan needs supports to enable access to materials. Firstly, good planning and preparation were factors that supported the coordinated plan in the Whole School Improvement Programme in Pakistan (Begum, 2012:389). As detailed in 3.2.2.4 the

faculty members had to conduct a needs analysis of the school. Part of including teachers and understanding the procedures and processes of the Programme was through the orientation session. By so doing teachers and principals were expected to understand their roles of acting as change agents in their schools (Murtaza, 2010:218). The second factor was adherence and cooperation of teachers and principals (Begum, 2012:382-384). Although the faculty was steering the plan, without mobilising teachers for their cooperation they would not succeed (Shafa et al., 2011:144). The last factor was the strong leadership of the faculty members (Shafa et al., 2011:142), who designed and were instrumental in implementing the plan.

In the School-based Teacher Development programme in Kenya, tutors were instrumental in its implementation, as teachers had to converge at Teacher Advisory Centres for assistance from them (Akyeampong et al., 2011:52). In addition, provincial officials acted as a link between the district offices and the Ministry of Education. The district office further supported and trained tutors to do their work of helping teachers in the programme (Mattson, 2006:11).

In Botswana, principals and School Staff Development Committees' strong leadership role serves as an enabling factor. Their ability to consolidate needs from various departments plays a distinct role in success of the teacher professional development programmes (Monyatsi, 2006:152; Moswela, 2006:627). The democratic process of taking the consolidated professional development needs to teachers is another factor that contributes positively to the success of the programmes.

The Integrated Strategic Planning Framework for teacher Education and Development in South Africa (DBE & DHET, 2011:19) advocates a coordinated professional development programme with clear processes and structures. This sub-section discussed the factors that made a coordinated plan to succeed in the programmes discussed in 3.2.2. In supporting the professional development aspect in the IQMS (RSA, DoE, 2003:9), the district officials (IQMS coordinator, Learning Facilitators and School Management Developer) are expected to represent the Department in ensuring that the IQMS implementation plan succeeds. At school level the individual teachers themselves, SMTs, DSGs and the Staff Development Groups are expected to ensure that the plan is coordinated and succeeds. For example, as indicated in 3.2.2.4 (d), teachers are expected to develop their PGPs.

On the basis of the above discussion a number of factors are responsible for the success of a coordinated plan. Preparation, planning, strong leadership and teachers' cooperation are crucial in the success of a coordinated plan. Tutors, individual teachers, SMTs, SDTs and the DSGs also play a crucial role in the success of a coordinated plan.

(e) Factors in improving teachers' content knowledge and pedagogical practices

The appropriate and good content knowledge by faculty members enabled the success of the Whole School Improvement Programme in Pakistan (Begum, 2012:389; Murtaza, 2010:219; Shafa et al., 2011:132). They facilitate weekly professional development workshops, the impact of which was intensified through lesson observation, demonstrating lessons and developing low- and no-cost teaching and learning aids by faculty members. During discussions, faculty members were able to correct some misconceptions amongst teachers. In addition, faculty members supported teachers in various teaching methodologies, such as project-based teaching, learning by doing, inquiry-based teaching and the use of cheap or no-cost teaching and learning aids (Murtaza, 2010:219; Shafa et al., 2011:132). The only problem with the approach was that it made faculty members take advantage of the power relinquished by teachers. Teachers, on the other hand, developed a dependency pattern, expecting faculty members to provide solutions and thereby remain recipients.

In the Kenyan School-based Teacher Development programme, tutors also assisted teachers in designing low or no-cost teaching and learning aids as in the Whole School Improvement Programme in Pakistan above. In keeping with their role, tutors provided positive impact to the teachers' success (Akyeampong et al., 2011:52; Mattson, 2006:9), designing the programme and adding more content with activities which made teachers reflect on their practices. In short, the content and tutors played a key role in enhancement of this factor (i.e., focus on increasing in pedagogical content knowledge and practices).

In the tripartite programme organised by the Ministry of Education with the University of Botswana and the Dutch Vrije University of Amsterdam (Ramatlapanana, 2009:155), the success of the programme was largely due to funding from the Netherlands. Secondly, the Department of Teacher Training and Development provided transport for teachers to

attend workshops (Ramatlapanana, 2009:156). The last contributory factor was the teachers' attitude and beliefs that by attending they would gain more from the workshop.

In South Africa, in the Mpumalanga Secondary School Initiative, the success of the programme relied firstly on the partnership between South Africa and Japan (Mokhele, 2011:170; Ono & Ferreira, 2010). There were subject experts from the South African University of Pretoria while Japan was backed by Hiroshima University and Naruto University of Education (Ono & Ferreira, 2010:9). The facilitation by the university experts added weight to the programme, thereby increasing the teachers' pedagogical and content knowledge as well as challenging their practices for the better (Mokhele, 2011:167). The other enabling factor was the clusters that teachers formed, which opened space for teachers to learn from one another. The clustering impacted positively on how they could best present certain topics as well as offering alternative methodologies that could be employed in class.

3.2.3.5 *Factors supporting monitoring*

This subsection discusses the enabling factors in the success of the monitoring of the CPD programmes. In Pakistan, the frequency of the reflections in the Whole School Improvement Programme contributed in the success of the programme. On a monthly basis, principals and teachers had to present written reflections to be kept in journals (Begum, 2012:385; Murtaza, 2010:220). The creation of time for reflection sessions and the cooperation to keep the journals made the monitoring process possible.

In the School-based Teacher Development programme in Kenya, tutors were used to assist teachers (Akyeampong et al., 2011:52). In addition, district officials were engaged in the running of the programme, including assessment and moderations. On a regular basis, provincial officials monitored the processes in the programme (Mattson, 2006:11), which ensured the success of the programme.

In monitoring and overseeing the CPD programmes in Botswana, the principals were assisted by the action plans drawn up by the Senior Management Teams working together with the staff development committees (Monyatsi, 2006:152). Three priority needs were identified so that the schools, clusters or the district could attend to them, depending on the

need(s). Overall, the principals take the lead in monitoring, a process enabled through the drawn action plan that tells who should do what and when. The SDTs and the Senior Management Teams (Monyatsi, 2006:152) also supported the principals in their roles.

The success of the programmes supporting the IQMS policy depended on the correct information supplied by schools to the district offices (DoE, 2003:5, 9). SMTs and SDTs were to forward their final results and needs to the district offices to know about each school's status.

Briefly, the success of the monitoring process was enabled through frequent (monthly) reflection sessions and journals kept by teachers. Secondly, different structures in different countries were put in place to enable the monitoring process, amongst which were tutors, SDTs, SMTs, Senior Management Teams, Coordinators, Staff Development Committees, provincial and district officials.

3.2.4 Threats to the implementation of the strategies

Section 3.2.2 discussed some of the best practices as well as cutting edge attempts around the world from which we learned as we developed our strategy. In the following sections attention is given to the threats in each of the components and mechanisms employed to circumvent them.

3.2.4.1 Factors threatening the functioning of the team dedicated to the implementation of CPD programmes and policies

In this sub-section attention will be given to some of the threats to the team dedicated to the implementation of the CPD programmes.

In the Whole School Improvement Programme, teachers expected the team dedicated to the implementation of the CPD programme (faculty members) to have solutions to all their challenges (Begum, 2012:379; Murtaza, 2010:220). The teachers' understanding was caused by the faculty members being from the university, and they therefore concluded that the team represented "experts". This resulted in teachers thinking that the main function of the team was to provide answers. Rather a more inclusive team would have

alleviated the pressure on the faculty members. Their main function was to create space for discussing and sharing experiences. Regular contacts with the faculty members improved the teachers' perception about faculty members.

However, in the School-based Teacher Development programme in Kenya, the tutors faced a challenge of being given a greater management load. The tutors served as the team driving the programme (Akyeampong et al., 2011:52). Although their function was to lead the School-based Teacher Development programme, hindrance to their leading role included an added management load by the district office, inadequate funding and transport problems (Akyeampong et al., 2011:52). To overcome the challenges, teachers had to attend sessions at the Teacher Advisory Centre, instead of tutors moving from one school to another (Bunyi et al., 2011:10; Hardman et al., 2009:68). By so doing tutors could attend to the added management duties while creating time for the teachers to gather at the Teacher Advisory Centres.

In Botswana, the team of consultants spearheaded the training of the SMTs, as alluded to in 3.2.2.1. The baseline survey by a two-person consultancy was used to inform the team of consultants (Pansiri, 2008:272). The challenge with the approach was that it was only outsiders who were conducting and interpreting the results from schools. The same team was further entrusted with the duty of compiling the material for the workshops. School representatives were not included at any stage, except as the recipients of the prepared material and attendance at the workshops. The other challenge was the rigid form the workshops followed (Ramatlapanana, 2009:157; Shehu, 2009:272). Materials were already prepared and the attendees' duties were to follow the pre-designed form of presentation, with little or no interrogation of issues. To circumvent the insufficient training, SMTs used the prepared material to train those colleagues who did not attend (Pansiri, 2008:473).

In South Africa, DSGs are expected to lead in the development of teachers (DoE, 2003:3). A study by Mestry, et al. (2009:483) showed that most teachers and their DSGs had not been sufficiently trained to conduct an effective analysis of teacher performance or prioritise their development needs. They had not been given sustained high quality training and opportunities to meet these challenges. In overcoming the insufficient training (Sambumbu, 2010:110) further training had been provided to the structures.

3.2.4.2 *Challenges to the formation of a common vision*

In the Whole School Improvement Programme in Pakistan, the aim of which was to develop individual teachers and the whole school, the vision was hampered by some teachers who attended the sessions but were not willing to change their attitudes (Begum, 2012:388; Murtaza, 2010: 220). Without a changed and positive attitude, the aims and direction taken by various individuals differ. They do not have a common vision. The next challenge was teacher absenteeism and limited time-on-task spent by teachers on educational matters (Begum, 2012:388). The teachers' failure to change their attitudes, absenteeism and limited time-on-task spent by teachers on actual educational matters served as inhibitory factors in their professional development.

In Kenya, the vision was to a globally competitive education, training and research by scaling up in-service training programme. In order to reach the aim, three teachers were trained so that they could train others who did not attend. The challenge in the implementation of the vision was that not all teachers who attended the sessions cascaded the information down to teachers who did not attend. Their impediment was heavy workload, which left little time for non-scheduled activities (Hardman et al., 2009:79; Mattson, 2006:10-12). By not cascading the information down to teachers the vision of scaling up in-service training was hampered.

A lack of positive attitude on the part of teachers seemed to be the threat to the realisation of the government of Botswana. This attitude stems from the lack of consultation on the part of teachers (Ramatlapanana, 2009:157). SMTs attend workshops with the intention of giving them the obligation to hold the same workshops to teachers back at school. The lack of consideration of the teachers' concerns makes the CPD programmes irrelevant to what teachers expect (Ramatlapanana, 2009:157; Shehu, 2009:275).

In the IQMS implementation, the teacher unions felt that the DoE was not doing enough to develop teachers, especially in rural areas (Mestry et al., 2009:482). As noted above, the vision was to appraise teachers in a transparent manner and draw programmes to address identified needs (DoE, 2003:1). The common vision was therefore challenged as in the development of teachers the DoE has a role to play, and if not, programmes drawn to develop teachers might not materialise.

3.2.4.3 *Threats to SWOT analysis*

The greatest threat to the analysis in different programmes was that it was conducted by outsiders. In the Whole School Improvement Programme in Pakistan, SWOT analysis was carried out by faculty members (Murtaza, 2010:218). The needs analysis in the Kenyan programme was carried out by the Ministry of Education, Science and Technology (Christie et al., 2004:178), an approach that left teachers at school level not owning the programme. The spearheading was not carried out by teachers for whom the programmes were designed and implemented.

As with the countries examined above, in Botswana the survey was conducted by the consultants (Pansiri, 2008:472), but in the SWOT analysis in the South African context the teachers feel that their honesty would not benefit them in any way. They based their argument on the absence of relevant development programmes in the previous years (Biputh & McKenna, 2010:289).

Two threats to the SWOT analysis emerged. Firstly, it was conducted exclusively by outsiders, an approach that invited resistance on the part of teachers. Secondly, the absence of professional development programmes acted as an additional threat.

3.2.4.4 *Threats to the implementation of a strategic plan*

The following to the implementation of the Strategic Plan arose.

(a) Challenges to the training of principals

In the Whole School Improvement Programme in Pakistan one of the challenges was the transfer of the principals while the programme was still in progress within the three years of the intervention (Murtaza, 2010:220). The vacant post left by the outgoing principal hindered the smooth running of the programme. On the other hand, a newly appointed principal needed more time to understand the philosophy, processes and the procedures of the programme, which affected clear evaluation of its success. For those principals who received professional development, the second challenge was the inherited character of the

lack of shared leadership (Begum, 2012:388). Since change is a process, such principals needed more time to change their practices. Patience was one of the ingredients used by the faculty members in trying to change such approaches of principals.

In the Kenyan programme of training principals and improving the efficiency of school, the challenges were its failure to be institutionalised and a lack of sustainability (Christie et al., 2004:178). Although the initial aim was to institutionalise the programme, that did not materialise. Furthermore, principals were trained much earlier than the teachers. Due to the changes effected in the new programmes, principals were unable to match the upgraded programme offered to teachers. However, they were given the new materials which were used by teachers for reference purposes (Hardman et al., 2009:79). Interviews with principals showed that they did not peruse materials given to them.

In Botswana, training of principals created a challenge of principals failing to be curriculum implementers. This was brought about by a lack of expertise and skills and solved by delegating curriculum implementation to subject heads and HoDs. The principals were then left with the duty of overseeing professional development (Moswela, 2006:628). Unlike Botswana, the threat in the professional development programmes offered to principals in South Africa was that they were too many and offered by different agencies (Mathibe, 2007:530). The focus of the agencies differed greatly and programmes offered by universities differed in quality and the depth of interrogating issues because of the absence of the directive from the national Ministry of Education (Mathibe, 2007:530; Heystek, 2003:10).

The process of redeployment, lack of institutionalisation and sustainability, and too many providers were seen as threats to the training of principals.

(b) Threats to support from the government or NGOs

According to Murtaza (2010:220), among the teachers who attended the Whole School Improvement Programme in Pakistan were some who did not change their minds or way of doing things. Their minds remained negative, which called for a one-on-one approach in influencing them to change their attitude. Kenya had a challenge different from that of Pakistan. The teachers who attended the School-based Teacher Development programme

(Mattson, 2006:40) expected the government to compensate them as they were cascading the information down to teachers. The Key Resource Teachers felt that it was unfair for them to teach other teachers who did not attend the programme without any remuneration from the government. Nonetheless, the Key Resource Teachers knew from the onset that the government, through funding from the UK Department for International Development, would make it possible for only three teachers per school to be trained. The trained teachers would then train others.

In Botswana, the threat to the good intentions of the government in developing SMTs was the habitual ways of doing things. For example, corporal punishment continued to be administered, even when it was clear it was against the law to administer it (Pansiri, 2008:490). Other habitual characteristics to which SMTs could not attend included poor planning, supervision and the coordination of activities.

In the South African context, literature showed two threats to the support that the government offered to schools for the development of teachers. Teachers' attitude was the first obstacle, as they felt that they were old enough to perform their duties without being monitored by the SMT and the DBE (Hlongwane, 2009:166). Their unwillingness to change made the process of developing them more difficult as they felt that they were forced to re-look at how they were teaching. The second obstacle had been the fluctuating grade 12 results. For example (Ono & Ferreira, 2010), in the Mpumalanga Secondary School Initiative, the sudden decline in the results changed the focus of the Mpumalanga Department of Education. Instead of continuing to develop teachers to offer quality education, all efforts and energies were geared towards camps and catch-up programme to enable grade 12 learners to pass.

Impediments to the support offered by the government or NGOs included unwillingness of teachers to accept change, habitual characteristics, sudden changes in, for example, grade 12 results and expectation to be remunerated for conducting school-based professional development programme.

(c) Threats to teacher collaboration

In Pakistan, the main reason given for the lack of success of Key Resource Teachers in the School-based Teacher Development and the Whole School Improvement Programme was the heavy workload of all teachers, which left little time for non-scheduled activities (Akyeampong et al., 2011:52; Murtaza, 2010:220). In addition, most teachers in the programme did not change their attitude or negative mentality (Murtaza, 201:220).

The threat in the Coaching to Support Science and Mathematics Teachers (COAST) included lack of training on the part of the participants (Barnes & Verwey, 2008:23). Novice teachers needed to be coached before being observed. The second threat was the unwillingness of schools to release teachers to attend classes or observe one another (Barnes & Verwey, 2008:23). Communication to from the University of Botswana In-Service and Training Programme for Science and Mathematics Teachers circumvented the challenge.

In South Africa, the Mpumalanga Secondary School Initiative encountered a challenge of competing for the same teachers with other programmes which were initiated by the Mpumalanga Department of Education (Ono & Ferreira, 2010). The scenario left teachers with an option of attending one CPD programme at the expense of another. Another threat to the Mpumalanga Secondary School Initiative was securing time to meet regularly (Coe, Carl & Frick, 2010:214; Ono & Ferreira, 2010:13). Although there was no practical solution, clusters that managed to overcome the challenge provided useful input. In the first cluster (Ono & Ferreira, 2010:13), schools meet on Mondays after 13:00 for lesson planning. Thereafter, teachers scheduled lesson presentation for the last lesson of Wednesdays, after which the post-lesson forum began. In the second cluster (Ono & Ferreira, 2010:14), schools reserved a block in the timetable for school-based professional development.

Another challenge was the lack of preparation on the side of other teachers to accept change or to change their practices. Their failure to change or revisit their practices (Ono & Ferreira, 2010:14) hindered them in taking initiatives to generate or play their part as they allocated turns in presenting lessons.

(d) The threat to the coordinated plan

The Whole School Improvement Programme was a tailor-made programme which could not allow any deviation for implementation (Murtaza, 201:218-220). Since different schools have different challenges a uniform attitude as applied to the programme could not work in all schools. Another threat was that of the needs analysis as conducted and interpreted by faculty members (Murtaza, 201:218). The exclusion of the school community in the interpretation is similar to an approach of an expert. On the basis of the needs assessment, faculty members design remedies for the schools. The inclusion of the affected schools could empower them.

In Kenya, while the School-based Teacher Development succeeded in training three teachers per school to cascade the information down to teachers who did not attend, literature showed that most of the trained teachers did not do so. They applied the new knowledge and approaches in their classes without creating time for informing their counterparts. The greatest impediments were the teachers' workload, which left no time for unscheduled activities (Hardman et al., 2009:79). The second major impediments in the coordination of the School-based Teacher Development programme were the sustainability and credibility of the programme caused by the lack of accreditation and incentives. Teachers felt that if the programme was well coordinated they should be receiving an increased salary and raised status (Mattson, 2006:40). Teachers who had attended the programme seemed not to be willing to follow a course that did not carry any tangible reward (Mattson, 2006:40).

The threat to the School-based Teacher Development Programme in Botswana was firstly the lack of needs analysis (Ramatlapana, 2009:157). The result was the provision of a programme teachers did not need. Secondly, the amount of work done becomes too much for the limited time (Ramatlapana, 2009:157). This was because SMTs spent days or more hours during workshops. They, then expected to workshop teachers within a shorter time.

In the South African context, teachers participated in the coordinated IQMS plan from a compliance perspective (Biputh & McKenna, 2010:289). Literature showed that they did so for the sake of satisfying seniors. Regular workshops and frequent monitoring could be used as mechanisms to circumvent the challenge (Sambumbu, 2010:110).

(e) Threat to the improvement in pedagogical content knowledge and practices

Teachers at school level in Pakistan expected Faculty members to have answers to all their challenges (Murtaza, 2010:220). Teachers undermined their ability to solve some of the challenges they met in the subjects they were teaching. They depended more on, and had high expectations of the Faculty members to have answers to every situation. A second challenge in Whole School Improvement Programme was the absenteeism of teachers (Begum, 2012:388). Covering content that should have been covered the previous day, while also presenting the current day's work, interrupted the effectiveness of the programme. Monitoring its effectiveness was also hampered.

In the Kenyan School-based Teacher Development programme, the greatest challenge regarding understanding of concepts has been the focus on pacesetters and completing the syllabus. Presenters and teachers were seen to be more interested in completing the syllabus than ensuring understanding concepts. In classrooms, teachers were more interested in quickly teaching so as to complete the syllabus. A learner-centred approach, because of its slow pace, was in most cases not used. Teachers prioritised completion of the syllabus at the expense of understanding.

The major impediment in the in-service training offered in Botswana was the lack of sufficient needs analysis by the designers and the non-involvement of teachers in the design of the programme (Moswela, 2006:623, 629-630; Ramatlapanana, 2009:157). That resulted in teachers criticising the programme and displaying a negative attitude towards it. On the teachers' involvement, they complained that the training sessions were taking place during vacations, when they were expected to spend time with their families (Ramatlapanana, 2009:156). Learning takes place when participants are positive and willing to learn. The approach by the designers was a threat to the provisioning of the programme (Ramatlapanana, 2009:157) as they prepared and presented material was not necessarily needed by the teachers. The solution for the forthcoming workshop was for the designers to consult teachers so as to align their presentation with what teachers needed (Moswela, 2006:623, 629-630).

As in Kenya above, in South Africa the lack of effectiveness of the Mpumalanga Secondary School Initiative was caused by teachers who were interested in completing the

syllabus (Ono & Ferreira, 2010:14). Observations showed that teachers were more concerned with the prescribed pacesetters than the learners' understanding of concepts and content. In trying to sort out the challenge, observers made presenters aware during post-lesson discussion sessions.

Impediments to improvement in pedagogical content knowledge from various countries included relying on presenters to offer solutions, absenteeism of teachers, focusing on completing the syllabus, lack of sufficient involvement of teachers and weak needs analysis.

3.2.4.5 *Threats to the process of Monitoring*

In the Whole School Improvement Programme in Pakistan threats to the processes of monitoring was caused by principals who lacked shared leadership skills (Begum, 2012:388). Such principals still had an attitude of knowing everything and being able to do everything alone. The records were kept secret from the rest of the staff. The other challenge with the approach was the lack of leadership development to other SMT members and staff members in general. The second threat to the programme (Begum, 2012:388) was a lack of collaboration and commitment among staff members. The staff development process requires cooperation so as to share and reflect on one's practices.

In terms of monitoring, insufficient staff at the Teacher Advisory Centres in Kenya left the tutors with an option of providing professional development without any follow up at school level (Mattson, 2006:10-14). School principals who were also expected to provide monitoring had some challenges. Their weakness (Hardman et al., 2009:79) was that they (principals) received the copies of the material used but were not part of the programme. Literature showed that some principals had not gone through the modules very carefully, if at all (Hardman et al., 2009:79). That brought a challenge in terms of monitoring and evaluating if teachers were putting in place the newly acquired knowledge and methodology. The transfer of either principals or the Key Resource Teachers also made monitoring a challenge. A principal in the new school could not easily know who attended the School-based Teacher Development programme and who did not. The transfer of one or more of the Key Resource Teachers left the school(s) without the trained teacher(s).

In the programme organised by the Department of Teacher Training and Development in Botswana (Monyatsi, 2006:155), the evaluation of the success of the workshop was conducted through interacting with a few selected individuals. The approach was not successful in gaining a wider picture as the excluded individuals might have opinions different from those of the selected sample. Firstly, the employment of more staff members so as to monitor the success of professional development programmes could alleviate the less monitored or sometimes unmonitored programmes (Ramatlapanana, 2009:156). The second suggestion (Ramatlapanana, 2009:158) was that the programmes be designed with built in monitoring and sustainable components to meet the contextual needs of teachers.

In the South African context, as noted by Mestry et al. (2009:483), the personnel responsible for monitoring the implementation of the IQMS are not yet sufficiently trained to do their work, so when the districts need summative forms, as cited by one of the participants in Biputh and McKenna (2010:289), “we submit all the documentation, we go through the rule book scrupulously.” Monitoring still needs district officials to work more closely with schools and to give them support.

Monitoring is challenged by insufficient monitoring staff, inexperienced principals, use of a very small sample as a representative of the group, lack of shared leadership as well as insufficient training.

3.2.5 Evidence to show that the strategies worked

There follows evidence that the strategies in the four countries were successful.

3.2.5.1 Evidence that the team dedicated to implementing the CPD programme worked

In the Whole School Improvement Programme in Pakistan, the faculty members (Murtaza, 2010:217; Shafa et al., 2011:132) worked intensively with schools, focusing on mentoring teachers. Their involvement included planning and teaching with teachers and providing feedback for the teachers’ professional growth. This team (faculty members) conducted weekly professional development workshops to improve teachers’ pedagogical content knowledge. The faculty members (Murtaza, 2010:218; Shafa et al., 2011:133) made the

school community aware of the importance of education and of their contribution to the improvement of the school.

During the subsequent two years (Murtaza, 2010:216; Shafa et al., 2011:133), faculty members provided continuous professional support to schools, including their monthly visit to see and address emerging school development needs. The last activity was when all schools in the project were invited for a day-long conference to discuss achievements and challenges as well as encourage schools to sustain the momentum they had in the three years of intervention (Shafa et al., 2011:133).

While the faculty members worked well in Pakistan, the Kenyan tutors, a team that was dedicated to lead in the implementation of the School-based Teacher Development programme succeeded in leading the programme. Teachers who were the product of the team were more able to use learner-centred approaches and the problem-solving approaches than teachers who did not attend. Those from the programme were encouraging learners to use the library and their learners were more fluent than those who did not (Bunyi et al., 2011:52). Lastly, the literature showed that there was some evidence that the Teacher Resource Centre tutors who delivered the training had benefited from the experience and that the teachers still had a positive attitude towards tutors (Akyeampong et al., 2011:52; Mattson, 2006:12).

On the other hand, the team of consultants who led in the Primary School Management Development Project in Botswana had succeeded in developing material that would be used when training SMTs (Moswela, 2006:627; Pansiri, 2008:473). The team trained the SMTs so that they could cascade the information to their respective schools. Although the workshops followed a rigid format, the SMTs gained valuable information that could be used at school, and which they applied as instructional leaders (Pansiri, 2008:490).

When comparing the above with the South African context, structures for the implementation of the IQMS policy have been put in place. Although there is evidence that the structures have been established Sambumbu (2010:110), Mestry et al., (2009:483) and (Tsoetsi, 2012:364) caution that they still require more training if they are to be effective.

3.2.5.2 Support to show that common vision was achieved

As indicated in 3.2.2.2, the vision of the Whole School Improvement Programme in Pakistan is to develop and adopt activities that would lead to improvement in the quality of education (Begum, 2012:379). The vision was achieved as teachers and principals (Murtaza, 2010:221) began to take initiatives in being change agents in their respective schools. After being part of the Whole School Improvement Programme they facilitated continuous professional development sessions for teacher development and school improvement. In addition, parents took the initiative of ensuring that teachers honoured their classes and that learners attended school regularly. The initiative reduced late coming and absenteeism of both learners and teachers. The teachers appreciated the parents' initiatives of intervening by assisting even in non-academic matters (Shafa et al., 2011:138). Parents would make a follow-up when a learner was absent from school and motivate the child to attend regularly. The parents' efforts were generated by their keenness to have their children receive education.

The vision with the School-based Teacher Development programme in Kenya is to have a globally competitive education, training and research through scaling-up in-service training of teachers. Through this programme a number of Key Resource Teachers were enrolled (Hardman et al., 2009:67; Otieno & Cocclough, 2009:41, 65). With this number of enrolment and completion, the programme succeeded in achieving the vision. In addition, a number of tutors were employed to assist the teachers in the Teacher Advisory Centres (Akyeampong et al., 2011:52; Mattson, 2006:9). The vision of having globally competitive education was therefore achieved through the training of these teachers who would then train teachers back at school.

In Botswana, The *Revised National Policy on Education* (1994:47) requires that:

The heads as the instructional leaders, together with the deputy and senior teachers, should take major responsibility for in-service training of teachers within their schools, through regular observations of teachers and organisational workshops to foster communications between teachers on professional matters to address weaknesses.

The above vision was achieved through training of principals and SMTs, with focus on enabling SMT members to play a leading role in the provision of professional development of teachers (Moswela, 2006:624; Pansiri, 2008:490).

The South African IQMS developmental aim is to appraise individual teachers so that programmes are drawn up that address the identified weaknesses (DoE, 2003:3). Literature (Biputh & McKenna, 2010:289; Hlongwane, 2009:166; Tsotetsi, 2012:378) shows that individual teachers have appraised themselves, as required by the policy document. The current challenge had been drawing up programmes to address the identified problems.

3.2.5.3 Evidence that SWOT analysis contributed towards teacher development

From the literature with a focus on the Whole School Improvement Programme in Pakistan, teachers (Begum, 2012:378) were now able to reflect on their strengths and weaknesses and find alternatives to overcome them. Schools could make use of the opportunities to encourage teaching and learning. Parents were invited to assist in non-academic matters and their involvement acted as a strength that counteracted the weakness of learners' late coming and absenteeism (Shafa et al., 2011:138), leading to an improvement in performance.

Because of the lack of pedagogical content knowledge, the Kenyan government utilised the opportunities and strengths that were available by opting for the School-based Teacher Development programme (Akyeampong et al., 2011:52; Bunyi et al., 2011:(x); Hardman et al., 2009:66). To counteract the weakness of the lack of the pedagogical content knowledge, funding from the UK was readily accepted by the government as an opportunity of scaling-up in-service training of teachers. Tutors were also employed to assist teachers. The usage of the funding from the Department for International Development and the employment of the tutors (Bunyi et al., 2011:10) served as strengths and opportunities that were utilised by the Kenyan government to scale-up in-service training of teachers.

As in Kenya, the government of Botswana also used the opportunity of funding from the Department for International Development to address the weaknesses identified in the survey. The survey (Pansiri, 2008:472-473) revealed weaknesses in the drawing up of the

School Development Plans and poor learners' interpersonal relations with the SMT. Through the funding, the identified weaknesses were addressed (Pansiri, 2008:490).

In the South African context, as explained in 3.2.5.2, structures for the professional development of teachers have been put in place, to appraise teachers in a transparent manner (DoE, 2003:1). The expectation is that the appraisal process would show areas of strength and areas in need of attention. Teachers had done so (Biputh & McKenna, 2010:289; Hlongwane, 2009:166; Tsotetsi, 2012:378), but the programmes for their development remained a challenge.

3.2.5.4 Evidence that the strategic plan worked

In the upcoming section, attention is given that the four activities in the Strategic Plan materialised.

(a) Evidence that the training of principals was successful

School principals who went through the Whole School Improvement Programme in Pakistan (Murtaza, 2010:216, 218) displayed improvements in management and leadership skills, and a changed attitude to leadership in pedagogical matters. They were further encouraging sharing of ideas amongst their staff members and showed an improvement in allowing staff members to speak.

In line with the above discussion, the training of principals in Kenya was a success. Those who participated in the programme displayed an improvement in their managerial and administrative work (Akyeampong et al., 2011:52; Christie et al., 2004:177-178; Hardman et al., 2009:10-11). Review meetings served as a platform for them to share how best they could put into practice the materials that they received for studying. In addition, they showed improvement in terms of school development plans, school management committees and the devolution of decision-making down to the local community (Hardman et al., 2009:81).

The training of principals in Botswana also displayed some positive aspects (3.2.2.4), through the usage of modules designed to counteract the weaknesses revealed by the

survey (Pansiri, 2008:473, 490). Having gone through the programme they could draw and implement school development plans, make regular class visits with the aim of supporting teachers, demonstrate commitment to increase teaching materials and show humility. This was supported in the way principals supported teachers emotionally, instead of acting as bosses who just needed work done without appreciating if a teacher had improved from his/her previous position.

In the South African context, the training of principals also revealed some positive outputs, amongst which was an improvement in the capacitation of teachers to adapt to change in the school situation (Mathibe, 2007:532). The aspect was seen as important as South Africa has tried to find grounding since the inception of universal suffrage. The second aspect that principals displayed after going through the CPD programme was ensuring that effective teaching and learning took place. Lastly, in partnership with the district offices, they showed a willingness to allow teachers to attend the workshops, which were geared to equipping teachers to deal with the curriculum changes (Mathibe, 2007:532). The principals appreciated the workshops as they improved their leadership and management skills (Lessing & De Witt, 2007:65).

(b) Evidence that the NGOs' intervention produced positive results

Because of the support that teachers received from the Whole School Improvement Programme in Pakistan they were able to show an activity-based type of teaching. Through this support teachers (Begum, 2012:385) planned in such a way that learners would be given more time to interact with and learn from one another. Reflection of the teachers' practices was another aspect on which teachers had to focus. The support from faculty members enabled them to keep reflection portfolios (Murtaza, 2010:219), which with support improved teachers' practices. In addition, learners' performance improved as they were taking responsibility for their own learning (Begum, 2012:385).

The support that the Key Resource Teachers in Kenya received from the tutors enabled them to shift from a perspective of being technicians, thereby reacting to being reflective practitioners. The Teacher Advisory Centres (Akyeampong et al., 2011:52; Christie et al., 2004:179; Hardman et al., 2009:10-11) served as a convergence point for teachers to be assisted by tutors. On the other hand, tutors also appreciated the training they received

which made them capable of assisting in developing teachers professionally. In addition (Hardman et al., 2009:79), tutors made follow ups in different schools, as mentioned in the interviews held with teachers. By so doing they were further encouraging teachers to reflect upon their beliefs and pedagogical practices (Akyeampong et al., 2011:52; Hardman et al., 2009:81). The principals and teachers appreciated their support as beneficial.

As mentioned in 3.2.2.4, the Department of Teacher Training and Development in Botswana trained SMTs as an approach to supporting them in fulfilling their role of conducting a school-based professional development programme (Moswela, 2006:624; Pansiri, 2008:473). A number of improvements were observed as a result of the support from the programme, through which SMTs were able to appreciate and praise teachers for good work (Pansiri, 2008:483-484). This resulted in a cordial relationship between the SMTs and the teachers. Delegation improved with teachers contributing to the formulation of agendas for meetings as well as teachers being given roles to lead in the school-based professional development programmes. SMTs were then conducting class visits as part of their support for teachers. Literature (Pansiri, 2008:486) further shows an improvement in the number and quality of the school-based workshops held at school as a result of the Department's support.

In South Africa, the mentoring process as support given to novice teachers benefited them. Another benefit was observed through the visible change in the attitude of novice teachers to ensure effective teaching and learning. The process also improved the teachers' knowledge about the IQMS processes and teacher development in general. Its last impact was an improvement in self-esteem of novice teachers (Ncube et al., 2012:610).

(c) Evidence showing that teacher collaboration materialised

Collaboration in the Whole School Improvement Programme in Pakistan took place in two different ways. Firstly, principals had to avail themselves of a certificate in education course (Murtaza, 2010:218), which created a platform for them to share their experiences, with inputs from faculty members. The one-year course was aimed at enabling them to understand their role as pedagogical leaders and change agents. The second collaborative platform was created during the third year of the school in a Whole School Improvement

Programme (Shafa et al., 2011:133). During a conference teachers who had been part of the programme shared their experiences, and related how they had overcome some of the challenges they encountered. The effects of being part of the programme have proven to go beyond the three-year intervention period.

Similarly, in the School-based Teacher Development programme in Kenya, Key Resource Teachers collaborated (Akyeampong et al., 2011:52; Mattson, 2006:9). The English, Mathematics and Science teachers from different schools met at the Teacher Advisory Centres every two weeks to observe lessons and review their progress. The sharing of their experiences and taking part in tutorials and seminars served to show the success of their collaboration (Hardman et al., 2009:68). Further evident in the School-based Teacher Development programme was the practice of the Key Resource Teachers and principals working together with other educational professionals, such as inspectors and tutors. The aim of the collaboration was to examine what was taking place in classroom and schools, followed by constructive and non-directive feedback (Hardman et al., 2009:81).

Botswana followed a different route. In the Coaching to Support Science and Mathematics, teachers collaborated through peer coaching during periodic contact sessions and observed one another as they were presenting lessons, with feedback serving to improve each other's competencies in their subjects (Barnes & Verwey, 2008:23). Collaboration ensured bonding amongst teachers, which resulted in them sharing common ideas and understanding (Monyatsi, 2006:154). The last success of the collaboration in Botswana was when teachers changed turns in presenting and facilitating the process of teaching and learning. That improved self-esteem, especially for the novice teachers (Pansiri, 2008:486).

In the Mpumalanga Secondary School Initiative in South Africa, teachers appreciated the role played by teacher collaboration (Ono & Ferreira, 2010:14). They appreciated teacher collaboration for opening their minds to how they could present their lessons using different skills and formulating tasks. Besides content, (Mokhele, 2011:173) teachers discussed classroom practices and pedagogical practices. In addition, they also pointed out that it enabled them to analyse the Assessment Standards as a group and they were able to come up with a number of approaches to present the lesson, activities and also assessment strategies (Ono & Ferreira, 2010:14).

(d) Coordinated plan

In Whole School Improvement Programme in Pakistan, a number of successes in the coordination of the plan have been revealed by the literature. Faculty members were able to collect data (Murtaza, 2010:219) for use in informing them of the schools' current status. Through interviews and perusing documents, faculty members could gain a clear picture of the status of the school. What was not good about the process was that schools were to supply faculty members with the information that would enable them to decide on the appropriate remedy for each school. In terms of ownership and empowerment, the process displayed the faculty members as technicians who know how to fix a defective apparatus. Schools were left without that knowledge of being able to solve their problems. The second success was an orientation programme, which was geared to giving principals and teachers a clear direction to be would followed in the programme. Besides the certificates offered to principals in the third stage, the greatest success was found in the classrooms. Teachers (Begum, 2012:383; Murtaza, 2010:219) were supported in classrooms, as detailed in forthcoming paragraphs below.

The School-based Teacher Development programme in Kenya succeeded in the professional development of teachers as a coordinated plan (Christie et al., 2004:177). Its success was as a result of a number of Teacher Advisory Centres that were built near a number of clustered schools. The training of tutors who served to support teachers (Akyeampong et al., 2011:52; Christie et al., 2004:177; Hardman et al., 2009:68) during fortnightly meetings added to the success of the coordination of the programme. Above all, tutors who were trained appreciated the role played by the training as well as their contribution to assisting teachers.

The success of the coordinated plan in Botswana was supported by a number of prospects. Firstly, the ability of leaders (Pansiri, 2008:484-485) to draw up and implement school development programmes was seen as a significant move as the school leaders could not do so before. Their weaknesses were the lack of monitoring of the school development programmes and the lack of parental engagement with the school activities. They did not share the schools' goals, visions or missions (Pansiri, 2008:485). The second success was the attainment of the identified needs by schools. However, respondents recommended that

a further alignment with the needs identified by the Ministry of Education would make the programme uniform throughout Botswana. The last benefit of a school-based coordinated programme (Monyatsi, 2006:154) was the reduction in wastage of time. A professional development programme organised at school succeeded in saving time travelling to the centres and thereby leaving learners unattended (Monyatsi, 2006:154).

Section 3.2.2.4 showed a detailed coordinated process followed in the implementation of the IQMS policy in South Africa, with a special focus on teacher development. As alluded to above, structures to implement the programmes have been established (Biputh & McKenna, 2010:289; Hlongwane, 2009:166; Tsotetsi, 2012:378). Schools do have SDTs with their DSGs. The current challenge is the drawing up of programmes for the identified needs of teachers. Both schools and the district offices need to play a leading role in empowering teachers. What can be noted as a success is the establishment of structures to implement the policy.

(e) Evidence of the improvement in pedagogical content knowledge and practices

The Whole School Improvement Programme in Pakistan, according to teachers, upgraded their pedagogical content knowledge while also assisting them in improving their knowledge of the teaching methodologies (Begum, 2012:384-385; Murtaza, 2010:218-219; Shafa et al., 2011:137). Teachers further appreciated the generic teaching and learning workshops that were conducted by the faculty members, claiming that it was informative and valuable (Shafa et al., 2011:137). In terms of teachers' practices, they appreciated and displayed a learner-centred approach and activity-based teaching and were applying activity-based teaching in a conducive learning environment by involving learners in teaching and learning (Begum, 2012:378-385). As a result of these practices, teachers and learners changed their behaviour towards teaching and learning process. Prior to joining the programme they planned for lecturing, i.e., teachers allocated most of the contact time to themselves, lecturing, while learners would be passive. The appreciation of the observable shift from a teacher-centred method to a learner-centred method of teaching through the programme was alluded to by learners, teachers and the faculty members (Begum, 2012:384-385, Murtaza, 2010:219-220).

The next reasonable practice in the Whole School Improvement Programme was the establishment of a resource room where teachers at the beginning of the year could sit and plan the resources based on various topics (Murtaza, 2010:218; Shafa et al., 2011:137). They were also enriching the curriculum by using low-cost, no-cost and existing resources in their schools to develop students' relational understanding and for learner-centred teaching. The last aspect that showed an improvement in the practices of teachers was the way they planned their lessons. Before being part of the programme they used to write the whole text as it appeared in the textbooks, but being part of the programme they had to write plans and indicate their lessons' objectives, with a clear focus on allocating more time to learners' activities. The latter practice was the result of guidance they received from faculty members (Begum, 2012:384-385).

Regarding the Kenyan programme, an improvement in the practices of teachers was also noticed. Akyeampong et al. (2011:52) and Hardman et al. (2009:76-77) compared teachers who attended the School-based Teacher Development programme with those who did not. Teachers who did use more peer and group work than those who did not attend. The same applied to open-ended questions. Teachers who did not attend the programme were more likely to ask questions requiring just one single, correct answer, also without a follow-up on the learner's answer(s). In addition, teachers who attended the School-based Teacher Development programme showed a shift from 'chalk and talk' to activity-based teaching, with learners given more activities to be done in groups. They used a problem-solving approach and the effective use of mixed ability group work. The principals and learners appreciated the approach as learners were learning and assisting one another. Lastly, the Key Resource Teachers encourage the usage of library books. The practice resulted in learners developing independent forms of learning (Akyeampong et al., 2011:52; Hardman et al., 2009:67).

The teacher professional development programme presented in Botswana enabled teachers to re-examine their beliefs about teaching and learning (Ramatlapana, 2009:157). Although time constraints were amongst the impediments to the implementation of the programme, teachers confirmed an improvement in their content knowledge and pedagogical practices after attending the programme (Monyatsi et al., 2006:220). Their confirmation provided support that the programme succeeded in improving pedagogical content knowledge of teachers and pedagogical practices of teachers.

In the Mpumalanga Secondary School Initiative, the programme benefitted teachers as it increased the pedagogical content knowledge (Mokhele, 2011:181; Ono & Ferreira, 2010:14). In addition, a benefit was the improvement in the general pedagogy or teaching practices. The approach included assisting teachers with classroom management, lesson planning and grouping methods. Teachers were satisfied with the information they received as well as the hands-on practical session in which they participated (Lessing & De Witt, 2007:65).

3.2.5.5 *Evidence that monitoring was performed*

For schools in the Whole School Improvement Programme in Pakistan, monitoring progress of teachers regarding their professional development was by two different groups (Shafa et al., 2011:135). Firstly, the principals observe teachers in their classes two to three times in a year to see their performance. Secondly, faculty members come regularly to monitor teacher development and offer support where necessary. The main focus of these class observations is on teaching methodology, level of content knowledge, classroom management and the professional attitude of teachers (Murtaza, 2010:215; Shafa et al., 2011:136).

The effective monitoring of the School-based Teacher Development programme in Kenya was conducted by tutors who had fortnightly meetings with the teachers in the programme. Meetings were held at the Teacher Advisory Centres (Bunyi et al., 2011:10-11). However, principals were not active in the monitoring of the programme. Amongst reasons cited, were the receipt of material by principals without induction or an interest in finding out what was contained in modules. Because of transfers of both principals and teachers some principals were unaware of who attended the programme and who did not (Hardman et al., 2009:79).

In the Primary School Management Development Project in Botswana teachers felt that SMTs were consulting them in terms of developing school development programmes. There was evidence that SMTs were committed to the implementation of the school development programmes. The only challenge that arose was the monitoring of the school development plans. Monitoring of the plans was weak (Pansiri, 2008:483,485).

In the mentoring programme in South Africa, regular support group meetings and monitoring were affected. Mentoring meetings included the whole staff mentoring meetings, mentor-mentee formal and informal meetings as well as monthly mentoring report from mentee and mentor to the DSG and the SMT (Ncube et al., 2012:614-615). The process was concluded by a ceremony at the end of the year so as to highlight strengths and challenges encountered, as well as the way forward (refer to Figure 3.1).

3.3 CONCLUSION

In this chapter attention has been paid to the five objectives of the study. In the first section concentration was on the challenges making it necessary to develop a strategy to effectively implement the CPD programmes and policies. Among the challenges that emerged, a lack of a coordinated plan and the exclusion of practitioners and beneficiaries appeared to be common in all the four countries. This shows the social injustices to which practitioners and other beneficiaries are subjected.

In the next section (subheading 3.2.2) a discussion was made of the good implementation strategies in an attempt to address the challenges highlighted in the first section. Faculty members and the Ministry of Education took a lead in the provisioning of professional development programmes for teachers. However, professional development programmes were designed from an expert perspective, with teachers not being asked about their needs. A more centralised form of leadership persists in most countries as practitioners and beneficiaries are expected to comply while being excluded in the design of the programmes. In addition, in the design of the programmes, the broader school community is excluded. This study seeks to include parents and union members, to name just a few, in the design of the strategy. Their exclusion is against the objectives of CER, namely social justice and giving hope.

Good working relations between presenters of programmes and teachers comprised the first condition conducive to the implementation of the strategies. The good relationship and bonding were created by regular contacts between them. Consultation and briefing sessions between designers of programmes and teachers made it possible for both parties to have a common vision. However, presenters remained in power when deciding what and how to present. This study seeks to bring to the fore voices of the marginalised.

From the literature, it is evident that from all the countries teachers expected faculty members to offer solutions to their problems. By so doing, they put themselves in positions of being recipients of innovations and not innovators themselves. Other threats to the implementation of the strategies included the process of redeployment of school principals, lack of institutionalisation and sustainability, too many providers to the training of principals, insufficient monitoring staff, inexperienced principals, use of a very small sample as a representative of the group, lack of shared leadership and insufficient training.

The success of the programmes in all the abovementioned countries occurred among teachers, SMTs, class visits and the process of monitoring. Teachers who went through the CPD programmes were more able to use learner-centred approaches and the problem-solving approaches than teachers who did not attend. Those from the programme were encouraging learners to use the library and their learners were more fluent than those who did not. SMTs gained valuable information that could be used at school, and which they applied as instructional leaders.

Regarding class visits, firstly, the principals observed teachers in their classes two to three times a year to see their performance. Secondly, faculty members came regularly to monitor teacher development and offer support where necessary. The main focus of those class observations was on teaching methodology, level of content knowledge, classroom management and the professional attitude of teachers.

The success of the monitoring process was enabled through frequent (monthly) reflection sessions and journals kept by teachers, as revealed by the literature from the countries under investigation. Secondly, different structures in different countries were put in place to enable the monitoring process, amongst which were tutors, SDTs, SMTs, Senior Management Teams, Coordinators, Staff Development Committees, provincial and district officials.

In the next chapter the focus is on the methodology employed to collect data.

CHAPTER 4

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

The aim of the study is to design a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in the Thabo Mofutsanyana Education District. In order to achieve the aim of the study, in this chapter focus is on the research methodology and design.

4.2 PARTICIPATORY ACTION RESEARCH AS AN APPROACH

In this study Participatory Action Research (PAR) was followed. According to Jordan (2003:187), it originated from countries that were colonised in the early 1960s, inspired by anti-colonial struggles. Scholars began to focus on how to change and better people's lives of struggle and survival, from the margins of epistemology to the centre. PAR is therefore an approach from the social sciences which was developed as part of a shift away from traditional, positivist, science to work towards recognising and addressing complex human and social issues (Eruera, 2010:1). It has the potential to address research and wider issues of social justice, inclusion and empowerment of the minority and often marginalised communities. It links well with CER, which advances the agenda for equity and advocates social justice, peace, freedom and hope (Mahlomaholo, 2009:226).

There are three themes which define the PAR approach (Jordan, 2003:188-189). Firstly, it is against the systematic reproduction of unequal power relations between the researcher and the researched as it occurs when the conventional research methodologies, such as quantitative research, are used (Netshandama & Mahlomaholo, 2010:111). In this way it tends to align with a non-positivist approach to research. For Dentith, Measor and O'Malley (2012) and Eruera (2010:1 of 9) it creates a discursive space for critically discussing matters without fear, giving power to all participants, including the marginalised and oppressed, to be listened to and express their opinions on issues that

affect them on a daily basis and are about them. Teachers and parents, through PAR, voiced their concerns without leaving their fate to authorities to speculate what the school community, most importantly teachers, needed for professional development.

Secondly, it is openly political (Eruera, 2010:2 of 9; Netshandama & Mahlomaholo, 2010:111; Sanginga, Kamugisha & Martin, 2010:696). The researcher works *with* (as opposed to *on*) participants, marginalised and oppressed groups and individuals. This originates from the notion that within societies, including education, there are unequal power relations; which then lead research to take a stance to look at social justice as an ethical issue which is committed to democratic engagement, transparency and openness. I found this second theme to be matching CER as a theoretical framework through which I looked at the participants. According to Mahlomaholo (2009:226), CER advances the agenda for equity in all its forms and advocates social justice, peace, freedom and hope. Working with participants enables people to conduct research themselves on the practices that affect their lives. Unlike conventional research methodologies, by which power is vested in the research-academic, in PAR it is vested in participants who are affected on a daily basis by the unsatisfactory situation that oppresses them (Mahlomaholo & Netshandama, 2010:75; Netshandama & Mahlomaholo, 2010:110; Sanginga et al., 2010:696). The professional researchers occupy the same status as other participants except for setting their expertise alongside lay knowledge, skills and experiences of those people who constitute the object of their investigations (Eberson et al., 2007:126; Jordan, 2003:190; Sanginga et al., 2010:697).

The third theme that defines PAR is, according to Jordan (2003:190), its embrace of CER, which yields some of its key conceptual practices that either influenced or directly shaped the forms of social organisation that PAR practitioners used to conduct research (Jordan, 2003:190). The three themes, show that PAR has been driven by a dynamic that has been centred on a democratic, critical, and emancipatory impulse that is quite distinct.

The success of PAR relies on collective participation, indigenous knowledge, education and collective action. The researcher and the participants assume positions of being co-inquirers who are collectively engaged by and transforming the enquiry process (Dentith, Measor and O'Malley, 2012; Eruera, 2010:5 of 9; Mahlomaholo & Netshandama, 2010:75; Sanginga et al., 2010:697). The usually unheard but important voice of the marginalised is an ingredient of the collective in PAR.

PAR, based on its origins and objectives, has advantages which distinguish it from other methodologies. According to Ebersson et al., (2007:126), Eruera (2010:2 of 9), Netshandama and Mahlomaholo (2010:111), Sanginga et al., (2010:697) and Strydom (2002:431-432), PAR has the advantage of engaging with the community in a collaborative relationship from the start on issues to which the community is committed to resolving. In this regard I perceive PAR as an effective methodology. Moreover, according to Eruera (2010:1 of 9) and Kemmis (2006:466-467), PAR enables individuals to take responsibility for their own growth and history.

Kemmis (2006:270-271) indicates three significant and crucial aspects about PAR. Firstly, it is critical in its stance. It addresses real problems as identified by participants (Eruera, 2010:1 of 9; Sanginga et al., 2010:696-697), in theory and practice, and in thought and in action. Secondly, PAR's approach includes the community in which the school is located (Ebersson et al., 2007:126; Eruera, 2010:1 of 9; Sanginga et al., 2010:696-697). The inclusion of parents and other partners in education, in the structure driving the professional development of teachers provided rich information regarding the school's status in their opinion regarding strengths, weaknesses and how to address the school's challenges. Thirdly, PAR explores the constitution of practice in a deep, rich way, and encourages communication about the variety of ways practices are understood, from a variety of standpoints and perspectives (Netshandama & Mahlomaholo, 2010:111).

I found PAR to be an appropriate approach to match CER in the theoretical framework informing this study in that I could obtain rich information from the participants. It would enable voices of parents and school community to be heard and captured. I also considered PAR suitable for the profoundly unequal society in which the study was to take place. In line with the principle of CER, of social justice, I assumed that PAR's use would be beneficial to this study. My assumption was that PAR would create space for the unheard voices to be heard. My further assumption about PAR was that the 'temporal suspension' of the hierarchical roles and rules, as expressed by Kemmis (2006:473) and Netshandama and Mahlomaholo (2010:111), would enable me to address the research question of the study. It was not only the district officials who could voice what needed to be done, but also teachers and parents. They identified the problems and also suggested a way forward. The voluntarily changing roles from listener to being the speaker of all participants further made it possible to fulfil the aim of the study. It is therefore evident that the PAR process

is not a linear one but a learning by doing, cyclical process (Eruera, 2010:2 of 9). The next figure shows the cyclic process adapted from Ebersson et al. (2007:128).

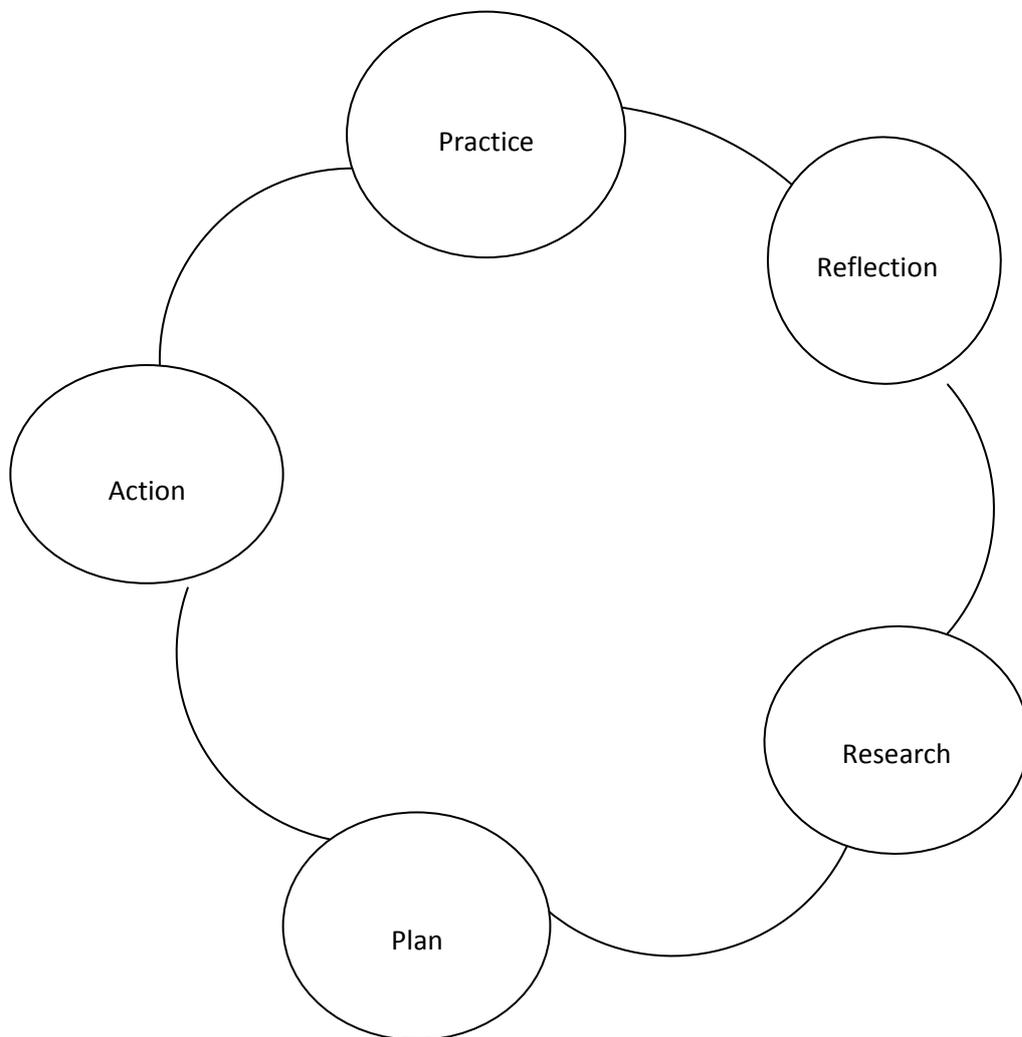


Figure 4.1: The cyclic process in the PAR

From the figure it is apparent that research and practice are closely interdependent in PAR. From the outset a practical challenge and/or social issue drives the PAR process (Ebersson et al., 2007:127), which becomes the focus area for research in order to generate possible strategies to actively address the challenge. In this study the practical challenge that faced the schools was the provision of the professional development programmes according to the identified needs of teachers. Awareness of the practical problem leads to a phase reflection in the PAR cycle. The focus is first on contemplating the challenge then proceeding to action. During the reflective phase (Ebersson et al., 2007:127; Eruera, 2010:2 of 9) the idea is to enhance participation and collaboration, as well as to identify appropriate existing resources to address the social issue. The process of obtaining the

buy-in of participants was the first step in trying to enhance participation. The aim of the reflection phase is to build on established relationships (triggered during the first practical phase). This phase is followed by actively exploring the challenge by means of research. In this phase, methodological decisions are implemented and preliminary results internalised in order to gain clarity about the research question. The aim during the research phase is to gain insight into the issue at hand (Ebersson et al., 2007:127).

From the research actions is the planning phase (Ebersson et al., 2007:127; Eruera, 2010:2 of 9), during which tangible and flexible action plans are reviewed and access to suitable resources prioritised. The aim during the planning phase is to generate feasible strategies to actively attend to the challenges that were initially identified. The action phase (Ebersson et al., 2007:127; Eruera, 2010:2 of 9) follows as soon as the planning phase is attained. It serves as the realisation of the PAR tenets of agency, development and change. Based on the grounded action plans, participants now implement ideas collaboratively and mobilise identified and prioritised resources to actively address issues. From this the process then progresses to the phase of practically considering the challenges that may have emerged (Ebersson et al., 2007:127; Eruera, 2010:2 of 9).

4.3 THE PARTICIPANTS

The team dedicated to the implementation of CPD policies and programmes consisted of 22 members. Of the 22 members, 11 were from Kgotso Secondary School, the other 11 from Nala Secondary School (pseudonyms). The two schools are in the Free State province of South Africa. The team consisted of four teachers, two School Management and Governance Developers (SMGDs), two IQMS coordinators, two learning facilitators, four SMT members, four members from teacher unions and four members from the SGBs.

4.3.1 School Management and Governance Developers (SMGDs)

The two SMGDs were responsible for staff development, (*Employment of Teachers Act 76 of 1998*, Chapter C:sub-section 3.4), which means that they had to contribute to staff development programmes and the coordination of resources to support them. The expectation was that they would draw up staff development programmes directly suitable

to the needs of each school. They were expected to have a sound grasp of the many alternatives available for such programmes and have access to manifold resources to give shape and direction to staff development programmes.

SMGDs have to conduct professional development programmes for teachers, and according to Moloi (2010:93) are responsible for developing, arranging and providing professional development programmes to schools. Such programmes have to be based on the identified needs of teachers and their own development (Moloi, 2010:93). The aim of such should thus be to address the identified needs. Therefore, in this study the aim was to create the space (Eruera, 2010:3 of 9; Mahlomaholo & Netshandama, 2010:78) for the school community to voice what they requested from the SMGD.

The SMGD from Kgotso Secondary School had been involved with education matters for more than 30 years. His career in education had stationed him in various provinces. He served as a lecturer before joining the Whole School (WSE) team in the province. Educationally, he held a master's degree which he obtained abroad. Within these two years of active interaction he showed humility and respect in dealing with people. He was a supportive SMGD who also showed emotional maturity.

The SMGD at Nala Secondary School had been with the education department for the previous 20 years. She spent eight years as a post level 1 teacher. Because of her dedication and good work she only spent one year as HoD and another in a deputy principal post. Before occupying the current SMGD post for five years she had spent five years as a principal. The SMGD held a B.Ed. Honours in Curriculum Studies and was enrolled for a master's degree in Education. She played a major role in the improvement of the grade 12 results by supporting the school in getting permanently employed staff members. She contributed to ensuring that school renovations took place and that needy learners could get jerseys. Staff members confirmed that she spent most of her time supporting the school in its endeavours.

4.4.2 IQMS coordinators

The two IQMS coordinators were included as they were responsible for proper implementation of the IQMS, including recommendations about professional development programmes that had to be included (DoE, 2003:5). While they are based at the district

office their inclusion in the team was to enable them to understand the grassroots feeling about the implementation of the policy and programme in their directorate. Both spent their first years of work as teachers, having joined the DBE in the previous five years. Participants expressed their presence as they thought it would improve their understanding of the IQMS processes and procedures. One teacher expressed her sentiments, *ba tla re thusa le hore re utlwisise hantle IQMS ena*, meaning they would help to understand the IQMS processes. The teacher was referring to the IQMS coordinators.

4.3.3 Learning facilitators

Of the two learning facilitators, one was a specialist in Mathematics while the other was a specialist in Physical Sciences. They were included as they were responsible for curriculum development, their contribution being the way they designed and arranged programmes. Learning facilitators are, amongst the office-based teachers, responsible for staff development, (*Employment of Teachers Act 76 of 1998*, Chapter C: sub-section 3.4), which means that they have to contribute to staff development programmes and the coordination of resources to support them. The expectation is that they have to draw up staff development programmes that are directly suitable to the needs of each school. They are expected to have a sound grasp of the many alternatives available for such programmes and have access to manifold resources to give shape and direction to staff development programmes. In order to sustain such programmes it is imperative that these office-based teachers work closely with all partners.

As with the IQMS coordinators, the learning facilitators also spent the first part of their teaching career as teachers. The second learning facilitator was a deputy principal before joining the district office. Their passion and willingness for Mathematics and Science was shown in their willingness to serve in the team dedicated to the implementation of the CPD programmes. The Physical Science learning facilitator had just joined the DBE in the previous two years after serving for 23 years. The Mathematics learning facilitator has more than ten years as a learning facilitator, having spent the first ten years as a teacher at school level. The two learning facilitators had helped the two schools in organising district-based and cluster-based workshops in arming teachers with the skills to deal with curriculum matters. As one teacher cited, “our LF [learning facilitator] helps us even by

bringing the previous years' question papers and the memoranda". Their inclusion served as an alert to say to them "please keep in touch with the teachers."

4.3.4 School principals

The two principals were responsible for managing the school, including human resource and the curriculum. According to the *Employment of Teachers Act* (1998:Sub-section 4.2), principals are responsible for the professional development programmes of staff, both school-based, school-focused and externally directed, and to assist teachers, particularly new and inexperienced ones, in developing and achieving educational objectives in accordance with the needs of the school.

In both schools, the principals only participated in the first year of the intervention because during the second year deputy principals were acting as principals. The principal of Kgotso Secondary School started teaching in 1997 and was promoted to the HoD in 2007. Because of his good work he only spent a year as an HoD. In 2008 he was appointed as principal. Through his leadership, the school managed to form links with an external university of technology. The partnership was used to motivate the learners to know about courses they could follow after completing their twelfth year of schooling. The school also had some connections with the community joint forum with different departments, such as Health and Social Development. The aim of the connection was to enable learners with difficulties, such as poverty-stricken children, to be identified and assisted. Learners without parents had also been assisted in obtaining birth certificates and identity documents. Although the school was in the village, the caring efforts by the principal and his team had been to increase the enrolment over previous years. The principal was enrolled with the local university for a master's degree in Management and Leadership. He offered Accounting before being appointed by the district office in coordinating sporting activities in the district. Although the principal attended all sessions, his attendance was based on being the student (researcher). However, because of PAR he had status equal to any member's.

The principal of Nala Secondary School had about 30 years of teaching experience. 2011 was his fifth year of being the principal at the school. Throughout his life he served as a post level 1 teacher and served in the management as an HoD and deputy principal in other

schools. Besides the degree, as I was about to complete my studies, he was about to complete an Advanced Certificate in Education course with specialisation in School Leadership and Management. Under his leadership, the school performed very well in sporting activities. During the project period he had shown cooperation and dedication in ensuring that teachers were receiving professional development programmes. Grade 12 learners' camps and weekend classes had been organised under his leadership, before he was redeployed by the DBE to another school.

The two principals were similar in their commitment to the teaching profession, however, in terms of age and the energy to do the work they were different. The principal from Kgotso Secondary School was still young and energetic. On the other hand, it would be unfair not to recognise the rich information possessed by the experienced principal from Nala Secondary School.

4.3.5 SMT members

The four SMT members who formed part of the team were responsible for managing the school, including the human resources and curriculum. According to the *Employment of Teachers Act* (DoE, 1998: sub-section 4.2-4.5) teachers and SMT members are responsible for:

... participating in agreed school/teacher appraisal process in order to regularly review their professional practice with the aim of improving teaching, learning and management.

Participating in departmental committees, seminars and developmental programmes in order to contribute to and/or update one's professional views/standards.

The deputy principal, an SMT member from Kgotso Secondary School, was an experienced teacher who worked at various schools and showed potential of being a successful teacher. Since joining the school in the past four years, he has been supportive to the principal and the school community at large. He has been a key role player in the team dedicated to the implementation of the CPD programmes for both schools. Since, the principal was also a master's student, the deputy organised a number of occasions where the two schools worked together, in the implementation of the CPD programmes. After the

departure of the principal in 2011, the deputy was appointed to act in that post. He had been influential in shaping the route to be taken during the two years of the engagement. He held a master's degree and taught Life Orientation and Afrikaans.

The second SMT member had been described as a dedicated teacher who loved his work for the past 25 years in the teaching career. He was a quiet member, but contributed positively to the development of the school. He served for some years as a senior teacher, and in recognition of his love for his work the SMT has entrusted him to oversee the implementation of the IQMS policy at school level. He held a B.Ed. Hons degree with specialisation in Management and Leadership. English and Tourism were the subjects that he offered.

The deputy principal from Nala Secondary School also represented the SMT in the team dedicated to the implementation of the CPD programme. As with the deputy principal from Kgotso Secondary School, he was instrumental in ensuring that the programme succeeded. He was defined by his colleagues as a dedicated, hands-on Mathematics teacher. He had not produced any percentage less than 80 in grade 12 Mathematics. He served as a post level 1 teacher for four years, from 2003 to 2007. After four years he was promoted to HoD which he served for four years. Because of his dedication and commitment to his work he took a deputy principal ship post at another school, where he served as acting principal while still holding his position of deputy principal. He believed in communication, hard work, motivation and commitment. He held a Secondary Teachers' Diploma and an Advanced Certificate in Education with specialisation in management and leadership.

4.3.6 Teachers

In the team dedicated to the implementation of the CPD programme, four teachers participated. Teachers were included in the study as they were the beneficiaries of the designed programmes. It was significant to include them so as to know the extent to which they were satisfied or not with the designed teacher development programmes. Teaching, as one of the core duties of teachers, requires them to frequently update their skills and be prepared to try various strategies to meet the outcomes of the curriculum. This can be achieved if teachers are prepared to contribute to the professional development of

colleagues by sharing knowledge, ideas and resources and thereby remaining informed of current developments in educational thinking and curriculum development (*Employment of Teachers Act, 1998: sub-section 4.2-4.5*). The first teacher from Kgotso Secondary School had more than 20 years of experience in teaching, having taught in several schools before joining Kgotso Secondary School. He prioritised learners at school and made an extra effort to assist the children. He was involved in extra-curricular activities, including sports. He held a Secondary Teachers' Diploma, while busy pursuing his studies. Good school performance in Life Sciences reflected the good relationship he had with his learners.

Another teacher from Kgotso Secondary School was a novice with only five years' experience of teaching. Being inexperienced, she had proven to be an energetic young woman. On her arrival she was given grade 12 and performed fairly well. She was doing well in Physical Sciences. She held a BSc with a Postgraduate Certificate in Education. She was caring and liked to see learners taking part in extra-mural activities.

Nala Secondary School was also represented by two teachers, the first a woman with positive attitude who had served the school for 17 years, including as a team member on most committees. She was inquisitive and liked fair treatment of colleagues. Her commitment was to see teamwork being actualised. She held a Secondary Teachers' Diploma, an Advanced Certificate in Education as well as a B.Ed. (Hons). Her learners' pass rate in Sesotho had consistently been 100%. The second teacher had seven years of teaching experience. Although a novice his performance in Economics had been fairly good. He had not achieved a percentage less than 80 and was a committed and positive teacher.

The above descriptions of the teachers show a mixture of experienced and novice teachers. With the mixture of the two groups, the team dedicated to the implementation of the CPD programme was to be enriched by multiple perspectives. This was also a platform to understand how experienced and novice teachers see things in a similar or different light, and in what ways they differ.

4.3.7 Teacher unions

Four teachers represented teacher unions in the team. Teacher unions were included as they were also responsible for ensuring that their members were treated fairly and with decency. In the Memorandum of Understanding (MoU) between the DBE and the teacher unions (RSA DBE, 2012:9), teacher unions were responsible for offering professional development programmes to their members in collaboration with the DBE. They also played a major role in resistance against the inspection system that was used during the apartheid era (Biputh & McKenna, 2010:281; Chisholm, Motala & Vally, 2003:518; Jansen, 2004:54). They were calling for a transparent system of evaluating teachers, to be followed by professional development of those teachers.

The first teacher union was represented by a dedicated teacher who was also experienced. He had served in Kgotso Secondary School for about 20 years and his performance in both Sesotho and Business Economics has been good. The teacher held a diploma and a B.Ed. (Hons) degree. The other teacher union was represented by a six-year experienced site-steward who had been putting the interest of teachers as a priority. The teacher held a BCom degree with a Postgraduate Certificate in Education. Economics was the favourite subject he taught.

At Nala Secondary School the first union had been represented by a teacher with eight years of teaching experience. His performance in Accounting had been average. The teacher held a BCom degree, a Postgraduate Certificate in Education and a BEd (Hons). The second union had been represented by a teacher with 30 years' experience. Some of the teachers at the school had been taught by him. He has a positive attitude and was offering Life Orientation. He held a Secondary Teachers' Diploma, an Advanced Certificate in Education and was working towards the completion of a BEd (Hons) degree.

4.3.8 SGB members

In the team, four SGB members participated. They have a vital role in terms of the quality of education offered to the children. Parents, including those in the SGB, interact with the children informally. What they observe and hear is crucial as it reflects the way in which the school community sees the school. The legal duties of the SGB include the promotion of the best interests of the school and striving to ensure its development through the

provision of quality education for all learners as well as supporting the principal, teachers and other staff in the performance of their professional functions (South African Schools Act, DoE 1996:Chapter 3, sub-section 20).

At Kgotso Secondary School, the first parent component to represent the SGB was a woman who had volunteered for a number of initiatives at school. She was involved in the garden that used to feed learners, even before intervention by the DBE. The school was a non-fee paying school, because of the low income of parents, with most parents and their children depending on social grants. With the initiative by the government to feed learners she had also been in the forefront in ensuring that learners were fed. It is this supportive role and initiative that enriched the school's endeavours in offering quality education to learners. She was therefore a valuable member of the SGB.

The next member of the SGB in the team was a support staff member who had served the school for the previous 16 years. As a clerk she had not been involved in academic matters at the school, but her experience and ability to support the principal and the Kgotso School made her a valuable member of the team. Her positive attitude made it possible for the team to achieve more than what it would have otherwise. She was readily accessible, for example, for making copies if there was a shortage during a presentation or workshop.

At Nala Secondary School, the SGB member representing the parents was an active member who believed in ensuring that learners had to be disciplined. Her contribution in most cases was about how to equip teachers to face the ill-discipline at school. It was also because of her vocal contribution that the issue of discipline had to be included amongst the priority areas to be attended to.

The next SGB was an experienced South African Police Service (SAPS) member involved in various processes in which criminal acts were involved. He participated in several interventions over theft of school property, vandalism and drug dealing. His willingness to serve the school with his expertise made him a valuable member of the SGB.

The composition of the SGB ranged from less literate members to professionals and was one of the groups that needed respect and care. Valuable knowledge and information as how to approach and solve problems lay with this group. It was important to listen to them and their perspectives. A number of researchers (Eberson, 2007:126-128; Eruera, 2010:1 of 9; Mahlomaholo & Netshandama, 2010:77; Netshandama & Mahlomaholo, 2010:110;

Sanginga et al., 2010:696-698) have written about the respect to be given to the knowledge possessed by the community. Reaching out to this group I found it to be one of the achievements in recognising the African way of seeing and interpreting the world.

4.4 INTERVENTION IN THE IMPLEMENTATION OF THE CPD PROGRAMME AND POLICIES

Having profiled the research participants, in this section attention is paid to the way intervention in the implementation of the CPD programmes and policies was put into operation. Because of the PAR approach all participants took an active part in the process. The intervention consisted of six components, as discussed in this section.

4.4.1 Formulation of a team

Literature (de Vos, 2005:28; Ebersson et al., 2007:131; Eruera, 2010:3 of 9) shows that the community's problem can be identified by either the community or the researcher. If the community identifies the problem it can go to the researcher for his or her expertise in assisting them in solving it. The same applies to the researcher who realises that there is a challenge as he/she goes to the community to offer the idea or the anticipated solution and so gain its involvement. In this study I identified a problem regarding the professional development of teachers and therefore went to the principals of the two schools with a possible solution. Both were interested in being involved and we agreed to have a follow-up meeting at Kgotso Secondary School, where both deputy principals would also be available.

The meeting among the principals, deputy principals and me took place in July 2011, and we agreed to have a team to lead the process. The other major decision taken was to continue to seek the involvement of other partners. We agreed that the deputy principals would speak with the SGB and teacher unions, while the principals would lead meetings with teachers, SMGDs, learning facilitators and IQMS coordinators. The other suggestion was to have delegates or representatives from these partners if their involvement was successful.

In my capacity as a researcher, entering the community to conduct research and gain confidence in the participants was not an easy task (Eruera, 2010:2 of 9; Strydom, 2002:427). It was to my advantage that I had 22 years of experience as a teacher, and it was only two years since I had resigned as a practitioner. My previous interactions made it easy for me to gain confidence and cooperation. Secondly, the principal was a master's student at the University in the same year that I was doing my doctoral research. The same was true of the Nala Secondary School SMGD. This made it easy for me to gain access to and trust in the two schools.

4.4.2 Information Session

As spelled out in 4.3.1, deputy principals and principals were mandated to encourage intervention in the implementation of the CPD policies and programmes. After success with teachers, teacher unions, SMGDs, learning facilitators, IQMS coordinators and the non-teaching component of the SGB the first meeting was held. Representatives of school community partners in education were present and the first meeting served as an information session. After the first IQMS coordinator had taken the team through the processes and procedures of the IQMS policy document the second did so with the *Integrated Strategic Planning Framework for Teachers Education and Development in South Africa, 2011-2025* (Appendix P). The training served to involve every team member in the professional development of teachers and created a common vision amongst team members. Based on this, the union member commented as follows: *sena se bontsha hantle hore re na le bothata ka professional development ya rona*, roughly translated as “there is a challenge to the provision of our professional development programmes.”

In order to address the challenge the team agreed to create a common vision. A consultative process was followed in the two schools and communities. Small groups of about five members each were established under the leadership of the facilitators, and they presented their suggested common visions to the entire team. They then requested to consolidate the various visions into a single one that would serve as a guide binding to both schools. After the team's meeting and consultation with the constituencies of the team members the final common vision read as: *Continuous, quality CPD programmes for quality schools.*

Having formed the common vision, the next component the team attended was to carry out a SWOT analysis.

4.4.3 SWOT analysis

A SWOT analysis (Dyson, 2004:632; Gao & Peng, 2011:796; Yuksel & Dagdeviren, 2007:3365) aims to find the strengths and weaknesses of an organisation and the opportunities and threats in the environment. The intention of a SWOT analysis is to build strategies upon its strengths, eliminate its weaknesses, and exploit its opportunities or use them to counter the threats. For the SWOT analysis, the two schools were separated and to capitalise on the strengths and opportunities they met to determine their priorities.

4.4.4 Prioritising activities

The list of priorities was too long to be completed within a year or two. Prioritising was preferred by the team as it would allow them to focus on the five priorities they had agreed upon. The team dedicated to the implementation of CPD policies and programmes prioritised the following activities: training of principals, giving support to teachers, SMTs and the school community, teacher collaboration, coordinated plan and focusing on improving the pedagogical content knowledge and practices of teachers.

Having prioritised the five activities, the next activity was to draw up a Strategic Plan to operationalise the activities in each of the priorities.

4.4.5 The Strategic Plan

The Strategic Plan included the details showing who was responsible for a certain activity, the duration of the activity, resources needed as well as performance indicators. The following activities took place in each of the five priorities.

The first priority consisted of five activities. The first was assigned to the SMGD responsible for Kgotso Secondary School, whose duty was to conduct a two-hour workshop on how to create a positive atmosphere for conducting CPD programmes. A

number of hand-outs were also issued by the SMGD so that attendees could refer to them later. The next SMGD was assigned the duty of emphasising the importance of continuous provision of CPD programmes to teachers. The third activity was given to the principal of Nala Secondary School and the HoD of Kgotso Secondary School, their duty being to take and guide the team on the crucial role played by leaders in the provisioning of professional development to teachers. The third activity was given to the deputy principal of Kgotso Secondary School and the HoD of Nala Secondary School, their focus being on how to monitor teachers' work. The last activity under the first priority was given to the deputy of Nala Secondary School and the principal of Kgotso Secondary School, whose duty was to tackle motivation of the community to participate in school activities.

Table 4.1: Strategic Plan: Priority 1: Training of principals and SMTs

Activity	Who is responsible	Duration of activity	Resource needed	Performance indicator
Atmosphere for conducting CPD programmes	SMGD (from Kgotso Secondary School)	2 hours	Hand-outs Activities	Minutes
Continuous CPD programmes	SMGD (from Nala Secondary School)	1 hour 45 minutes	Hand-outs Activities	Minutes
Roles of leaders	Principal B & HoD A	2 hours	Activities Charts	Attendance registers
monitoring teachers' work	Dep. Principal A & HoD B	2 hours	Power point Activities	Attendance registers
Motivating community participation	Dep. Principal B & Principal A	2 hours	Hand-outs Activities	Attendance registers

The **second priority** was support given to teachers, SMTs and school community, and consisted of three activities. The first was given to an NGO. The focus of the presentation was to be on forging team-building amongst the school community members. The second activity was to be conducted by the University representation, focussing on corporal punishment and alternative ways to reprimand learners for ill-discipline. The last activity was to be conducted by the SGB member who was a member of the SAPS, with a presentation on drug and substance abuse.

Table 4.2: Strategic Plan: Priority 2: Support to teachers, SMTs and the school community

Activity	Who is responsible	Duration of activity	Resource needed	Performance indicator
Training about team building	NGO	2 days	Data projector Activities given to participants	Minutes Improvement in the relationships among staff members
Discipline and alternatives to corporal punishment	Local university	1 hour 30 minutes	Activities given to participants Data projector	Attendance registers
Drug abuse	SGB (SAPS)	1 hour	Data projector	

The **third priority** was teacher collaboration, consisting of three activities. The first activity was to be led by the learning facilitators, from the DBE and an NGO. The second activity was aimed at enabling teachers to collaborate in clusters, the expectation being that teachers of the same subject would meet in the absence of district officials, e.g., learning facilitators. The last activity under collaboration was planned to take place when learners would be revising previous years' question papers. The expectation was that learners would be mixed and the facilitation by teachers from both schools.

Table 4.3: Strategic Plan: Priority 3: Teacher collaboration

Activity	Who is responsible	Duration of the activity	Resource needed	Performance indicator
Teacher collaboration	Learning facilitators & facilitators from NGO	3 hours	Exercises/activities given to teachers Sheets to activities Apparatus and chemicals for experimentation	Attendance registers
Cluster collaboration of teachers	Teachers	1 hour	Teachers' files	Minutes
Revision of previous year's question papers	Grade 11-12 teachers	Fridays (8h00-15h00)	Question papers Teachers Chalk board Chalk	Memoranda done by learners Log book

The **fourth priority** was drawing up a coordinated plan. The first activity in the coordinated plan was given to HoDs to arrange meetings with teachers every first week of

the month. The second activity targeted SMT members. School principals were expected to take a lead in this activity. The third activity was planned for the team dedicated to the implementation of the CPD programmes and policies to reflect on progress made.

Table 4.4: Strategic Plan: Priority 4: Coordinated plan

Activity	Who is responsible	Duration of the activity	Resource needed	Performance indicator
HoDs & teachers' meetings	HoDs	Every 1 st week of the month (1 hour)	Teachers' files	Minutes
Principal & SMT	Principal	Every 2 nd week of the month (1 hour)	Written reports from the HoDs	Reports from HoDs and deputy principals
Team dedicated to the implementation of the CPD programme	Deputy principals coordinating	Every 3 rd week of the month (1 hour 30 minutes)	Minutes Agenda	Minutes book & attendance register

The **fifth priority** consisted of four activities, namely class visits, HoDs and teachers' meetings, subject teachers' meetings, and HoDs and teachers' meetings. For class visits, the plan was to have one classroom visit per term, to focus on both pedagogical content knowledge and improvement in the practices of teachers. For the second and fourth activities in this priority it was planned that HoDs and teachers would have meetings. In the second activity the plan was that the activity would set the tone for the month. The fourth activity aimed at reflecting on the successes achieved and challenges met during the course of the month. The third activity targeted subject teachers to reflect on how they were progressing.

Table 4.5: Strategic Plan: Priority 5: Focus on improving teachers’ pedagogical content knowledge and practice

Activity	Who is responsible	Duration of the activity	Resource needed	Performance indicator
Class visits	DSGs	One classroom visit per term	Evaluation forms Teacher’s IQMS file HoD & peer	Three class observation score sheets
HoDs and teachers’ meetings	HoDs	Every 1 st week of the month (1 hour)	HoDs and teachers	Minutes Attendance registers
Subject teachers’ meeting	Subject head	Every 2 nd week of the month	Textbooks Work programmes CAPS documents	Report to the HoD
HoDs and teachers’ meetings	HoDs	Every 4 th week of the month (1 hour)	Teachers’ files	Minutes Attendance registers

In this section an exposition of activities which were planned to take place has been given. The first and the fourth priorities, i.e., training of principals and a coordinated plan, were to be led by people in the managerial positions. Both SMTs at school level and SMGDs featured in some of the activities. The second priority, namely support given to teachers, SMTs and the school community, had a different angle. The local university, NGO and an SGB/SAPS member were to play a prominent role. The third priority was to be led by teachers, learning facilitators and facilitators from an NGO. Post level 1 teachers’ leadership was to be given preference in this priority. The last priority was led by DSGs, HoDs and subject heads.

4.4.6 Monitoring the programme

In order to ensure that the envisaged intervention materialised, monitoring was built into the programme. Monitoring of teachers’ work was to be carried out firstly at school level by the HoDs. SDTs were assigned the duty of drawing up timetables of observation of teachers in practice (class visits) and DSGs were to support them by ensuring that these

were honoured. For moderation purposes, learning facilitators were to meet teachers once a term.

4.5 DATA COLLECTION INSTRUMENTATION

As an instrument of collecting data the FAI was followed in this study. Unlike cases in which people respond to questions that have already been posed, in a FAI people talk as in a normal conversation (Buskens, 2011:1). In an FAI there is only one question within which the researcher and the participants explore their own minds. The advantage that I realised is that people may say more than they would have said in responding to a closed questionnaire. The nature of a normal discussion helps the participants feel free. The central research question is about how to implement the CPD programme effectively, so as a researcher I had to observe all principles of an FAI. For instance, I had to respect the participants' opinions and show an interest by allowing them to express their feelings.

An FAI may be conducted between two people or as a group (Buskens, 2011:2-3). Participants are free to intervene and the researcher can respond in a flexible manner. In my study it was conducted in a group. I used it as a person-to-person method of obtaining information from the participants. Its flexibility, focus on respect and interest in listening to the participants made it match CER, the theoretical framework couching this study.

4.6 DATA COLLECTION PROCEDURE

Data were collected through a tape recording system. All meetings and workshops were tape recorded in the language participants were comfortable to use, both Sesotho and English. I sent out Sesotho verbatim discussions for translation. For member checking the verbatim transcriptions were taken back to the participants for verification and correct interpretation. I made verbatim transcriptions for the various contact sessions, then in the next available contact session members checked if the words had been accurately transcribed and the message fairly interpreted.

The involvement of partners in all steps of the research is supported by Eruera (2010:3 of 9), "ideally the PAR group should be involved at all levels and stages of the research process." The school community should be seen as being able to interpret not solely from

an advantaged viewpoint of the researcher (Mahlomaholo & Netshandama, 2010:77; Netshandama & Mahlomaholo, 2010:113; Sanginga et al., 2010:696).

4.7 ANALYSIS OF THE DATA

Critical Discourse Analysis (CDA) was used to analyse the data. According to Bloor and Bloor (2007:2), CDA is a cross-discipline that comprises the analysis of text and talk in all disciplines of the humanities and social sciences. Van Dijk (1993:250) affirms that critical discourse analysts look at structures, strategies and other properties of text, talk and communication that tend to reproduce existing inequality power relations. These may be either top-down relations of power or bottom-up relations of resistance, compliance and acceptance. This study focuses on the top-down relations of power.

CDA matches CER in that both seek to find the origins of solutions to the problem at hand (Bloor & Bloor, 2007:12). Critical discourse analysts study the injustice with the aim of taking action so as to transform the unsatisfactory situation. I decided that the critical stance would enable me to achieve the second objective of this study, namely, *identifying and discussing the components and aspects of such a strategy for the effective implementation of CPD programmes for teachers*. My expectation and assumption was that the school community would jointly devise a strategy to be tried and tested.

Van Dijk (1993:252) goes a step further to describe CDA as dealing primarily with the discourse dimensions of power abuse and the injustice and inequality that result from it. The focus on dominance and inequality implies that unlike other domains or approaches in discourse analysis, CDA is primarily interested in and motivated by pressing social issues, which it hopes to better understand through discourse analysis. Critical discourse analysts take an explicit socio-political stance, spelling out their point of view, perspective, principles and aims, both within their discipline and within society at large. Although not in each stage of theory formation and analysis, their work is admittedly and ultimately political (Eruea, 2010:2 of 9). Their hope, if occasionally illusory, is change through critical understanding. Their perspective, if possible, is that of those who suffer most from dominance and inequality. Their critical targets are the power elites that enact, sustain, legitimate, condone or ignore social inequality and injustice. In the implementation of the CPD programmes for teachers, this study focused on how seniors used their power to

legitimise their acts, as well as on what way those acts had been naturalised by the school community. One of the criteria of their work was solidarity with those who need it most, and their problems threatened the lives or wellbeing of many. Critical discourse scholars want to make a specific contribution, namely to get insight into the crucial role of discourse in the reproduction of dominance and inequality.

4.8 RESEARCHER'S BACKGROUND

I spent two years as a part-time adult school teacher in 1986-1987 then from 1988 to 2010 as a full-time teacher. My interest in CPD programmes for teachers began in 2003 when the Free State Department of Education (FSDoE) chose certain deputy principals to attend a compulsory Whole School Evaluation (WSE) workshop for three days in Bloemfontein. Although I was an HoD, the school at which I was working requested me to attend. When the *Integrated Quality Management System* (IQMS) policy was introduced in 2003 I had to represent the WSE in the implementation of the IQMS.

I found school principals advantaging teachers who were their favourites. On the other hand, those who were not regarded favourably by them were denied what was due to them. In different schools in which I was employed I belonged to both sides. When I was advantaged I felt sympathy for those who were deprived of such an opportunity. I then felt that instead of focusing on the incentive part of the IQMS I needed to influence other teachers to focus more on professional development. Being a lecturer, I am also working with teachers, with whom we share day-to-day work related frustrations. I found it interesting and beneficial to solve their problems together with them. I found myself being part of the solution. Interestingly, discussions come up with rich information, which is beneficial to all of us.

In my master's degree studies my focus was on the "The implementation of the *Integrated Quality Management System* in Qwaqwa schools in the Thabo Mofutsanyana District of the Free State Province". Amongst areas I found to be in need of further research and action was the professional teacher developmental aspect of the IQMS. Teachers raised concerns about non-attendance of areas in need of development as well as the link between salary notches and professional teacher development.

4.9 PROFILE OF THE RESEARCH SITE

Thabo Mofutsanyana is one of the five districts of the Free State Province, situated in the Eastern Free State and consisting of 90 secondary schools stretching from Clocolan next to the border of Lesotho to Memel on the border of KwaZulu-Natal Province (Appendix D). The two schools in which the strategy was tried and tested are in Qwaqwa, which is a former homeland and situated in the Thabo Mofutsanyana Education District. Qwaqwa consists of schools from previously disadvantaged communities. Kgotso Secondary School had been performing fairly well in the last three years. Nala Secondary School had the following grade 12 pass percentages: 2010 (20%), 2011 (80%) and 2012 (100%). The increase in the pass percentage in the twelfth year of schooling shows the fruit of commitment, dedication and involvement of the school community.

4.10 ETHICAL CLEARANCE

I wrote a proposal to two committees at the University. Having being granted permission by the Ethics Committee and Committee for Title Registration, I continued to seek permission of entering into the school premises from the Free State Department of Basic Education, which through its district office gave me permission (Appendix C). In the first meeting with principals I indicated my field of research and showed them the permission letter to make them aware that the Free State Department of Basic Education was aware of the research process. I also made it clear that participants could withdraw at any stage of the research without negative consequences. In the next meetings with the deputy principals and the team dedicated to the implementation of the CPD programme, the consent forms were read. Each of the participants from both schools had a copy at hand as the forms were read aloud by the deputy principal from Kgotso Secondary School. The English and Sesotho version of the form were read, so parents who might not be familiar with the usage of English could be familiarised with the contents of the consent forms. All members signed at the first meeting and it was only one of the union members who wanted to show it to his union before signing. His teacher union gave him the green light to sign. As a result, all forms were signed and put together.

Researchers have to ensure that they receive consent forms before beginning the research process (van Niekerk, 2009:119). Confidentiality and anonymity of participants must be

ensured by the researcher at all times (McMillan & Schumacher, 2001:366-367; Ritchie & Lewis, 2003:67-68). Denzin and Lincoln (2000:140) emphasise that the researchers must ensure that the information captured is accurate and there has to be no bias of their opinions.

4.11 CONCLUSION

In this chapter PAR has been discussed. A link between CER, the theoretical framework informing the study, and the PAR approach as well as CDA has also been highlighted. The intervention strategy and the description of the participants were also brought forward. The chapter concludes by giving the researcher's background as well as profiling the research site.

The next chapter focuses on the analysis of data and the discussion of the findings on the strategy to implement teacher professional development policies.

CHAPTER 5

ANALYSIS OF DATA, PRESENTATION AND DISCUSSION OF FINDINGS

5.1 INTRODUCTION

The aim of this study is to design a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in the Thabo Mofutsanyana Education District. In pursuance of the aim this chapter focuses on analysis of data, and discussion of findings leading to the formulation of a strategy for effective implementation of CPD programmes and policies.

5.2 DATA ANALYSIS

In order to systematise the discussion the five objectives anchoring this study, as discussed in the preceding chapters, are used as organizing principles. Furthermore, each of the constructs formulated for each objective is used to make sense of the theoretical and conceptual frameworks couching this study. Finally, the literature reviewed is used to frame the findings through critical discourse analysis.

5.2.1 Challenges justifying the formulation of the strategy

This section examines the challenges justifying the formulation of the strategy for the effective implementation of CPD policies for teachers.

5.2.1.1 Involvement of communities excluded in the design

According to the IQMS policy document (DoE, 2003:13); the district officials have a responsibility for clustering schools that have similar needs and/or aspects for the purpose of providing CPD for teachers. According to this manual the information showing the

professional development needs of schools should be obtained from School Improvement Plans submitted to the district offices by the schools at the end of each academic year. The expectation would be that the learning facilitators, because they are responsible for curriculum development, would design and arrange programmes that would address the needs indicated in the SIPs. In line with the IQMS policy expectation, the *Employment of Teachers Act* (DoE, 1998, Chapter C: sub-section 3.4) points out that the district-based teachers (e.g., learning facilitators, School Management and Governance Developers, IQMS coordinators) have to contribute to staff development programmes and the coordination of resources to support them. The expectation is that they have to draw up staff development programmes that are directly suitable to the needs of each school. They are expected to have a sound grasp of the many alternatives available for such programmes and have access to manifold resources to give shape and direction to staff development programmes. In order to sustain such programmes it is imperative that these district-based teachers work closely with all partners.

The data reflected the following comments from two of the participants, a teacher and a learning facilitator (LF), as follows:

Bothata bo teng mona ho rona ke hore LF ya rona e re balla manual. O sitwa ho re fa tlhalosetso e batsi e ka etsang hore motho le wena o rute ka boitshepo, (“The challenge that we have is that our LF reads the manual for us. She is unable to give more clarity so as to give us confidence in delivering the subject matter.”)

The comment from the teacher shows that the LF received prepared work from the DBE. The LF’s work was to implement the designed programme by the national DBE. While the national and provincial departments paved the way for the district official to do her work by compiling the manual that she was reading, involving the district official in the design of the programme would have given her a better understanding, which would be displayed by her presentation. Merely reading (by the LFs) from the manual without linking the text with the practice is the same as reading the manual at home, without attending. Such an approach puts the district official in a position of being a mere consumer of the designed formula. A learning facilitator commented as follows regarding the workshops that they organise for teachers:

The cascading method sometimes does not give us strong punches to face teachers as we workshop them. National officials get information from other countries and pass it down to us as both the provincial and district officials. The challenge becomes taking the information down to teachers who work with learners on daily basis. Teachers ask us as learning facilitators as if we are the designers of these programmes. The programmes were not designed by us.

The collected data showed a similar concern as in Chapter 3 (3.2.1.1), that practitioners were not sufficiently involved when CPD programmes were designed. The teacher's and the LF's utterance have in common that they were not involved when the programmes were designed. The LF's duty was to pass the information down to teachers, who were also not involved in designing the programmes. The non-involvement in programme design shows a need to enhance the CPD programmes designed for teachers, so that they are not merely passive recipients of knowledge but become involved in the knowledge creation and the design of the programmes designed for them. Ntloana (2009:2) and Ovens (2002:302) support the idea of teachers' involvement when programmes are designed, describing the teachers on the whole as poor implementers of other people's ideas. Teacher development remains a precondition of curriculum development and teachers have to play a generative role in the development and implementation of better curricula.

The issue of reading of policy documents or manuals by the LFs was raised in a study by Bantwini (2009:174), in which teachers complained that their LFs read through the policy document but could not answer questions when clarification was needed. On the other hand, LFs indicated that by reading through the manual they were ensuring that the information given to teachers was uniform without diluting it. The workshops and other CPD programmes had to be presented in a way that teachers would make it easy and appropriate for teachers to deliver better lessons in classes at school level.

A study by Tsotetsi (2006:90) concurs with the LFs' concern, namely of a cascading model whereby the information diminishes by level. He indicated that district and provincial officials who trained principals were trained for several weeks and months, but they workshoped principals for a day or so and expected the principals to train teachers, while the same principals did not have sufficient knowledge of the development programme. Consequently, when the information was transmitted to the next level it was probable that the crucial information would be watered down or misinterpreted.

The culture in the school community is that the officials would come to the CPD programme presentations and provide everything. The apartheid education system did not encourage critical thinking, while promoting rote learning, hence teachers received the invented innovation. The scenario shows that unequal power relations persist, with LFs still privileged in terms of deciding what to do and how to do it and teachers remaining the passive recipients of an innovation. LFs teach and provide hand-outs.

The disadvantage of not involving practitioners when designing the CPD programmes is that they only consider or think about professional development when summative results are to be submitted to the district offices. My argument is supported by the participant who said:

In most cases e etsuwa feela ha district office e batla summative results. Di-klas visits di etsuwa nakong eo. Kamora moo ha ho etsahale letho. No teacher development. Ebile ha ho le follow up. (“In most cases here at school it is only done when the district office needs summative results. Class visits are done at that stage. Thereafter nothing happens. No teacher development takes place. No follow up.”)

The non-involvement of teachers deprives them of a platform to indicate the aspect on which they need development. Class visits only occurred when the District office needed scores, so focus became implicitly on the scores rather than professional development. The teacher indicated that there was even no follow up after the compilation of scores.

5.2.1.2 The absence of relevant professional development programmes

According to the IQMS document (cf. DoE, 2003:8), each teacher must be engaged in a discussion around the strong points and areas in need of development, in this way becoming aware of their strengths and weaknesses and having an opportunity to make inputs when observation takes place. Areas in need of development led teachers to the appropriate teachers’ CPD programmes but towards the end of the third term, at Kgotso Secondary School, there had been no timetable for class observation. One of the participants commented as follows about the developmental aspect of the IQMS:

Nna ke nahana hore IQMS e etsetswa ho fumana di-scores e seng bakeng sa development ya di-staff members. In most cases e etsuwa feela ha district office e

batla summative results. Di-klas visits di etsuwa nakong eo. Kamora moo ha ho etsahale letho. No teacher development. (“I think that the IQMS process is only done to obtain scores not for the development of staff members. In most cases it is done when the district office needs summative scores. Class visits are done at that stage. Thereafter nothing is going to take place. No teacher development.”)

The expectation would be that after lesson observation a post-evaluation meeting would be held, in which the DSGs discussed their evaluation with the teacher and provided feedback. Differences, if any, had to be resolved (DoE, 2003:8). The unsatisfactory condition perceived by the above participant seemed to emanate from the absence of development after the conclusion that development was necessary. Class visits were only made to collect scores, while undermining their developmental aim. The approach of being interested in collecting summative results, without a professional development follow-up programme, is contrary to the purpose of the IQMS, *viz.*, to identify specific needs of teachers, schools and district offices for development and to provide support for continued growth (DoE, 2003:1). This can be achieved through the determination of the competence of teachers and providing opportunities for further professional development in areas that require it. The teacher said:

O fumana hore matshwao a batho a kgabelwa hara tsela... Ke SMT e theotseng matshwao a ka. (“People’s scores are being reduced somewhere in the process ... it is the SMT that reduced my marks.”)

The teacher’s remarks show that the IQMS process had been conducted in a non-transparent way. The involvement of teachers in the process, for example by creating space for the discussion of the evaluation results, could have addressed the teacher’s concern. The post-evaluation discussion could have given clarity in response to the reduction of the teacher’s scores. The next step would be for the teacher to include the area that needed professional development in his/her PGP for attention in the compilation of the report in developing School Improvement Plan by the SDT (DoE, 2003:12). In this way, the professional development aspect of the IQMS would be attended to by drawing programmes for individual development. The feedback discussion would firstly show the teacher’s strengths and secondly the areas in need of development. The crucial aspect would be the availability of CPD programmes if areas of development were discovered. The above teacher’s concern continued as follows:

Re boetse re lebile mafelong a selemo. Ha ho development. (“We are once more heading towards the end of the year. No development.”)

That again the school was heading towards the end of a year without the availability of professional development clearly showed the absence of professional development which failed the school system in its endeavour of serving the more general development needs of learners, the professional development of teachers and the needs of its society. Teachers continuously need development to keep pace with the changing education system in the country and wider world.

The absence of relevant CPD programmes was also highlighted in Chapter 3 (3.2.1.2) by Bantwini (2009:177) and Hlongwane (2009), who indicated that the CPD programme did not cater for teachers who did not specialise in Natural Sciences. The lack of development, as indicated above, also arose in a study by Biputh and McKenna (2010:284) (3.2.1.2), as a concern that the process had the potential for becoming exclusively about performance measurement. The notch increases overshadows professional development, as testified by the following comment from a teacher: “We are once more heading towards the end of the year. No development.” While merit pay gives recognition for good work and extrinsic motivation to deserving teachers, research shows that no system of education can transcend the capacity and performance of its teachers (Centre for Development and Enterprise, 2011:4), hence the vital role of the CPD programmes for teachers.

The principal believed that he knew how professional development had to take place, although the views of teachers indicated that the process indicated by the principal did not take place:

Lehlakoreng la ntshetsopele ya bokgoni ba rona re le matitjhere nako re a e behella ka thoko ya ho shebana le development ya rona although it's not enough. For policies re a kopana ha lemo se fela and review them. For induction purposes, eo yona e lokela ho etsahala departmental wise. Ena taba e tshwana le ya di-subject meetings. Ha re ruta subject e le nngwe re tlameha hore re nne re kopane re bone hore re sebetsa jwang. (“Regarding professional development of teachers, we normally put time aside to look at our professional development, although it is not enough. For policies, we meet at the end of the year and review them. For induction purpose, it is the responsibility of the each department. This one is

similar to subject meetings. If we teach the same subject we need to meet and discuss our progress.”)

The principal’s stance indicated the knowledge of how he thought professional development had to take place. The initial utterances of the teachers indicated that the process had not taken place.

The above sentiments confirm the absence of relevant teacher professional development programmes. There is a lack of commitment to ensure that teachers receive professional development.

5.2.1.3 *No coordinated plan*

According to the IQMS policy document (DoE, 2003:3), the SMT and the SDT are responsible for coordinating all activities pertaining to staff development as well as the preparation of the management plan for the IQMS. The management plan has to be compiled in consultation with teachers and should indicate who will be evaluated, by whom and when. The HoD, who was also the principal, said the following regarding the IQMS professional development and Performance Measurement:

I followed the guidelines as they appear in the IQMS document. Teachers would complain about my stance. Members from other departments would influence my subordinates but I urged them to adhere to the programme as set.

The above words show that the HoD (who was also the principal) was aware of the expectation of IQMS policy document in terms of teacher professional development and the implications regarding salary increase. The statement “*I followed the guidelines as they appear in the IQMS document*” shows that the stance was from the HoD’s department. The programme was drawn exclusively for the HoD’s department and did not include other departments. As his department was implementing the IQMS policy some members from other departments caused his subordinates not to adhere to what he was saying but he pushed and enforced adherence. On the basis of his position teachers adhered to the programme. The HoD elaborated:

Furthermore when my subordinates were attending workshops I made it compulsory for them to have signed support. If not I would sign and ensure that the record was kept. At the end of the year when scores were submitted there was a query which instructed the school to lower the scores of staff members. The distributive curve is used to determine if scores were correctly computed. I refused to lower scores of my subordinates, the reason being I had support for the scores awarded to my subordinates. Other HoDs had to lower the marks of their subordinates because of failing to produce support for the scores given to their teachers.

The above words show the firm stance by the HoD in ensuring that teachers were professionally developed. The HoD's insistence of the production of support after attending the professional development programme is a stance that shows his knowledge of the work assigned to him. This is line with the IQMS policy requirement of providing continued growth (DoE, 2003:1). The benefit of his stance was the ability to produce support for the scores given to teachers.

As indicated by the HoD, who was also the principal, other departments were not having programmes for professional teacher development. Two of the participants affirmed that their department did not have a plan to have a pre-evaluation session. They set forth their submission as follows:

Ho na le dintho tseo ho thweng ke di-DSG. Re ne re sa kgone hore re be le nako ya hore re dule re bue pele re e ya ka klaseng. (“There’s a structure called the DSG. We did not create time to have a pre-evaluation session before getting to class.”)

... (IQMS) *E etsuwa hore summative scores di be teng* (“[IQMS] is only done so that there could be summative scores.”)

The two submissions are similar in that there was no plan for coordinating the implementation of professional teacher development by the other two departments. According to the participants, the IQMS was only carried out so that there could be summative scores for submission to the DBE. Lesson observations were made quickly so as to have summative scores for record purposes.

A similar study, showing a lack of coordination, by Tshelane (2008:51) revealed that class visits were sometimes made, but not correctly. Documents were completed in the office without physically observing lesson presentations in the classrooms. School principals were awarded pseudo-classes, that is allocated classes in theory but they did not go to them.

The IQMS policy document (DoE, 2003:14) recommends that DSGs and/or SDTs should on a quarterly basis inquire whether the teacher is being provided with support or mentoring. In this way the two groups may rectify some of the shortcomings before the summative evaluation. The other advantage of such a step is that the teachers continuously receive professional development which allows them to deliver content and the lessons with self-confidence. If the teacher does not receive the necessary support, his/her DSG may be substituted. Pre-evaluation discussion is crucial as it allows partners involved to be on the same footing, i.e., knowing what the DSG expects of the teacher and giving the teacher an opportunity to raise issues of concern.

Linking what had been said by the HoD and the two latter participants is that there has been no coordinated plan to implement attendance in CPD programmes. Neither the SMT nor SDT drew up the management plan as required by the policy (DoE, 2003:3). The absence of a coordinated plan brought tensions, as indicated by the HoD: “Members from other departments would influence my subordinates but I urged them to adhere to the programme as set.” The absence of a coordinated plan has been also indicated by Mestry, et al. (2009:488) (3.2.1.3). A study by Tsotetsi (2006:86) also revealed that pre-evaluation discussions were not conducted with the appraisee. The good intention of supporting and developing teachers receives less recognition. The evaluated teachers would not have a chance to indicate areas of concern or factors that could hamper their progress. The final scores were also adjusted without the involvement of the SDTs or the DSGs, showing a lack of a coordinated plan.

From the above argument it seems as if the principal, who was also the HoD, knew what would happen at the end of the year. He insisted that teachers in his department brought support, which he kept for moderation purposes. The management plan has to be drawn by both the SDT and the SMT in consultation with the teachers, so it was surprising that the principal had a plan for his department, but did not influence the entire SMT and the SDT

to have a coordinated plan for the whole school. The principal was also a member of both the SMT and the SDT.

5.2.1.4 Leadership for implementation

The IQMS policy documents (DoE, 2003:3) point out that the SDT is responsible for coordinating all activities pertaining to staff development and works with the SMT. The coordination of the activities requires a coordinated plan, which would indicate the election of the SDT, advocacy and training of new teachers, development of an implementation plan, self-evaluation, selection of DSGs, pre-evaluation discussion, baseline evaluation, post-evaluation meeting, and development and submission of PGPs to the district. One of the participants, who was an SMT member, cited the following regarding the way the SMT was attending to the professional developmental aspect of the IQMS:

Ntho e haella haholo ke consistency.... Ka mora moo re se re e lebetse taba eo. Re tlameha re dule re botsana hore mara re e itseng. (“We are lacking in being consistent... after some time we forgotten how we did it. We have to ask one another as where did we go wrong?”)

The sentiments reveal the lack of a plan to implement the professional development aspect of the IQMS, as if the SMT were reacting to actions. If there was an action that they were supposed to have taken they sat down and decided how to tackle it, and having done so said “that’s it, what next?” The lack of a joint collaborative approach in tackling issues and planning ahead leads to a state of reacting, and having to plan how to solve the matter.

One of the participants indicated the following regarding the professional development aspect of the IQMS:

E etsuwa hore summative scores di be teng. Le a hopola last year SDT, SMT le principal ba itse ke hloka development ho ruteng Sesotho, empa le ho fihlela hona jwale ha ke eso fumane development. Re boetse re lebile mafelong a selemo. Ha ho development. (“[It] is only done so as to have the summative results. Do you still remember the SDT, SMT and the principal said that I needed development in how

to teach Sesotho, but up to now I have not received any development? We are once more heading towards the end of the year. There has been no development.”

According to the IQMS (DoE, 2003:64), after the post-evaluation meeting the teachers had to develop PGPs which then had to be submitted to the DSG. The individual teacher's PGPs would then feed each school's SIP for submission to the district offices. Against this background, teachers would expect that areas in need of development should have been attended to in the following academic year. The problem here, according to the dissatisfied teacher, is that: “We are once more heading towards the end of the year. There has been no development.” The interpretation of the scenario is that scores had to be submitted to have a good record for the school. The developmental aspect was neglected.

The above scenario concurs with the literature review (3.2.1.4). According to Kutame (2010:97), the principals were interested in settling scores with teachers, and no professional development would be forthcoming. Biputh and McKenna (2010:289) and Pansiri (2008:473) raised a similar issue of absence of interest in attending to the professional development needs of teachers. Teachers who participated in that study indicated that they had not sat with their DSGs or STDs on a one-to-one basis, and no time had been created for sitting down and looking at issues raised by teachers in their PGPs.

Using CDA to analyse the situation, teachers were seen to be complying with what the school leadership instructed them to do. According to the cultural practices in the society, teachers were expected to respect the leadership. The result of the indicated habit or culture is that it created unequal power relations, where the leadership gives instructions and the teacher's role is to passively comply. The CER enabled me as the researcher and the participants to observe that teachers have feelings and can express them. They are able to interpret the lack of development as an aspect of the IQMS policy document. As one teacher said: “... is only done so as to have the summative results... There has been no development.”

5.2.1.5 Lack of support from government officials

According to the IQMS policy document (DoE, 2003:5), the district office is responsible for ensuring that the development and arrangement of professional development

programmes is in accordance with the identified needs of teachers and its own improvement plan. The basis of the process is for teachers to develop their PGPs, which would inform the school's SIP. In terms of the district attending to the individual needs of teachers, one of the participants expressed his view as follows:

In most cases e etsuwa feela ha district office e batla summative results. (“In most cases it is done when the district office requires the summative results.”)

The participant's view shows that after the collection of summative results there was quiet regarding the IQMS implementation. Nor did the district office show concern in terms of either the district or the school attending to its SIP. The focal point became the completion of the summative results. The problem with such a process, in which even the district office did not show any attempt to attend to an individual teacher's needs, is that it discourages teachers from seeing the benefits of honesty so as to receive support for growth and professional development.

Bantwini (3.2.1.5) highlighted the absence of adequate support from the district officials. Mwaura et al. (2012:2), and Rizvi and Elliot (2007:7) highlighted teachers' dissatisfaction with the lack of support from government officials in assisting them to be acclimatised to the new challenges which emerge in education.

The cultural practice within the South African school community is obedience and respect for district officials. Teachers, when they realised that they could not receive the assistance as expected, did not go beyond to request assistance from the senior authorities, nor think of creating space for mutual empowerment. The cultural practice is one of receiving information from officials. In terms of power relations, district officials are still privileged, as they are able to demand that forms be filled in within a short space of time, so that they can also appear efficient before their authorities.

5.2.1.6 Lack of knowledge of proper implementation of CPD policies and programmes

According to the *Employment of Educators Act 76* (DoE, 1998: Section 4.2(ii)), principals are responsible for the development of staff training programmes, both school-based and school-focused, and to assist teachers, particularly new and inexperienced ones, in developing and achieving educational objectives in accordance with the needs of the

school. The office-based teachers, like LFs and SMGDs, are also responsible for staff development (*Employment of Educators Act 76 DoE, 1998:Section 4.2(ii)*). The expectation is that the two development programmes would complement each other so as to develop the whole school and not only the individual teacher. One of the teachers commented as follows:

Bothata bo teng ke hore re ye di-workshopong. Re bolellwe hore di-curriculum matters re di tsamaise jwang. Ha o apply seo, SMT hobane e sa ya workshopong eo ba hane ha o etsa seo o se bolelletsweng. Nna ke bona mokgwa wa hore as individual teachers re attend-e di-workshops o baka di-conflicts ha re kgutlela sekolong mona LF e o bolella hore preparation o etse tjena, sekolo le sona se re prepar-a tjena. How does one reconcile the two? I think it is better if the school is developed as a whole – e seng rona bo bonngwe. (“The challenge is that we attend workshops. We are told the way to administer curriculum matters. If you apply that, the SMT because it did not attend the workshops, refuses such an application. I realise that the approach of sending teachers to attend workshops causes conflicts when we come back to our schools. The LF tells the teacher this how to do preparation, then a school has a different one. How does one reconcile the two? I think it is better if the school is developed as a whole – not us as individuals.”)

Commenting on the teacher’s spoken words, seemingly the dual reporting system if not well communicated poses a problem. The teacher’s response echoes the literature in Chapter three (3.2.1.6) as teachers find themselves in a dilemma. The district’s needs might be different from what the school needs. I argue that in order to develop the whole school the designers and implementers of the district-based CPD workshops must talk to the school-based CPD programme designers, thus not only teachers will benefit from the CPD programmes but also the school as a whole will benefit substantially. Teachers from the same school would be in a position to discuss collectively CPD needs and put themselves in a position of owning the CPD programmes. According to Moloji (2010:38), schools have to be lifelong learning laboratories not only for learners but also for teachers. The advantage of using the school-based CPD programme is that it helps teachers solve problems collectively.

Had the professional development programme be held at school any conflict over what the school and district expected of a teacher could have been avoided. The onsite professional

development assists in two distinct ways. Firstly, the problem is addressed at school, and secondly the whole school becomes developed as the solutions generated are specifically for the identified problems at that particular school.

In the society in which the school is situated, the expectation is that teachers have to abide by what their authorities say. The problem is the dual reporting system, whereby the teacher reports to the immediate supervisor, the HoD, and the district-based LF. If the HoD and the LF do not talk to each other teachers find themselves not knowing whose word to take. The teachers, being powerless, find themselves in a dilemma, not knowing who to please.

5.2.1.7 Duration of the CPD programme

According to the IQMS policy document (DoE, 2003:3), SMTs and SDTs have to liaise with the district office in respect of high priority needs such as INSET, short courses, skills programmes or learnerships. The expectation would be that besides CPD programmes organised by the district offices, schools would organise theirs. Schools are expected to draw programmes for individual development and growth. The deputy principal commented on professional development at school:

Lehlakoreng la ntshetsopele ya bokgoni ba rona re le matitjhere nako re a e behella ka thoko ya ho shebana le development ya rona although it's not enough. For policies re a kopana ha lemo se fela and review them. For induction purposes, eo yona e lokela ho etsahala departmental wise. Ena taba e tshwana le ya di-subject meetings. Ha re ruta subject e le nngwe re tlameha hore re nne re kopane re bone hore re sebetsa jwang. ("For professional development purposes, we normally put time aside for development, although it is not enough. For policy reviews, we meet at the end of the year. For induction purposes, that has to be handled by various departments. The same applies to subject meetings. If we teach the same subject, we must meet and discuss matters.")

The creation of time for professional development as cited by the participant is reasonable, as is the stance that knowledge of subject meetings has to be controlled. The duration and frequency of professional development are amongst items related by the participant as

“although it is not enough.” The school has to create space by drawing up a programme that can enable staff members to have sufficient time for professional development.

In chapter three, (3.2.1.7) Bunyi et al. (2011:9), Memon (2007:50) and Ramatlapana (2009:153, 157) highlighted the concern of teachers who attended the CPD programmes for an insufficient time for interrogation. Problems included too few CPD programmes accessed by teachers, a lack of follow up and insufficient time spent on the course.

Using CDA to analyse the situation, the situation can be summarised as authorities providing teachers with the CPD programmes. The challenge is for the authorities, government education officials and SMTs to give teachers a hearing so that their concerns may be accommodated. Based on the habits and the culture, the expectation would be that teachers would have to abide by what authorities are saying, but they were expected to implement a CPD programme which they did not understand.

5.2.1.8 Lack of social context consideration

The IQMS policy document (2003:2) makes it clear that teachers have to attend workshops and other programmes in terms of areas identified for development. The expectation would be that the organisers take into consideration the social context of the schools, based on location and other logistical arrangements which may be unique to certain areas in the country and districts. Taking into account unique factors affecting different districts may improve attendance and participation in such CPD programmes. One of the participants, an LF and the teacher spelled out the following regarding CPD programmes held during holidays and on Fridays:

Le rona jwalo ka di-LFs bothata ba hore matitjhere a ruta di-subjects tse ngata re a bo hlokomela. Directive e tswa Bloemfontein kappa hona district-ing e reng di-workshops di tshwarwe ka di-holidays kappa di-Fridays especially nakong ya di-curriculum changes. But we cannot have time that satisfies everybody. (“We as LFs are aware that some teachers teach more subjects. The directive comes from Bloemfontein or from the same district indicating that workshops would have to be held during the vacation period or on Fridays, especially during curriculum changes. But we cannot have a time that satisfies everybody.”)

The above scenario poses a problem in terms of how would the teacher who did not attend a CPD programme in another subject teach it. The question arises, how would such teachers implement the effected changes without having attended the sessions where both the content and other matters were discussed? The process leads teachers to be victims of the process, making mistakes by doing things the traditional way when procedures have changed. On the part of the LF it is frustrating to correct the work of teachers when he or she thought he or she had been pro-active in discussing matters during the workshops.

The teacher commented as follows regarding CPD programmes of different subjects running concurrently:

For the first two days I attended the Life Science workshop but for the rest of the week I attended the Physical Sciences workshop. But I struggled in terms of continuity.

The above scenario shows a compromise by the teacher, who for two days had attended the Life Sciences sessions. The teachers then did not attend the other three days, but decided to attend the Physical Sciences sessions. The problem was that the teacher had to catch up with what had taken place in the previous two days so as to keep pace with the Physical Sciences teachers. The challenge was not to lose the other three days in Life Sciences.

A similar challenge emerged in Chapter three (3.2.1.8), where teachers in the Eastern Cape in a study by Bantwini (2009:175) complained about CPD programmes of various subjects being conducted simultaneously. The result was that teachers had to choose which programme to attend and which not to. They opted to attend the CPD programmes of the subjects they preferred.

As the district official said, *“But we cannot have time that satisfies everybody.”* Discussing the social context issues, such as the teaching of many subjects in certain areas of various districts, can enable the teachers and LFs to arrive at a solution in terms how best teachers can access CPD programmes. The problem is lack of consideration of the social context by the people in authority, e.g., LFs. From the community in which the school is situated, obedience to the authorities was prioritised. The LF, in defence, responded: *“But we cannot have time that satisfies everybody.”* The implication here is that teachers had to accept the planned programme, even when the programme did not satisfy them. The

people in authority decided, and teachers had to follow. Unequal power relations disadvantaged the teachers while the powerful, the LFs, had done their work by conducting the CPD programmes.

Having demonstrated the challenges in the implementation of the CPD programme, in the upcoming section attention will be paid to how the school community attended to the challenge.

5.2.2 The components and aspects of a strategy used in response to challenges

In the preceding section (5.2.1), challenges to the implementation of programmes and policies were highlighted. In this section the focus is on how they were attended to. The strategy used consisted of six components, as follows.

5.2.2.1 Team formed as part of the strategy

Both principals had an interest in my study and requested that we set another meeting, their deputies would also be part, in July 2011. In the meeting of five, one of the deputy principals said: “*We need to form a team to lead the process,*” which showed how problems were being tackled in the community. A team is normally dedicated to the task of finding ways of solving problems while reporting back to its constituencies. This is a representative democratic process in which a larger group is represented by certain individuals. Also implied is that it would not be a good idea for only five of us to tackle the challenge. A team may be in a better position to tackle the matter.

It was on the basis of the above suggestion that a discussion had to continue about the composition of the team. SGBs, district-based officials, teachers, and teacher unions were to be part of the team. The deputy principals were allocated a duty of informing and finding representatives from the SGBs and teacher unions while principals were to inform and find representatives from their teachers, SMGDs, learning facilitators and the IQMS coordinators. Having informed the various partners, an agreement was reached that a delegate from each of the groups be elected to represent that particular group in the team driving professional development of teachers. For all the democratically elected delegates, the meeting was then scheduled for 29 July 2011.

The first meeting of the team was dedicated to driving the implementation of the CPD programmes, with two SMT members from each of the schools, two teachers from each of the schools, two parent component from each of the SGBs of the two schools, two learning facilitators, two SMGDs, two SADTU members, two NAPTOSA members and two IQMS coordinators from the district. It was therefore agreed that those representatives from various structures would form the team driving the CPD programme's implementation. In total there were 22 members representing both schools. The purpose of including as many of the partners as possible was to democratise the committee and have multiple perspectives (Jessop, 2012:2), as advocated by CER.

The venues would alternate, but to accommodate the district-based officials it was agreed that meetings would be held at the same time and venue. It was on the basis of the composition of the team that an agreement was made to have the two secondary schools' meetings held at the same time. It was fortunate that the distance between the two secondary schools was about five kilometres. The functions of the team dedicated to drive the implementation of the CPD programmes were to look at the identified needs of the school and ways to address them. The team acted as a link between the various structures that mandated them to represent them in the team.

From the list of challenges from the different schools the team decided to prioritise items that could be attended to in the current year (5.2.2.4 below). The drawing up of an action plan that would be used to address the identified needs of the school was among some of its functions, as was reporting to their constituencies on the various developments and challenges encountered.

The organisation and the preparations for the professional development sessions were carried out by this team, which therefore liaised between what teachers needed for their professional growth and what they received. The other aspect was to capitalise on the strengths possessed by the schools

When comparing the composition of the team in this strategy and the teams mentioned in 3.2.2.1, the team in this strategy is more representative. In addition, besides its greater size, teacher unions, teachers, SMTs, SMGDs and parents are also represented. Its composition gives it a legitimate status based on the democratic culture in the new South Africa.

Literature (Moloi, 2010:158; Monyatsi, 2006:152; RSA, DoE, 2003:2; Steyn, 2011:225) supports the establishment of a committee that drives the staff development programmes. What is distinct about the above team is that parents, district-based officials and union members are included as part of the team driving the process at school level.

5.2.2.2 Establishment of a common vision

The first meeting of the team was in July 2011. Having agreed with the two deputy principals two weeks before the meeting, one of the IQMS coordinators, as part of the meeting, was requested to take the team through the process of the IQMS. The other IQMS coordinator was tasked with taking the team through *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025*. The abovementioned planning framework is commonly called ‘the Plan,’ which I hereafter will label it.

The emphasis of the IQMS coordinator was on the identification of the professional developmental needs of schools, serving as the point of departure. However, he warned that schools needed to realise that the DBE may, in addition to the schools’ needs, have its own. The IQMS coordinator advocated and trained attendees on the process and procedures of the IQMS. In conclusion, he took the team through the structures for the IQMS implementation and IQMS implementation process.

The next IQMS coordinator took the dedicated team through implementation of the CPD programmes through the Plan, the primary goal of which was to “improve the quality of teacher education and development in order to improve the quality of teachers and teaching” (RSA, DBE & DHET, 2011:1). She took them through the outcome and outputs of the Plan, and the enabling factors for its implementation (RSA, DBE & DHET, 2011).

Having gone through that lengthy process, the facilitator divided the team into five groups, to brainstorm and in their groups arrive at a vision that would be guiding the team throughout. A further agreement was that the suggested vision would be returned to the other partners for endorsement. Having discussed and written their visions on the charts, a process of consolidating the visions into a single one followed. Group members returned to their groups and tried to form one vision out of the five from the five groups. As the

groups returned the final adopted vision was *continuous, quality CPD programmes for quality teachers*.

The vision was then returned to teachers, the SGB, teacher unions at the respective schools and all partners involved. With the different suggestions from partners an agreement was made that the team driving the CPD programme would consolidate the various suggestions. From these one single vision that would guide the two schools was concluded. While the two schools would be sharing the CPD programme's vision it was also agreed that each would maintain its autonomy as a school. The final vision then read as: *Continuous, quality CPD programmes for quality schools*.

The above comments of partners show an initiative from partners to ensure that teachers receive continuous, quality CPD programmes. Although the habit in the community was that they would accept CPD programmes offered to them, rather the above comments, were a step further requesting continuous and quality CPD programmes. The beneficiaries of the programmes, according to the vision, should be the *school*. Because of the presence of parents, the word *school* to them specifically means their children. It means parents are saying teachers should be equipped to offer their children quality education. For teachers the word could include them, implying that they need quality CPD programmes to deliver quality education. The district-based officials are also part of the team that also binds them to ensure that teachers receive quality CPD programmes, as are teachers and teacher unions, for the benefit of the schools. Their engagement in the design and implementation is one that may enable them to receive the CPD programme that they expect.

Unlike in 3.2.2.2, where a less consultative process took place in formulating the CPD programmes' visions, the above, although a lengthy process, is more democratic and therefore binds a number of partners in education to ensure that *continuous, quality CPD programmes for quality schools* is received by teachers.

Steyn (2011:222) supports the idea of having a common idea as an initiative that binds efforts together in order to achieve the common goal. As such, a common vision builds the culture as everybody in the organisation would be knowing the direction taken by the organisation. Ramatlapana (2009:157), on the other hand, showed that without a common vision an organisation can achieve less, although it can have talented individuals within.

5.2.2.3 SWOT analysis

For the purpose of the SWOT analysis, the two schools had to be separated and each looked at its strengths, weaknesses, opportunities and threats. Kgotso Secondary School had the following **strengths** in terms of the implementation of the CPD programmes: the principals knew the planning, organising, leading and control as his most vital roles and responsibilities as the person with the master's degree. CPD programmes were held in which teachers would discuss learners with problems. The discussion culminated in a programme called 'adopt-a-learner.' Learners with problems would identify teachers they thought would assist them with their problems and share them with those teachers. Meetings between teachers and learners were held from Mondays to Wednesdays, and on Thursdays teachers would converge and discuss their successes and challenges. That was confirmed by the following teacher's words:

Nakong ya ho dula fatshe, e leng ya feedback ho kgonahala hore re eletsane ...
("During our meetings we sit down and advice one another...")

The programme acted as a strong point in this school as teachers could advise one another and share ways of dealing with children's' matters.

On the other hand, Nala Secondary School had the following **strengths** in terms of the implementation of the CPD programmes: The management continuously held workshops in which it was motivating staff members as a way of boosting their morale in order to work harder. Workshops were held in which departments had to set plans for the upcoming year or term and lastly motivating staff members to set high standards of achievements in their classes. Both schools had strengths of caring for learners and motivating staff.

In terms of **opportunities** in the implementation of the CPD programmes, Kgotso Secondary School had the following: their good relationship with the University and the presence of a willing NGO to assist SMTs, Mathematics, Physical Sciences and Accounting teachers and learners. In addition to Kgotso Secondary School's **opportunities**, Nala Secondary School had the following in terms of the implementation of the CPD programmes: the supportive SMGD who would be with the school and holding development programmes at least once per annum, and the presence of an NGO which was willing to support the SMT, Mathematics, Physical Science and Accounting teachers and

learners. Both schools had the same NGO willing to assist teachers and learners in the three abovementioned content subjects.

Kgotso Secondary School had the following **weaknesses** in terms of the implementation of the CPD programmes: a lack of parental support in the CPD programmes, no pre-evaluation sessions held before getting to classes as required by the IQMS policy document, no team-building workshops to keep the staff members and the SMT working together, lack of workshops in which labour matters could be discussed, lack of workshops in which teachers with disciplinary matters with learners could be enlightened, lack of development programmes in which teachers might share good practices, lack of programmes to develop SMTs to do their work, lack of induction of novice teachers, lack of time to discuss subject related matters, and a lack of a uniform way of ensuring that teachers who had attended workshops were given support.

On the other hand, Nala Secondary School had the following **weaknesses**: lack of curriculum management control by the SMT, including a lack of follow-up, lack of team building programmes, which resulted in unhealthy working relations, lack of programmes on motivation that would act against negative attitudes amongst staff members, and unequal treatment among staff members by the SMT. A lack of team building programmes and development programmes to arm SMTs appeared as being common in both schools.

The first **threat** in Kgotso Secondary School was the absence of development programmes linked to the identified weaknesses during the IQMS cycles. The non-attendance of teachers identified made them write almost the same developmental needs on an annual basis. The second threat was the teaching of a subject that the teacher did not specialise in at tertiary level. Thirdly, SMT members without managerial skills and teachers possessing the Primary Teachers' Diploma but teaching grade 12s were seen as another challenge. Lastly, SDT, DSGs and SMTs were not playing their developmental support roles. In contrast to Kgotso Secondary School, Nala Secondary School had the following **threats** in terms of the implementation of the CPD programmes: they were offered during vacation times and after school for those teachers who were using common transport that created a challenge. They had to leave before the end of the session.

This sub-section discussed the SWOT analysis in both schools. The next session discusses the priorities from the list of challenges identified in the SWOT analysis.

5.2.2.4 Determining priorities

As indicated in the SWOT analysis of the two schools, a number of challenges emerged. Since not everything could be achieved in one calendar year it became necessary for the team to discuss the matter with other partners and suggest a short-listed number of priorities. Having done so, once more the team had to consult the teachers, SMTs and SGBs for their endorsement of the prioritised needs. Determining priorities to be attended to is supported by Moloji (2010:158) and Monyatsi (2006:152).

The team, with the endorsement of other partners, prioritised the following five items: training of principals and their SMTs, support given to teachers and the SMTs, teacher collaboration, coordinated plan, and an increase in the pedagogical content knowledge of teachers. Unlike in 3.2.3, in Botswana, where the prioritised items were three, the team decided to prioritise five items so as to attend to a number of issues.

5.2.2.5 Strategic Plan

The aim with the Strategic Plan was to attend to the priorities mentioned in 5.2.2.4. In the following paragraphs attention is paid to how each of the priorities was attended to.

(a) Training of principals and their SMTs

In terms of training of principals and SMT members, the following activities emerged: creating an atmosphere conducive for conducting CPD programmes, continuous provisioning of professional development to teachers, role of leaders, monitoring of teachers' work and motivation of community to participate in school activities.

The team tasked with the driving of the CPD programmes, in terms of the **training of principals** and SMTs, firstly utilised the expertise of the two SMGDs. The first SMGD was emphasising the role of the principal in **creating an atmosphere conducive to CPD programmes**. The presentation was held in September, 2011. The SMGD said:

School principals should not only give permission for CPD programmes to take place. Teachers' professional development should be his/her front burner.

The SMGD was emphasising the leading role the principal needed to play to ensure that teachers received professional development. The point was not only about giving permission, but in addition the principal's leading role remained a standing item to motivate teachers. At school level and in most institutions it is the leader in the institutions who gives permission for activities to take place. In addition the leader's attitude towards the activity taking place serves either to motivate or demotivate people to attend the activity. Based on the SMGD's comment she asked that the principals would prioritise professional development of teachers.

The second SMGD in the training of principals and SMTs stressed the **importance of continuous provision of professional development to teachers**. The SMGD remarked as follows: "It is most important that novice teachers are given direction in terms of the school culture. Experienced teachers also need re-skilling. Professional development serves exactly that purpose." From utterances by the SMGD, it was pivotal that professional development be offered to maintain or improve the school culture. The SMGD concluded by encouraging SMTs to ensure that staff training and mentoring programmes were developed and evaluated as required by the IQMS policy document (DoE, 2003:43).

The third activity on the training of SMTs was given to the principal of Nala Secondary School and the HoD of Kgotso Secondary School for preparation and presentation in the third training session. The session was held in October 2011. In their presentation during the third training session, SMTs were divided into groups, and had to present about the roles they thought leaders needed to play in professional development programmes. The roles that emerged from the different groups included, firstly, the ability to control the work of teachers. The second aspect that emerged was use of systems in running the school. The aspect matched delegation of duties to different structures and teachers. The basis of the allocation of duties should be on their abilities. The third aspect that emerged was about planning. The last two were about translating objectives into plans and motivating staff members.

The above activity served to enable SMTs to realise that they had the ability to solve their own challenges. They needed space and time to do what they were led by the presenters to do. The fourth activity, namely the monitoring of the work of teachers, was given to the deputy principal of Kgotso Secondary School and the HoD of Nala Secondary School. The session was held in February 2012, divided into the observation of teachers in practice as well as controlling the tests. The SMTs were also divided into groups and suggested ways in which the two aspects could be attended to. In their presentation one of the SMTs responded: “Why is the IQMS only requiring one observation of a teacher in a class. Is it fair to judge the teacher on the basis of one lesson?”

Different groups had one thing in common. It was not sufficient to have one class observation and on its basis conclude whether the teacher was good or bad. As a way forward, an HoD from Nala Secondary School suggested that each term should have a class visit. The suggestion was accepted as one of the SMTs said: “...at least based on four class observations per annum, we are in a better way to decide.” To avoid discovering towards the end of the term that work had not been properly carried out an agreement was reached that weekly monitoring of written work be administered. The information from HoDs would be forwarded to the deputy principal for sending to the principal. SMTs were therefore expected to conduct workshops about the decision and to legitimatise them.

The above decision taken by the SMTs as a way of monitoring presentations in classes was a starting point for using their power. Instead of handing themselves to the IQMS document they suggested a strategy that they thought would work better for the development of teachers in their schools. The last item was given to the deputy principal of Nala Secondary School and the principal of Kgotso Secondary School, but they asked how schools could motivate the community to participate in school activities. Emerging from the groups was the issue of time, as communities needed to be given enough time before the meeting. The last two aspects that emerged as important were their representation of community members in the professional development programmes as well as giving them a hearing.

(b) Support given to teachers and the school at large

The second prioritised item was the **support** given to teachers and the school at large. Firstly, the team made use of the NGO to train teachers, SMTs and SGBs about team-building. The focus was more on what makes a team succeed. The NGO appeared as a complementary role player in the implementation of CPD programmes, taking the two schools to a hotel away from the schools in which they were situated. Expenses incurred were paid for by the NGO.

The second workshop on the support from the DBE and NGOs was held in consultation with the local university and SAPS. Firstly, the University of the Free State's representative was to give theoretical reasons for the abolition of corporal punishment. In addition, he supplied teachers with alternative ways of dealing with disruptive ill-disciplined learners. Secondly, a parent who was also a member of the SAPS provided teachers with legal ways of detecting and dealing with children who used marijuana, cocaine or alcohol. Out of this workshop, teachers were to select a group of learners that would serve to discourage immoral behaviour and the usage of drugs by learners. The conclusion followed a suggestion by one of the teachers:

Ho thibela keketseho ha re sebediseng bona batjha bana ho discour-a batjha bang ho sebedisa di-drugs. ("To avoid the escalation of drug abuse let us use the youth to discourage others from the usage of drugs.")

The above shows the school community's concern about drug abuse, and as a solution to escalating ill-discipline amongst the youth in both schools. A solution generated within the school community stands a chance of sustainability as it originated from the participants and was not imposed upon them. Another advantage that led to a better understanding of the scenario was the presence of the SAPS representative. It was a privilege for the school to have members of their SGBs with specialised expertise. The decision addressed unequal power relations in discussions as the entire team accepted the teacher's suggestion which therefore came to be owned by the team, and not necessarily that individual teacher who suggested it.

(c) Teacher collaboration

The third prioritised item was about **teacher collaboration**. Firstly, the collaboration amongst teachers was led by the NGO and the DBE. Teachers had to indicate topics which they were interested in discussing. Besides the presence of the learning facilitators and the facilitators from the NGO, the greatest percentage of the time spent on teacher collaboration was utilised by teachers, where facilitators divided teachers into groups to solve problems.

The second form of teacher collaboration took place when teachers were expected to form clusters, in the absence of facilitators but with teachers of the same subjects determining their agenda. The sessions served also to build leadership as they alternated roles. Ownership and determining their needs were the greatest achievement of the process. The last benefit was for the teachers to share their experiences and approaches in tackling some of their challenges.

The last form of teacher collaboration was when teachers were revising question papers with their grades 11 and 12 learners. Grade 11 learners from the two schools were separated from the grade 12s, where in the first Friday grade 11s were accommodated at Kgotso Secondary School and grade 12s at Nala Secondary School. For the subsequent Fridays venues were alternated with learners being given question papers to be discussed in groups. Teachers were moving around “finding” the successes achieved and challenges encountered by learners. Interestingly, learners could use other methods, some of which the teacher(s) were not familiar with. The sessions took four consecutive Fridays, and during the first two the learners tackled paper one in Mathematics, Physical Sciences and Accounting. In the last two Fridays, they dealt with the second papers.

(d) Designing a coordinated plan

The next priority area was the **coordinated plan**. In terms of the implementation plan the first week was earmarked for teachers to engage with their HoDs, so they could have inputs from teachers during the management meeting. That also informed the school-based top structure (principal and deputies) how each HoD ran his or her department as well as future plans. The second week was then earmarked for the SMT to discuss managerial matters, thus showing the management of the school had a stance and opportunities to table matters to the SMGD. The SMT planned school-based CPD programmes based on

the inputs from teachers. The proposed plan was forwarded and discussed on the third week when the team driving CPD programmes would be meeting.

The third week was earmarked for the team driving the CPD programmes in which teachers and school partners were then engaged. This gave the team time to reflect on the successes and challenges met. Items were categorised as to whether they related to managerial or purely academic matters. What made success in the plan was the coordination of the activities with the implementation plan as well as the involvement of a broader school community links, giving it democratic status, ownership and legitimate status.

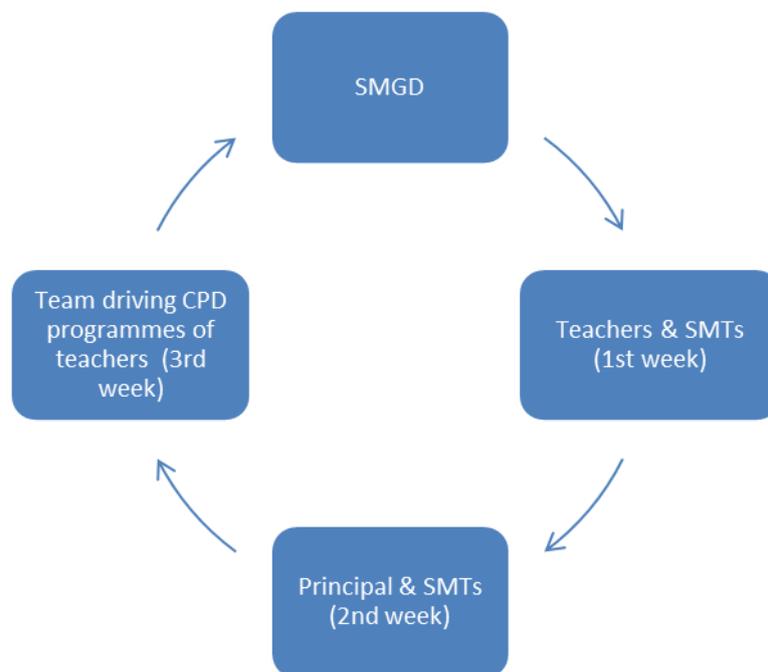


Figure 5.1: A coordinated plan

(e) Concentrating on improving teachers’ content knowledge and pedagogical practices

The last priority focused on **improving teachers’ pedagogical content knowledge and practices**. In order for teachers to implement the agreed upon designed programmes, HoDs and learning facilitators need to support them in what they are doing in class. For

novice teachers, consistent support is necessary. In this way teachers can match the theory learnt at tertiary institutions and the practical application of what they need to do when confronted with classroom realities. Based on this study, at least one classroom visit per term would be appropriate. The focus for HoDs and learning facilitators should be on content knowledge and how to present the lesson. Bantwini (2009:176) affirms that consistent support from the learning facilitators is crucial, sending the message that teachers are being cared for. After workshops, teachers still need follow up to ensure that they are able to put into practice what has been learnt.

During the first week of the month teachers meet with their HoD, to set the tone for the month ahead as well as to look at how teachers progressed the previous month and look at the programmes offered by the NGOs and the learning facilitators. Challenges met with the actual implementation of the theory are also discussed and possible solutions and interesting breakthroughs shared. At the beginning of the second week of the month subject teachers meet with the aim of sharing their progress. Observations of a lesson in practice are made at this stage and the teacher has to conduct a self-evaluation exercise (How I view myself?). The next step is for the peer and/or senior to evaluate the teacher (How do they view me?) [refer to the figure below 5.2 and the Appendices E-F]. This stage serves two purposes. Firstly, the appraisee gets a chance of being evaluated by the peer. Secondly, the observer of the lesson gets an opportunity of learning new approaches and techniques of presenting lessons. Scores are compared and a post-evaluation discussion and then evaluation session are held. Joint lesson plans and setting of test papers are also carried out at this stage. Lesson plans are prepared for the two to four weeks so as to create time for other activities. Tests are set for each month.

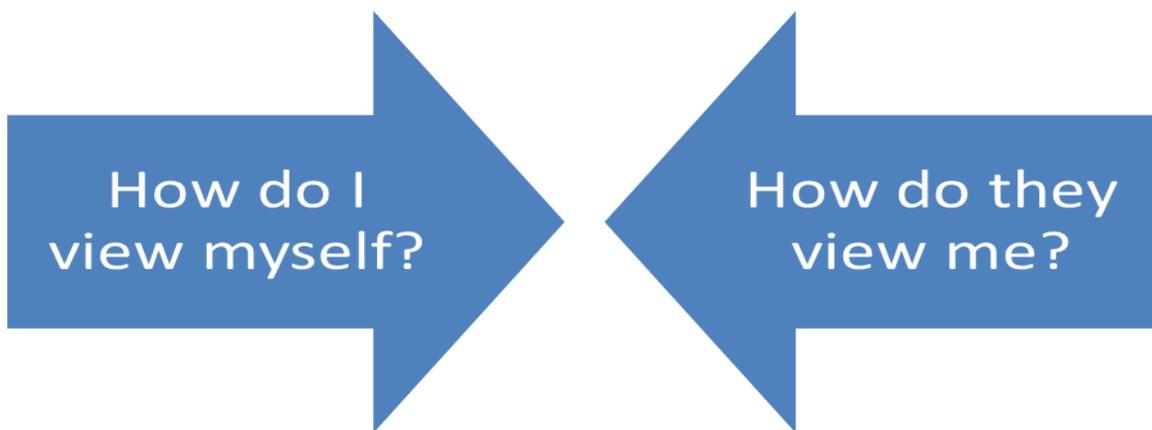


Figure 5.2: How I view myself?

The third week gives teachers a chance to design their own programmes. This includes reflection of how the teacher performed during the course of the month as well as a plan and contribution. On the fourth week of the month the HoD meets teachers, the purpose being to reflect on how teachers achieved or did not achieve the month's plans as well contributing to the meeting with the LF in the upcoming month.

The designed workshop should provide a platform for teachers to contribute while the learning facilitators, based on their expertise, may try to summarise teachers' presentations in such a way that they have a focal point. Teachers have to leave the workshop knowing what to do, unlike leaving after their presentations without a concluding remark from the learning facilitator which leaves them with a variety of perspectives, such as 'I am doing what I think is right.'

5.2.2.6 Monitoring

As the two schools were working together, monitoring had to take place firstly in the individual schools. SDTs were given a task of drawing up class observation for each school per term, whilst the DSGs had to ensure that teachers adhered to it. The programme was circulated to DSGs and teachers to check if there were no clashes. For the monitoring of work by teachers, HoDs continued controlling, and once a term teachers of each subject met in the presence of the learning facilitators and facilitators from the NGO to moderate

the work already given to learners. The aim was to check the quality and quantity, as well as to copy good practices from other teachers. In order to monitor and consolidate the work done in terms of teacher professional development the team was dedicated to driving the CPD programmes in meetings every third week of the month.

5.2.3 Conditions conducive to the success of the implemented strategy

The success of the implementation of the strategy as detailed in 5.2.2 is dependent on a number of factors.

5.2.3.1 Factors that supported the functioning of the dedicated team in the strategy

The dedication and commitment by the team members contributed significantly to the success of the programme, as was clear even when they had to work beyond the agreed times of meetings and attendance at workshops. A team would remain behind, hours after staff members and learners had left the school. The treatment within the team was respectful, which made parents feel that the school was valuing them also. For a team to succeed, open communication makes members feel worthwhile, enabling them to state their opinions clearly. The other aspect was the usage of their mother tongue, Sesotho: “*Ho dumella ho hlahisa maikutlo ka Sesotho e re entse re ikutlwe re amohelehile*” meaning “The allowance to state our opinions in Sesotho made us to feel accepted.” From the parents’ responses, that they felt welcome was an enabling factor in the functioning of the team. In South Africa, the usage of English is associated with the elite group so the ability of parents to make their points in the mother tongue helps them feel accepted. This is one step in the direction of social equality as advocated by CER (Bloor & Bloor, 2007:4). Meetings allowed the use of both English and Sesotho, which made parents feel part of the meeting, unlike when they were held solely in English.

The last aspect that enabled the team to succeed in its efforts was its composition, and the large number of people in the team, although sometimes delaying the process of taking decisions, meant they were worthwhile and thoroughly debated.

5.2.3.2 Factors which supported the creation of a common vision

Firstly, training by the IQMS coordinators raised members to the same level. It was after the understanding of the processes and procedures of the *IQMS policy and the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025* that members could have a common understanding of the importance of teacher development. The second aspect was the process of consultation, in which team members made agreements and returned to their constituencies. This is one other aspect that distinguishes the creation of the common vision in the study and the creation of a common vision in 3.2.3.2. The consultation process enabled the school community to own the vision. The participation as such was in line with the principles of CER which call for engagement of the community in issues of common interest (Strydom, 2002:431-432).

5.2.3.3 Ecological factors behind success of the SWOT analysis

The presentation by the DBE and NGO made it easy for the identified challenges to be attended to. The second aspect which was important was the willingness of the school community to state honestly the status of their schools. It was through the revelation of weaknesses and challenges that the team members and their constituencies could suggest ways of capitalising on the strengths and opportunities to counteract the identified challenges. Open communication once more acted as enabling factor for members to feel free to suggest, agree and disagree without coercion. The last aspect that contributed to the success of the SWOT analysis was the positive attitude. When challenges were identified it was through brainstorming and thinking positively that team members could devise solutions.

5.2.3.4 Factors that made the Strategic Plan successful

The knowledge possessed by presenters was one aspect that made the training of principals and their SMTs a success. Even when SMTs had to present, one of them said “we had to go through research and consult a number of sources before the presentation day.” On the basis of this statement it evident that presenters had to prepare themselves. The hands-on

approach whereby principals and their SMTs were discussing in groups ways to tackle certain challenges was another aspect that made the training a success. The sessions not only took the form of lectures, in which people just listened, took notes and left, they also involved group work which allowed them to learn from one another and to debate issues. Reporting back to their constituencies was an important aspect in the Strategic Planning as it put members on a par with one another.

Regarding supporting teachers and the school community, the knowledge possessed by the parent as a member of the SAPS showed how schools could utilise expertise possessed by parents and served as an enabling factor in ensuring that the school community were informed of how to deal with some of the disciplinary challenges encountered at school. Working together with the university also assisted in terms of the theoretical background and way forward. Dedication and commitment from both presenters and attendees were some of the aspects that enabled support for teachers to succeed.

Regarding teacher collaboration, the success of this activity was helped first by the teachers owning the process by choosing the topics they thought required their joint effort. Learning facilitators from the DBE and facilitators from the NGO were also available, assisting when necessary. The second factor that made this priority area a success was when teachers were meeting in the absence of facilitators, as they determined their agenda and topics to be attended to. The session allowed teachers to own their development and share good practices. During the revision of the previous year's question papers with learners, teachers' willingness to stand in front of the class in which learners from different schools were present was another aspect that contributed to the success of teacher collaboration. In this way teachers could complement each other's explanations, which also served as a point that further enabled teacher collaboration.

A commitment to see the coordinated plan working was the first enabling factor in this priority. Meetings had to be attended to at the specified date and time, achieved through dedication from the team and school community. Proper planning and preparations by the team and school community were amongst the factors that contributed to the success of the coordinated plan.

The success of the improvement in pedagogical content knowledge and practices depended firstly on the willingness of teachers, HoDs and facilitators to share their knowledge and

time was the first enabling factor; secondly on the presence of the NGO which allowed its expertise and time to be used for the benefit of teachers and learners. A third factor was attendance during class presentations, as teachers could thus learn from one another how to vary teaching methods and approaches to teaching.

5.2.3.5 Factors supporting monitoring

Monitoring was made successful firstly by the cooperation of individual schools and their teachers. Monitoring before coming to the joint team had to be carried out by individual schools. Secondly, the cooperation of the SDTs in drawing class visit timetables supported the monitoring process. The timetable, as circulated earlier, could easily show where there were clashes so that amendments could be made beforehand. A third factor was the commitment made by the DSGs to ensuring that the timetable was followed or making adjustments where necessary. The last factor that supported monitoring was the frequent meetings in which feedback was provided to teachers about the work they had done.

5.2.4 Threats to the implementation of the strategy

In section 5.2.2 a discussion on the components of the strategy used in this study was presented. In this section the discussion is on some of the threats which could have hampered the operationalisation of the strategy and the steps taken to circumvent them.

5.2.4.1 Threat to the existence of the dedicated team in implementation of the strategy

As mentioned above, the team consisted of 22 members, which made securing time for meetings a problem. District officials in the team had sometimes to attend unexpected meetings, so advertising well in advance was helpful. Members who had sent apologies were informed of decisions taken at the meeting through written minutes. A further factor that compensated for the tight schedule of some team members was a commitment to see the team working. The second threat to the team was the lengthy process of taking decisions as a team and reporting back to their constituencies. The process was not a smooth one, as teachers who were not part of the team dedicated to lead sometimes had

differing opinions, which had to be considered. Discussions served to solve the challenge of misunderstandings. The third factor was the delay, before acting. The process took longer before actions could be seen. Impatient members of the team nearly lost interest, so to circumvent the challenge a process with actions had to be taken. As one of the participants said during the third meeting, “*re lokela hoba fast ho acting,*” implying “We need to fast track the process.” The last threat was caused by officials who came to the meeting with the intention of high jacking the team for their own personal agendas. The chair had to stick to what the team was meant for, namely the professional development of teachers.

5.2.4.2 Challenges to the formation and operationalisation of the common vision

The process of coming up with the vision was a lengthy one. Some members were disappointed when some of their suggested visions were not accepted, as they were not necessarily relevant to the professional development programmes. The elimination of some words from the suggested visions also posed a challenge as some members had not been involved in the process of forming a common vision. To circumvent the challenge, the chairperson continued to remind the participants of the goal and the intention of the gathering.

In order to operationalise the common vision, threats included lack of resources, such as the Physical Sciences equipment. The equipment was to be used in the training of teachers. To circumvent the challenge, presenters had to improvise.

5.2.4.3 Challenges to the SWOT analysis

Although the process of the SWOT analysis related directly to the CPD programmes, some members had other items they wished to include. The chairperson’s role in this regard was to bring members back to the professional development of teachers. The second challenge was for the subordinates (e.g., teachers subordinate to the principal) to raise issues they thought could be accusatory of their seniors. In the same way, principals referred to the district office when I could sense that they were referring to the SMGDs. The SWOT analysis also had some emotional moments and interpretation of spoken words differed.

For instance, one of the teachers in the team said: “Our management is not consistent,” which the principal interpreted as meaning the management was not strong enough. That made the principal angry for some time during the meeting. Furthermore, the school management tended to be defensive, especially when any weakness of the management was pointed out by teachers.

5.2.4.4 Challenges to the priorities

A key debate was which of the prioritised items to attend first and why. Opinions were different and it was at this stage that the unions were vocal in terms of the professional development of their members. It was through the contribution of the teacher unions that the improvement of pedagogical content knowledge of teachers and practices as a priority area had to be included in the first five priorities. At the end, amicably, the team agreed to prioritise them as stipulated in 5.2.2.4.

5.2.4.5 Challenges to implementation of the Strategic Plan

During the training of principals, one principal left the school because of receiving a better, district-based post. In Nala Secondary School, the principal was redeployed to another school by the DBE. The departure of the two principals did not hamper the process as in both schools the deputy principals were already in the team driving the implementation of the CPD programmes. Although presenters were in most cases thoroughly prepared, there were very few cases in which the presentation was not as fruitful as expected. Subsequent presentations went exceptionally well.

The exclusion of other subjects because of the focus area of the NGO and team driving the implementation of the CPD programmes also posed a challenge, and there was a feeling that in future all subjects needed to be included: “We request that in future all other subjects be included so as to learn good practices from other teachers,” as one of the teachers said during the reflection session at the end of the year. From these words it became apparent that teachers were willing to learn from one another. Subjects such as Mathematics, Accounting and Physical Sciences are considered by some to be difficult so the decision was taken by the NGO, the team dedicated to the implementation of the CPD

programme and the DBE to focus on them. Inclusion of other subjects was still under consideration as I completed the study.

In the coordinated plan, the district-based officials on two occasions could not attend because of pressing issues at work. The written minutes served to inform participants who could not attend so decisions were taken in their absence. In the pedagogical content knowledge, one of the challenges that emerged was the differing competencies of teachers. In Accounting, the first teacher to present her lesson was very able and others who had not yet presented thought they could not match her standard. The learning facilitator had to intervene, requesting the teachers to plan their lessons jointly, so that they could teach in the next sessions. Another issue was the subjectivity attached to the observation of teachers in practice. A post-lesson forum allowed for discussion of matters so that the presenter, the HoD and the peer would agree on how they saw and interpreted the lesson. It was not always easy to agree on one's weakness. The SDT had to intervene when the experienced teacher was encouraged to shift from the teacher-centred approach to a learner-centred approach of teaching.

In the above scenario, the custom in society is that young people respect their elders, but in here this was a challenge, as the HoD (younger than the appraisee) and the other peer (who was also young) had to challenge the appraisee's approach.

5.2.4.6 Monitoring

In monitoring, a few challenges were encountered, especially at Kgotso Secondary School. The dedicated team, in driving the implementation of the CPD programmes, discovered that between 10:00 and 11:00 the class visit did not take place in keeping with the timetable. The SDT of Kgotso Secondary School was subsequently given the task of making a follow up. The member of the SDT, a week later, brought the report to the dedicated team, and reported as follows:

We made a follow-up and discovered that surely that Mrs Nozipho was not class visited at 10H00. The DSG had to re-schedule her class observation date. She was observed on Tuesday from 9:00 up to 10:00.

From the above, it appeared that the challenge was solved through re-scheduling the class observation time. The other challenge discovered at Kgotso Secondary School was inconsistent monitoring, however the principal responded by saying “We sorted out the challenge by appointing senior teachers to assist with the moderations of the work of teachers. I can show you the support.”

The words of the principal and member of the SDT show that the school, although experiencing monitoring challenges, took a step forward by sorting out its challenges. The use of the senior teachers enabled the school to solve the challenge of the moderation of papers and monitoring teachers’ work. As in 3.2.4.5, insufficient monitoring staff appeared to be the challenge.

5.2.5 Evidence that the strategy worked

This section provides evidence that the strategy put in place in 5.2.2 worked. Each component will be discussed against other objectives of the study

5.2.5.1 Evidence that the team dedicated to implementing the CPD programme succeeded

The team dedicated to implementing the CPD programme assigned the SDT a duty to compile a timetable for class observation, as required by the IQMS policy document (DoE, 2003:3). It was in line with this statement that the one of teachers from Nala Secondary School said:

Re bile le SDT (SDT) e functional selemong sena. (“We had a functional SDT this year.”)

This shows that the SDT assigned work by the team dedicated to implement CPD programme had done its work, as the teacher claimed that it was functional. In the South African context, because of freedom of speech, such sentiments show appreciation of the work done. They serve as evidence that the team was doing its work. The teacher saw fairness being operationalised. The fair practice is in line with social justice and hope, the principles of CER and CDA (Bloor & Bloor, 2007:4).

It was not only at Nala Secondary School where appreciation was expressed. The deputy principal of Kgotsso Secondary School said the following at the end of the year:

Lemong se fetileng re ne re sa latelle latelli management plan hantle. Feela selemong sena re lekile ho latela hantle. (“Last year we did not follow the IQMS management plan. However, this year we tried to follow the management plan exactly.”)

The deputy showed that the management plan as drawn up by the SDT was followed. In both schools, the team tasked with the implementation of CPD programme was keeping a close look. That the schools followed the management plan shows ownership of it. The implication of the above comment is that, in previous years, the management plan had been drawn up to satisfy the letter of the law. Following it shows commitment to the professional development of teachers.

Researchers and other academics support the idea of the formation of a team that looks at professional development of teachers. The team’s aim should be to organise school-based CPD programmes based on the needs identified by the teachers. In addition, the team liaises with the district office regarding workshops and professional development programmes for teachers and SMTs (Moloi, 2010:158; Monyatsi, 2006:152; Steyn, 2011:225). The contribution of this study to the body of knowledge was to say that having a team for CPD programmes “results” in an effective strategy. (Refer to Appendix Q).

5.2.5.2 Operationalisation of the common vision

As alluded to in 5.2.2.2, the final common vision, *continuous, quality CPD programmes for quality schools*, emerged from a consultative process. The team dedicated to the implementation of the CPD was happy with the progress made. At the end of the year, in the team’s reflective session, one of the union representatives expressed the following:

Re ratile training ya IQMS implementation e entsweng selemong sena, e le ho hopotsana ... re expect-ile eng ... re lokise le di-file tsa rona. (“We liked the training that took place this year, so as to remind one another ... our expectations ... put our files in order.”)

The union representative was expressing her appreciation and delight at the training session that took place very early in the year. In her view the training enabled teachers to know the expectations regarding their professional development. Updating of files was one more aspects she touched on, as the files showed the initial professional needs of teachers as well as the progress made during the particular academic year. By so doing, in the following year, teachers could build on what they had or had not achieved in the previous year(s). Since teacher unions are there to represent the interests of teachers, their satisfaction is one of the plausible achievements of the strategy.

The other teacher union's representative applauded the drawing up of the programme in addressing their identified needs, in line with the role to be played by teacher unions according to the MoU signed by the DBE and teacher unions (RSA, 2012:9), according to which teacher unions were expected "to assist in the identification and resolution of teacher-identified teaching problems." The statement is irrelevant as teacher unions had been part of the team from its inception.

There is only one difference between the operationalisation of the common vision in 3.2.5.2 (literature review) and in the above scenario (chapter five). In the latter (chapter five), a programme was drawn up to address the identified needs of teachers. Representatives of the school community were engaged in generating the solution. The approach of empowering and emancipating the community is in line with the principles of CER (Jessop, 2012:1). (Refer to Appendix Q)

5.2.5.3 Evidence of the benefits of the SWOT analysis

The SWOT analysis as a component of the strategy used has been discussed in 5.2.2.3. The two schools capitalised on their strengths and opportunities in order to address their identified needs. At the end of the year, during the reflective stage, the SMGD, a member of the team, appreciated the procedure followed in the SWOT analysis:

Re shebile di-needs tsa matitjhere ka mora hore re etse SWOT analysis department ka nngwe ya each school. ("We looked at the needs of teachers after the SWOT analysis by each department of each school.")

The word “we” (translated from *re*) shows that the SMGD regarded herself as part of the process of the SWOT analysis and the identification of the needs of teachers. Ownership of the process is one of the ingredients of success, and displays “social equality” as advocated by CDA (Bloor & Bloor, 2007:4). In addressing the identified needs of teachers, the SGB member continued to reveal how some of the needs had been addressed:

Re sebedisitse le budget ho treina matitjhere. Re bitsitse batho ba appropriate ba tlo tla ba train-a. (“We allocated the budget to address some of the needs by inviting appropriate trainers to train teachers.”)

The word “we” showed a coherent way of addressing the identified needs of teachers. The SGB member was not a teacher, but for the sake of the provision of *continuous, quality CPD programmes for quality schools*, the SGB put money aside for this training of teachers. The contribution of this study to the body of knowledge was to say “creating a common vision breeds ownership.” The continuous use of the word “we” (*re* in Sesotho) is a clear indication of a jointly owned idea. The SWOT analysis, as conducted in this study, had the additional benefit of ownership, in addition to what transpired in 3.2.5.3, where such ownership was not evident. (Refer to Appendix Q)

5.2.5.4 Priorities

The five prioritised items mentioned in 5.2.2.4 formed part of the Strategic Plan of the two schools. Once more each school retained its identity, but the prioritised items as part of teacher professional development were to be attended to jointly. As shown in 5.2.5.5, the five prioritised items were attended to. In one of the review meetings and planning the learning facilitator said: “prioritising items works very well, and it keeps us focused.”

The use of a shortlisted number of items to be attended to is similar to the way things are done in society in South Africa. Prioritising five items, according to the learning facilitator, gave them a focused approach. The joint agreement of having only those five items addresses the power relation issues as advocated by CER.

5.2.5.5 Strategic Plan

Having identified the needs and prioritised items as indicated above in 5.2.5.4, the Strategic Plan had to be followed. The dedicated team through the SWOT analysis, identified the five priorities, namely the training of principals, support to teachers, principals and schools for purpose of sustainability. The last three priorities were teacher collaboration, a coordinated plan, and the improvement of the content knowledge of teachers.

In terms of the functionality of the principals and their SMTs, they showed an improvement (Refer to Appendix Q). One of the first steps was to allow the team dedicated to the implementation of the CPD programmes to do its work. The functionality of the management plan drawn by the SDT was cited by one of the teachers as follows:

Re sedisitse management plan. Ke ona o re tataisitseng hore kgwedi le kgwedi re etseng. (“We used the management plan. It guided us as to what needed to happen on a monthly basis.”)

The above statement served as evidence that the drawn management plan had been followed, and a commitment to the plan the schools had drawn up serves as evidence that the strategy worked. In society people often stick to something they think would be beneficial to them, the implication being that the schools saw the plan as a tool that could guide them on a monthly basis. It is through participative management that the school community can display a commitment to the plan (Dentith, Measor & O’Malley, 2012).

During the training, SMTs focused on improving teachers’ pedagogical content knowledge and practice, reaching agreement that four class observations were to be conducted per annum. Interestingly, departments managed the class observations. A teacher from Nala Secondary School shared the following sentiments with the team dedicated to the implementation of the CPD programme after the first semester’s class observations:

... re etse tse tharo (di-evaluations). E be ya peer, appraisee le senior. Ha re kgutla re di kopanye. Re shebe hore re fapana ho le ho kae, e be re dumellana ka final score, (“... we do three (evaluations). The peer’s, the appraisee’s and the senior’s

score. When we return we add the scores together. We then look at the differences, and agree on the final score.”)

The three evaluations mentioned above serve to give each of the members of the DSGs a “voice” after class observation. The teacher added “we look at the differences,” which gives the appraisee a platform on which to raise his/her concern as to how the senior and the peer scored him/her. The platform further serves to address unequal power relations and respect for the appraisee (Jordan, 2003:190). Firstly, the agreement to have three evaluations was made as a collective. Secondly, the post-lesson observation serves as a platform for open discussion.

For monitoring purposes, the national IQMS coordinators visited Kgotso Secondary School and applauded them for the work they had done. As cited by one of the teachers, the coordinators applauded them for the contents in their files:

Ba national ba re thoholeditse ka filing le content ya di files. (“The national (IQMS coordinator) congratulated us about our filing system and the contents of the files.”)

From this there is evidence that files are kept and updated. The contents are at least at the expected level. One of the aspects which assisted the two schools in reaching the ownership of the professional development of teachers was the training offered to the school community. School principals, as leaders, created conducive conditions for professional development to take place. This was achieved through allowing the team dedicated to the implementation of the CPD programmes to play its roles. The team further used different structures in the operationalisation of the Strategic Plan. SDTs and DSGs were developed and trained to play their roles and execute their responsibilities.

My observation was of an improvement in how novice teachers were mentored. Each novice teacher’s DSG took the teacher through the process so that he/she could be confident in classroom management and teaching learners in general. The support from the local university in offering teachers some alternative ways of disciplining learners was another positive step, especially given the abolition of corporal punishment. Volunteer teachers from each of the two schools formed groups of learners who role played good behaviour. By so doing they were discouraging ill-discipline at school. The role played by the youth in assisting to keep order in each of the two schools was appreciated by parents.

Although the professional development sessions were not necessarily intended to reveal such creativity from the two schools, that is one of the commendable achievements of the programme. As one of the learners said: “As learners’ behaviour improves, teachers change their attitudes and show love to us as learners.”

Another plausible step by the team dedicated to the implementation of the CPD programmes was the presence of the discussions before lesson observations. Pre-evaluation sessions were held with the teacher to be appraised, unlike in 3.2.1.4 where the literature showed that pre-evaluation sessions were not held. During the end of the year reflection session a teacher union representative said the following, in confirming that pre-evaluation sessions were held:

Botle ke hore re ile ra tshwara pre-evaluation discussions pele re e ya class-ing. Moo teng motho o tla le file ya hae, o kenya material wa hae kaofela, re discuss-e before re e ya klaseng. (“What was interesting was that we held the pre-evaluation sessions before getting to classes. In that meeting, the appraisee brings in his/her file, with its contents – we discuss before getting to class.”)

The words interestingly (translated from *botle*) show that the unions were also happy that pre-evaluation sessions were held. During that session, according to the union representative, a teacher puts in the support. The discussion before getting to class seemed to give an edge to the work of the team. Respect and human dignity, as principles of CER, were addressed in the discussion.

As well as pre-evaluation sessions, post-lesson sessions also took place, the aim of which was to give feedback and discuss the findings in the class by the peer and the senior. Confirmations were also received from one of the teachers:

di-post evaluation meetings di bile teng. Mona peer le yena o a tla re dule fatshe.,
 (“Post evaluation meetings were held.”)

In that meeting the peer also attended so that all could sit down and discuss issues. Sitting down, as indicated by the teacher, means creating time and discussing matters. By creating a platform for discussing matters, issues of openness, transparency, democratic engagement and ethics are addressed.

The sessions were different from what took place in 3.2.1.4, where principals settled scores with teachers (Kutame, 2010:97). Furthermore, in 3.2.1.4, teachers in the study by Biputh and McKenna (2010:289) indicated that they went through the rule book scrupulously without following the practical implementation of the IQMS policy document.

Unlike the IQMS policy document stipulation (DoE, 2003:8) that only one class observation has to be conducted, in this study four class observations per annum materialised. Four class observations were more developmental and beneficial to teachers. The second piece of evidence of the product of the professional development session was the establishment of the group of learners who role-played good behaviour and discouraged the abuse of drugs by the youth.

5.2.5.6 Monitoring

The first positive comment was from the learning facilitator, who commended the joint collaborative effort of working together of the two schools: “My task of moderating the work of teachers was much easier as the teachers had already supported one another in their cluster meetings.” This shows that peer coaching or the clustering of schools can improve the teachers’ practices. While coaching each other they were already assisting in moderating each other’s work.

Before the end of February, in a meeting of the dedicated team to the implementation of the CPD programme, it was clear that at Nala Secondary School all teachers were having DSGs (Refer to Appendix Q). This was confirmed by one of the teachers from Nala Secondary School:

Batho kaofela ba na le di-DSG (DSG). Ebile re na le time-table, e mong le e mong o na le time-table ya hae le DSG eo a ikgethetseng yona. “Everybody has a DSG. We further have the timetable. Each and every person has the timetable and the DSG that he/she has chosen.

The support cited above was that teachers were already having class visit timetables. Furthermore, all teachers had their DSG for mentoring purposes. This provides evidence that the process of monitoring was proceeding well.

The IQMS coordinator appreciated the programmes drawn address the development needs of teachers:

At the end of each year we see teachers writing their developmental needs, but early the following year, they have already forgotten about what they wrote the previous year. I appreciate the work done by the team dedicated to the implementation of the CPD programme, said the IQMS coordinator.

The monitoring by the IQMS coordinator provides evidence that through a joint effort approach, identified professional development needs could be solved.

5.3 CONCLUSION

In the first section of this chapter challenges to the implementation of the professional development aspect of the IQMS policy document have been highlighted. In response to the challenges, the second section discussed a strategy that was put in place to address the challenges. The strategy consisted of six components. Conditions under which the strategy worked were put forward.

Threats which could hamper the operationalisation of the strategy and steps taken to counteract them were also spelled out. The last section provided evidence that the strategy worked.

In the next chapter focus will be on the findings, conclusion and recommendations.

CHAPTER 6

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

The aim of the study is to design a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in the Thabo Mofutsanyana Education District. This chapter reports on the findings, draws conclusions and makes recommendations for the effective implementation of the CPD policies. The sections report on the challenges that justify the formulation of the strategy to effectively implement sustainable CPD programmes. Limitations of the study are listed.

The study has focused on effective implementation of CPD programmes and policies. It aimed at designing a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in the abovementioned education District. The study has been centred around the following research question:

How can CPD programmes for teachers be implemented effectively towards the creation of sustainable learning environments at selected schools in Thabo Mofutsanyana Education District?

The central argument I raised has been the exclusion of teachers and other partners in education in the design of programmes for teachers. The challenge has not been limited to South Africa. The consulted literature also showed that countries such as Pakistan, Kenya and Botswana also have challenges in the implementation of their own CPD programmes.

6.2 FINDINGS

6.2.1 The challenges justifying the formulation of the strategy to effectively implement the CPD programmes and policies for teachers

This section reports on both the literature review and findings from the PAR.

6.2.1.1 Beneficiaries and practitioners excluded in the design

According to the IQMS policy document (DoE, 2003:13), the district officials have a responsibility for clustering schools that have similar needs and/or aspects for the purpose of providing CPD for teachers among others. According to this manual the information showing the professional development needs of schools should be obtained from School Improvement Plans submitted to the district offices by the schools at the end of each academic year. Both the literature (see 3.2.1.1) and the collected data (see 5.2.1.1) showed that teachers, learning facilitators and parents were not sufficiently involved in the design and in the implementation of the professional development programmes. The learning facilitators at district level had to implement the programmes designed at national level. The cascading model therefore made teachers the recipients of an innovation.

6.2.1.2 Unavailability of relevant professional development programmes

Each teacher must be engaged in a discussion around the strong points and areas in need of development (DoE, 2003:8). In this way teachers become aware of their strengths and weaknesses and have an opportunity of making inputs when observation takes place. Literature (3.2.1.2) showed that the lack of relevant professional development programmes feed into the lack of adequate pedagogical content knowledge, the lack of lesson planning by teachers, and the deficiency in the use of various instructional approaches. The collected data (see 5.2.1.2) also revealed that the IQMS has been conducted in a non-transparent way; which denied teachers an opportunity to voice what they thought they needed development on. A needs analysis (or SWOT analysis) was not conducted sufficiently. The DBE provided professional development programmes which could not address the professional needs of teachers.

6.2.1.3 Lack of a coordinated plan

The SDTs and SMTs (DoE, 2003:3) are responsible for coordinating all activities pertaining to staff development as well as preparation of the management for the IQMS.

Section 3.2.1.3 indicated that although SMTs and SDTs were responsible for the preparation and monitoring of the IQMS policy these had not taken place. In the same way, section 5.2.1.3 also revealed that at school level different departments were running the IQMS policy differently. There were cases in which the principals were given pseudo-classes which they had not taught, but records showed that they had.

6.2.1.4 Ineffective leadership in implementing the CPD programmes

The SMT and SDTs (DoE, 2003:3) are responsible for taking the leadership in terms of ensuring that activities pertaining to staff development are well coordinated. However, the literature shows ineffective leadership and teamwork in ensuring the execution of the staff development programmes (see 3.2.1.4). Similarly, section 5.2.1.4 demonstrated that the leadership in the implementation of the IQMS policy document lacked consistency, which is brought about by lack of a common vision that guides the leadership. The second point that emerged regarding ineffective leadership was the reactive approach of the leadership, which only remembered (or reacted to) the completion of the IQMS forms when the DBE needed them. The schools' concern had been for a commitment to a clean record. Submission of completed forms made schools' leadership to be seen by the DBE as being effective. The professional development aspect of the policy was neglected (see 4.2.1.4). The above scenario also shows a lack of a Strategic Plan, hence the reaction of the schools' leadership when the DBE needed completed IQMS forms.

6.2.1.5 Lack of support from the government officials

The district-based officials are responsible for ensuring that the development and arrangement of professional development programmes is in accordance with identified needs of teachers and its own improvement plan is made (DoE, 2003:5). Teachers in section 3.2.1.5 admitted that they were left with hand-outs without assistance in terms of their content knowledge by their learning facilitators. They could not get any assistance, which ultimately led them to fail to implement the new curriculum. Other teachers were concerned that areas in need of development were not attended to, especially when the assistance was expected from the district office and SMT. The collected data (see 5.2.1.5) also showed that there was no assistance from the DBE, except for collecting the

summative results at the end of the year. No professional development would be forthcoming.

6.2.1.6 Lack of knowledge of proper implementation of CPD policies and programmes

The principal, SMT and the Staff Development are responsible for the advocacy and training at school level (DoE, 2003:2). Section 3.2.1.6 exposed that teachers were not going through the class observation process in order to score themselves as required by the policy document. The implication was that teachers were not implementing the policy correctly. The incorrect implementation of the policy also put the blame on the SDTs, DSGs and the SMTs, as they are required to ensure that the policy is correctly implemented. The collected data (see 5.2.1.6) showed that in terms of curriculum matters two conflicting instructions were given to teachers. The learning facilitators would instruct the teachers, for example, to prepare lessons in a certain way. At school, teachers found different instructions.

6.2.1.7 Insufficient time allocated to professional development programmes and policies

SMTs and the SDTs (DoE, 2003:3) are required to liaise with the department in respect of high priority needs such as short courses, in-service training, skills programme or learnerships. Section 3.2.1.7 posited that insufficient time was allocated for professional development of teachers. Learning facilitators did not even go to schools after the workshops to assist teachers when they needed their assistance. That affected the teachers' content knowledge negatively as they were given insufficient time to deal with the new content. Although teachers requested some contact time, because of the centralised form of leadership, they were denied that opportunity.

Section 5.2.1.7 showed that schools were putting aside time for professional development of teachers; an plausible item that emerged from the collected data. What needed attention was an increase in the frequency of contact and the length of the professional development programme. The data indicated that not enough time was earmarked for CPD policies and programmes.

6.2.1.8 Provision of the professional programmes not considering the school contexts

The IQMS policy document (DoE, 2003:2) clearly states that teachers have to attend workshops and other programmes in terms of areas identified for development. Section 3.2.1.8 brought to notice that the organised CPD programmes were not considering cases in which teachers were teaching more than one subject. The programmes would run concurrently without considering that not all teachers were teaching one subject. The disadvantage of the approach was that teachers tended to attend programmes of subjects with which they were comfortable. The other subjects would suffer as the teacher would not possess sufficient pedagogical content knowledge. The teacher would further lack in the latest practices in the subject he/she did not attend.

Findings in 5.2.1.8 revealed that it was true that learning facilitators were running programmes during the vacation period or on Fridays because of the directive from the provincial Department of Education. Programmes were conducted concurrently, without considering that teachers were teaching more than one subject. Learning facilitators claimed that there was nothing they could do and that they could not have time that satisfied everybody, rather teachers had to find their way out. Closing the matter in this manner without allowing the interrogation of the challenge made it necessary for this study to devise a strategy to implement the CPD policies effectively.

6.2.2 Solutions to the challenges

In order to attend to the above challenges the literature revealed that a team dedicated to the implementation of CPD programmes is paramount. Various countries have various teams that lead the implementation of CPD programmes. The teams dedicated to the implementation of the CPD programmes vary from faculty members (as in Pakistan) to a team of consultants (e.g., Botswana) (refer to 3.2.2.1 for further details). What has been common to all teams dedicated to the implementation of the CPD programmes is the exclusion of parents in the team. This study revealed the importance and possibility of including parents, dedicated to the implementation of the CPD programmes and so serving as a contribution to the body of knowledge.

The second major finding in attending to the challenges mentioned above has been the creation of a common vision. The four countries under study (Pakistan, Kenya, Botswana and South Africa) have visions that guide them regarding teacher development. The study revealed a lack of consultative process in the creation of a common vision in the various countries. In this study a more consultative process was followed so as to promote ownership and understanding of the vision.

The third component that emerged in order to address the challenges mentioned above is the SWOT analysis. In the literature, needs assessment emerged as an action taken in determining the professional development needs of teachers. The analysis/assessment was conducted by outsiders, e.g., consultants and faculty members. In this study, a SWOT analysis was made by the school community, thereby promoting ownership and understanding. The inclusion of parents and the school community at large in the determination the schools' status regarding professional needs of teachers serves as another contribution to the body of knowledge or knowledge created.

The fourth component that emerged in this study was the prioritisation of activities. The aim with the prioritisation of items is to have few activities to be performed within a reasonable period of time (see 4.4.4). A Strategic Plan emerged as the fifth component in addressing the above challenges. What is plausible in the four countries is the presence of a Strategic Plan (see 3.2.2.4). However, the common factor in their Strategic Plans is the exclusion of parents and the top-down approach (for more details refer to 3.2.2.4). In this study non-teaching members of the school community (parent component of the SGB) had been included in the professional development programme of teachers (see 4.4.5 and 5.2.2.5).

The last component that emerged in order to address the above challenges has been the process of monitoring. In the four countries monitoring to a varying degree is carried out, thus improvement in the monitoring systems emerged as a necessity (3.2.2.5). Continuous monitoring in this study has been built into the programme (refer to 4.4.6 and 5.2.2.6). HoDs, SDTs, DSGs and learning facilitators were amongst the structures entrusted to monitor professional development of teachers.

6.2.3 Conditions under which the strategies worked

The literature revealed five crucial aspects that supported the functioning of a team dedicated to the implementation of the CPD programmes. Firstly, good relations between the team and the school community served as an enabling factor. The second aspect that enabled the team to function well was the time of contact. Enough contact time creates a bond between the school and the team dedicated to the implementation of CPD programmes and policies. The last three aspects that served to enable the team to function well are funding, patience and willingness to share information.

The paragraphs below discuss the conditions under which the strategy worked. The information was obtained from the collected data. A number of factors contributed to the successful implementation of the strategy. For each of the six components mentioned above, a brief explanation is supplied for its success.

Without dedication and commitment of the team to work beyond the call of duty the team would not have been successful in the implementation of the strategy. Because of the diverse composition of the team, allowing parents to express themselves in Sesotho, as their mother tongue, was another point that affected the implementation in a positive way, as was showing respect to them and valuing their contribution

Regarding the common vision, training of the participants and the consultative process were major positive contributors to the creation of the common vision. The honesty about the conditions at school made the SWOT analysis and prioritising items a success. The open communication and positive approach to the conditions also served as the conditions conducive to the implementation of the above strategy.

The Strategic Plan was made successful through thorough preparation by the presenters. In addition, during presentations attendees were willing to share ideas and debate. The last two aspects that contributed positively were presenters' willingness to identify and address the professional development needs of teachers, as well as the regular attendance to teachers to the programmes. Monitoring was made successful through the cooperation of individual teachers, schools, SDTs, DSGs and, lastly, the team dedicated to the implementation of the CPD policies.

6.2.4 Threats to implementation of the strategy

A number of threats were anticipated and mechanisms put in place to counteract them. The discussion hereunder is based on the literature review and the collected data. This section describes briefly the threats and mechanisms employed to circumvent each of them. The literature revealed that teachers expected that the team dedicated to the implementation of CPD programmes would have solutions to all their problems. Another challenge was too much work given to the team. The collected data showed that securing time for the meetings was a challenge for the team. To circumvent the threat, meetings were held every third week of the month. The programme of having the meeting once a month alleviated the challenge to the team. The second challenge was the lengthy process of consultation and team members had to agree to fast-track the process. The third threat was the personal clashes among team members. Facilitators had to remind team members of the common vision guiding the activities of the team dedicated to the implementation of the CPD policies.

The literature demonstrated that the visions were not shared by all, but rather the collected data hinted that the lengthy process of formulating the common vision was discouraging to members who were not used to democratic processes. Motivation and encouragement served to encourage members to continue to serve. In the operationalisation of the vision, the lack of resources acted as a threat. Improvisation counteracted the threat.

In the SWOT analysis, the literature spelled out that the needs assessment and analysis by outsiders invited resistance from the teachers. Secondly, analysis which was not followed by any professional development resulted in teachers not seeing any importance of the analysis. From the collected data, raising issues which pointed fingers at the seniors was a threat in the SWOT analysis. The management further tended to be more defensive when certain issues were raised. To circumvent the threat the facilitators had to remind team members of the principles guiding the PAR, *viz.*, flattening the power between partners. Emotional moments were reached when differing opinions were raised. This was one of the rare occasions on which individuals were allowed to air their views.

The threat with the prioritising of items lay with which one to leave out and why. The threat appeared from both the literature review and the collected data. The challenge was

brought about by the constituencies from which the member came. For example, unions were more interested in seeing their members' pedagogical content knowledge improved. With the common vision guiding the team the five prioritised items were obtained through a democratic process.

The literature brought to view that in the Strategic Plan the process of re-deployment was a threat as teachers and principals were moved to other schools. The unwillingness of teachers to accept change and teachers prioritising completion of syllabus over understanding of concepts were the other two threats in the operationalisation of the Strategic Plan. The collected data had some threats similar and others different from those identified in the literature. The implementation of the Strategic Plan was threatened by the process of the redeployment and the promotional posts offered to the principals. The challenge of the re-deployment process also affected the professional development process as alluded to above. The deputy principals took over the work by the principals. The second challenge was the failure of some presenters to have "catchy" presentations. To alleviate the challenge the learning facilitators had to come in to request the teachers to plan lessons together. In this way lesson presentations were improved. The last threat was that not all subjects were in the programme. Teachers suggested that all subjects be part of the programmes.

From the literature, insufficient training of the moderators to do their work emerged as an impediment to the monitoring process. The collected data revealed that few SMT members were a threat to the process of monitoring in schools. To enable monitoring and moderation of work to take place, senior teachers were requested to give a helping hand through the programme period and beyond.

This section has discussed the threats met in the operationalisation of the strategy and the steps taken to address them. The next section briefly discusses the last objective of the study, namely the evidence that the strategy worked.

6.2.5 Evidence that the strategy worked

The highlights below justify that the strategy worked. The support for each of the six components is also briefly mentioned.

Due to the presence of a team dedicated to the implementation of the CPD programmes, from the literature two plausible issues are significant. Firstly, pedagogical practices of teachers who attended the programmes improved. Secondly, the process of mentoring materialised. The collected data also produced positive results. Because of the presence of the team dedicated to the implementation of the CPD policies there was support that SDT became functional. Part of the SDT's work was drawing up of the management plan which did not only go into clean files, but was also put into use. The evidence was that the management plan had been operationalised, showing ownership of the professional development process by the schools. This is one scenario that gave this study an urge, namely the formation of a team dedicated to the implementation of the CPD programmes consisting of the school community members. This was to acknowledge that there is no "weak knowledge" or "strong knowledge."

The literature showed that training of teachers by tutors succeeded. The vision behind the training was to scale up teacher professional development (3.2.5.2). From the collected data the unions applauded the training offered by the IQMS coordinators and the drawing up of the programmes to address the teachers' professional needs. The training and open discussions led to the establishment of the common vision by the team. Creating a common vision bred success.

In terms of the needs assessment and SWOT analysis, teacher professional development programmes were put in place to improve the content knowledge of teachers. Teachers were even able to reflect on their strengths and weaknesses. On the other hand, the collected data revealed positive results on the basis of the SWOT analysis, which was further carried out by department per school. The aim of the process was to allow teachers to own their development. In most cases, in their response, the word "we" was used – illustrating ownership and joint effort; which is a sign of ownership, directly opposed to "they". The last success resulting from the SWOT analysis was when the SGB decided to put aside money to pay for the professional development of teachers.

On behalf of the team the learning facilitator acknowledged that prioritising items worked very well as it gave them a focused way of addressing issues.

For the Strategic Plan, the following showed its success:

- The drawing up and following the management plan

- The national IQMS coordinated visits to the schools and applauded them on how they implemented the IQMS policy. The official also appreciated the contents of the files. Files were kept up-to-date.
- Pre-evaluation discussions took place
- Post-class observation discussion took place
- Three scores per teacher were recorded, namely from the teacher him/herself, the peer and the HoD.
- The presence of the university representative in offering alternative methods to corporal punishment
- Mentoring process took place as planned
- The formation of a group of learners who role-played good behaviour.

In terms of monitoring, the IQMS coordinator applauded the team, as in most cases there is no monitoring, and for development purposes teachers write the same things each year. Because of the presence of the team, monitoring took place which looked at the needs of teachers, and came up with strategies to address them. The learning facilitator also confirmed that his work was much easier. As he tried to moderate the teachers' support of work done he found that already the teachers, through the clustering process, had assisted one another. The last aspect that showed that monitoring was taking place was the presence of the DSGs by February. By then each teacher was already having a DSG as well as the timetable for the quarterly class observations.

The above highlights provided evidence that the strategy had worked. Through reflection a much better picture could be achieved.

6.3 SUMMARY OF FINDINGS

The literature revealed that the exclusion of teachers and parents in the design of the professional development programmes of teachers was a disadvantage. While the study acknowledges the amounts of work done by the Pakistan, Kenyan, Botswana and South African governments, a better picture could be achieved through further consultation. The lack of consultation and training made teachers to approach the IQMS from a compliance perspective, something that they are required to do. By so doing they found themselves detached from what they needed to do. Secondly, detaching themselves also resulted in them blaming the seniors.

Based on the problems cited above this study put into practice a strategy by which teachers would own their development and through their engagement and that of district-based officials and SGBs, a team was formed. The formation of the team with a clear vision served as the compass guiding the activities of the team to implement the CPD policies effectively. However, in order to determine what is available and is not available, a SWOT analysis was administered. Honesty in this process also played a positive role in ensuring that the status of the schools was known. It was after considering the SWOT analysis that five items had to be prioritised so as to put in place the Strategic Plan. With monitoring, the team managed to reach its objective of implementing the CPD policies effectively.

6.4 LIMITATIONS OF THE STUDY

The first limitation of the study is that it was conducted using only two secondary schools in the Free State Province. The intention was not to give generalised results, but where possible researchers and readers will find similarities or even differences with their own education contexts. The second limitation is that the IQMS policy is made up of three programmes. The focus of this study has been on one of the three aspects, *viz.*, professional developmental aspect of the IQMS. Although the study did touch on the other aspects its focus was on the professional development aspect of the IQMS policy.

6.5 ASPECTS FOR FURTHER RESEARCH AND RECOMMENDATIONS

Based on the above limitations I recommend that the study be conducted on a larger scale. The pilot may be through clustering of many schools in which more subjects are included. The other aspects of the IQMS also need exploration. A study may be undertaken to enhance the functionality of other aspects of the IQMS policy.

6.6 CONCLUSION

The aim of the study was to design a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in

the Thabo Mofutsanyana Education District. Through the processes described above the study managed to design the strategy.

The study revealed that having a team that leads the implementation of the policy is the paramount step in ensuring its implementation. The presence of a common vision followed as something that brought commonality and creating a bond among team members. A SWOT analysis followed by prioritising items appeared as the next step in the proper implementation of the policy. Having a detailed Strategic Plan with monitoring to ensure adherence or detect deviation appeared as the last main components of the strategy.

In the next chapter, focus will be on the proposed strategy for CPD implementation.

CHAPTER 7

STRATEGY TO IMPLEMENT CONTINUING PROFESSIONAL TEACHER DEVELOPMENT POLICIES AND PROGRAMMES

7.1 INTRODUCTION

The aim of the study was to design a strategy to effectively implement the CPD programmes for teachers towards sustainable learning environments at selected schools in the Thabo Mofutsanyana Education District. In pursuance of the aim of the study and on the basis of the findings this chapter proposes a strategy for the implementation of CPD programmes.

7.2 PROPOSED STRATEGY FOR THE IMPLEMENTATION OF CPD PROGRAMME

Although the study focused on the professional development aspect of the IQMS, its implications and application go beyond the IQMS policy document. Where appropriate, it can be applied to any programme that focuses on teachers' professional development, which includes teachers' content knowledge and pedagogical practices. The study originated from the premise that if a policy and programme have to be designed and implemented, ownership and consultation are two crucial aspects to be considered, otherwise the designed programme becomes alien and disowned by the target group. The group would rather implement it from a compliance practice, thereby not thinking about how best the designed programme can work for them, as individuals or as a collective. On the basis of the literature and findings in Chapter five, the study proposes the following strategy consisting of four stages. The four stages constituting the strategy would be discussed from a theoretical point of view, based on the findings in the previous chapters.

The proposed CPD implementation strategy consists of four stages. The pre-planning stage is the first that looks at the formation of the team driving the CPD programmes for teachers and support from partners in education. The justification for the inclusion of other

partners in education will also have to be indicated. The second stage has to focus on the SWOT analysis and the information session so as to produce a common vision (Appendix P). This second stage is more about planning. The implementation stage is the third, its focus being on the execution of activities based on the Action Plan. In the last stage focus will be on how to monitor and sustain the implemented strategy (see Figures 7.1 and 7.6).

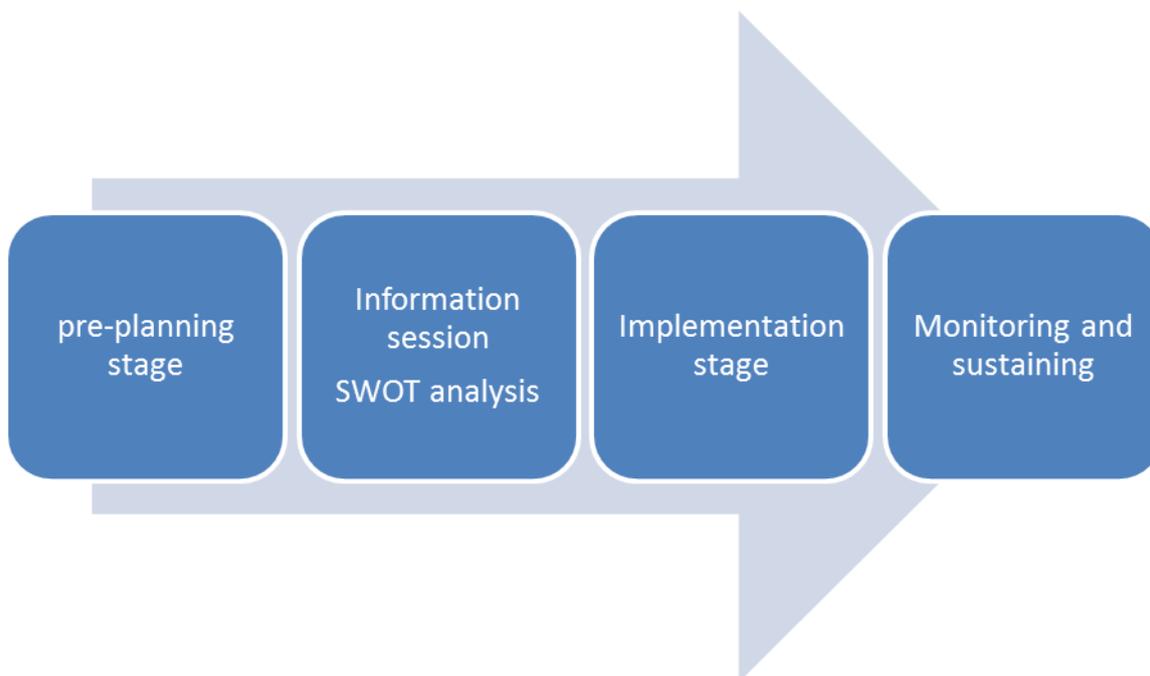


Figure 7.1: Stages in the implementation of the CPD programmes

7.2.1 Stage 1: Pre-planning - team formation

The first stage is about team formation (see figure 7.2, below), a process preceded by the process of seeking support from partners affected by the CPD programmes. This can be achieved by the community approaching the researcher, or the researcher can identify the problem and thereafter approach the community (Chilisa, 2012:250; Eberson, 2007:131; Eruera, 2010:3 of 9; Strydom, 2002:427). Partners affected by the CPD policies include teachers, teacher unions, SMGDs, SGBs, learning facilitators, NGOs and the IQMS coordinators. Based on the implemented strategy in Chapter five (see section 5.2.2), the team has to consist of two members from each of the following partners in education: the SMT, teachers and the SGB-non teaching staff members. Each teacher union has to have a representative in the team. Lastly, one SMGD, learning facilitator and the IQMS

coordinator are to be included as members of the team, dedicated to the implementation of the CPD policies. The process of selecting the representatives from these partners in education should be democratic.

The functions of the team dedicated to drive the implementation of the CPD programmes would then be to look at the identified needs of the school and look at ways to address them. The other functions of the team include acting as a link between the various structures that mandated them to represent them in the team, the organisation and the preparations for the professional development sessions, liaising between what teachers needed for their professional growth and what they received. The other aspect was to capitalise on the strengths possessed by the schools

The inclusion of these beneficiaries and partners in education is based on the principles of respect, social justice and human rights, as advocated in CER (Chilisa, 2012:250; Mertens, 2010:30). The inclusion of SGBs in particular is to recognise the valuable, rich and indigenous qualities they possess. None of these representatives possesses a “weak knowledge,” or put differently, there is no “weak knowledge” or “strong knowledge” (Netshandama & Mahlomaholo, 2010:110). Teachers and other partners in education co-exist and, as the African proverb indicates, “it takes a whole village to bring up a child.” Partners in education thus have to be engaged in the design of CPD programmes for the benefit of learners. In order for the school to overcome its challenges it need not act in isolation, but rather include all partners in education (Centre for Development and Enterprise, 2011:14, 27; Chilisa, 2012:250; Eruera, 2010:2 of 9; Mahlomaholo & Netshandama, 2010:74; Quan-Baffour, 2012:300; Sanginga et al., 2010:696). In order for the CPD programme to reach its intended outcomes, practitioners have to be consulted, in a process that shows respect and recognition of the people, teachers and parents, with whom departmental officials are working. The consultation process further indicates the trust that the consulted group would contribute to the design of the strategy. This belief that people would contribute is in line with the saying that “two heads are better than one” (Quan-Baffour, 2012:300).

The approach of engaging partners in education (Chilisa, 2012:254; Eruera, 2010:1 of 9; Mahlomaholo & Netshandama, 2010:74; Moloji, 2010:159; Pusher, 2007:3; Pusher & Ruitenberg, 2005:37; Quan-Baffour, 2012:300; Sanginga et al., 2010:696) enables the school to share responsibilities, while promoting ownership and enabling the school to

interrogate issues. Allowing different partners in education to take part, taps into the rich, indigenous knowledge possessed by the school community, while also allowing co-ownership and allowing the school to share accountability. The inclusion of the partners in education is in line with the Sesotho metaphor translated as “a crowd defeats a bull” (translated from “*letshwele le beta poho*”). A crowd or group is in a better position to overcome challenges in education than a single person. The implication here is that with different perspectives the same team can devise a solution to their problem.

The team in this study is different from the teams mentioned in 3.2.2.1, with parents, district-based officials and union members part of it. Parents will have to be included as part of the team dedicated to the implementation of the CPD policies. In this way parents are put in a position to tell stories or relate views from their own perspective and in their own language. The main aim with such an approach is to engage parents and have their voice heard and incorporated when designing and implementing CPD programmes for teachers. As advocated by PAR, the research methodology employed in this study excluded groups such as parents, who were given power to decide together with other partners the future and the direction to be taken by the school in CPD programmes for teachers (Dentith, Measor & O’Malley, 2012). In this regard a discursive space is created to discuss matters without fear.

District-based officials, SMGDs, learning facilitators and IQMS coordinators should also be included in the team, as they are a cornerstone in the design and implementation of CPD programmes. Learning facilitators are crucial as they are responsible for the design, development and implementation of CPD programmes which enhance teachers’ competencies in content knowledge and pedagogical approaches. Their involvement in the design adds value to the designed programme, even when it is a school-based CPD programme. The SMGDs are important as they are responsible for the school’s management and governance. Kutame (2010:102) stresses the importance of learning facilitators and SMGDs in the development of CPD programmes by indicating that a sufficient number of the District-based officials are essential for the success of planned CPD programmes. Their roles include the advocacy, training and implementation of the CPD programmes, their development and arrangement in accordance with the identified needs of teachers and their own improvement plans (Moloi, 2010:93).

The last partners in education to be included in the design and the implementation of the CPD policies are teacher unions, important as they can influence the membership. Their involvement in each step taken promotes support for the proposed CPD programme. They have a platform to interact with their members, thereby promoting or discrediting the proposed plan. They also have inputs from the membership in terms of making the planned CPD programme effective, efficient and relevant to the needs of teachers. In the union discussions, according to Jansen (2004:54), Pogodzinski (2012:187 & 198) and Weber (2005:67), interactions amongst union members may focus on different work-related topics such as curriculum, how to relate to the administration and leadership opportunities. The discussion of these items builds on the professional status of teachers, whether novice or experienced.

As alluded to above, section 3.2.2.1 showed a number of different teams that were used to drive the CPD policies and programmes in various countries. What is distinct about the team in this proposed strategy is that parents, district-based officials and union members should be included as part of the team driving the process at school level. The inclusion of these excluded partners in education in the team helps this study contribute to the body of knowledge. Their inclusion acts to legitimise and democratise the team and the entire process.



Figure 7.2: Pre-planning

7.2.2 Stage 2: Planning

The second stage should consist of the information session and the SWOT analysis by the school community led by the CPD team (see figure 7.3 and Appendix P).

7.2.2.1 Information session

The aim with the information session is to bring on board all team members. The session begins with training on policy directives (refer to Appendix P). The training should take into account people who might not be familiar with, for example, English. Therefore, the training could be carried out in a language understood by all participants, otherwise the translation services should be used to bring about a common understanding. The training should also highlight the processes, procedures and structures involved in the implementation of the policy. Presenters then need to earmarked time for clarity-seeking questions.

From the training, the team moves on to the formulation of a vision that would be guiding the activities of the team. Members are divided into groups to brainstorm the vision that can guide the team and its activities. After the stipulated time by the facilitator(s), the different groups show their different visions. The different visions may be displayed on the chart(s). Members are requested once more to converge and try to consolidate the different ideas into a relevant vision. Elimination of other visions, statements or words constitutes the activities that need to be considered when the vision is not relevant. The various visions are once more displayed and through facilitation one common one is adopted. The team members have to take the vision back to their constituencies for their endorsement. From there, in the next meeting, suggestions are consolidated into forming one vision that would be used even in correspondence with the CPD programmes. The aim here is to familiarise and remind members of the vision that guides the process.

As indicated in 3.2.2.2, programmes were designed and had visions. The formulation of common visions did not follow the consultative process as in this proposed strategy. Thus, a consultative, empowering and respectful way of creating the vision for the implementation of the CPD policies has the potential to contribute towards the body of knowledge. This puts participants at ease, knowing that their contribution would be valued and acknowledged.

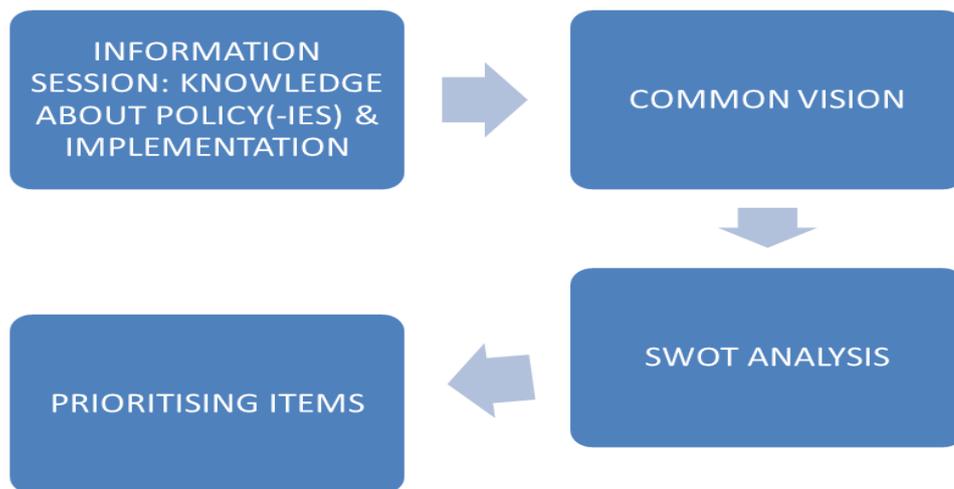


Figure 7.3: The planning stage

7.2.2.2 *SWOT analysis*

Against the background provided in the presentation and the vision they have formulated, participants from their own perspectives should be given a chance to conduct a SWOT analysis (Dyson, 2004:632; Gao & Peng, 2011:796; Yuksel & Dagdeviren, 2007:3365), which aims at finding out the strengths and weaknesses of an organisation and the opportunities and threats in the environment. The advantage is its attempt to connect internal and external factors.

The SWOT analysis process should be conducted by the team, consisting of the school’s SMT, teachers, SGBs, union representatives, IQMS representative, the school’s SMGD, as well as the learning facilitators. The presence of all members of the team in stages follows a Sesotho metaphor that says *Kopano ke matla* (“unity is strength”). Following this approach allows the school to look at itself from the teachers’ and the SMTs’ points of view as they are working at school daily. The second aspect is that SGB members and the district officials are also able to air their views. In this way a rich look at the school is obtained. Bias and a defensive approach which may be caused by teachers looking at the school alone are eliminated.

There are two steps in a SWOT analysis (see figure 5.4 below). Firstly, participants have to go into an idea-generating mode, first addressing opportunities then following with

threats, strengths and weaknesses. Each of the four issues (strengths, weaknesses, opportunities and threats) had to be discussed in small groups of not more than three people seated together. The presentation by these small groups has to turn into a discussion in which participants without coercion viewed common items in a similar or different way. No questionnaires were used but participants had to agree to reduce the number of items to about five so as attend to them on a half-yearly or yearly basis, depending on the nature of the professional development required.

The next step is for the team to be divided into smaller groups, not more than three. At this stage participants have to think about strategies that can be used to attend to the challenges, using the strengths, weaknesses, opportunities and threats as drivers. The small groups then return and report to team members. Dyson (2004:634) supports the idea of giving small groups or individuals an opportunity to air their views as such an approach has a potential of reducing dominant views of some participants.

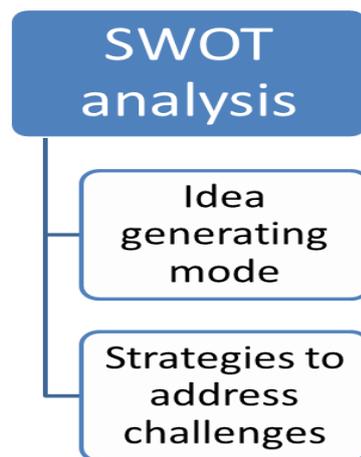


Figure 7.4: SWOT analysis

As indicated in 3.2.2.3, in the design and formulation of the programmes for professional teacher development the literature does not show any SWOT analysis as the basis of designing the strategy. This proposed strategy SWOT analysis should form the crucial foundation leading to prioritising items as well as the drawing of the Strategic Plan. This point on its own serves as a contribution to the body of knowledge. In the SWOT analysis parents and district-based officials should be amongst the participants, which also serves to flatten the hierarchy power that exists as teachers, parents and district officials meet. On the other hand, where SWOT analysis in tertiary institutions had been conducted,

questionnaires and interviews were used. In this proposed strategy, a PAR methodology is employed, with the aim of creating a discursive space in which participants can discuss matters with the hierarchy structure flattened (Chilisa, 2012:250; Dentith, Measor & O'Malley, 2012; Eruera, 2010:1 of 9; Jordan, 2003:190; Sanginga et al., 2007:698). In the team, parents, teachers and district-based officials should have the same status.

7.2.3 Stage 3: Implementation stage

The implementation stage focuses on the drafting, drawing and implementation of a Strategic Plan, which should indicate who does what, activities involved, resources needed, the timeframes as well as the performance indicators. The Strategic Plan keeps the team focused as it relates to the created vision and ensures that some other items related to the vision are not overlooked. In drafting and drawing the action plan reference should be made to the common vision. By referring to the vision, any step that does not enable the team to reach its vision should necessarily not be included. In coordinating the Strategic Plan, one or more facilitators should be elected. In this study, the team elected the deputy principals to lead the drafting and the implementation of the plan. Within the team, a sub-committee should be developed which will draft the Strategic Plan. The five (or any number as the team could have agreed) priority areas need to guide the sub-committee. With the assistance and guidance of the team the sub-committee may be in a position to identify and locate potential facilitators to specific roles in the Strategic Plan.

As indicated in the preceding paragraph, the Strategic Plan needs to indicate the person(s) who will be responsible for executing certain activities. The purpose is to avoid a situation where in the meeting, an agreement is reached, but in the next meeting, the task/activity has not been carried out. That on its own gives the person(s) responsible for executing a certain activity time to prepare and to consult. The attendees also come to the session knowing who will facilitate the session. Indicating the activity to be carried out on a certain day enables the presenters and the attendees to prepare themselves for that particular activity. This also makes it easy for the attendees to participate during the contact session. The time factor is a vital aspect in the plan as it keeps members alert. They need to know when a task has to be completed, as well as the duration of the activity or presentation, and which resources are needed beforehand. If, for example, money is

needed, the school or NGO can come to the rescue of the school. The facilitators constantly need to provide support to the people allocated certain tasks. This can be done through a telephone call. The facilitator(s) can ask a question such as how far they are with their preparations or how they are doing with their tasks. Such a follow up can show if the presenter or presenters are encountering problems as they prepare for their presentation.

From the sub-committee, the Strategic Plan has to be circulated among team members. The team will then either endorse or effect some amendments. From the team the Strategic Plan has to be returned to the teachers and SGB members who are not part of the team. The aim of consulting is to promote participative management and to show respect for their views. The process is lengthy but it creates an open space for debate in a non-threatening environment, as advocated by CER. As the aim is to empower participants and value their contributions the consultative process promotes ownership of the professional development process. If the teachers and the school community give some suggestions the team will have to return and do what is best according to the inputs of the teachers and the school community at large. With the endorsement of the teachers and the school community the Strategic Plan is circulated among team and staff members to remind them of the agreements made and the people responsible for specific activities. That also includes the resources (money, people) needed.

However, the literature review (see 3.2.2.4) and Chapter five (see 5.2.2.4) revealed that for the successful implementation of the CPD policies, the following five important items are to be included in the Strategic Plan: training of principals and their SMTs, support given to teachers and the SMTs, teacher collaboration, coordinated plan and the increase in the pedagogical content knowledge of teachers. The next paragraphs will highlight the most important steps to be taken in each of the items.

The first step in the process would be to train principals and the SMT members based on the crucial role they play in the provision of school-based professional development. Presenters in this category should include the SMGD and the SMT members. SMGDs are responsible for giving support to the schools' SMTs and support to the staff in terms of providing professional development programmes. The inclusion of the SMTs in providing programmes for other SMTs is to give them the confidence and the autonomy in providing the programmes in the absence of the SMGDs. The inclusion of SMTs in implementing

the professional development programmes will also serve to sustain the programme, as they would know how to conduct the programmes.

The second step in the Strategic Plan would be to seek support from the DBE, the NGOs and the local university. This creates a bond to sustain support given to teachers, principals and schools. The NGO first of all can provide support in monetary terms, when there is a need. Secondly, it can employ staff to provide additional support to schools. The local university, in partnership with the DBE, can provide service in terms of classroom management or subject specific needs. The extent of support given to schools will depend on their needs. The DBE has a crucial role to play in the provision of professional development, however teachers need not depend solely on the programmes of the DBE.

The next step would be about teacher collaboration, serving to enable teachers to learn from one another and try out new ideas. Sharing stories of success in classroom practice and enhancing teachers' beliefs in their power to make a difference in the learners learning process are amongst the advantages of teacher collaborations. Teacher collaboration, firstly, could be under the leadership of the learning facilitators or NGO facilitators. The advantage of this approach is to give weight to collaboration based on subject expertise. In this regard the learning facilitator should play a leading role. The second form of collaboration occurs when teachers meet and draw their own agenda. The aim here is to encourage the independence of teachers in running and owning their development and growth.

The last form of teacher collaboration takes place when teachers from more than one school plan activities or revise question papers with learners. The distinct feature about this collaboration is that learners in groups answer questions and thereafter a discussion of the answers takes place in which teachers of the same subject are present. Learners on their own show how they got the answer and discuss the various ways in which they tackled the question. Teachers also show learners different ways of doing or tackling the activity or the question. In this way, it is not only the learners who are learning. Teachers also learn from their counterparts how to attend to specific questions.

The next item on the Strategic Plan is to have a coordinated plan. The coordination of activities serves to inform members well in advance of the activities to take place as planned. To keep all departments in line they need to have a one-hour meeting every first

week of the month. The meeting serves to share good practices and to plan ahead. The HoD also gains input from teachers to be tabled during the second week of the month, when the SMT meets for an hour. The third week is earmarked for the team dedicated to the implementation of the CPD policies to meet. As it does so it has input from teachers, through their HoDs. As it plans ahead, it is also important that the team reflects on its activities (see figure 4.1). Furthermore, one of the major tasks of the team (Nagy & Fawcett, n.d.: 3 of 5) is to make sure that members report on the activities assigned to them. This serves to ensure that there is always a link between the agreements made in the previous contact sessions and the current one to ensure continuity and coherence.

The fifth item which is also a cornerstone in the Strategic Plan is to ensure that there is an improvement in the teachers' pedagogical content knowledge and practices. This is achieved firstly through one-hour contacts between the HoD and teachers during the first and fourth weeks of the month. The aim is to reflect and plan ahead. Regular meetings ensure that everybody has a turn in sharing stories of success, an activity which boosts the morale of teachers and keeps them motivated. The second step in improving the practices of teachers is through mentoring. Novice teachers are to be allocated mentors to guide them through the career. Any item that needs attention should be included in the teacher's Personal Growth Plan for attention. The third aspect is about classroom observation. Findings in this study revealed that one classroom observation per term is a fair judgement on the teachers' strengths and weaknesses. The findings show that all in all four observations per annum are more appropriate to give an overall picture of the teacher. Through support and mentoring after the first term's observation a good teacher can be turned into an excellent teacher.

The four observations of lessons per annum distinguish this study as to what the IQMS stipulation cites, according to the IQMS policy document (DoE, 2003:8). Therefore, the four classroom observations per annum contribute to the body of knowledge. Although the study has been conducted using two schools, our findings deserve consideration by experts, policymakers and partners in education. Secondly, the drawing of the Strategic Plan by a sub-committee on behalf of the team with constant feedback to its constituencies serves as a contribution to the body of knowledge.

Below is an example of a template that can be used by the team in designing and allocating duties to specific people.

ACTIVITY	WHO IS RESPONSIBLE	DATE	RESOURCES NEEDED	PERFORMANCE INDICATOR

Figure 7.5: Template of the Strategic Plan

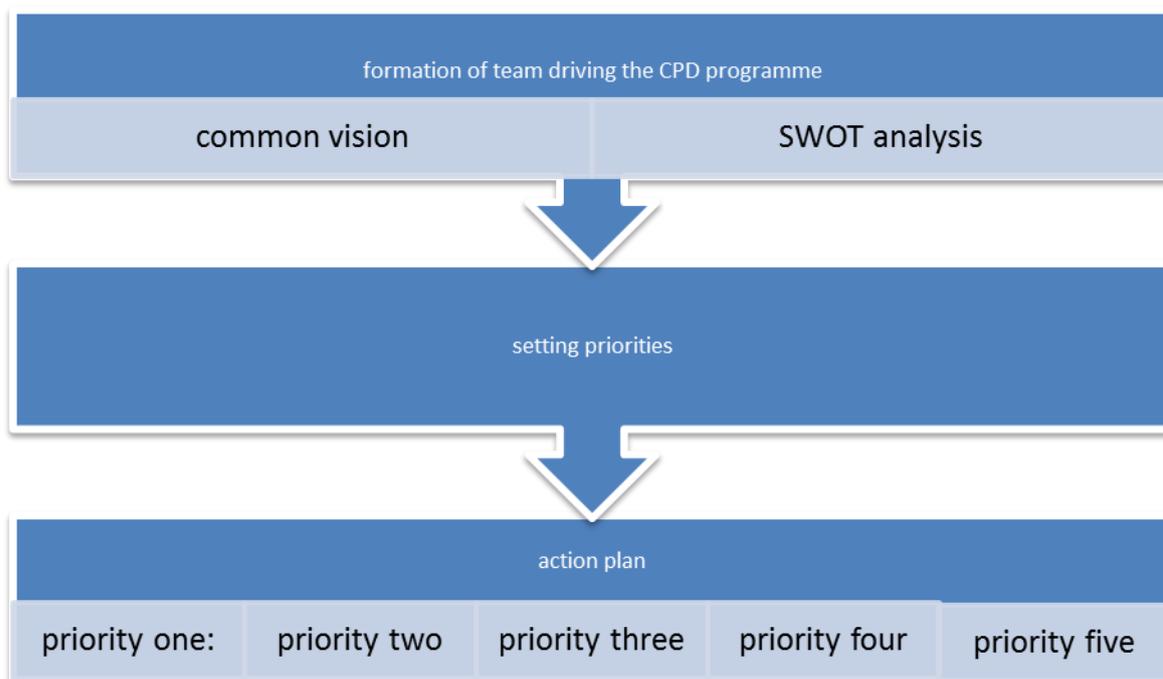


Figure 7.6: Strategic Plan for the CPD implementation policy

7.2.4 Stage 4: Monitoring and Sustainability

The stage of monitoring involves the provision of continuing support to sustain and maintain the new practices (Moloi, 2010:165). The process is carried out through regular and irregular series of observations in time to show the extent of compliance with a formulated standard of practice or degree of deviation from the anticipated norm. In this strategy there are four complementary forms in which monitoring is carried out.

Firstly, during the third week of every month the team dedicated to the implementation of the CPD policies should meet. The initial meetings of the team should be to identify the

professional development needs of teachers. The next meetings should focus on planning to address the identified needs. As soon as the planning process begins the team should focus on reports on the progress made by individuals allocated certain tasks to fulfil. The process as indicated in Chapter four (figure 4.1) is not a linear, but amendments are made if the need arises. Because of the holidays during the course of the year there were only nine meetings held during the course of the academic year in this study. Meetings were not held in June, July or December. The months October and November should focus more on the successes and challenges met as the team plans for the upcoming new year.

Secondly, quarterly class visits should be conducted by the DSGs (figure 7.7). The SDT has to be allocated a duty of drawing up the timetable for class visits. HoDs are to ensure that it is followed and any deviation is to be reported to the SDT. For supporting and mentoring teachers, HoDs are required to play that role (see 5.2.2.5 and 5.2.5.6). On a monthly basis the mentor and mentee should provide a report to the DSG and the SMT.

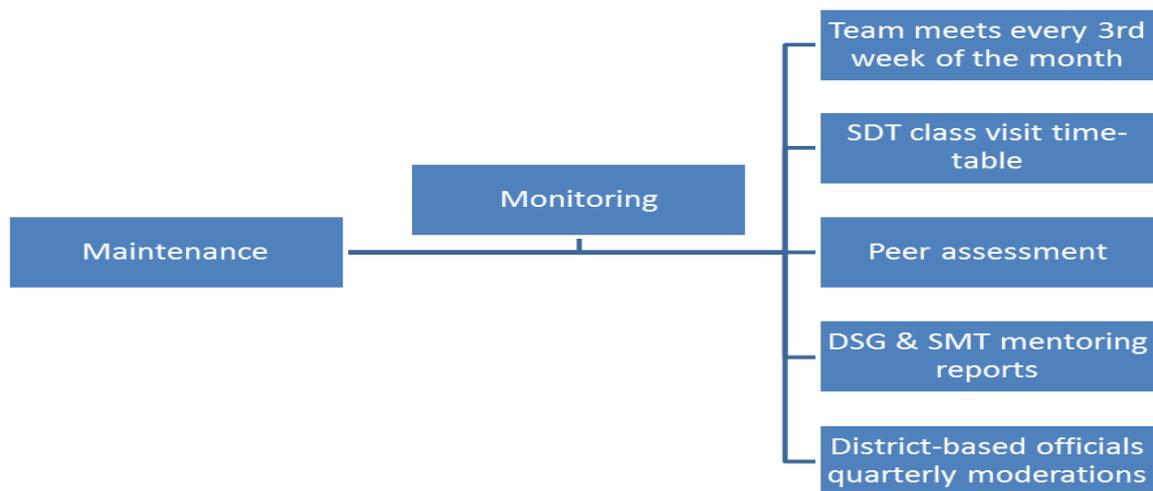


Figure 7.7: Sustainability of the CPD programme for teachers

Thirdly, twice a month, HoDs should meet teachers for a one-hour session (see figure 7.8). Sessions should be held during the first and the fourth weeks of the month. The aim with the sessions should be to share good practices and challenges encountered. In addition the meetings can serve to give the HoDs an overview of the departments they are running so as to report during the management meetings on the second week of the month. Lastly, the HoDs should also use these sessions to monitor the progress of teachers. As the management meets during the second week for one hour, the subject teachers should also

meet in the absence of the HoDs. Subject heads should lead in this process to monitor and share successes and challenges in their specific subjects.

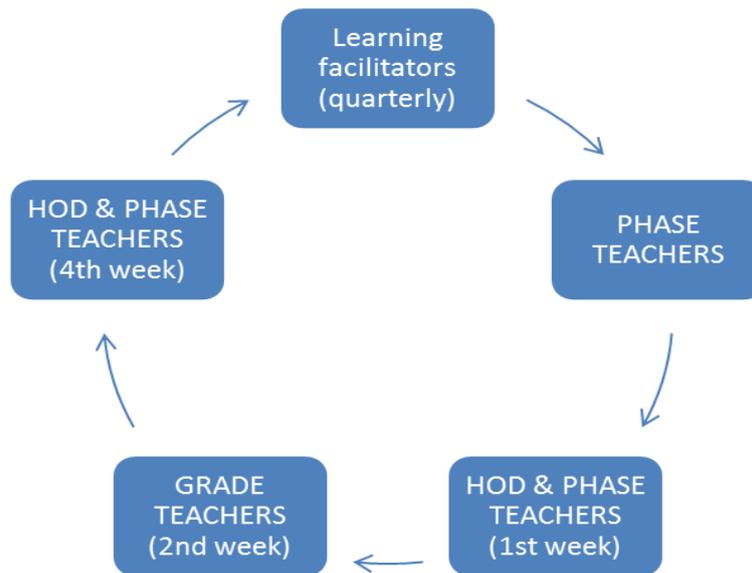


Figure 7.8: Monitoring and sustaining the CPD programme

Lastly, the clustering of schools by the learning facilitators should also form part of the monitoring process. The sessions should take place once per term. Firstly, in this session teachers from different schools share their experiences, and where there are challenges they try to address them. The second form that this monitoring session takes place should be when the learning facilitator moderates the work of teachers. In this form, teachers moderate each other's work while the learning facilitator oversees the entire process. The process is transparent as teachers moderate each other's work in an open manner. The process is in line with the principles of openness, democratic and transparent as advocated by CER (Jordan, 2003:190). The learning facilitators furthermore use the workshop evaluation form (tool) (cf. Appendix G) to receive inputs from teachers. The teachers' comments include how the session was conducted, and suggested topics for future contact sessions. Questions in the form are designed in such a way that they are open-ended. This allows teachers to comment without being restricted by the choice of answers.

In terms of monitoring, this study has contributed to the body of knowledge, firstly as a coordinated, systematic way of monitoring the professional development of teachers. The process is transparent and developmental. Secondly, members of the team to which all this reporting system converges have parents. They have first-hand information from their

children and can easily compare the agreements of the team and what transpires in the classroom. Based on the vested interest parents have in education because of their children, they are more likely to influence the committee to do what is best for them. The approach is empowering (Mertens, 2010:30), as advocated by CER, the theoretical framework couching this study, and TQM, the conceptual framework couching this study (de Bruyn & van der Westhuizen, 2007:291; Eisenstein, n.d.:3).

7.3 CONCLUSION

On the basis of the findings in chapters five and six, this chapter proposed a strategy to effectively implement the CPD programmes and policies. Four stages have been proposed, the first of which should be the pre-planning stage, serving to create a platform for forming a team to lead the implementation of the CPD programmes and policies. The second stage should be the information and SWOT analysis. The information session should serve to enable members to have a common vision. The last two stages should be about implementing and monitoring the strategy.

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**APPENDIX A: LETTER FROM SUPERVISOR TO THE HEAD OF SCHOOL IN THE
FACULTY OF EDUCATION**

August 23, 2011

Dr MM Nkoane
Head: School of Education Studies
University of the Free State
BLOEMFONTEIN – 9301

Dear Sir

**Registration of MR C Tsotetsi into the PhD Programme (Study
Code 7910 and Module Code FGOP 900)**

Mr Cias Tsotetsi's application complies with the requirements for admission into the PhD (Study Code 7910 and Module Code FGOP 900) qualification. I thus request that his registration be processed accordingly.

Yours faithfully

A handwritten signature in black ink, appearing to be 'A. Gal', written in a cursive style.

MG MAHLOMAHOLO

APPENDIX B: REQUEST TO CONDUCT RESEARCH

**UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA**



FACULTY OF EDUCATION (QWAQWA CAMPUS)

✉ Private Bag X13 PHUTHADITJHABA 9866
E-mail: tsotetsict@qwa.ufs.ac.za

☎ +27(0)58 718 5344

15 July 2011

The District Director
Thabo Mofutsanyana Education District
Private Bag X817
Witsieshoek
9870

Dear Sir

Re: Application to conduct research in two secondary schools

I am a Doctoral student at the University of the Free State and I hereby request permission to conduct research in two schools, in the Thabo Mofutsanyana Education District. The research will be in a 'Participatory Action Research' form in these two secondary schools and will last for eighteen months. This will take place every two weeks. My focus will be on professional teacher development.

Yours sincerely,

.....

C.T. Tsotetsi (Mr)

APPENDIX C: PERMISSION TO CONDUCT RESEARCH



education
Department of
Education
FREE STATE PROVINCE

Enq: Mr. WRM MOKUENA
Ref: PERMISSION TO CONDUCT RESEARCH IN TMED SCHOOLS

☎ 058 718 4809
☎ 058 713 5541
☎ 086 582 4759
✉ thabomof@edu.fs.gov.za

To: Mr. CIAS THAPELO TSOTETSI

Subject: PERMISSION TO CONDUCT RESEARCH IN TMED SCHOOLS

1. Your letter on request of the above is hereby acknowledged and referred to.
2. The office of the District Director: TMED hereby grants you permission to conduct research as stipulated in your letter of request.
3. However, the District request that in the process of the activities within your research, please assure that the smooth running of the school is not compromised in any way.
4. Trusting and hoping you will find this to be in good order.
5. Regards


Mr. WRM MOKUENA
DISTRICT DIRECTOR: TMED

Date: 15/07/2011

Private Bag X617, PHUTHADITJHABA, 9870
Old Parliament Building, Mampoti Street, First Floor, B Room 107, WITSIESHOEK,
Tel: (058) 718 4809 Fax: (058) 713 5541 E-Mail: thabomof@edu.fs.gov.za

www.fsde.gov.za

APPENDIX D: MAP OF SOUTH AFRICA

(Thabo Mofutsanyana District (red) in the Free State province (white))



APPENDIX E: SCHOOL-BASED PEER EVALUATION FORM

for development purposes-The teacher to be observed

TERM:

Pre-evaluation (what I need to be developed at):

.....

.....

.....

.....

.....

NAMES: presenter	DATE	LESSON OBSERVATION	ACTIVITIES AND ASSESSMENT(S) GIVEN TO LEARNERS	COMMENDS
		Introduction		
		Presentation		
		Conclusion		
		What I liked about my lesson		
		What I disliked about my lesson		
		I wish to introduce this in my teaching next time		

APPENDIX F: SCHOOL-BASED PEER EVALUATION FORM

The teacher(s) who observed

TERM:

NAME: observer(s) + presenter	DATE	LESSON OBSERVATION		ACTIVITIES AND ASSESSMENT(S) GIVEN TO LEARNERS	COMMENDS
		Introduction			
		Presentation			
		Conclusion			
		What I liked about my colleague's lesson			
		What I disliked about my colleague's lesson			
		Suggested improvements on presenting the lesson in future			

Recommendation about my peer's/subordinate's presentation:

.....

.....

.....

.....

.....

Post observation: after presentation: we discussed/did not discuss our findings:

Commends:

.....

.....

.....

.....

.....

APPENDIX G: WORKSHOP/PRESENTATION EVALUATION TOOL

FACILITATOR'S ROLE IN THE CPD PROGRAMME:

.....
.....
.....
.....
.....

AUDIENCE ROLE IN THE CPD PROGRAMME:

.....
.....
.....
.....
.....

WAS THE PRESENTATION TEACHER-CENTRED OR LEARNER-CENTRED? ANY RECOMMENDATION(S):

.....
.....
.....
.....
.....

WHAT I LIKED MOSTLY ABOUT THE PRESENTED PROGRAMME:

.....
.....
.....
.....
.....

WHAT I DISLIKED ABOUT THE PRESENTED CPD PROGRAMME:

.....
.....
.....

.....
.....

OVERALL IMPRESSION ABOUT THE CPD PROGRAMME:

.....
.....
.....
.....
.....

SUGGESTED TOPICS/ITEMS TO BE DISCUSSED IN THE NEXT CONTACT
SESSIONS:

.....
.....
.....
.....
.....

APPENDIX H: CONSENT BY TEACHER

Dear Participant

I am currently doing research with UFS on the effective implementation of the continuing professional teacher development policies in the Thabo Mofutsanyana District. Since your school is part of this study, you are requested to take part in this research in order to give it credibility. Participation is not compulsory and if you decide not to participate, that will not be held against you. Confidentiality, anonymity and legality issues about this project will be discussed with you, as it is imperative that you fully understand the nature and purpose of this study. You are free to withdraw from this study at any stage.

This project will comply with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on 058-7185344 or at the following e-mail address: tsotetsict@qwa.ufs.ac.za.

If you would like to participate in this research, sign below by giving consent.

Thank you

C.T. Tsotetsi

Name _____

Signature _____

Date _____

Contact details _____

APPENDIX I: CONSENT BY LEARNING FACILITATORS

Dear Participant

I am currently doing research with UFS on the effective implementation of the continuing professional teacher development policies in the Thabo Mofutsanyana District. Since your school is part of this study, you are requested to take part in this research in order to give it credibility. Participation is not compulsory and if you decide not to participate, that will not be held against you. Confidentiality, anonymity and legality issues about this project will be discussed with you, as it is imperative that you fully understand the nature and purpose of this study. You are free to withdraw from this study at any stage.

This project will comply with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on 058-7185344 or at the following e-mail address: tsotetsict@qwa.ufs.ac.za.

If you would like to participate in this research, sign below by giving consent.

Thank you

C.T. Tsotetsi

Name _____

Signature _____

Date _____

Contact details _____

APPENDIX J: CONSENT BY THE IQMS DISTRICT OFFICIALS

Dear Participant

I am currently doing research with UFS on the effective implementation of the continuing professional teacher development policies in the Thabo Mofutsanyana District. You are requested to take part in this research in order to give it credibility. Participation is not compulsory and if you decide not to participate, that will not be held against you. Confidentiality, anonymity and legality issues about this project will be discussed with you, as it is imperative that you fully understand the nature and purpose of this study. You are free to withdraw from this study at any stage.

This project will comply with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on 058-7185344 or at the following e-mail address: tsotetsict@qwa.ufs.ac.za.

If you would like to participate in this research, sign below by giving consent.

Thank you

C.T. Tsotetsi

Name _____

Signature _____

Date _____

Contact details _____

**APPENDIX K: CONSENT BY SCHOOL MANAGEMENT AND GOVERNANCE
DEVELOPER**

Dear Participant

I am currently doing research with UFS on the effective implementation of the continuing professional teacher development policies in the Thabo Mofutsanyana District. Since your school is part of this study, you are requested to take part in this research in order to give it credibility. Participation is not compulsory and if you decide not to participate, that will not be held against you. Confidentiality, anonymity and legality issues about this project will be discussed with you, as it is imperative that you fully understand the nature and purpose of this study. You are free to withdraw from this study at any stage.

This project will comply with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on 058-7185344 or at the following e-mail address: tsotetsict@qwa.ufs.ac.za.

If you would like to participate in this research, sign below by giving consent.

Thank you

C.T. Tsotetsi

Name _____

Signature _____

Date _____

Contact details _____

APPENDIX L: CONSENT BY THE UNION

Dear Participant

I am currently doing research with UFS on the effective implementation of the continuing professional teacher development policies in the Thabo Mofutsanyana District. You are requested to take part in this research in order to give it credibility. Participation is not compulsory and if you decide not to participate, that will not be held against you. Confidentiality, anonymity and legality issues about this project will be discussed with you, as it is imperative that you fully understand the nature and purpose of this study. You are free to withdraw from this study at any stage.

This project will comply with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on 058-17185344 or at the following e-mail address: tsotetsict@qwa.ufs.ac.za.

If you would like to participate in this research, sign below by giving consent.

Thank you

C.T. Tsotetsi

Name _____

Signature _____

Date _____

Contact details _____

APPENDIX M: CONSENT FOR PARENT/LEGAL GUARDIAN

Dear Parent/guardian

I am currently doing research with UFS on the effective implementation of the continuing professional teacher development policies in the Thabo Mofutsanyana District. As your child is a minor, you as the parent/legal guardian are kindly requested to provide permission for your child to be part of this research project. Confidentiality, anonymity and legality issues about this project will be discussed with you, the teachers and principal as it is imperative that you fully understand the nature and purpose of this study. You are free to withdraw your child from this study at any stage.

This project will comply with the rules and regulations of conducting a research.

If you would like any additional information, you are welcome to contact me on 058-7185344 or at the following e-mail address: tsotetsict@qwa.ufs.ac.za.

If you would like to participate in this research, sign below by giving consent.

Thank you.

C.T. Tsotetsi

Name of learner _____

Grade _____

Signature of parent/guardian _____

Date _____

APPENDIX N: FOROMO YA TUMELLO HO YA MOTSWADI/MOHLOKOMEDI

Madume ho motswadi

Ke etsa diphuputso le Univesithi ya Foreistata mabapi le maano a kwetliso ya mesuwe le mesuwetsana seterekeng sa Thabo Mofutsanya. Ka ha ngwana wa hao a sa le monyane ka dilemo, o kopuwa ho mo dumella hore e be karolo ya projeke ena ya diphuputso. Lekunutu la taba tse tla buuwa mona le maemo a tsa se molao mabapi le projeke ena a tla buua le wena, mesuwe/mesuwetsana le mosuwehlooho. Ho bohlokwa ke hona hore o utlwisise maemo le sepheo sa diphuputso tsena. O na le bolokolohi ba ho hula ngwana wa hao neng kapa neng diphuputsong tsena.

Projeke ena e tla ikamahanya le melao yohle ya ho etsa diphuputso.

Ebang o batla dintlha tse ding ho feta mona, o ikopanya le nna dinorong tsena: 058-7185344 kapa atereseng ena ya i-meil: tsotetsict@qwa.ufs.ac.za

Ebang o dumella ngwanahao hore a be le seabo projeke ena, o ka tlatsa mona.

Ke a leboha.

C.T. Tsotetsi

Lebitso la ngwana :.....

Kereiti :.....

Boitshaino ba motswadi/mohlokomedi :.....

Letsatsi :.....

**APPENDIX O: FOROMO YA TUMELLOHO YA MODULASETULO LE LEKGOTLA
LA TAOLO YA SEKOLO (SGB)**

Ke etsa diphuputso le Univesithi ya Foreistata mabapi le maano a kwetliso ya mesuwe le mesuwetsana seterekeng sa Thabo Mofutsanya. Ka ha sekolo sa hao ke karolo ya projeke ena ya diphuputso, o kopuwa hore o be karolo ya tsona ho fana ka botshepehi ba tsona. Ha o a qobellwa ho ba le seabo ebile o ke ke be wa hlokofatswa ka ho se be le seabo. O tla botswa dipotso bonngweng ba hao, ntle le he hore lebitso la hae le qohollwe ebile maemo a tsa se molao mabapi le projeke ena a tla buua le wena. Ho bohlokwa ke hona hore o utlwisise maemo le sepheo sa diphuputso tsena. O na le bolokolohi ba ho ikhula neng kapa neng diphuputsong tsena.

Projeke ena e tla ikamahanya le melao yohle ya ho etsa diphuputso.

Ebang o batla dintlha tse ding ho feta mona, o ikopanya le nna

058-7185344

Email- tsotetsict@qwa.ufs.ac.za

Ebang o dumela hore o be seabo projeke ena, o ka tlatsa mona.

Ke a leboha.

Lebitso la hao :.....

Boitshaino :.....

Letsatsi :.....

APPENDIX P: INFORMATION SESSION

VENUE: Kgotso Secondary School

Participant 1

May I take this opportunity to welcome everybody in here. Fellow students, colleagues and parents you are welcome.

Participant 7

Thank Mr Principal for the warm welcome. It will be appreciated if we may conduct our sessions in Sesotho especially because we have the parent component of the SGB. Can we have a look at the agenda as a guide in our discussion. Thank Mr deputy principal for attending to the first two items, namely opening and welcome. Sepheo sa rona sa ho konapa kwano ke hore re tle re sebetse mmoho. Rona re baithuti ha re le kwano re tlike mona ho tla sebetsa mmoho le sekolo ho shebesana diphephetso tseo sekolo se kopanang le tsona ka kutlwisiso yah ore re tle re thusane ho ka di rarolla. Ntlha ya boraro ke ya di consent forms. Tsona di sebetsana le ho shebana le tumellano pakeng tsa motho ka mong le rona re le baithuti. Ha ke hle ke fane ka tsona. Ho ya ka molao re lokela ho shebisana diforomo tsena mme re di saene qetellong. Ha re di shebeng re di baleng; e be tlase mane re a di saena.

Participant 6

Colleagues I'm sure le tla bona hore le se la makala e mong le e mong wa rona re le baithuti o tla le fa diforomo tsa mofuta ona dikopanong tse hlahlamang. Sena se tla sebetsa e le bopaki ba tshebedisammoho le kutlwisisano le hore information ena re e fumane ho lona le utlwisisa hantle.

Participant 5

Can I ask something ntate?

Participant 6

E

Participant 5

You know, ho na le ntho e-one eo ke e boneng. The only thing eo ke e boneng ke taba ya time frame. Ke bona mosebetsi wa ka o se o le mongata too much. Re tla be re ntse re attend-a ebile re etsa le mesebetsi ya rona. Worry ya ka ke hore di sessions le tla di conductor-a ka mokgwa o jwang? Ke hopola re buisana last time re le bang hore di-sessions o tlo di-conductor-a ka mokgwa o jwang? Ke kopa le clarify-e. di-sessions le tsona di tla ba kae.

Participant 7

Ke nahana hore di tla ba hlano. Tse pedi ka October, tse pedi ka November e be e le nngwe ka December 2012. Ke batla ke akanya ha kaalo. Feela se tla re tla re laola ke diphephetso tsa sekolo le ho di rarolla. Feela ke akanya hore di tla ba hlano.

Participant 6

For sure they won't exceed to next year.

Participant 7

Ho ya ka ho petetsa ha rona re ne re hopotse hore di be hlano at most. Lehlakoreng la nako le matsatsi re lokela ho dumellana le lona. Sena se bolela hore e bang le ka re re kopaneng ka Moqebelo ka Sontaha ... seo se matleng le diqetong tsa rona le lona. Feela ha re a lokela ho le sitisa hore le nne le ye diphaposing. Ha re di etsa ka nako ya dithuto, e ka re ha re tloha mona e be e le hore ke hona le yang ho a namola dintwa ka diphaposing. Ha ho se na mesuwe bana ba a itaola e be ba a lwana. Re tla be re bakile mosebetsi o mong o motjha.

Participant 1

E be nako e kabang convenient ke e feng?

Participant 10

Ke bo-afternoon. Ka week-end nna le tla ntshwarela. Ke bona yona nako ya two o'clock e ntse e right.

Participant 6

Kapa may be oa bona ka nako tsa di-exam. It will depend hore nako e free ke nako mang. Ha re re may be di-exam di qadile mohlomomg e be re a dumellana hore re ka kopana ka

12h00 ho fihlela 13h00. Ke nahana hore that can still work.

Participant 7

Ok.

Participant 1

E nngwe ya dintho tseo re ka tlang ka yona ke hore mohlong re be le a specific day, leo re ka boneng hore ke lena tsatsi leo. Re dumelane hore e be matsatsing a feng.

Participant

Participant 6 o se a e cover-ile.

Participant 6

May be what we can say ke hore ha re tloha mona kajeno re hle re dumellane hore re tla tla neng. Taba ya letsatsi e tla laolwa ke hore sekolo ha se engaged tsatsing lefeng. So as to avoid inconveniencing any one. For instance, re ne re ka dumellana ka letsatsi la Thursday. Bekeng ena ka Thursday hona le meeting wa batswadi. So letsatsi lena le ba out.

Participant 1

Nna I was of the view ya hore Monday to Thursday re engaged haholo. Nakong tsa afternoon matitjhere a batla ho bona bana. We should be saying ka di-Fridays ho ka molemo, ka 13h00 to 14h00, e be re tla ka mona. Ke nahana hore at least bo-Friday.

Participant 7

O ntate.

Participant 6

Ya nako ke nahana re fete ho yona. For now re tswela pele

Participant 7

E be ho ka le potso ho di-consent forms?

Participant 12

I think the information on the form is clear. I can't see any problem. I think we may sign

the forms.

Participant 13

Can the house come to my rescue. What if today I am present. In the next session(s) somebody else represents the component that I am representing. The reason for asking is that sometimes we have commitments – like now my mom is in hospital.

Participant 7

For the sake of continuity, it will be proper if we push the process together as people who are driving the process. However there is no problem if for one or more reasons one member is not in – as long as there is a report, it is understandable and acceptable. Some sessions in any way will be conducted in Sesotho to accommodate other participants. Can we sign them if there are no clarity seeking questions.

Participant 16

Ke ementse mokgatlo mme ke kopa ho ya ho ona ho utlwa hore ke sebetse jwang jwale. Ke nako e nngwe mokgatlo ona le ho ba le dipotso tse lebisang hore motho o bone hore ho bohlokwa ho ikopanya le bona pele o nka mehato e meng.

Participant 17

Can we be enlightened with the aim of the research? How are going to benefit from this research as a school?

Participant 7

When we look at the SWOT analysis of the school and jointly coming up with solutions will be the greatest benefit of the research. Participants and the school in general will benefit from such an activity. The researchers and the school community will come up with the solutions to the challenges facing the school. The pride of the research would be on the solutions to the challenges rather than on identifying challenges without obtaining solutions.

Participant 12

My question relates to the Personal Growth Plan (PGP). How will the PGPs assist this research?

Participant 7

According to the SACE document that we have, amongst others a teacher will earn points when he/she meets the PGP target. By meeting the target the teacher and the school benefit. Meeting the PGP target one becomes an improved and better teacher. If the teacher is better learners will benefit. The school will also benefit. Let's take for example that the teacher indicated that he/she lacked in assessing learners, in his/her PGP. Let's suppose you came up with an action plan that improved your previous year's weakness, then by so doing you will be a better and improved teacher. You will then earn a point or points. We also need to be aware that by addressing a scarce skill, e.g. doing a qualification in Maths, when Maths as a subject has been identified by the DBE as a scarce skill may also fall into the third priority area. The expectation is that an identified weakness has to be addressed within a reasonable time. We cannot have one weakness year in and year out without a remedy. We'll request the IQMS officials to say more about this issue.

Participant 6

That's why ha o ka tjheka form eo, ho na le moo e bolelang taba ya hore motho ha o tlameha hore a tlanngwe. And the way o buang ka teng hore you are not yourself, o ka tsamaya way o verify le mokgatlo hore you can go on le this thing or not. You are free to do so.

(the session paused for about ten minutes in order to give participants time to go through the consent forms Appendices H-N. With the exception of consent from union representatives, all other other consent forms were signed on the spot. Union representatives were allowed time to consult their leadership).

Participant 7

Ka hopola di-consent forms tse sa tlatswang re ka di tshwara ho rona. E tla re session-ing e latelang e be re a di nka. Re ka fetela ho the next item, e leng Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

Participant 6

Ke kopa ho o kena hanong e le hopotsa batho bohle hore dipuisano tsena di a tap-iwa ka tape recorder. Every time we'll always remind you hore re a di tap-a dipuisano.

Information eo re e tholang ha se information eo re tla e sebedisang kae kapa kae. Ke taba ya research feela. Immediately after this, this information is going to be destroyed. Ka molao re tlameha hore re le tsebise this thing e sebetsa jwang.

(Issuing out of the document about frequently asked questions regarding the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa).

Participant 7

Ke kopa hore re shebe di-forms tse. Tokomane ena is a 42-page document. Ena eo ke lefang yone ke ya frequently asked questions about the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa. Qalong ea re bontsha hore Lefapha La Thuto le bile le seabo ho ralweng ha yona. Ditsha tse ding tse amehang Higher Education and Training. Qetellong e bontsha hore ke tumellano e entsweng ke mekgatlo e fapaneng e kang: SADTU, NAPTOSA, NATU, SACE, ETDPSETA. Ha re kgutleleng page 1, mona re fuwa background ya Integrated Strategic Planning Framework for Teacher Education and Development in South Africa. Mona e re bontsha le kameho ya mekgatlo ya rona SADTU, SAOU, PEU, NATU, ELRC, SACE, ETDPSETA hammoho le Higher Education South Africa Deans Forum. Ka mantswe a mang tokomane ena ho dumelwane ke di-stake-holders tseo ke seng ke di boletse kwano. Lebakabaka e ne e le hore mesuwe le mesuwetsana e fihlelle kwetliso habonolo kapa e kopaneng e tla tswela bana molemo. Ka hona ho o ya tlasetlase mane hona le moo ka tlasa 1 moo e bontsha hore what is the plan about? The plan aims to improve the quality of Teacher Education and Development (TED) in order to improve the quality of teachers and teaching. The Plan puts the teacher at the centre of teaching. Lebakabaka ke ho beha titjhere boemong ba hore a be le bokgoni ba ho ruta bana. Ha re feteleng page 2. Ha re hare mane it aims to support teachers and it will be enhanced through the provision of facilities that will allow teachers to access teacher development opportunities where they work. All curriculum advisors, mentor teachers help to form Professional Learning Communities (PLCs) to expand teacher learning opportunities. PLCs will meet at the schools and provincial facilities. But ke nahana hore it makes sense hore ka hara sekolo ho be le sebaka le nako moo batho ba kopanelang teng. Ba shebisane moo ba atlehang teng le moo ba sa atleheng teng. Le hore ba kgone ho shebisana hore ba ka atleha jwang. Moo ba sa atleheng re ka kgona le ho eletsana hore re ka tswa jwang. Tlasetlase mane teacher professional knowledge will be developed to inform and to improve the quality and relevance of teacher education and the

curriculum. Ka mantswe a mang sepheopheo ke mohopolo o moo about the teacher and learning. Ho feta moo, by involving teachers in these activities teachers each will be the author of his/her professional development. Re se boletse hore lebaka boholo ke hore re se ke ratla ka hara jarete ya sekolo ra bolela hore ha re etseng tjena but sekolo ka bosona se leke ho itsamaisa le ho sebedisa mehlodi e meng le e meng e ka bang teng. Sekolo se ka sebedisa matitjhere a sekolo sona sena, university kapa Lefapha la Thuto ho thusa kwetlisong ya matitjhere.

Ha o ya page three e bontsha working with the peers. Potso ya teng e re: how will individual identify their own development needs access development. Ya pele ke interpreting learner performance using assessment tests. Eo ke e ratileng haholo ke ya working with peers. Teachers will be encouraged to join forums. In these forums they will be able to address areas of concern and work with fellow professionals in identifying quality assured courses and qualifications programmes to meet these other professional needs. Ke nahana hore ena ha ke no e pheta. Ke nnete ho tla ba le PLCs – e leng communities tsa di-professionals for professional learning. But the thinking behind this is: ka nako e nngwe re ka qetella re tlohile ra ipepesa bathong ba bang hore ha re tsebe. A the ka hara jarete ya sekolo ho ntse hona le motho ya tsebang. Ka nako e nngwe titjhere ya sekolo sena e ka botsa potso e leng dikopanong tse ding re kopane re le dikolo. Motho ya arabang potso eo e be e ba titjhere e tswang hona mona sekolong sena. Sena se re ho rona mohlomong ho ja ka hara sekolo ra etsa platform ya ho ka buisana ka hara jarete ya sekolo the same problem should have been solved at school. Ho feta hore titjhere ya mona e arabuwe potsong ya yona ke titjhere ya sona sekolo sena.

Ha re yeng page four. Teachers should be able to attend short continuing professional teacher development (CPTD) courses at the local centres such as PTDis le DTDE e leng. Di-centres tsena di lokela hore di be haufinyana le moo matitjhere a dulang teng. Ha re e leng hloko hore the Plan has been approved by all the role players and together they are preparing to implement it immediately. Teachers need to look out when various parts of the Plan become operational. Sena ke se leng teng.

Ho feta mona ha re hlokomeleng hore school time table could put time aside for

professional development, e leng seo re batlang re se etsa hona jwale. At least ka hara nako ya sekolo ho be le nako ya professional development e leng moo re ka shebisanang diphephetso tseo re nang le tsona le hore re di rarolla jwang. This will be a way of using time profitably.

Page five e re the Plan also recognises that teacher education programme be properly focused ... moreover experienced teachers have a reservoir of skills that can be tapped to help less experienced. Ka nako tse ding batho bao e leng kgale ba sebetsa ba lebala ho etsa sena seo re reng ke induction ho matitjhere a sa tswa kena mosebetsing – e leng mokgwa wa ho mo tataisa ka hara mosebetsi wa botitjhere. Hore motho ha a induct-wa re hlokomela nako eo ho seng ho ena le mathata. Athe ha re a mo fa the correct induction.

Page 9: ACE School Leadership programme is referred to there. Mona ka mokgwa wa ho equip leaders at school to run schools. I am that one of us, the students will be concentrating on the school leaders. Ke tshepa hore o tla shebana le lehlakore leo haholo.

Ha re feteleng potsong ena: How is the Plan related to IQMS? The Plan de-links teacher development from teacher appraisal for the purpose of remuneration and salary progression. This enables the ELRC to streamline teacher appraisal. Ka hona ho tla etsahala hore development ya matitjhere e se ke be ya hlola e tsamaya mmoho le tjhelete. Ke ka hona e leng hore ha titjhere a hlokomela hore ka hara IQMS ho na le notch increase ... ntho eo ka bo yona e ne etsa hore batho ba se ke ba ba honest. Hobane ha ke bua hore ke haella sebakeng se eitseng, sena ka bosona se ka bolela hore tjhelete ya ka e lokela hore e be tlase. Se tla etsahala ke hore taba ya remuneration e be aside le ya development le yona e be aside. Hobane se neng se bat eng ho rona e ne e ba taba ya tjhelete pele, then development kamorao. In actual fact IQMS e entswe ka DA – e neng e sebetsana le ntlafatso ya boiphihlelo ba matitjhere, Performance measurement (PM) le Whole School Evaluation (WSE). Ka bomadimabe taba ya tjhelete e ne e ipetsa pele.

Ho di role-players ha re hlokomeleng hore our unions are invoved in this Plan. Di-university le tsona din a le seabo on page 10.

Page 11, the Plan depends upon teachers. This is the Plan for professional development of teachers. Professional development starts with what needs developing, then closing those gaps by whatever means. I did not say everything, but ke nahana hore ka ho siya di-copies tsena, sekolo se ka ipha nako ya ho shebana le dintlha tsena tseo re buileng ka tsona hammoho le tseo re sa buang ka tsona. I am leaving these copies here at school.

Item 7.: the CPTD System. Tokomane ena ya developil-we ke SACE bakeng sa ntlafatso ya bokgoni ba rona re le matitjhere. Bakeng sa tsatsi la kajeno re tla shebana le pages 5 and 23. Page 5, the design of the CPTD System as endorsed by SACE . It consists of three priority areas, namely those 1. prioritised by teachers, 2. school priority activities and 3. professional priority activities which are aimed at enhancing the professional status in areas of greatest need as defined SACE and other bodies as indicated on the same page. Ke tshepa hore kopanong tse hlahlamang re tla ba le batho ba ikarabellang ho implement-a IQMS ba leng district based. The number of points to be earned by each member per cycle was also highlighted. I am hoping that our official representative can add more especially on the points that will be awarded to us as teachers. This awarding of points will depend on the workshops, course or programme followed by the individual. Feela ha ke siele moemedi wa IQMS ho ipuella.

Ha re feteleng page 22. Mona re bontshwa mehlala ya di-areas tse ka identify-uwang ke nna ke le titjhere. Mehlala eo ke ena: meeting my PGP target, developing innovative learning material, re-designing a teaching programme, completing the NPDE programme, implementing an Action Research project related to own professional responsibilities kapa ho complet-a Masters kapa Honours degree. Ha re hlokomeleng hore they must be confirmed by the school HOD kapa principal.

Ha re feteleng priority area 2, e leng school priority activities. Mohlala e ka ba to design and implementing school improvement project. Sena se etsahala hangata ha bana ba sa atleha hantle dihlahlobong tsa bona. Project ya mofuta ona e a sebediswa ho ntlafatsa sephetho sa bana. Sena se etsahala hangata kapa ho sekolo se kgetha jwalo e ye e be ha dikolo di kwetswe. Mohlala o mong e ka ba wa participat-a in a school improvement plan.

Motho e mong a ka hana ho participat-a ha sekolo se na le morero o jwalo. Mohlala o mong hape e ka ba Establishing and maintaining a school vegetable garden. Ka hona ha re kena keiting sekolong mona re kgahlanyeditswe ke gadern keiting. Yona ha e ketse, e etswa ke batho.

Batho ba tshheditseng morero o no must awarded points. They are doing that molemong wa sekolo hobane garden eo e ka hara jarete ya sekolo. Mehlala e meng ke ena: Meeting a School Improvement Plan target, Participating in a structured interactive workshop for school staff, Conducting a PD workshop at another school le Mentoring novice teachers.

Priority area 3. Ha re shebang mehlala ya teng. Yona e kenyelletsa: Participating in a SACE workshop on professional ethics, Upgrading qualification in a scarce skills area, like mme mona ha a ka upgrade subject-ing tsena tseo ho thweng ke di-scarce skills o tla nne a fuwe di-points, Participating in a PED-sponsored programme on school safety and security, Learning an additional African language for Foundation phase teaching le Participating in a PED training and development programme for HIV/AIDS leadership. Sena se bolela hore motho re ke ke be ra mo kgella fatshe ka hore titjhere o ruta Sesotho – jwalo ka ha ho ne ho etsahala mehleng ya kgale. Feela le hlokomela hore sena ke mehlala feela. Lenane le ka nna la eketscha ho feta mona.

Bohlokwa ba ho intlafatsa nka bo bapisa le ha nka ya ngakeng ya sekgowa e be ngaka eo e sitwa ho akanya hore ngwana a ka hlaha neneng le hona e le ngwana ho bong bofe. Ngaka e jwalo re e bona e le ngaka e siilweng ke dinako. Le rona re le matitjhere ho bohlokwa hore re intlafatse, re kgeme le dinako. Le bana bana bao re ba rutang ke bana ba di-face books and twitter. Re lokela ho nahana mekgwa e ka etsang hore tsebo ena ya bona e ba tswele molemo thutong.

Ha re yeng number 8. How to establish conditions conducive to collaborative in CPTD. Maemo a conducive to collaboration in CPTD as according to Steyn (2011: 225-227), ke a na a hlahlamang ho ya ka Steyn: committee establishment, allowing time for collaboration in CPTD, feedback on CPTD, mentoring, commitment to CPTD and effective leadership. This would serve as one of the ingredients in coming with the strategy to effectively implement the CPTD programmes. Ha ke tsebe hore e be ho ka ba le potso ho fihlela ha kana.

Participant 1

Ha ho potso ntate re ka tswela pele.

Participant 6

Ha o bua ka di face book o re beha tsietsing ka hore rona re ma-BBT e leng hore re ma-born before technology. Mosebetsi-mmoho le rona mona o na le laptop e ntjha e ntle. Kgwedi le kgwedi mme o e ntsha ka hara beke a e hlwekise lerole. Lerole lena le bakwa ke hore ha a e sebedisi. Ha a tsebe ho e sebedisa (participants laughed).

Participant 10

Ha ke no kgona ho matha ka lebelo la batjha (participants laughed).

Participant 7

Le ha re ke ke be ra matha ka lebelo la bona feela re lokela ho ba atamela e se ke ya e ba taba ya hore ntho e nngwe le e nngwe nna ha ke e tsebe. Item 9: SWOT analysis. SWOT analysis yona e shebane le sekolo hore se matla ho kae, se fokola ho kae, menyetla e teng ke e feng e ka sitana le dintho tseo e ka bang tshita. Ha re shebang hore dintlha tsena tse nne.

Session paused to allow the school community from each of the two schools to look at the SWOT analysis of each of the schools.

SWOT analysis by Kgotso Secondary School

Participant 5

Ntho ya pele re ka bua ka planning le organising bo tsamaisi ba sekolo bo matla haholo moo. Ke hlokomela hore le ntlheng tsa control and leading bo matla le teng.

Participants 9

Matitjhere a sekolong mona a na le tlhokomelo baneng ba hlokanng. E ka ba o a kula ... matitjhere a kgona ho nka karolo ngwaneng eo.

Participants 5

Re na le this project ya adopt a learner. Yona e re thusa ho identify-a bana ba nang le di-problems. Ebile le bona ba kgona ho di tlisa ho wena o le titjhere. Mme o kgona le ho etsa follow-up based on hore hae mane ba phela jwang. Nakong ya ho dula fatshe e leng ya feed back ho kgonahala hore re eletsane ka maemo a fapaneng moo re qakehang teng. Mang o tla re ba ka bana ke etsa tjena ha ba etsa tjenana. Re kgona ho shar-a di-ideas. For example e mong ha na motlakase. Re a dula e be re a shebisana hore re ka improvis-a jwang hore at least ho be le light-nyana a kgone ho bala. O fumana e se e le hore ke mona ngwana o se a fuwe di-candles ke titjhere ka mora hore re buisane.

Participant 7

A ke le hlalose this adopt a learner.

Participant 5

Bana bana ka bo bona ba i-chos-etsa rona. Bana bana ba ikgethela mesuwe eo ho ya ka bona ba ka kgonang ho ntsha makunutu ha ba e na le bona. Ana e ba matitjhere ao bona ba a tshepang. Mondays, Tuesdays le Wednesdays re kopana le bona bana bana. Then Thursdays re a kopana re etse kopano, re bontshane hore mang o fumane eng and what is the way forward.

Participant 1

Ho tlatselletsa moo re ye re etse hore bana ba grade 12, re be le nako eo re ka bang le bona. Re ile ra re-design-a time table ya bona. Re entse hore on specific days re kopane le bona ka di-subjects tse fapaneng. For example re entse hore ka di-Mondays ba etse feela Physical Sciences and Accounting ho tloha ka 2. Ka 3 bana bana ba ngola test e be e a tshwauwa – titjhere a fane ka feedback baneng. Sena se etsahala every week. In other subjects ho etsahala jwalo le teng.

Participant 16

Ke nnete tsena ke dintho tse etsahalang sekolong mona.

Participant 5

Mokgwa o mong o re e ileng ra o sebedisa bothateng ba motlakase o siyo malapeng a

mange bile taba ya hore bana ba grade 12 ba balle sekolong mona nakong ya bosiu.

Participant 1

Re sa le hona moo ntate, re ile ra bitsa batswadi ba bona; bona ba pledge-a support ya bona baneng ba bona. Re entse foromo mmoho, ebile re kopa le batswadi hore ba hlokomele bana hore ka dinako tse eitseng ba a bala, ka nako e itseng oa robala ... motswadi a ke a tjeheke buka ya ngwanahae a saene bukeng ya ngwana. Batswadi ba bang ha a ruteha, feela re ye re kope hore a re ngolle lebitso la hae tlase mane. Sena se tla be se bontsha hore o ntse a kgathalla le ho sheba mosebetsi wa ngwana. Ho thusa bana ba grade 12, ha ba qeta ho ngola ka 12 re tla ba release-a ba ye hae. 4 o'clock ba kgutlela sekolong mona. Re fihla re ba supervisor-a for studies ho fihlela ka bo-7 mantsibuya. Ba se nang dikoloi e be re a ba felehetsa re ba siya mahabona. Le ha e le holiday, ho thwe ha ba ngole ba a tla ho tla studiela sekolong mona.

Participant 6

Ke a utlwa hore dintho di etsahala jwang. Le hore matitjhere a a ba thusa le ka direction ya ho bala. Ka bo-Mondays bana ba bala ho ya ka di-topics tseo matitjhere a ba fileng tsona – nakong ya studies. Ba ngola di-tests ka di-topics tseo ba di filweng. Ka mokgwa ona ba thuswa le ho balance-a di-subjects le ho tseba hore ba ka bala jwang.

Participant 6

Management o matla hape ka taba ya collective agreement. Ha re buile, re e buile. Ha ho na taba ya hore e mong o tla hula a ya kwana.

Participant 7

Ha re ke re shebe bofokodi ba rona.

Participant 6

Ntho e haella haholo ke consistency. Sometimes re entse dintho tse ntle beke tse pedi kapa tse tharo. Ka mora moo re se re e lebetse taba eo. Re tlameha re dule re botsana hore mara re e itseng.

Participant 9

Ha ho kgaello. Bofokodi bo baneng. Ha ba bale. Le kitjhining o dula o kgalemelana le

bona – ha ba mamele. Feela ho na le matitjhere a ntseng a sa sebetse ka thata. Ha o sheba di-report o utlwa bana ba re klaseng e itseng titjhere haesale a kena ha bedi kapa hararo a re fa mosebetsi ona feela. O fumana buka e entse maqephe a mabedi, a mararo selemo se fedile. Ho ntse ho na le matitjhere a jwalo.

Participant 8

Ha e kare ha re ruta bana re ba rute e ke ke bana ba rona. Ngwana e mong le e mong titjhere a mo rute e ka ke wa hae. Motswadi e mong le e mong o lakatsa ha ngwanahae a ka fumantshwa thuto jwalo ka bana bohle. Dipapadi tsona di a kgwehla sekolong mona. Ngwana o lokela ho ba le nako ya dibuka le nako hape ya dipapadi. Ho ke ho be le letsatsi le nako ya dipapadi. Bana ebile ba a botsa hore re tla kopana le bana ba bang neng.

Participant 6

No play made Jack a dull boy.

Participant 7

One of the challenges bophelong ke management. Principal, esale titjhere o ne a rata dipapadi haholo. Haesale ho ba a kene management-eng o se a thapile haholo. Management o a thapisa.

Participant 1

School Academic Improvement Plan e teng e sebetsa hantle bakeng sa ho atlehisa bana. Feela ke nahana ha re ba consistent, katleho re tla e bona. Lehlakoreng la ntshetsopele ya bokgoni ba rona re le matitjhere nako re a e behella ka thoko ya ho shebana le development ya rona although it's not enough. For policies re a kopana ha lemo se fela and review them. For induction purposes, eo yona e lokela ho etsahala departmental wise. Ena taba e tshwana le ya di-subject meetings. Ha re ruta subject e le nngwe re tlameha hore re nne re kopane re bone hore re sebetsa jwang. Feela boholo ba taba tsena bo kgutlela mafapheng hore a hlaole taba eo.

Participant 7

Ke utlwile ke ratile taba ya kamano ya sekolo le Vaal University of Technology (VUT).

Participant 1

Bona a re fa di-prospectus tse thusang bana hore ba tsebe hore ha ba tswela pele, ho hloka hore be ba pasitse jwang. Athe le ho di tertiary institutions re ye re ba isi. Like re ne re ba isitse university e ka sitana le di-memorial lectures ba ye ba ye. Prospectus le information e nngwe e teng sekolong mona... feela threat e teng ke hore poulelo yane ya hore ba e ithute ha e yo baneng bana. We always force them hore ba ithute. Ho nale bothata bo bong ba lack of respect. O bona ngwana a o arabisa feela. O hlokomela hanghang hore ena ke ntho eo a e etsang le habo ena. One challenge eo ke e boneng ke ho hloka di-role models. E se e ba rona ba kgothalletsang bana ho bala. O fumana malapeng a amang kannete taba ya thuto e se ntho e thahasellwang hakaaalokaalo. Pregnancy ke bothata bo boholo le bona. Bohloko ke hore ke bana ba banyane. Poverty le HIV/AIDS ke bothata le yona hobane ha boemo bo tjena ha bo hlaha bo ama ngwana thutong ya hae. Ngwana wa mofuta ona o qetella a tlohetse le sekolo hobane ho se letho ka lapeng. Ha a lapile ngwana o bona ho le molemo hore a tlohele sekolo.

Participant 6

Monyetlo oo ke o boneng o kgothalletsang bana ho tla sekolong ke dijo tsena tsa feeding scheme. Ka mokgwa o tjena bana ba ba encouraged ho tla sekolong ba tle ba iphumanele dijo.

Participant 5

Bothata bo bong sekolong mona ke vandalism. Ha ho na motho ya dulang sekolong mona. We are not sure hore ntho e nngwe le e nngwe e safe. Le ha alarm system e le teng ha current e le siyo ntho e nngwe le e nngwe e ka etsahala batho ba kena ba iketsetsa ntho eo ba e ratang.

SWOT analysis: Presentation by Nala Secondary School

Participant 13

Re le sekolo re strong dipapading, re a win-a dipapading re na le di-cup.

Participant 12

Re na le di-cup (di-trophy) tsa choir tsa this year. What I can mention ke hore choir le skipping rope di bile le di-awards this year.

Participant 11

Ntle le di-cups, active participation in these extra-mural activities re bonahala re sebetsa hantle moo. I have even realise that stake-holders involved are active.

Participant 12

Our management is strong in setting standards. O a tseba our SMT is able to set standards. To say to us now we are going to do this and this; and achieve encourage us to achieve specified levels of performance. Hape dintho tseo di kgona ho etsuwa. It's only a few ya batho ba sa lateleng hantle. Ntle le mona management o kgona le ho set-a di-plans.

Participant 12

SMGD le yena o re thusa haholo. O dula mona. She is always here for us.

Participant 13

Boemong ba SGB, ke ne ke atisa ho bua hore bana ba rona ba tswa malapeng a futsanehileng, mme le sekolong mona ba ne ba dula difenstere di bulehile, ho se na le mamati. Le ditafole tsa bona di petjhwa. Since ho mme SMGD a tla re bona diphethoho. Difenstere ke tsena moya ha o sa otlala bana ha kaalo. E se e mpa e ba bona bana ba di thubang.

Participant 12

Our SMGD also assisted us in getting permanent posts. Fortunate enough I am one of the people who benefited when the SMGD intervened. The plans that I thought I would implement in other schools because I was a tempoaral teacher, I have been able to implement them here at school. I even feel to be part of this school.

Participant 7

One of the issues leading to fluctuating results, is not having permanent staff members. This affects the stability of the school. Learners also need time to get used to the style of a teacher. More permanent staff members lead to stability at school. Professional development programmes offered to permanent staff members lead to progress at school. If for example staff members have been development at a certain aspect, in the next sessions, we know that our focus will have to change,

Participant 6

Nako ya rona ya kopano e tla dula e le one hour. Re kopa tshwarelo ebile re qadile late. Re communicat-a kopano e tlang.

Participant 1

Ha ke lebohe bohle.

APPENDIX Q: POST-EVALUATION SESSION

Venue: Nala Secondary School

Participant 7

Ha ke le dumediseng bohle. Ke boele ke hlalose hore kajeno re kopane mabapi le tla sheba temo tema eo re e kgathileng ho tloha re qala ho fihlela kajeno.

Participant 19

Ke lakatsa hore boholo re shebe dikatleho tsa rona. Moo re atlehang le teng re ka hlwaya ho sheba hore re ntlafatsa jwang.

Participant 17

Re bile le SDT e functional selemong sena. Principal le di-HOD kaofela le WSE coordinator

Participant 12

Ke ratile training ya IQMS implementation e entsweng selemong sena, e le ho hopotsana, ho hlokomela hore e batlang, ebile e sebetsana le eng.. re expect-ile eng, .. re lokise le di-file tsa rona. ALTHOUGH NO NEW TEACHERS.

Participant 2

Re sebedisitse Manament plan. Ke ona hape o re tataisitseng hore kgwedi le kgwedi re etseng, mme ona ke ona ka hara Master file.

Participant 3

Lemong tse fetileng re ne re sa lateli management plan hantle. Feela selemong sena re lekile ho o latela hantle management plan. Re boetse ra fumana di-visitors ho tswa national. Re ile ra thola ntate Mokoko le ntate Phakoe. Ke bona ba lekileng ho re guide-a hore re e sebedise jwang management plan. Ha re ne re etsa class observation, rona re ne re etsa pampiri e le nngwe. Ba re eletsa hore re etse tse tharo. E be ya peer, appraisee le

senior. Ha re kgutla re di kopanye. Re shebe hore re fapana ho le ho kae, e be re dumellana ka the final score

Participant 1

National yona, Ba re thoholeditse ka filing le content ya di files. Di-file tsa rona di maamong a matle.

Participant 5

Dikahare tsa di-file di up-to-date.

Participant 7

Ntho e nngwe e ntle ebile hore batho ba entse self-evaluation ka hore ebile ke yona eo re qalang ka yona.

Participant 1

Ka self-evaluation batho ba itjheba hantle. Le matshwao a rona a tsamaile hantle haholo. Ka post-evaluation ke mona le mane moo re nyollang teng. Mona le mane re a theola feela ha re adjust haholo ha kaalo.

Participant 4

Batho kaofela bana le di-DSG. Ebile re na le time-table, e mong le e mong o na le time-table ya hae le DSG eo yena a ikgethetseng yona.

Participant 6

Botle ke hore re ile ra tshwara pre-evaluation discussions pele re eya class-ing. Moo teng motho o tla le file ya hae, o kenye material wa hao kaofela, re discuss-e before re e ya klaseng. Ha re e ya klaseng file ya hao e be e se e le maamong a matle.

Participant 5

Ena ebile taba e thabisang ya pre-evaluation discussion.

For baseline evaluation re sebedisitse the previous year's summative evaluation e le yona baseline evaluation ka hore ha re di-new staff members.

Participant 7

di-post evaluation meetings di bile teng. Mona peer le yona o a tla re dule fatshe re discuss-e lesson preparation a neng a e etsa ka klasseng... mona o tjena ... mane o phahamise. .. bana ba ne ba le tjena ... e be re di ngola fatshe. .. e be re tla matshwaong he.

Participant 1

E be re a dumellana hore re tlamehile hore appraisee re mo develop-e. mona o entse tjena mane o hloka hore re o develop-e ... o shota mona .. mona teng o entse hantle.

Participant 6

Motho e mong le e mong o na le PGP ya hae. Mme le ho di tlatsa, ba di tlatsitse le pele re e ya ka tlaseng... e le ka filing. Le yona e tlamehile hore e be up-to-date.

Participant 1

Ho di-tjheka ditokomane ka hara file re di tjhekile hore di felletse kapa tjhe.

Participant 3

Re bile le baeti ho tswa national ka di-2 February e le ntate Mokoko. Ntate Phakoe yona ebile ka 27 tsa September. Bona ba bile teng sekolong mona. Ba ne tllilo sheba di-file hore di up-to-date ... le ditokomane ka hare ... ka kakaretso ntate Phakoe o itse re ntse re e etsa hantle ntho ena. A re le matshwao ao batho ba iphang ona a average a hantle.

Participant 4

A re hlalosetsa ka score number four. A re four e hodimo haholo ... which means that ha o iphile four o motho ya ka kgonang ho ngola buka ya hae a e present-e. o kgone le ho tshwara workshop province-ing and national.

Participant 2

A re kgothalletsa hore re se ke ra kgothalletsa batho hore ba iphe four. A re bonnyane ba felle ho three. Ho tloha moo ba ye ho two. Ba be le room for development. Ha o se o iphe four, ha o sa batla development. And bophelong mona ha ho na motho ya sa batlang development. Feela boholo ba rona re ne re ntse re range-a hona hona moo.

Participant 1

For PGP ho ntse ho tswa ho di-individuals hore o etse follow-up. Ka hore hona tjena ba qetile ka tsona ke mafelo a selemo ba se ba di behile mane. E tla re ha re bula mane ka February e tla be e le hona a yang filing ho sheba PGP ya hae hore last year ke ne ke ngotse jwang.

Participant 9

Ha re bula next year re tla be re sala School Improvement Plan, re shebe di-needs tsa matitjhere... hore ke mang ya itseng o haella ho kae mang o itse o haella kae. Ebile hona jwale di-follow-up ha etsa budget, re itse department e nngwe le e nngwe e fane ka budget ya yona. Then budget-e moo re sheba nyeo jwale ... re sheba SIP ya rona ... ba itse ba shota ka e eng ... ba batla mofuta wa training ... ho kae ... bo kae ... what, what? Di-workshop-o re kgone ho bitsa batho bano ba appropriate ba tlotla ba train-a.

Participant 2

Selemong sena ka lehlohonolo, re ile ra bitsa ba Noha Training, e welang tlasa a ... a ... “NGO” ... ba ile ba tla ba tla re train-a sekolong mona.

Participant 1

Bona ba ne ba train-a ka leadership, management, E ... curriculum statement E ... sena se etsahetse ka di 24 tsa July. Training e ne e kenyelletsa school culture, ... school structures ... community responsibility of each, hore e mong le e mong a tsebe responsibility ya hae sekolong mona ... how to work as a team ... school leadership ... baselines for our schools ... ineffectiveness models ... school climate ... contextual factors

Participant 5

Workshop pele e qadile ka ho nka SMT, ha re fihla moo ra hlokomela hore taba ena e batla staff kaofela. Ausi Gift wa coordinator ke ha a tla sekolong mona. A tlo etsa yona responsibility, hore wena responsibility ya hao ke eng, teacher, HOD, principal le staff kaofela. SMT workshop rona re ile workshop-ong tse pedi tsa bona, ke ha re mo kopa ho tka estetsa staff kaofela.

Participant 4

SGB le two community members le bona o ile a tla ho tla tla ba etsetsa workshop eo.

Participant 8

di-subject meetings tsona di ntse di tshwarwa ka katleho. Pele re ngodisa le di-tests tlamehile re kopane, le tsona di moderat-we pele. Re shebe le hore di quality-ing e feng.

Participant 7

Ha re eso ho be le official grievance against di-scores. Ha re qeta ho tjhentjha di-score tsa motho o tshwanetse o mmitse, o mmolelle hore o tjhentjhile score sa hae. O fane ka evidence hore why o se tjhentjhile. Hore hobaneng le tlositse kapa le kentse one. Le ho summative score o tlamehile hore a saene.

Participant 8

Ha o di nka di le jwalo ha ba di nke mane. Ho etsa phethoho monga yona o tlamehile hore a saene hore o a dumela na.

Participant 1

Ha a kenya complain o tla e kenya ... ha a kgotsofetse o tla di saenela.

Participant 20

For development re sebedisitse Noha Training le di-subject meetings.

Participant 2

Le “NGO” e ntse e le teng ka hare. “NGO” le yona e thusa ka development. If o na le bothata bo itseng ... e sebetsana le management le leadership ... o a ba bitsa ba tla ba tla tla etsa development workshop. Le bona ha ngata ka January, February, March ba tshwara di-workshops tsa leadership what, what?.

Participant 22

Labour department yona re tshwere di meetings tse four tsa labour. Ba tlile sekolong makgetlo a mabedi, nyeo ke mang ... enwa wa labour ... leburu le la Bloemfontein ... John ... o tlile ha bedi sekolong. SMT yona e ile hararo Education Resource Centre mane. Lekgetlong la boraro re ne re ile Centre High School, ba re cluster-ile.