

# TEACHER PROFESSIONAL DEVELOPMENT PROGRAMMES: WHAT IS MISSING?

CIAS T. TSOTETSI & SECHABA MG MAHLOMAHOLO

Faculty of Education, University of the FreeState

tsotetsict@qwa.ufs.ac.za

mahlomaholomg@ufs.ac.za

*Professional development of teachers is a cornerstone for the provision of quality teaching and learning in an education system in a country. Studies affirm that effective professional development programmes of teachers stand at the centre of proposals for improving the quality of teaching and the transformation of education. The Integrated Quality Management System (IQMS) has been put in place to develop the competencies of teachers in South Africa. A major problem in professional development programmes of teachers offered is that teacher competencies seem not to be improving as envisaged, mainly because of problems experienced in implementation. For example, challenges to the IQMS include a tendency to lose sight of the objectives of its processes. 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. In order to obtain the empirical data, we employed Participatory Action Research in two secondary schools in the Free State province. The focal point of the research was to demonstrate if there was a need to enhance teacher development programmes in the two schools. Findings revealed a lack of a coordinated plan and the non-involvement of practitioners and beneficiaries in the design and implementation of CPD programmes, to name a few.*

**Key words:** Integrated Quality Management System, critical emancipatory research, participatory action research, continuing professional development

## Introduction

This paper aims at demonstrating and justifying the need to design a strategy to implement Continuing Professional Development (CPD) policies and programmes for teachers. Professional development of teachers is a cornerstone for the success of quality teaching and learning in an education system, none of which can exceed the quality of its teachers (Barber & Mourshed, 2007:43). While various countries have attempted to improve the quality of teachers, their pedagogical practices have not followed suit. We review literature on how countries which have the same socio-economic background as South Africa have attended to teacher development.

Research in Pakistan shows that there has been a lack of engagement of principals in the professional development of teachers, causing tensions as accounting officers are responsible for the day-to-day running of schools, and provision of 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. For those who did succeed the result was minimal (Murtaza, 2010:214). 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 was at stake. Passing on information from teachers who attended professional development programmes to those who could not attend did not materialise. 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 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. The scenario will not change unless teachers' pedagogical practices and content knowledge are enhanced (Vazir & Meher, 2010:124).

On the same note, Kenya also faces challenges in professional development, originating from the first years of novice teachers. Having completed their qualifications they are expected to be mentored by experienced teachers (Dawo, 2011:514), with mentors assuming the position of 'experts,' treating the novice teacher as a tabula rasa, not to be consulted on professional needs. The result is that they receive mentoring on aspects they do not necessarily need. Research reveals that non-attendance to 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, Abd-Kadir, Agg, Migwi, Ndambuku & Smith, 2009:68; Republic of Kenya Ministry of Education, 2008:41), 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 had to take steps to address the above challenges (Republic of Kenya

Ministry of Education, 2012:37). The last challenges 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 by 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 longer time without studying, most experienced 'mental blackout' as they had to deal with their day-to-day classes, family responsibilities and studies (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 the language of Setswana. Trying to interpret the modules written in English was a challenge (Sikwibele & Mungoo, 2009).

For South Africa, teacher professional development is an aspect of the Integrated Quality Management System (IQMS) policy document (Department of Education (DoE), 2003:3). Although the IQMS policy has a programme of professional development, teachers in the study conducted by Khumalo (2008:77) 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. Firstly, teachers did not have time to serve on the Development Support Group (DSGs). Secondly, they 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 (Mabotsa, 2005:3).

Furthermore, the focus on professional development of teachers is relatively new in South Africa (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 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).

The discussion above highlights challenges encountered in CPD policies and programmes. They include a lack of creating space for sharing information and good practices; novice teachers not receiving mentoring; lack of a strategic plan; the fault-finding attitude of seniors; less focus

on pedagogical content knowledge or pedagogical practices; and of teachers programmes developed without taking into consideration the understanding of professional development from the teachers' perspectives. The above literature demonstrates and justifies a need to design a strategy to effectively implement CPD policies and programmes.

### **Framework of thinking**

The study is guided by Critical Emancipatory Research (CER), aimed at creating space for empowerment and change for the oppressed (Lincoln, Lynham & Guba, 2011:102). We used it as a transformative framework positioning our stance in relation to the participants in aspects of the whole paper. 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 us 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, CER assumes that there are multiple realities, shaped by social, cultural, economic, ethnic, gender and disability values in designing a strategy to implement effectively the CPD programmes and policies. We are in a position to understand that participants' points of view need to be considered. Epistemologically, CER uses dialogical methods of collecting data (Chilisa, 2012:253), and the choice is based on the position of the researcher in relation to the participants. Although the opinions of the people in authority, such as DoE officials, have been captured, the opinions of teachers have not. Our aim has therefore been to bring to the fore the perspective of the teachers and the school community, including parents, who might be affected by education. Our interaction with participants was therefore not of an expert who might give solutions.

### **Methodology and design**

In order to fulfil the aim of this study we employed Participatory Action Research (PAR), which according to Dworski-Riggs and Langhout (2010:216) seeks to promote social justice by creating conditions that foster empowerment. It addresses the differences between power structures and allows researchers to put CER 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 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 based on what they had learned (Dentith, Measor, O'Malley, 2012).

This paper reports on an 18-month interactive engagement with the school community, the focus being on verbatim sentiments which demonstrated a need to enhance CPD programmes and policies. The interaction with the school community was tried and tested in two schools in the Thabo Mofutsanyana district of the Free State province. The 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 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 demonstrating and justifying a need to design an effective strategy for the implementation of CPD programmes for teachers in the schools and their views constituted important sources of data.

For analysis of the collected data we drew up a coding frame. Bell (1993:107) and Monyatsi, Steyn and Kamper (2006:219) encourage verbatim reporting of responses where appropriate, therefore we transcribed audio-recorded data for coding. From the categories we 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 gain a better understanding of the meanings from the perspectives of the participants we 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 formed part of the process.

## Findings and discussion

In this section we examine a few constructs that emerged during meetings and activities which were aimed at justifying the need to improve teachers' pedagogical content knowledge and practices.

### *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 following comments were made by two of the participants, a teacher and a learning facilitator (LF):

*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 Department of Basic Education (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, which filters down to teachers as consumers without contributing when designing a programme. A learning facilitator commented as follows regarding the workshops that they organised 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 that practitioners were not sufficiently involved when CPD programmes were designed. The teacher's and the LF's utterance have in common a lack of involvement in the programme's design. The LFs' duty was to pass the information down to teachers, who also were 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. 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 would make it easy and appropriate for teachers to deliver better lessons in class.

A study by Tsoetsi (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 themselves 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 parts would be watered down or misinterpreted.

The culture in the school community is that the officials would attend the CPD programme presentations and provide everything. The apartheid education system did not encourage critical thinking, instead employing 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.

A 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 the focus became implicitly on the scores rather than professional development. The teacher indicated that there was not even a follow up after the compilation of scores.

### *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 observations take 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:

*Ofumana 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 Personal Growth Plan (PGP) for attention in the compilation of the report in developing the School Improvement Plan by the Staff Development Team (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 society. Teachers continuously need development to keep pace with the changing education system in the country and wider world.

Bantwini (2009:177) and Hlongwane (2009) highlighted the absence of CPD programmes. They indicated that the CPD programme did not cater to 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), 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 revealed 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 sebeta 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 purposes, it is the section of 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 and a commitment to ensure that teachers receive it.

### *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 the 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, from which the programme was drawn exclusively, and it did not include other departments. As his department was implementing the IQMS policy some members from other departments prevented his

subordinates from adhering to what he was saying, but he pushed and enforced adherence. 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 done. 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 evidence after attending the professional development programme is a stance that shows his knowledge of the work assigned to him. This is in 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 altered. 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, 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." Mestry, Hendrick & Bisschof (2009:488) and Allais (2006:33) agree that the plan for the implementation of professional development for teachers is not a coordinated one in South Africa. 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 the 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.

## Conclusion

The discussion above demonstrated a need to enhance teacher development. The lack of a coordinated plan in visiting classes and in the provision of CPD programmes led to each department planning its activities according to the wishes of the HoD concerned. Having attended professional development sessions, not all HoDs expected teachers to produce evidence of their attendance. The absence of a coordinated plan was also revealed by a lack of discussion of pre- and post-evaluation sessions. In the pre-evaluation session, expectations of the lesson are discussed while in the post-evaluation the discussion is around the strong points and aspects in need of development. The absence of the two sessions denies teachers an opportunity for an open space for discussing their pedagogical practices and finding out how to improve on them.

The study revealed that the IQMS policy is used for obtaining scores. There is less focus on teacher development. Class visits were made quickly so as to have summative scores for record purposes. The study also demonstrated a lack of follow-up after class visits. The message sent to teachers by such an approach is that the aim of class visits is to satisfy the inspectorate. On the basis of the findings in this study, we are putting forward three recommendations. Firstly, teachers need to be involved in the design of their professional development programmes. Secondly, having identified the areas in need of development, professional development programmes should be made available to teachers. Thirdly, having a coordinated plan can ensure that professional development programmes are applied uniformly by each school.

## References

- Allais, S.M. 2006. Problems with qualification reform in senior secondary education in South Africa. In Young, M. & Gamble, J (eds). *Knowledge, Curriculum and Qualifications for South Africa Further Education*. Cape Town: HSRC Press.
- Bantwini, B.D. 2009. District professional development models as a way to introduce primary-school teachers to natural science curriculum reforms in one District in South Africa. *Journal of Education for Teaching: International research and pedagogy*. 35(2): 169-182.
- Barber, M. and Mourshed, M. 2007. *How the world's best-performing school systems came out on top (The McKinsey Report)*. McKinsey & Company. Available online at: [http://www.mckinsey.com/clientservice/socialsector/resources/pdf/World\\_School\\_Systems\\_Final.pdf](http://www.mckinsey.com/clientservice/socialsector/resources/pdf/World_School_Systems_Final.pdf) (Retrieved 26 June 2009).
- Bell, J. 1993. *Doing your research project*. Buckingham: Oxford University Press.
- Biputh, B and McKenna, S. May 2010. Tensions in the quality assurance processes in post-apartheid African schools. *Compare*. 40(3): 279-291.
- Bloor, M. and Bloor, T. 2007. Background and theory. *The Practice of Critical Discourse Analysis: An Introduction*. Great Britain: Hodder Education.
- Bunyi, G.W., Wangia, J., Magoma, C.M., Limboro C.M. and Akyeampong, K. 2011 Background and Introduction. *Teacher Preparation and CPD in Africa (TPA): Learning to teach reading and mathematics and influence on practice in Kenya*. Centre for International Education: University of Sussex.
- Buskens, I. 2011. The free attitude interview in context. *Research for the future*. (Unpublished paper).
- Centre for Development and Enterprise, 2011. Schooling reform is possible. *Lessons for South African experience, edited proceedings of a Round Table convened by Centre for Development and Enterprise*. 18: 1-49.
- Chilisa, B. 2012. Participatory Research Methods. *Indigenous Research Methodologies*. Los Angeles: Sage.
- Dawo, J.I.A. 2011. Key to Quality Teaching in Kenyan Schools. *European Journal of Educational Studies*. 3(3):513-519.
- Dentith, A.M., Measor, L. and O'Malley, M.P. 2012. The research imagination amid dilemmas of engaging young people in critical participatory work. *Qualitative Social Research*. 13(1):1-17.
- Department of Education. 2003. *Integrated Quality Management System*. Pretoria: Government Printers.
- Dworski-Riggs, D. and Langhout, R.D. 2010. Elucidating the power in empowerment and the participation in participatory action research: A story about research team and elementary school change. *American Journal of Community Psychology*. 45:215-230.
- Garegae, K.G. and Chakalisa, P.A. 2005. Pre-Service Mathematics Teacher Preparation Programs and Early years of Teaching in Botswana. A proposal to be presented at the 15<sup>th</sup> ICMI Study

- Conference on The Professional Education and Development of Teachers of Mathematics. May, 15-21 2005 in Brazil.
- Hardman, F., Abd-Kadir, J., Agg, C., Migwi, J., Ndambuku, J. and Smith, F. 2009. Changing pedagogical in Kenyan primary schools: the impact of school-based training. *Comparative Education*. 45(1):65-86.
- Hlongwane, T.S. 2009. Empowering educator teams to implement the Integrated Quality Management Systems in secondary schools in the Kathorus area. (Unpublished Ph.D. thesis.) University of Johannesburg: Johannesburg.
- Jordan, S. 2003. Who Stole my Methodology? Co-opting PAR [1]. *Globalisation, Societies and Education*. 1(2):185-200.
- Kganyago, S.L. 2004. Managing the Quality Management Systems in Schools. (Unpublished research report). Pretoria: Vista University.
- Khamis, A. & Sammons, P. 2007. Investigating educational change: The Aga Khan University Institute for educational development teacher education for school improvement model. *International Journal of Educational Development*. 27:572-580.
- Khumalo, N.I. 2008. *The implementation of Integrated Quality Management System challenges facing the DSGing in Vryheid District of KwaZulu-Natal*. Unpublished mini-dissertation. University of Johannesburg: Johannesburg.
- Lincoln, Y. S., Lynham, S. A., & Guba, E. G. 2011. Paradigmatic controversies, contradictions, and emerging confluences, revisited. In: N. K. Denzin & Y. S. Lincoln (Eds), *The Sage handbook of qualitative research* (4th ed., pp. 97-128). Los Angeles: Sage.
- Mabotsa, M.S. 2005. The Impact of the Appraisal System on Educators in the Tembisa Primary Schools. (Unpublished research report). Pretoria: Vista University.
- Mertens, D.M. 2010. *Research and Evaluation in Education and Psychology*. Washington: Sage.
- Mestry, R., Hendrick, I. and Bisschof, T. 2009. Perception of teachers on the benefits of teacher development programmes in one province of South Africa. *South African Journal of Education*. 29(4):475-490.
- Ministry of Education. 2008. The Development of Education: National Report of Kenya. *Inclusive Education: The Way of the Future*. Report presented at The International Conference on Education, Geneva, 25-28 November 2008.
- Mokhele, M.L. and Jita, L.C. 2010. South African teachers' perspectives on CPD: a case study of the Mpumalanga Secondary Science Initiative. *Procedia Social and Behavioral Sciences*. 9(10):1762-1766.
- Monyatsi, P.P., Steyn, G.M. & Kamper, G. 2006. Teacher appraisal in Botswana secondary schools: a critical analysis. *South African Journal of Education*. 26(2):215-228.
- Murtaza, K.F. 2010. Teachers' Professional Development through Whole School Improvement Programme. *International Journal of Business and Social Science*. 1(2):213-221.
- Ntloana, D.N. 2009. A Critical; Study of CPD Orientation Programme for Educators. Unpublished M. Ed-script. University of Pretoria, Pretoria.
- Ovens, P. 2002. Can teachers be developed? *Journal of In-Service Education*. 29(2):295-310.

- Republic of Kenya, 2012. Policy Framework for Education. Nairobi: Government Printer.
- RSA DoE. *Employment of Teachers Act*, 1998. Pretoria: Government Printers.
- Sikwibele, A. and Mungoo, J. 2009. Distance Learning and Teacher Education in Botswana: Opportunities and Challenges. *The International Review in Open and Distance Learning*. North America. (<http://www.irrodl.org/idex.php/irrodl/article/view/706/1325>) Retrieved on 12 March 2013.
- Tshelane, M.D. 2008. The implementation of Integrated Quality Management System (IQMS) in Thabanchu high schools. M. Ed. Tshwane University of Technology.
- Tsotetsi, C.T. 2006. *The implementation of the Integrated Quality Management System in Qwaqwa schools of the Thabo Mofutsanyana District in the Free State Province*. Unpublished M.Ed.-script. University of the Free State: Bloemfontein.
- Vazir, N. and Meher, R. 2010. Mentoring in teacher education: Building nurturing contexts and teaching communities for rural primary school teachers in Sindh, Pakistan. *Journal of Education Research*. 13(1):122-143.