

**CREATING SUSTAINABLE LEARNING ENVIRONMENTS
THROUGH EFFECTIVE TEACHERS' PERSONAL GROWTH
PLANS: A DEVELOPMENTAL STRATEGY**

by

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Thesis in fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR IN EDUCATION



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DECLARATION

I, Mokone Matseo Petrus, declare that the study hereby submitted, namely *Creating sustainable learning environments through effective teachers' personal growth plans: a developmental strategy*, is a product of my own efforts and has not previously in full or in part been submitted at any university for a degree purpose.

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Dear Mr M Mokone

With reference to your application for ethical clearance with the Faculty of Education, I am pleased to inform you on behalf of the Ethics Board of the faculty that you have been granted ethical clearance for your research, with the following stipulations:

- Clarify the participant issue as that will enable reviewers to comment on possible risks involved
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- University students are indicated as participants but no details of their involvement are given – only the involvement of the teachers and the SMT.

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Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'A Barclay'.

Andrew Barclay
Faculty Ethics Officer



DEDICATION

I dedicate this study to the following persons:

My grandparents, Ramosebi and Nthoto Anna Mokone, who raised me and guided my life in accordance with values of respect, humility and tolerance.

My late father, Thabiso Jonas Mokone (02.06.1924-05.02.2016), who taught me that hard work is always crowned with success. A positive attitude always makes things easier in one's life.

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Ke boka dikgomo diphoofole, Batlounge ba ha Sekhoane. Ya kgaola ya ya.

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“It seems impossible until it is done.” (Nelson Rolihlahla Mandela)

The pains of going through the process of labour are hard to imagine and bear. A woman undergoing this process is helped by midwives. With their hands on deck collectively, once a child is born, there is joy and ululating for the child. Similarly, this study seemed impossible at the beginning, but it ultimately became possible. It was made possible by the collaborative working together with the different participants from the community. It is, therefore, in line with my humanitarian stance to acknowledge the critical role that was played by the different participants to give “birth” to this study.

When all have been said and done in this study, it is imperative for me to say and emphasise the fact that this work would not have been possible without the insatiable desire for education, guidance, support and motivation of my promoters, Prof M.M. Nkoane and Prof M.G. Mahlomaholo. Thank you for sharing your values of humility, simplicity, guidance, emancipation, social justice and social transformation during the journey of my studies.

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My sincere gratitude also goes to the Free State Department of Education for granting permission for this study to be conducted at one of its schools in the Xhariep District. My special thanks also go to the SMT of the school in focus for allowing the participants and me to access and scrutinise the documents of the school.

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Lastly, I thank God Almighty for giving me strength, wisdom and cooperation with the participants during the time of the study and to complete it.

ABSTRACT

The advent of democracy in the Republic of South Africa in 1994 brought about an important dimension of inclusivity for all stakeholders in the education system. Education became a community responsibility, within which the development of teachers was not left in the hands of the education authorities to conduct the teacher development programme. The paradigm shift created the platform for other stakeholders to come on board to shape the quality of education provided to learners in the learning environment. The actualisation and realisation of this seemed to be a pie in the sky because the professional development of teachers in the township schools was regarded as the sole responsibility of the education authorities, without the involvement of other stakeholders.

This study is grounded in the critical emancipatory research paradigm, which embraces all community members as important partners in the improvement of education. Critical emancipatory research provides the participants with values such as emancipation, social justice and equitable power sharing to be practised. This is in sharp contrast to prior practices in which the input of the other community members was used contribute only indirectly to education, and then only on rare occasions.

The principles of the free attitude interview technique, as advocated by Meulenberg-Buskens, played an important role in setting in motion the engagement of the participants by asking the open-ended question “How can we improve professional teacher development that is sustainable?” The question triggered a communication process between teachers and other community members regarding their development strategy. This question ignited the discussions that sought clarity regarding the nature of the teacher development strategy at the school in focus. The platform served as a springboard from where the previously marginalised community members could speak for themselves to bring to the fore the community aspirations of teaching and learning. The social research aspects of critical emancipatory research and the free attitude interview provided the community stakeholders, who have an interest in promoting teacher development in education, with the opportunity to act as equal partners. They navigated collectively in tapping into the cultural values of the community in order to construct knowledge that is necessary for the development of a teacher strategy.

Critical discourse analysis, as advocated by Van Dijk, was used to analyse the data gathered from the participants. The analysis proved to be beneficial to the study to obtain useful data in the form of spoken words from the participants, which were transcribed verbatim. The critical discourse analysis was approached from three levels, namely the textual, discursive and structural levels, to analyse the data. It was within this data analysis that the study revealed the unequal power sharing between teachers and authorities in the person of subject advisers, which showed that there is no effective teacher strategy at the school in focus. Through the use of critical discourse analysis, the study determined that the community members have tacit knowledge which, if recognised and analysed appropriately, can be of great importance to the development of teachers to carry out their teaching activities efficiently to the learners.

Keywords: Empowerment, development, strategy, emancipation, social transformation, social justice, sustainable environment, power sharing

PROOF OF LANGUAGE EDITING

CERTIFICATE OF LANGUAGE EDITING

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DECLARATION

To whom it may concern

I hereby certify that the English language of the following dissertation meets the requirements of academic publishing. This dissertation was linguistically edited and proofread by me, Dr. L. Hoffman.

Title of dissertation

CREATING SUSTAINABLE LEARNING ENVIRONMENTS
THROUGH EFFECTIVE PERSONAL GROWTH PLANS FOR
TEACHERS: DEVELOPMENT STRATEGY

Candidate

Mokone Matseo Petrus



Lariza Hoffman
Kroonstad
27 July 2018

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APPENDIX C: CONSENT FORM: SMT MEMBER

APPENDIX D: CONSENT FORM: EDUCATORS

APPENDIX E: CONSENT FORM: SCHOOL GOVERNING BODY MEMBER

APPENDIX F: CONSENT FORM: RELIGIOUS LEADER

APPENDIX G: CONSENT FORM: HEALTH SERVICE MEMBER

APPENDIX H: CONSENT FORM: POLICE MEMBER

APPENDIX I: DEVELOPMENT STRATEGY PRORAMME

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STRATEGY FOR PROFESSIONAL TEACHER DEVELOPMENT IN
SCHOOLS AS SUSTAINABLE LEARNING ENVIRONMENTS

APPENDIX K: THE NEED FOR THE DEVELOPMENT OF TEACHER
DEVELOPMENT STRATEGY

LIST OF ACRONYMS/ABBREVIATIONS

| | |
|-------|--------------------------------------------------|
| CDA | Critical Discourse Analysis |
| CER | Critical Emancipatory Research |
| DoE | Department of Education |
| DBE | Department of Basic Education |
| FAI | Free Attitude Interview Technique |
| FSDoE | Free State Department of Education |
| HoD | Head of Department |
| IQMS | Integrated Quality Management Systems |
| PAR | Participatory Action Research |
| PGP | Personal Growth Plan |
| SA | Subject Adviser |
| SACE | South African Council for Educators |
| SGB | School Governing Body |
| SMT | School Management Team |
| SWOT | Strengths, Weaknesses, Opportunities and Threats |

CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

This study aimed to create a sustainable learning environment at a school through effective implementation of personal growth plans (PGPs) for teachers. Teachers are deemed to be critical in the creation of a sustainable learning environment at a school (Francis, Mahlomaholo & Nkoane, 2010:13). A PGP is a mechanism used in South African schools but can apply throughout the world with the intention of capacitating teachers to discharge their work effectively. PGP's are part of the Integrated Quality Management Systems (IQMS) strategy to improve teachers' competencies and capacity to teach, manage and deliver the curriculum effectively. According to the UNESCO country report for South Africa (2010:150), many teachers in South Africa have improved their professional and academic qualifications since 1994. However, this has not resulted in an improved capacity to teach and offer the curriculum more effectively. A lack still exists in terms of creating positive learning environments.

Teachers' development needs have been identified in accordance with the 12 performance standards of the IQMS as the criteria for effective teaching. These needs were identified by school management teams (SMTs), which evaluate and assess teachers' competency to deliver the curriculum effectively in schools (Department of Education [DoE], Labour Relations Council Collective Agreement No. 8 of 2008:10-22). After this, these development needs were used as a basis for compiling the PGP's of teachers and, thereafter, assist them in their development accordingly.

Grounded on the standards mentioned above, teachers are expected to demonstrate competency in the following matters: creating spaces conducive to learning in their classrooms and schools; preparing lesson plans; facilitating and enhancing learner involvement as guided by the principles of a learner-centred pedagogy; assessing learners; relating and contributing to school development in a humane manner; participating in both extra- and co-curricular activities; administering resources and records; and having an advanced knowledge of the curriculum and subject content. The above performance standards constitute the most important areas in which

teachers around the world need support and significant capacity building. The assertion can apply to teachers in Kenya, Zimbabwe and Japan, where this need has also been identified (Bunyi, Wangia, Magoma & Limboro, 2011:13; Chimedza, 2008:15; Gathara, 2010:6-7; Perraton, 2010:4).

Although limitations on the side of teachers have been identified, some measures have been implemented to create and sustain learning environments in some of these schools. For example, there have been many formal continuing professional development opportunities and workshops organised for teachers. The strategies for professional development involved the partnering (twinning) of schools for teachers to learn from one another's best practices. Kenya and Zimbabwe also advocated the implementation of teacher development in the form of open and distance learning, the issuing of education magazines to support teachers, the establishment of education resource centres and the use of the programme of mentorship (Chimedza, 2008:7; Gathara, 2010:6; Perraton, 2010:7).

The successful implementation of a development strategy for teachers requires favourable conditions to be in place. In an ideal situation, the teachers must be willing to execute their duties effectively. The parents must be supportive of the school and there must be resources in order to stimulate teaching and learning activities.

The study further takes into consideration the threats that may prevent the implementation of teacher development programmes at the school, such as too few workshops conducted by the education officials, slackness on the side of individual teachers to record their genuine development needs, a lack of finance and a shortage of centres that deal with teacher development (Gathara, 2010:8; Perraton, 2010:4).

1.2 BACKGROUND OF THE STUDY

The history of education in apartheid South Africa was characterised by conditions of inequality, poverty, discrimination and many other social challenges, which rendered the South African society polarised along racial lines. The new dispensation of democratic elections of 1994 carved a new era of transformation, which compelled the newly elected government to execute specific objectives (South Africa, 1996), namely:

- to redress the social inequalities of the of the past;
- to improve the social being of all citizens;
- to create a solid and accommodative society; and
- to build one united nation in South Africa.

South African teachers, especially those teaching in township schools, have indicated a low capacity for teaching and minimal content knowledge of curriculum delivery (UNESCO, 2010:2). There is a lack of intellectual capital and indigenous knowledge, especially in science and mathematics content knowledge. The teachers generally show little involvement in attending development meetings aimed at improving curriculum delivery and a lack of interest in improving their qualifications.

Many reasons are attributed to the problem mentioned above, but these are not limited to inadequate content knowledge and low qualifications of teachers. The teachers are excluded from the cultural and political spheres by the officials who hold high positions in education, who have excessive power in education. A similar situation exists in education in this study, which is related to less continuing professional teacher development. This was evident in situations of teacher content workshops when teachers could not be elected to form teacher clusters in different subjects. It was considered to have a negative impact on the teachers' profession because it hampered the collaboration of teachers to exchange good teaching practices. The reasons to this effect compounded and it was imperative for the study to establish the extent and nature of problems inherent to the insufficient development of teachers. Thus, the development strategy was a necessity to enhance teaching and learning processes.

In order to develop a cutting-edge strategy this study was prompted to apply some practical solutions to the problems encountered in other countries. This was actualised by searching relevant literature regarding the same issues in Japan, Zimbabwe and Kenya. A high premium was put on the manner in which these countries have managed to address the stated challenges, as well as focusing on the data from the participating school in South Africa. The motive behind this was to develop and implement an effective strategy for continuing professional teacher development.

1.3 PROBLEM STATEMENT

The problem in the study is manifested and evident from the above background of the lack of continuous professional teacher development in one school in focus. As some teachers at the school in focus were still under-qualified, they demonstrated gaps regarding their subject content and pedagogical knowledge. Earlier, the school used to obtain high learner performance in examination results, but this has recently declined to the lowest ebb. This became evident in the results of the Annual National Assessment of 2011, in which the school had performed very poorly.

1.3.1 The research question

Against the above background, the research question for this study was formulated as follows: “How can a sustainable learning environment be created at a school through the effective implementation of PGPs for teachers?”

The aim of the study was construed and discussed as having a strategy for implementing effective PGPs for teachers in order to create a sustainable learning environment at the school in focus. The understanding of the research question paved the way for and facilitated the creation of an environment that was conducive to teacher development taking place. It was, therefore, important and necessary for the task team and the teachers to turn the school into a community center where various community leaders were expected to help the school in the process of teaching and learning. In ensuring community collaboration, teachers are deemed critical to turn schools into sustainable learning environments for the present and future generations of teachers.

1.3.2 The aim of the study

The aim of the study was to ensure that the lack of continuous professional teacher development is rooted out. This required a research design that makes it possible for the development of a teacher development strategy that allows for teachers to be participants in the drawing up of development programmes for their development. This would be in line with the development support of teachers and capacity building

(Khosa, 2014:13). In order to actualise the teacher development, the following objectives were laid out.

1.3.3 The objectives

The following objectives served as the pillars around which the study revolved. The study was guided by these objectives, namely:

- to analyse problems and challenges in the implementation of PGPs, impeding the creation of sustainable learning environments at a school;
- to explore strategies that have been implemented to date to respond to such challenges throughout the world;
- to analyse the contexts making it possible for such strategies to be implemented successfully;
- to anticipate possible threats to the effective implementation of the strategy so that mechanisms can be built in order to avoid them; and
- to monitor the implementation of the strategy in terms of its success or lack thereof in achieving the stated aim.

Many resources, such as time, human resources and education material resources, are involved in the processes of teacher development. The identification process of the professional needs of teachers required the use of a reflective analytical process that helped reflect the different hidden needs and problems of teacher development.

In the second objective, the study reflected on the determination of the comprehensive components that could serve as possible viable solutions to the identified needs in the study. The rationale for unabatedly pursuing this objective was to make sure that real professional teacher-related needs were addressed appropriately. Chapter 5 reflects the components that were decided upon in relation to the needs that have been identified.

The third objective was the identification and the actualisation of conditions under which the strategy would be appropriate. The conditions that were found to be suitable were those that were prescribed by the legislation and community mandates, collaboration among stakeholders to address their problems collectively, the sharing of a vision, the situational analysis and the reflexivity moments (cf. Mertens, 2010:19;

Murtaza, 2010:215; Stahl, 2006:99). Detailed discussions on the conditions that are conducive to the improvement of teacher development are provided in Chapters 2 and 5.

The fourth objective highlighted the risks and threats inherent to the processes of development and the implementation of the strategy for teacher development. It was imperative to prioritise the risks and threats in accordance with the main activities as planned according to the operation plan.

The fifth objective involved the application of the strategy in respect of its priorities. This aspect is discussed succinctly in Chapter 3 and the evidence thereof reflected in Chapter 4.

Consequently, the various new education Acts were premised on the set conditions, as spelt out in the Constitution of the Republic of South Africa (1996), which necessitated an educational overhaul.

1.4 PRELIMINARY LITERATURE REVIEW

The literature review is discussed in greater detail in Chapter 2 and applied succinctly in Chapters 3, 4, 5 and 6. This section focuses on the theoretical framework, the operational concepts and the related literature in the different countries on which the study is focused. In order to contextualise this research, it was necessary to put forth an argument for the research and to establish the space that it should occupy within the literature available on teacher development. According to Creswell (2014:85), a literature study represents the sources on the phenomena being studied. Furthermore, a literature review helped to identify the gaps in the ontological structure pertaining to teacher development. Other authors, such as Kaniki (2006:19), Mertens (2005:88) and Moussa and Touzani (2010:173), indicate that a literature review helps with identifying the weaknesses inherent in previous studies and discovering the connections of teacher development with recent studies or exploring the views of the marginalised groups.

The different literature sources were consulted, interrogated and explored with the aim to come to an understanding of teacher development. It is, therefore, my conviction and argument that it was through this literature review that I was in a position to project

the study to what is relatively known about professional teacher development. The data that were generated and gathered during the literature review were contextualised in order to align the data with the school in context.

1.4.1 Theoretical framework

The study is couched and grounded on a critical emancipatory research (CER) approach. The approach originates from the Frankfurt School in Germany in 1923. Its main proponent was Jurgen Habermas (Bonner & Kellner, 1989:2). The CER theory is based on power sharing and discourages any form of class domination, the structural power of the elite and the dominant use of power against the marginalised. Firstly, it provides the teachers with an opportunity to gain human freedom and the potential to acquire practical knowledge. Secondly, it allows the teachers a social learning platform from which they can explore the extent of the success of the strategies that have been implemented. Thirdly, it allows teachers to operate in a context that allows them to improve their human life as it assumes subjective aspects of the social reality. Fourthly, it circumvents the possible threats to teachers and learners by creating an environment free of social impediments. Lastly, it emancipates teachers to implement any developmental strategy acquired through practical knowledge to achieve the stated aim (Bradshaw, Atkinson & Doody, 2017:)

Mahlomaholo and Netshandama (2010:13) indicate that qualitative research consists of three main phases. These are the interpretive, analytical and educative phases.

In the interpretive phase, I engaged in discussions with teachers in order to determine their lived experiences in education, their professional frustrations and what the possible best practices are to put in place. This ensured “ownership” of the study by making the feelings of the participants known. Ferreira and Gendron (2011:115) further assert that it is important for the teachers to reflect on their profession with the aim to take a remedial action that effectively improves it. In the analytical phase, I put into perspective the factors that hinder the development of teachers and suggested ways to change those factors to their benefit. Finally, in the educative phase, I strove towards exposing teachers to the skills development programmes and assisting them to acquire quality knowledge.

Premised by the above points, Raheim, Magnussen, Sekse, Lunde, Jacobsen and Blydstad (2016:741) identify a role of a researcher as interpreting other people's interpretations in order to bring meaning thereto. Their normative argument is that this theoretical framework encourages researchers to be analytical and obtain a deeper meaning of the research question. Since all the stakeholders were involved, the results are that they have been educated and empowered. This changes the lives of the people in advancing the democratic principles of equity to all. The development strategy that the participants and I have developed was envisaged to bear good results because the study was "owned" by all of the stakeholders who collaborated from the onset to the completion of the study. In essence, power was shifted from the hands of the elite and devolved among all the people involved. This helped to empower the marginalised people to readjust themselves in the social arena of life and to sustain the notion of power sharing (cf. McLean & Stahl, 2007:6).

1.4.2 The operational concepts

The operational concepts are regarded as important in the study because the language that is used by the participants helps to bring the meaning of their thoughts to the fore and to bring about collaboration among them. Collaboration, in particular, helped with the understanding of the social dynamics of thoughts, and precepts as part of language, through which these emerged.

The importance of discussing the operational concepts was in line with the development of a strategy for teacher development. This helped to put into perspective a shared vision and collaboration of participants and teachers. This became a focal point to the operational concepts that were discussed, such as sustainability, learning, environment and teacher development. There are other key concepts that had to be understood well by participants, namely social justice, vision, and emancipation as well as participatory action research (PAR), critical discourse analysis (CDA) and free attitude interview technique (FAI).

1.4.3 Related literature

The low teacher development in Kenya has manifested itself in problems related to poor teaching and learning resources, minimum syllabus coverage and a lack of mastery of the basic concepts in mathematics. Some teachers have low qualifications, which do not allow them to impart informative professional knowledge to the learners. These factors have compromised the professional status, integrity and image of teachers (Kafu, 2011:45; Yara & Otieno, 2010:126). In Zimbabwe, a lack of teaching and learning resources, overcrowding of learners in the classes and the low salary scales of teachers have compounded into low teacher development (Mahere, 2011:21).

The problem of insufficient development of teachers does not only affect the less developed countries. Well-developed countries, such as Japan, are also affected where teachers have not been exposed to practice teaching in their education programme, which is dominated by theory. The curriculum is overloaded as it has been prepared by professors from the universities, and classroom management is difficult for the teachers because focus is on curriculum (Eid, 2014:19). The South African situation requires the involvement of teachers in curriculum issues for teacher development (Khosa, 2014:13). The aim of this matter is to democratise education in South Africa, as opposed to the previous apartheid South Africa, where the teachers were not given a voice in matters that affected them. Despite the 24 years of democracy, teachers are still not being afforded a voice in their professional matters.

The stance of South Africa is similar to that of Kenya and Zimbabwe, where the emphasis is on the involvement of teachers in curriculum matters (Hanushek & Rivkin, 2010:50; Kafu, 2011:50-51). Japan emphasises the collaboration of teachers in the provision of teaching material to the learners and the induction and mentoring of newly appointed teachers by experienced teachers for one year as key factors for teacher development (Eid, 2014:19). The interaction among teachers with regard to curriculum matters affords the teachers ample time to interrogate issues of concern in development and to make informed decisions that allow them to develop an effective strategy for teacher development.

The conditions under which the development strategy should be implemented successfully should be reviewed. South Africa advocates for collaboration among the

teachers, the SMT and the departmental officials, namely the subject advisers (SAs) in order to redress the issue of power. In order to harmonise the power relations between the teachers and other stakeholders, an approach of dialogue was embarked on. According to the National Education Collaboration Trust (2013:4), this approach of dialogue puts in place a shift in the aspects that do not work (such as poor teacher development) to drive the teachers, learners, parents and community leaders to be committed to and value excellence in education. Kenya and Zimbabwe emphasise a review of teacher education as a prerequisite to the conditions that promote teacher development. Practically, the emphasis in Kenya and Zimbabwe is to design and formulate a strategy to administer teacher development efficiently and effectively, and to review the existing structure of education in order to evaluate policies of recruiting staff, teacher education programmes and the teacher education curriculum. Lastly, the aim of teacher development in Kenya and Zimbabwe is to introduce a distance education model as a user-friendly condition for improving teacher development (Kafu, 2011:50-51; Mahere, 2011:130).

In most countries, an emphasis is put on harmonising the relations between the teachers and the authorities, while in Japan, it was on creating sustainable collaboration among the teachers, parents, government and learners (Lewis, Perry & Hurd, 2009:301). These conditions assisted in the development of the comprehensive strategy that would ensure the attraction and retention of a highly competent teaching force.

The study puts into perspective the following threats to the implementation of the strategy applicable to Kenya, Zimbabwe and Japan. The threats manifest in the form of a lack of teaching and learning resources and a lack of content knowledge and skills due to underqualified teachers and an overloaded curriculum (Eid, 2014:19; Kafu, 2011:47; Yara & Otieno, 2010:12). These threats should be taken seriously and be put into the right perspective in order to develop the appropriate strategies to address them.

In South Africa, Kenya and Zimbabwe, there is evidence that teacher development can improve substantially if teachers are involved in and allowed to contribute to developmental programmes (Avalos, 2011:17-18; Kafu, 2011:50-51; Khosa, 2014:13; Mahere, 2011:131). In Japan, the situation is characterised by suitable collaboration

among the teachers, education officials, parents and learners (Lewis *et al.*, 2009; Perry & Lewis, 2009:388). The sharp contrast among African countries, such as Kenya and Zimbabwe, and the Asian country, Japan, prompted this study in order to put into perspective the appropriate teacher strategy to improve teacher development in South Africa. Such a teacher development strategy in South Africa, Kenya and Zimbabwe will transcend into sustaining and strengthening teaching skills in the subject content. Therefore, it will improve the practical aspect of the teachers and place the learners in a better position to be engaged in a mutual and reciprocal way with the teachers.

1.5 RESEARCH DESIGN AND METHODOLOGY

In the words of Bogdan and Biklen (2007:49), the research design is a researcher's plan of how to proceed with the study. The study adopted a participatory action research (PAR) approach. PAR refers to the approach in the intervention and data collection phases. According to MacDonald (2012:34-35) PAR serves an important role, as compared to other conventional types of research, because it is shared by the researcher and the participants, and there is a collective analysis of social problems. The starting and the ending of the project are done collectively. PAR has continuous reflective cycles of planning, acting, observing and reflecting on the process and consequences; and then again re-planning, acting, observing and reflecting (Kemmis & McTaggart, 2000:273). PAR is helpful in studies as the researcher and the participants are able to see whether some progress has been made or not.

A task team committee, consisting of seven members, participated in the study. There was a researcher, one teacher who had been elected democratically in the teachers' meetings, one member of the SMT, one member of the school governing body (SGB), one member of the church, one health member and one member of the South African Police Service, to make it a community-bound committee. Since the participants were regarded as part of the research, they were expected to generate and collect data, which championed their common interest at the school in focus. The school is situated in the Xhariep District of the Free State Province and has been ranked as quintile three because of the poverty level and the high rate of unemployment in the community.

The CER values of social justice, respect, peace and hope, which in extraordinary cases elevate human status, were implemented (Deventer, van der Westhuisen &

Potgieter, 2015:1). The aim of this was to redress the poor situation of the teachers. The setting where the members of the task team met to discuss their research plan was carefully selected to be a quiet place, where they would feel free and relaxed in order to participate. The information gathered from the meetings was audio-taped with the consent of the task team for future use. They were assured that the information would be used solely for the study purpose.

The study purpose and intentions were highlighted to members of the task team, who were allocated different roles in the study. They, firstly, conducted the SWOT (strengths, weaknesses, opportunities and threats) analysis, in order to address the objectives of the study. Secondly, they identified the priorities of the development strategy during their strategic planning session, while formulating an action plan, which stretched over a period of at least six months. The action plan indicated the activities to be carried out, the responsible person for these, the resources needed, the timeframe and the progress made. Monthly meetings were held with the aim of monitoring the progress made in following the action plan.

For the data collection phase, a qualitative approach in the CER was used. The approach allowed me to interact closely and freely with the members of the task team to observe and interpret their world. Emanating from the meetings, spoken words and data in the form of documents such as IQMS policy, minutes books of SDT and PGPs were analysed. All the words were transcribed verbatim for analysis, and Van Dijk's (2006:98) CDA technique was used to analyse the data. This approach allowed for the use of text by the participants, with my paying attention to the meanings the participants demonstrated in the way they understood the topic. (Du Preez & Roux, 2008:87).

1.6 DEMARCATION OF THE STUDY

The study was carried out in the Free State Province, in the Xhariep District, at a primary school. The learner Progress Mark schedules of December 2011 and 2012 respectively, showed poor performance on the side of the learners. According to Mthiyane, Bhengu and Bayeni(2014:295-296), Clarke(2011:1) generally in South African schools, the problem of the learners' poor performance emanated from the teachers' low content knowledge and not having been effectively developed to teach

efficiently. Throughout the long journey of data generation and collection, it was my responsibility as a researcher to cater for the task team members' needs with regard to the research. Since the task team members were supposed to be part of the study from the beginning to the end, some of them found it difficult to attend meetings regularly because sometimes they had their own personal engagements. Despite these impediments, sufficient data were gathered over a long period and were used well in the study to advance the arguments and the discourse.

1.7 JUSTIFICATION OR SIGNIFICANCE OF THE STUDY

The Department of Basic Education (DBE) will be strengthened by the educational development strategy to provide under-qualified teachers with quality development. To achieve this goal, there is a need to empower teachers to participate more in development programmes. Since many teachers are marginalised, it is logical that they should be empowered to participate in these development discourses or endeavours. In recent years, the fact has been recognised that the professional development of teachers cannot be left entirely in the hands of school SMTs, without teachers contributing to their own development. Thus, this study provides for faster quality teacher development, once teachers collaborate with other stakeholders such as the subject advisors and community members in their development, as in other developed countries such as Japan (Bayrakci, 2010:10). The acquisition of knowledge from the study benefits other settings in the country and the world at large. The study further provides a deep understanding that a good teacher development practice is based on the theoretical underpinnings of the approaches used. The study recognises the fact that development occurs perfectly if democratic principles, such as mutual trust, social justice, respect, collaboration and understanding among the SMTs, educational authorities and teachers, are established.

1.8 FINDINGS, RECOMMENDATIONS AND CONCLUSION

The findings, recommendations and conclusion of the study, which are in accordance with the five objectives of the study, are discussed in Chapter 6. The issues that have had an impact in the study are discussed and given the appropriate attention. For

practical reasons, the issues that have a high impact are given more attention than those that have a lower impact in the study.

1.9 ETHICAL CONSIDERATIONS

According to Mertens (2010:12), ethics is considered as part of the research plan and the implementation process thereof. Research ethics refers to the moral values that require acceptable standards in the institutions that aspire to serve and control the research activities (Nagell, 2005:5). In order for a study to be of a high standard and credible, it needs to involve participants who must comply with the ethical principles that are inherent in the *National Statement*, which are stated as follows: people must be respected, benefits must be maximised for all the stakeholders and harm minimised, no harm should be done, and participants in the studies must be treated equally (Mollet, 2003:2). Total compliance to the ethical principles guarantees transparency to the participants, as well as mutual respect, equal power sharing among and complete participation by all of the participants in the study.

Further to the notion of ethics, Nagell (2005:6) posits that ethics are associated with standards that are related to the research process, including the relationships between the researchers and the individuals and institutions being studied. These standards are divided into three main categories:

- Standards for freedom of research, and good research practices associated with the quest of research for truth and independence.
- Standards that control relationships with individuals and groups directly affected by the research.
- Standards regarding social relevance and users' interests.

In order to comply with ethical considerations as required, the second category of standards mentioned above played an important part in this study. Cordial relationships were established between the members of the task team and the researcher.

In order to uphold the ethical standards, I have applied for permission from the Free State Department of Education (FSDoE) to conduct the study at the selected school. I also applied for ethical clearance from the Ethical Committee of the Faculty of

Education, at the University of the Free State. Permission was granted from both institutions. The granting of this permission underpinned my responsibility towards the task team members involved in the study to exercise greater caution during the course of the study. According to Rodriguez, Valdebenito and Mondragon (n.d.:Online), social research affects the privacy of the members either directly or indirectly. Before the start of the study, I had requested informed consent from the task team members to participate in the study. They were also informed that their safety would be ensured and the data gathered would remain confidential prior to the use thereof in the study and would be destroyed at the end of the study.

Upholding the ethical considerations played an important part in the study because it “forced” the task team members and me to offer honest documentation and consistent reasoning on the issues, irrespective of the political or cultural background of any of us. Ethics thus sets a uniformly neutral approach in social research.

1.10 LAYOUT OF THE STUDY

The study consists of six chapters. These are presented as follows:

Chapter 1

Chapter 1 provides an overview of the study.

Chapter 2

Chapter 2 provides the theoretical framework and the definition of the operational concepts in the study. It focuses specifically on the challenges faced in the professional development of teachers in a school.

Chapter 3

Chapter 3 discusses the methodology and the design for data gathering in this study. The focus is on the qualitative research methodology, applying the principles of PAR thereto and the relevance thereof.

Chapter 4

An analysis of the data that supports the literature study is provided in this chapter.

Chapter 5

Chapter 5 presents the development strategy that was used to make the PGPs effective in order to develop the teachers in executing their duties.

Chapter 6

The findings and recommendations for future research are presented in this chapter in order to close the gaps that have been manifested.

1.11 CONCLUSION

In this chapter, an orientation to the study was given. Following from this orientation was the aim of the study. Located within the CER, as the theoretical orientation of the study, the conceptual analysis, research design and method and CDA were identified as the appropriate methods to be used in realising the aim of the study. The FAI technique and theoretical base for data analysis, namely CDA, were also put into perspective. The discussions made reference to the specific chapters of the thesis in which these aspects will be discussed in depth.

The strategy for teacher development was succinctly summarised with the aim of providing a user-friendly reference and helping to make a choice with regard to the strategy. The findings, recommendations and conclusion in respect of the five stated objectives, the value of the study and the strategy for teacher development were stated categorically.

The next chapter provides the literature review and puts into perspective the theory, in line with the strategy for teacher development.

CHAPTER 2

LITERATURE REVIEW TOWARDS DEVELOPING TEACHER STRATEGY TO RESPOND TO LOW TEACHER PERFORMANCE

2.1 INTRODUCTION

The aim of the study is to design a development strategy for creating a sustainable learning environment for teachers at school. In order to achieve this aim, this chapter focuses on reviewing the literature on the effective strategies adopted to improve teacher development in learning environments. To support this aim further, CER is undertaken, and its relevance is explicitly shown in the reasons provided on how it helps the study to achieve its objectives. Secondly, the operational concepts in which the study is rooted and on which it is grounded are defined succinctly.

Subsequently, the related literature on developing teachers continuously is embarked upon through the objectives of the study. The review of the study was approached from the South African, the Southern African Development Economic Co-operation, the African continent and global perspectives. The driving force of the study is that the teachers are the agents of change and they must be developed properly in the context of teaching and learning. In the end, the explorations of the best development strategies from different countries can be used to design a developmental strategy to urge and effect teacher performance in township schools in the Republic of South Africa. Finally, the conclusion of the chapter highlights what has been elaborated on.

2.2 THEORETICAL FRAMEWORK TO OPERATIONALISE THE OBJECTIVES

A theoretical framework is a coordination of ideas in a research process or a well-defined system of ideas that has relationships with different variables (Warmbrod, 1986:12). It serves the role of affording the researcher with an opportunity for finding a setting of interest and making observations by generating and gathering data. According to Stitko (2013:15), the theoretical framework is operationalised so that the research question is put into perspective to push the study further, while planning the path of the study. In this study, the theoretical framework was actualised in terms of

the need for, components and conditions of, threats to and evidence of continuing professional development.

2.2.1 The historical origin of CER

There is a plethora of theoretical frameworks that can be used when conducting a research. In this study, CER and positivism can be mentioned in this regard. Each theoretical framework is rooted and grounded in the reasons that are intimate to the researcher, the problems the researcher has identified and the way it helps him or her to find the solution or solutions to the problem or problems.

The study used CER, as opposed to positivism. There are reasons why CER was preferred over positivism. The theory came into being from the Frankfurt School, as advocated by Horkheimer, Adorno and Marcuse as the proponents of the first generation of the school. CER can be distinguished from positivism by the fact that it aims to promote the emancipation of those people who are oppressed. Furthermore, it gives power to the people and restores social justice (Noel, 2016:2). This assertion justifies the fact that, in CER, the researcher and the participants are immersed in the study as equal partners.

According to Zahra, Gedajlovic, Niebaum and Shulman (2009:521), and Calhoun (2013:19), CER is a catalytic agent in the overthrow of a given social order. Thus, people must have firm standpoints and regard themselves as credible human beings in their own right. The theory itself exposes people to enlightenment, where they liberate themselves. The process is sometimes referred to as “raising the consciousness” of the oppressed. Given the situation, there is a positive environment in which people live and relate to one another in a satisfying way. Such a situation prevails once the three phases of enlightenment, empowerment and emancipation have been completed.

Nieuwenhuis (2012:60) asserts that CER is heavily influenced by the work of Foucault and his ideas on structuralism. As a result, structuralism focuses on the systems (structures) within society and the power relations within and among the parts of a whole. In the formalised structures, the hierarchy of positions and levels of power are clearly evident. Structuralism seeks to show how the common aspects of the parts

relate to other parts of the whole. This, in turn, provides the structures with the opportunity to deal with the transformation of power positions and the social order of the “oppressed people”. In essence, Heller (2002:209) asserts that the Frankfurt School theorists, in the form of Horkheimer, Adorno and Marcuse, played an important role in the development of the critical theory with which they attempted to liberate the oppressed people. Similarly, teachers face the same predicament of being viewed as “oppressed people” who need to be exposed to enlightenment, empowerment and emancipation.

Given the above assertion, Niewenhuis (2012:61) further asserts that traditional power is still maintained in teaching, in that teachers are not given enough freedom to initiate professional development among them. In order to bring teachers on board, CER is premised on the following principles that serve to develop and emancipate them: CER assumes that social reality is historically created, produced and reproduced by people. It is, therefore, seen as being a means of social critique, where the restrictive and alienating conditions of the status quo are made clear to everybody. It, therefore, seeks to be emancipatory, and it helps to eliminate the causes of alienation and domination. In the teaching fraternity, the authorities should bring all the teachers on board to improve their teaching prowess. They should not be regarded as being positioned on a lower level as their seniors. Consciousness and identity are formed within the political field of knowledge. According to Henard and Roseveare (2012:17) the educational situation depends on the context within which the people find it, and theoretical knowledge and assumptions influence the observation of the people. These factors “tint” and create the ideological frames of reference that act as the lenses through which teachers see the world.

Every historical period produces the rules that dictate what counts as scientific fact. McLellan (2006:21) asserts that in accordance with Karl Marx’s theory about politics, human beings evolve and go through class struggles. The rules that guide the present generation of facts about education are formed and influenced by particular worldviews, values, political perspectives and race, class and gender relations. It is, therefore, the task of the researcher to bring teachers on board by revealing the hidden ideological assumptions within society and to critique them so that the people can see the “truth” on their own. The social theory is not assessed in terms of the ability to

discover the social facts, but rather in terms of its ability to reveal the relations of domination that exist in society.

According to McGrew and Evans (2004:1), one of the objectives of CER is to sensitise people to be liberated from social oppression. It, therefore, helps to disclose the needs and struggles of the people, regardless of whether they are or are not conscious of them. The inclusion of teachers as participants in this study stands them in good stead because thereby they are being exposed to such needs for them to realise what kind of power relations is created between them and their superiors. CER asserts that what counts as valid social knowledge arises from the critique of the social structure and the system revealed through the analysis of the discourse in society. It is through the interaction between the teachers and the participants in professional development in this study that the teachers can become aware of the validity of social knowledge that exists in society.

According to Tremblay (2017:53), CER emanates from the critique of previous theories that seek to explain how the social world operates and is organised. It is not involved in fault-finding; instead, it requires the deconstruction of hidden assumptions that govern society with the emphasis on the legitimacy of power relationships and deconstructing their claims to authority. Through the process of CER, the participants and I have derived the benefits of the study. It provided the participants with values such as social justice, empowerment and democracy (cf. Nkoane, 2010:99). These values helped to redress the sad plight in which human beings find themselves by deconstructing the social order that had perpetuated inequality for many years in the past.

2.2.2 Objectives of CER

The study proposes a paradigm of CER, which is grounded on the modality of a salient relationship between the researcher and the participants. Through CER, the objectives of social justice, power relations and emancipation are restored. These values are put into perspective in the ensuing paragraphs.

2.2.1.1 Provision of social justice

The entrenchment of social justice in the Constitution of the Republic of South Africa (1996) is to respect and restore humanity (Nkoane, 2012:98). I strongly concur with this assertion because the legacy of apartheid in South Africa left indelible scars of social injustices on the teachers in the township schools. As a result, the teachers regarded themselves as “second-class citizens” and could not expedite their duties as expected because they lacked self-confidence. From the literature, Fraser (2007:17-18) defines social justice as the social arrangements that allow all to participate as equals in social life. Furthermore, social justice requires the dismantling of all institutionalised forms of obstacles that prevent people from becoming complete partners of society. Garii and Rule (2009:491) accentuate that social justice allows teachers to view issues of marginalisation and oppression in their profession as an obstacle in expediting their duties efficiently. In the context of this study, teachers need to be included in the issues that affect them in order to gain a deeper knowledge of the subject content. This is realisable once the focus is on the dimensions of equity and social justice.

In addition to social justice, Bozalek and Boughey (2012:1-2) assert that social justice is identified with three distinct dimensions in the form of the economic, cultural and political spheres. These three dimensions of social justice affect people’s abilities to interact as equals in a social setting. Firstly, in the economic sphere, the distribution of material resources should allow people to interact as equals. No one should be provided with a large number of resources at the expense of another. However, the maladministration of resources in the form of deprivation, marginalisation and exploitation prevents people from acting as equal partners. Secondly, in the cultural sphere, the social arrangements should be made in such a way that there is equal respect for all participants based on their cultural identity. Thirdly, the political dimension requires people to have a political voice and an influence in decisions that affect them (i.e. representation).

Predicated on the points above, it is critical that the three dimensions must apply to teachers so that social justice elevates their professional status. According to Symeonidis (2015:21-22), firstly, there should be a fair distribution of resources to all teachers in order for them to be well developed in their profession. The cultural

background of teachers should be recognised so that they would be respected by other people or teachers who act as their partners. Lastly, teachers should have a say in the government that is in power (citizen participation). They should be represented so that their needs would be taken into consideration.

It is only through the CER objective of social justice that teachers have an opportunity to reconstruct social integration, which was denied by the previous government (the apartheid government in South Africa). Evidently, the rights of teachers as individuals and groups are being protected, and this justifies that teachers should be included in the decision-making of their development (Tickly & Barret, 2011:3).

The manifestation of social justice places a high premium on teachers who are not professionally developed. The lower qualifications that teachers possess do not deter them from being engaged in teaching learners. In this study, social justice was available by assisting teachers to execute their responsibilities. In practical terms, the teachers showed an interest in their work, although they indicated low levels of basic knowledge. However, the elevation of teachers' social standing (respect) inspired them to be developed, according to their individual needs. Social justice benefitted the teachers by creating a platform for them to participate in their development to recognise their worth as human beings at the school and in the community.

According to Mahlomaholo (2011:313), CER advocates for social justice to dispose of social injustices that are meted out to some human beings. The right of teachers to have a say in their development is guaranteed by social justice. Thus, the effective development of teachers by their supervisors depends to a large extent on their willingness and knowledge of democracy, which advocates justice for all.

2.2.1.2 Power relations

Power in an organisation such as a school is defined as the exertion of influence to colleagues and subordinates to achieve individual, team and organisational goals (Bal, Campbell, Steed & Meddings, 2008:5). It is, therefore, necessary that the SAs and SMT must influence teachers through development to achieve greater performance in terms of learner performance. In actualising the power relations, teachers should be given the power to enable them to have a voice in the decision-making of matters that

affect them. This way, the power relations among the teachers, the SMT and the SAs are balanced. The stakeholders have ensured the effectiveness of the school, where everybody is entitled to have a voice in decision-making.

2.2.1.3 *The notion of emancipation*

The notion of emancipation is found in CER. It is important to understand the context in which emancipation is used in a research. According to Stahl (2006:97-100), emancipation in CER means to elevate people in terms of equal status and to improve society by providing individuals with the means of emancipation. CER has the intention of the researcher seeking for issues that are being perceived as unjust and in need of change. Under these circumstances, I assert that Habermas's framework theory of communicative action should be used in the study. According to Habermas (1984:99), the theory of communicative action allows the understanding of emancipation, which can be justified in a moral context that does not prejudice the material form it can or should take. This procedural approach avoids the danger of forcing the researcher's moral norms onto people, which would be regarded as a dictatorship of the researcher. It is worth mentioning the reflexivity of CER, because CER focuses not only on the outside world but also on its own existence. This is done in an endeavour to uncover its own agendas and biases.

In this study, the professional position of teachers was plagued with unjust issues that needed to be changed. Habermas's framework theory of communication action was used in the sense that the participants were involved in interactions and discourses in which the teachers, the SMT members and the SAs exchanged ideas. They worked together, operating on the same level of power. During the course of the study, the participants were empowered, and that allowed the teachers to have a voice in the decision-making regarding the issues that affected them. The teachers managed to overcome the unjust and inequitable conditions of their professional development.

2.2.2 The importance of CER in the study

Denzin and Lincoln (2011:9-26) assert that CER plays an important part in research because it has been designed to allow the society to be exposed to the possibility of

evolvment. This is possible because it has a social science effect. In reference to the study, one realises that the teachers must feel the need for a change in order to embrace it in their profession. CER offers them an opportunity for active participation and an integration of their experiential knowledge, which allows them to address their problems and those of the community at large. A spirit of bonding was achieved among the participants and me (cf. Reason & Bradbury, 2008:228-229), which permeated to the teachers, the SMT and the SAs in the learning environments. In reference to practical activities, such as the demonstration lessons and development sessions, all the participants learned to accommodate the strengths and weaknesses of others. The teachers benefitted by exchanging the good practices in teaching implementing good teaching strategies. Nkoane (2012:6) stresses the importance of accommodating the weaknesses of others without domination because teamwork is of the utmost importance.

2.2.3 Steps involved in CER

CER is pillared by three main steps, as highlighted by Lather (1986) in her theory. These are the interpretive, the analytical and the educative phases. This theory of Lather is also supported by Tracey and Morrow (2012:112). The steps are applied in this study because their nature and purpose are in line with the purpose of the study. These steps put the study in motion in order to achieve its objectives. The interpretive phase required the researcher to interact and listen attentively to the participants as they related their lived frustrations in doing their job in the school environment. The aim was to leverage the participants and me to the same level in order to collectively provide relevance to the study. We jointly and thoroughly discussed the best possible practices for designing the development strategy. The envisaged development strategy was based on the understanding of the lived experiences of the teachers. The development strategy was a way that solved the problems of the teachers in the school environment. Subsequently, the participants from the community knew how to support the teachers if they experienced such problems in the future.

The analytical phase required participants to analyse the conditions that hinder teachers' involvement in continuous professional development. The conditions of the teachers at the school are shaped by the power relations at the school. I strongly

believe that excessive power corrupts. The principal and the SMT at the school should not yield power to the extent that they can abuse it and undermine the interests of the teachers who must be developed. This assertion is clearly substantiated by the fact that, when power is vested in one person, it is used to the detriment of others (Habermas, 1996:434-435). The theoretical foundations of CER require that power should be diffused in order to gain an equal status of the participants (Nkoane, 2012:102). The participants and I put the conditions that hinder the full professional development of teachers into perspective, and developed plans that could overcome them. These plans will be highlighted in the ensuing paragraphs.

In the educative phase, the CER should have provided both the researcher and the participants with the necessary knowledge and skills to implement the teacher development strategy. Being equipped with these, the teachers were provided a platform to be developed. The CER provided an enabling environment for the teachers to take part in their development in order to perform their duties effectively. This phase also provided the teachers with the platform to gain knowledge about their professional development in order to be agents of change that enhance education for the learners.

It is of the utmost importance to realise that the teachers, through CER, interacted and collaborated with the other stakeholders to improve their professional needs. The three steps of CER acted as the bedrock for this study to be successful. If CER had not been used and the study was positivistic in nature, the interaction between the participants and me could not have taken place. The most important aspect of CER in this study is that the participants have been emancipated and the power has been devolved to allow the participants to find solutions that allowed the teachers to be developed at the school. Essentially the CER did not allow domination to exist between the participants and me.

2.2.4 Epistemology and ontology of the study

2.2.4.1 *Epistemology*

According to Mack (2010:5) and Musa (2013:42), epistemology refers to a theory of knowledge and reality construction within a certain theoretical perspective to view how one in the social research attempts to construct knowledge and social reality. The

epistemology assumption is more concerned about the set of ideas that predominantly shed light on the differentiation of the variables of truth and untruth. The existence of knowledge strengthens teachers and all stakeholders to use it to obtain social transformation in their identity. This stands them in good stead to improve their teaching skills. Space had been created for all stakeholders where there is both a formalised form of constructing knowledge and an informal form where other stakeholders have contributed to knowledge construction.

Based on the above assertion, the collective way of knowledge construction was a perfect way to develop the teachers. An all-inclusive platform was created for teachers to contribute to their development needs. In reference to Freire's (1970:62-63) theory of emancipatory learning, human beings are encouraged to interact in order to overcome their weaknesses by exchanging ideas with others. As an educator, Freire disliked what he termed the "banking approach", whereby people were oppressed by an oppressor and could not endeavour to liberate themselves. This was the revolutionary context of the oppressed and the oppressor, which Freire described succinctly in these words: "But almost always, during the initial stage of the struggle, the oppressed, instead of striving for liberation, tend to become oppressors or sub-oppressors."

This situation must be countered by what Freire (1970:80) termed "problem-posing education". Individuals must share ideas in order to free themselves. Thus, empowerment and emancipation are guaranteed among people of different cultural backgrounds. According to Vygotsky (1978:3-8), knowledge is constructed during interactions of individuals and is shaped by the skills and the abilities valued in a particular culture. Language as a tool plays an important part in developing these skills. Lastly, Vygotsky asserts that people are active participants in their education, and education contains nothing that is external to development.

In the realm of life, individuals possess different skills, and each is confident to be self-sufficient. However, epistemology has proved it otherwise because it has allowed individuals to analyse what kind of knowledge has been constructed. The approaches of Freire and Vygotsky clearly suggest that individuals, as a collective, can yield positive results in a free, democratic education, which ensure social justice.

2.2.4.2 *Ontology*

Ontology means how one views the reality of nature in a social context (Mack, 2010:5). In reference to ontology, one realises that since this reality includes both the physical and social tenets, it tends to be of great importance to the qualitative research. There are different versions of paradigms that influence knowledge and reality in different ways. The specific paradigm choice, in reality, tends to influence the research process.

According to Patel (2008:13-14), the critical theory as a paradigm is associated with realism, which operates on the principle that the world exists on its own and there is one reality. This functions on the basis of the quantitative methodology. Contrary to realism, the critical theory asserts that reality is not constant, but is ever-changing, depending on the social, cultural and economic realities. This assertion is related to the main basis of qualitative methodology. Based on this assertion, the two facets of the critical theory reflect that the thoughts, beliefs, experiences, values and ethics, as represented by researchers of different paradigms, result into a realm of conflict. This conflict emanates from the perceptions of the social reality created by the researchers in their own right.

This study is rooted in the reality that the development of teachers is moulded by the social context of their work milieu. This social reality is regarded as the results of the everyday life experiences, but is grounded on the natural passion and desires that have been shown by the teachers. The study, therefore, places a high premium on the role that the teachers, the SMT and the SAs play in the development programmes and strategies for teachers.

2.2.5 *The role of the researcher in CER*

It is my normative argument that CER is pillared by the principles that are envisaged for the development of a strategy to improve the performance of teachers. Since the CER theory is collaborative in nature, the participants and I, as a researcher, have worked together in an endeavour to improve the professional capital of the teachers. Thus, the stakeholders were engaged in the interactions and discourses of finding a cutting-edge strategy for teachers to improve teaching and learning processes. In order to actualise this, there is a plethora of literature that calls for researchers to be

genuine in their exercises to adhere to ethical issues that do not compromise the privacy of the participants. Subsequently, the ethical issues act as the building blocks for mutual trust among the participants (Campanella, 2009:4; Mollet, 2003:2; Nagell, 2005:6). Researchers who use the CER theory work *with* people, rather than *on* people. This means that the status of the participants is elevated to that of researcher. Therefore, I, as the researcher, was not selfish and avoided using sole power to improve myself by isolating others.

Although the status of the participants has been elevated to that of the researcher, the rationale behind this was to balance the power relations. Mahlomaholo and Nkoane (2002:2) argue that the role of the researcher is to interpret other people's interpretations and derive a meaning from these. Other than that, my role as researcher was to start an unusual task, much like an educational launching pad, so that all the stakeholders involved, in particular the teachers, were strategically empowered in terms of development. Given the education position in South Africa, CER appeared to be a suitable technique to be used to achieve the aim of the study. This eventuality was possible because CER has emancipated and empowered the participants to redress the situation of inequality in education. The study was owned by all of the participants, thus it would be easy to develop a development strategy for teachers.

2.2.6 The relationship between the researcher and the co-researchers in respect of CER

The relationship between the researcher and the researched depends on the type of research that is undertaken. The first type is research where the researcher has entire control over the research, and the researched are given the status of being respondents. The second type is where the researcher controls the proceedings to a certain level, and the researched are given partial control of the research and are called participants. The third type is research where the researcher and the researched have equal control in the research as equal partners. The researched are referred to as participants (DeMarrais & Lapan, 2004:65). In such research, the relationship between the researcher and the participants should be one of mutual trust in order to work together to construct the meaning of the study.

Given the above information, one realises that the last type of qualitative research is one in which there is a strong relationship between the researcher and the participants. The relationship is intensified by the fact that the researcher and the participants take ownership of the research in the sense that they start and end the research jointly.

In CER, unlike in positivism, power plays an important role in determining the relationship between the researcher and the participants. Power is given to the participants in order for them to give information on any issue that is attached to the research so that the objectives of the research are realised (DeMarrais & Lapan, 2004:65).

In this study, the establishment of a relationship between the researcher and the participants was very important. This was against the background of the participants coming from diverse professions and social groupings. Establishing this relationship was done in order for the study to yield results for the participants involved, and was manifested in the form of the values of trust, respect, humility, sharing and teamwork. I, as the researcher, am a principal at the neighbouring school and a member of the community. I normally attend community meetings and am aware of the prevailing situation in the community and the schools in the area. Therefore I am in a good position to know the participants and to establish good relations with them. This assertion resonates well with what Mahlomaholo (2009:225) identifies as the most important role of the researcher in CER in order to interpret other people's thoughts to construct a meaning.

I led the task team of seven members and facilitated the study programme. The existence of a good relationship provided me with a good facilitation role. I encouraged and influenced the participants to feel free to fully participate in the study. I further facilitated the monthly meetings where the resolutions were put into operation.

The researched in the study are the teachers who participated in the study as participants. The focus of the study was to collaborate with the teachers to improve their professional skills. This relationship had been established and was evident and possible because of the CER. According to Campanella (2009:5), the researcher and the participants have to consider the power differential between them by ensuring that autonomy and responsibility are maintained. Having been informed by this information, I strongly believe that CER is underpinned by principles that are necessary to work

towards the development of a strategy that helps teachers to use PGPs effectively in teaching the learners. In essence, CER helped the participants and me to solve the problems that emerged when conducting the study because we worked as a team and were guided by the principles of a team, which are mutual respect, commitment and self-confidence (Mertens, 2010:19).

In reference to the above assertion, it becomes evident that CER was the most suitable framework to use for this study because it enabled access to the dimensions of epistemology and ontology behind the study. The relationship grounded on this framework enabled the teachers to understand their role in development and make suggestions to their authorities about their development needs.

2.2.7 The rhetoric in CER

The critical emancipatory theory recognises the fact that human beings interact with one another by means of language. Based on this assertion, any social research must take into consideration that human beings are dynamic, and not static as objects. This study provided a platform where the members of the task team participated on an equal basis as participants in the study.

In order for the study to be successful, the participants used the language of teamwork, trust, respect and social justice. This language was transferred to the teachers during the interaction with them as participants. The professional needs of teachers were taken seriously, just like those of other stakeholders in the learning environment. The language that was used by the participants indicated the professional skills that are needed by the teachers and their lived experiences. Their language is in tandem with their culture, and this positioned them in good stead of solving the problems that were identified. This is best realised when participants are elevated to the status of being researchers in their own situation. In the end, we realised that it was through the critical emancipatory theory framework that the participants worked with and supported one another as researchers when they used the common language. The rhetoric language was used no more because it did not empower the participants. It only served to keep the status quo of the teachers being used as the receivers of knowledge from their superiors.

2.2.8 The value, quality and recognition of the participants' knowledge in the study

The tacit knowledge of participants is very important in a social ecology. In this study, CER is relevant because it recognises the fact that teachers' knowledge is relevant in improving the learners' progress in the school setting. It gives the marginalised teachers an opportunity to share their lived experiences with the participants in the study as a way of redressing the past social injustices (cf. Stahl, 2006:97-100). Teacher development is possible when the teachers' input is recognised as valuable. The attempts by the SAs to develop a strategy without the input from the teachers proved to be a futile exercise. In essence, teacher development should be a two-way communication among the SAs, the teachers and the SMT. According to Bolton (2005:1), a notion of Habermas's communicative action must be followed. It requires the participants in society to reach a common understanding and coordinate their actions by consensus and cooperation, rather than by strategic action which is in pursuit of their own goals.

Teachers who are not part of development programmes need to be vocal about their non-participation in curriculum matters that are meant to be taught to learners. Their non-participation in education may compromise quality contributions they can add to education. This means that the collaboration of all stakeholders is needed in education. In line with CER, all stakeholders should share their tacit knowledge and lived experiences. If not, inequality and power relations cannot be resolved to the benefit of all stakeholders.

2.3 DEFINITION AND DISCUSSION OF OPERATIONAL CONCEPTS

The study is grounded by the operational concepts which give it shape and identity. The concepts that are considered are defined succinctly in order to ease the reading and bring understanding. In the context of this assertion, the study objectives will be achieved. The following concepts are defined in order to enable the reader to have an understanding of what they mean: sustainability, learning, environment, teacher and developmental strategy.

2.3.1 Sustainability

Sustainability of the learning environment is defined as a setting that serves to fulfill the educational needs of learners and meets the administrative and education intent through the influence of teachers (Zandvliet, Ashby & Ormond, 2010:4). It is about creating a learning environment that is conducive for teachers to contribute quality education that has a lasting impact on the lives of learners and indicates that the teachers are gaining knowledge from one another in the learning environment. Subsequently, it is defined as a way of maintaining learning practices and initiatives in a more informative than evaluative way towards the environment (Salama & Adams, 2003:3). Also, Mahlomaholo (2012:10) refers to the sustainability of the learning environment as a setting where the learners are properly prepared to acquire knowledge appropriately presented by well-informed teachers who emphasise the importance and value of education. It is evident that a formalised form of knowledge is transferred from the teacher to the learner. Thus, with reference to this study, a social space is created where the teachers, the participants and I collectively strive towards a common goal of ensuring the sustainability of learning through PGPs.

2.3.2 Learning environment

There is a plethora of definitions attached to this concept by many authors. Hargreaves and Fink (2012:17) define a sustainable learning environment as the kind of setting that promotes learning that lasts for a longer period for positive development. According to Mahlomaholo (2012:1), a learning environment is an environment where learners hold one another in high esteem and are able to perform according to their potential in academic activities. The Oxford Advanced Learners Dictionary (Hornby, Wehmeier & Ashby, 2002:140) defines it as conditions that have an impact on the knowledge gained in order to keep it. From these definitions, sustainable learning environment means making the conditions conducive to learning and teaching taking place. Such an environment provides and creates teaching and learning practices that require human support from various school stakeholders. It is through the concerted efforts of professionally developed teachers in an ideal learning environment that effective teaching and learning are fostered.

According to Dhlamini (2009:20), a learning environment is an environment that supports teachers and learners in developing their educational 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 at the periphery. They seem not to feature; however, a child not only learns within the classroom but also at 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.

The inclusion of the community at large 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 discussions of educational issues with the community at large included in the education of the child. It takes the whole community to educate and raise the child in order to instill and inculcate the cultural values that are part and parcel of the community where the child resides. Thus, the child is always an integral part of the community.

2.3.3 Teacher

According to the Oxford Advanced Learners Dictionary (Hornby *et al.*, 2002:1469), a "teacher" is a person who teaches at a school. Awuor (2013:3) defines teacher as someone who is able to facilitate learning for all learners consistently, in a way that improves their cognitive, social, physical and emotional development in order to gain intellectual prowess. For the sake of clarity, this definition is the one that succinctly fits the study. The acceptable teacher who is well developed, is the one who, according to Khosa (2014:13), is able to demonstrate the capacity and competencies in the seven roles of teaching: creating conducive learning spaces in their classrooms and schools; preparing lesson plans; facilitating and enhancing learner involvement as guided by the principles of a learner-centred pedagogy; assessing learners; relating and contributing to school development in a humane manner; participating in both

extra- and co-curricular activities; administering resources and records; and having an advanced knowledge of the curriculum and subject content.

According to Jones and Moreland (2007:194), it is important and advantageous for learners that teachers have a sound pedagogical competence. The discipline or subject content must be placed at the centre of the learning matter in order to ensure learner success. The imparting of knowledge from the teacher to the learner guarantees a mutual engagement between the teacher and the learner. It transcends into a process of interaction. In reference to recent times, the literature posits that collaborative learning and multi-skilled training on the side of the teachers should be recommended in order for teachers to deal successfully with the varied learner population. In accordance to a study conducted by Ngara and Ngwarai (2013:44) at the Zimbabwe Open University, it was proposed that teachers should also be trained as counsellors. Teachers as counsellors in education should be able to give moral support to the learners. They should display values such as trustworthiness, flexibility and approachability in order to be a beacon of hope in the learning environment. That resonates well with the principles of CER.

A well-developed, professional teacher is not confined to the school setting. He or she is expected to be engaged in community activities during non-teaching time in order to blend his or her professional knowledge and the cultural capital. From the community perspective, a teacher is perceived to wield more power than the learners. The teacher's exposure to professional capital and cultural capital gives him or her a better chance to be well developed. This allows the teacher to influence the cognitive development of learners in accordance to the expectations of the community.

2.3.4 Strategy

According to the Oxford Advanced Learners Dictionary (Hornby *et al.*, 2002), the concept "strategy" means a plan of action to be carried out by individuals. In the context of the study, strategy refers to a plan of action to be carried out by the researcher and the participants collectively in an endeavour to develop a strategy to improve teacher performance. In essence, the strategy is an educational snare to attract all the human resources with their lived experiences to bolster the success of the study.

In order to support the above definition, let me allude to an African folktale that tells of a war that broke out between two tribes:

Long, long ago there were two tribes that were involved in a war. One tribe lived on top of a mountain and the other one lived at the foot of the mountain. The one on top of the mountain, one day stole a child from the tribe living at the foot of the mountain. That incident galvanised the tribe at the bottom of the mountain to make a concerted effort that all people, old and young must rescue the stolen child from the tribe on top of the mountain. It was impossible for the warriors to attack the tribe on top of the mountain because they rolled stones down on them as they tried to climb the mountain. They planned and strategised together, feeling that the child belonged to the entire community living at the bottom of the mountain, and not only to the biological parents of the child. They developed an effective strategy that the mother of the child should go straight to the tribe living on top of the mountain.

The woman succeeded to rescue her child because the tribe on top of the mountain was “tamed” by the appearance of the fairer sex. They allowed the woman to go with her child.

In the context of the study, the moral of the folktale is that a strategy that is collectively developed, tends to be effective. From the folktale, one realises that the people identified the problem and planned and executed the strategy collectively. The strategy was successful because they brought their lived experiences together. Similarly, the participants and I were destined to succeed in developing the strategy for the teachers at the school.

2.3.5 Development strategy

According to UNESCO (2014:15) the development strategy is seen as a plan to achieve the development needs of the teachers that enable the learning environment to achieve its objectives. It is a tool that projects the objectives, development needs, human and physical resources to achieve the teachers’ objectives. The strategic development of the needs of the different individuals in the learning environment is combined together in order to achieve the educational objectives. The strategic development is taken as an important aspect that should be conducted by all stakeholders in education. In the realm of the study, a development strategy is

considered as an act of highlighting the needs that the teachers must consider and carry out collaboratively with development needs planners to achieve the intended educational objectives of improving the content and pedagogical practices of teachers.

2.4 RELATED LITERATURE

This section focuses on the literature to address the five objectives of the study. The justification of the study is made with effect to the need for continuing professional teacher development, the components of continuing professional development, the conditions that are required to develop a strategy for effective teacher development, the threats that are likely to prevent successful development, and the indicators of success of such a strategy from other countries.

2.4.1 The need for continuing professional teacher development

According to Nkambule and Amsterdam (2018:1) schools that sustain high learner performance continuously develop their teachers. Despite this, teacher development appears to be a problem in township schools in South Africa. Teachers are not being encouraged and motivated to participate in their professional development in order to achieve high learner performance.

2.4.1.1 *The lack of a coordinating team*

The well-developed teachers in South Africa are found in the high-performing schools. The opposite is found in the township schools, where teachers are found wanting in terms of professional development.

According to the Policy Framework for Education (Ministry of Education, 2012:22), there is an indication that teachers in Kenya are excluded in the planning of materials that are needed in teacher professional development. According to Desimone (2009:184), Kenyan teachers are not given a platform to identify and plan together with the educational authorities to develop development programmes and get empowerment. Kenya pins its hopes entirely on the expertise of the world, and, as such, the teachers are not involved and the CPD programmes are centralised

(Mwaura, Gathenya & Abdi, 2012:6). In essence, teachers must be brought on board to design, develop and implement CPD programmes in schools. The non-existence of cooperation between teachers and the educational authorities spells out a subjective evaluation of teachers when one compares Kenya and other countries that have good education systems. The IQMS policy document (DoE, 2003:1) spells out that, in South Africa, the programme for professional teacher development is included, and the two aspects refer to Performance Measurement and the Whole School Evaluation. The instrument of PGP is used in the IQMS with the purpose for teachers to identify the areas in which they need to be developed. However, the instrument may be used subjectively by some teachers in the development process. Teachers tend to identify the areas in which they do not exactly need development. Hence, it can be used by the SMT at the school to benefit only those who are in good standing with the heads of departments (HoDs) and the principal. This spells disaster for the teachers and the DoE in terms of teacher development.

The issue of power relations between the SAs and the teachers at the school threatens the existence of a task team. According to Samkange (2012:29), in the Zimbabwean scenario, teachers are not given a platform to form a team with the SAs to develop the teachers. As a result of this, the education authorities are dictating terms to teachers on how to be involved in their development and the education of the learners. Thus, a coordinating team to coordinate human resources that can act collaboratively in planning the development of teachers is non-existent.

2.4.1.2 *The lack of a shared vision*

Most organisations make use of a vision as a way of improving their performance in order to reach a certain stage in their lifespan. However, the question can be asked if this vision is shared by all participants involved in education systems in different countries.

The lack of a shared vision hinders progress and leads to conflict between the teachers and the SAs at schools. Accusations and counter-accusations are made by both the SAs and the teachers. The SAs accuse the teachers of not attending the development sessions. On the other hand, the teachers accuse the SAs of not taking into consideration the input of the teachers when drafting development programmes. The

failure by the education authorities on the role the teachers can play in their development is an indication of a lack of a shared vision.

A situation exists in Kenyan schools where the teachers are given programmes which allow them to customise these in accordance to the needs that suit the preparation level of the learners (Glennester, Kremar, Mbiti & Takavarasha, 2011:4). According to Awuor (2013:3), the teachers provide a poor teaching quality. Based on this background, there is a manifestation of a lack of a common vision by the teachers, the education officials and the parents. There is no support from the Kenyan education system to actualise the desired vision. Glennester *et al.* (2011:47) are further of the opinion that, although tremendous progress has been made in primary education, bottlenecks exist in the form of poor performance in some primary and secondary schools. It can, therefore, be argued that there is a quality deficiency in the education system in Kenya.

In Zimbabwe, teachers are in a precarious position because there is no vision shared between the teachers and other educational stakeholders. This vision is non-existent at the teachers' colleges in Zimbabwe where training in curriculum matters is administered (Samkange, 2012:29). This is important because the involvement of other stakeholders serve as an extension of democracy, which requires citizen participation. According to the Marist International Solidarity Foundation (2011:2), another failure to share a common vision also permeates into a lack of relevance to the development needs of the learners. It is evident that there is no engagement of dialogue among the teachers, the education officials and the parents.

2.4.1.3 Disregard for legislative mandates

It is expected of the teachers and the SAs, who are specialists in curriculum matters, to act within the legislative framework. This facilitates collaboration in compliance with the policies and the acts. According to UNESCO's National Policy Framework for Teacher Education and Development in Southern Africa (2006:24) [*Government Gazette* No. 29832], Section 53 of the policy framework states that...

...the South African Council for Educators (SACE), as a statutory body for professional educators will have overall responsibility for the implementation,

management and quality assurance of the CPTD [continuing professional teacher development] system. SACE will be provided with the necessary resources and support to undertake that role.

The responsibility in this regard refers to the continuing professional development of teachers. Despite this, this legislation was not fully put into practice because the teachers and the service providers accuse one another of not executing the tasks. This is a disregard of Section 53, which stipulates that SACE must take full responsibility for the implementation, management and quality assurance of the continuing professional teacher development system. The disregard for legislative imperatives also plays part in the dishonoring of content workshops at subject meetings. These undermine the educational mandate issued by the DoE.

Kenya and Zimbabwe also reported cases of low engagement in making the legislation function accordingly (Laws of Kenya, 2012:15-16). According to UNESCO's (2011:1) Report on Japan, the Articles of the Fundamental Law of 2006 are observed and put into practice in Japan. Articles 4 and 5 stipulate that the Japanese education system must take care of education by supporting its teachers. Japan is, therefore, an exception in this regard.

2.4.1.4 *The lack of a situational analysis*

The situational analysis is very important because it helps the participants in decision-making and identifies the relevant sources that are needed in order to carry out the task. The identified problem is scrutinized in relation to its nature and what strategies are needed in order to solve it. Situational analysis directs the efforts of the participants to be used in a direct fashion and manner. Failure to undertake a situational analysis can make the participants lose sight of the causes of the non-development of teachers.

2.4.1.5 *The lack of collaborative planning*

According to Poulos, Culbertson, Piazza and d'Entremont (2013:8) collaborative planning is when the participants plan together in an effort to perform a task successfully. The lack of collaborative planning in this study means that the teachers and the SAs are not planning together to make teaching successful to benefit the

learners. This issue manifests when SAs call development meetings during the school holidays when the teachers cannot attend these. This kind of behaviour results in a one-way communication approach in which the SAs fulfill their needs at the expense of the teachers. The SAs are, therefore, planning for teachers, instead of creating a platform for all of them to plan together. This shows that excessive power is in the hands of the SAs.

According to Du Preez and Roux (2008:21), schools are still being plagued with problems in terms of the practical implementation of teacher development programmes, such as curriculum matters in South Africa. As Gravett, Petersen and Petker (2014:110-111) assert, schools in the townships find the development process “difficult” to fathom. This manifests in most schools acquiring the services of outside service providers. The schools find it difficult to execute the development process and to implement it among the staff members. However, my personal experience as a teacher and principal has taught me that the personal conflict between the SMT and the teachers drives a wedge between them. As a result, they deem it necessary not to collaborate and be involved in a dialogue that will effect change for school improvement.

The lack of collaboration between the SAs, the teachers and the SMT results in a situation of mistrust towards teaching and learning processes. The teachers understand the situation at the school, but the SAs take the lead in planning the development programmes for them. The programmes developed by the SAs do not address the low performance of the teachers and the learners. Despite this different viewpoint, Roberts (2008:3) alludes to Freire’s position of unity in diversity, in which differences become a source of strength rather than of fragmentation and divisiveness. There was a need for equal power in planning the issues that involve the process of teaching at the school. The lack of collaborative planning between the teachers and the SAs, results in a situation where one group undermines the other. Various reasons are cited, such as the other group not being committed to the good cause of quality education. The resultant action is that the two groups would move in opposite directions, making the development of teachers very difficult.

2.4.1.6 The lack of reflection

Reflection is critical for participants to observe their input and observe the challenges at an early stage of operation (Beylefeld, Blitzer & Hay, 2007:151; UNESCO, 2009:10). This is very important because it allows participants to check on a continuous basis whether they are on track with achieving the objectives of the study. The lack of reflection means that the SMT is not evaluating the type of work that teachers are doing at school, as is stipulated by the legislation. The lack of reflection leads to a point of failure on the side of the SAs and the teachers where the envisaged vision of the school cannot be attained. Since the programmes were intended for teachers, the teachers and the SAs have not been not engaged in discussions to enhance the credibility of the programmes.

The argument above resonates with a commonality in terms of the need for teachers to be engaged in their development in the countries that are under study. These countries emphasise the dire need for teachers to exchange good teaching practices, to form teacher working clusters and to curb ill-discipline among the learners. Henard and Roseveare (2012:17), and Ogutu (2017:151) assert that Kenya, Zimbabwe and South Africa are desperate for teachers to be subjected to teacher development programmes because the SAs intentionally exclude teachers in the planning and implementation of these programmes. These countries further emphasise the need and importance for teachers to attend teacher workshops where they can share knowledge and skills.

2.4.2 Components (variables) of continuing professional teacher development

According to Tlali (2013:84), components are the actions and activities that constitute a solution to the challenges or needs identified in an environment. Those that are present in the school setting create a space for the participants to bond and sort out their differences to inspire them to work towards a common goal of developing a teacher development strategy.

The continuing professional teacher development programmes should act as a basis for preparing and enhancing the performance of teachers in order to realise their roles. Firstly, as learning facilitators, the teachers must have and show competency, mastery

and knowledge of the subjects they are teaching as they are regarded as experts thereof. This role is realisable when teachers are involved when it is being designed so that they are immersed with the content that enables them to deliver it to the varied learner population.

Secondly, teachers have to be the “designers” of the learning programme and materials. This must not be a one-man show; instead, a consultative approach must be used by the district officials. The lead teachers must be charged with the responsibility of identifying the requirements for a specific context of learning and the visual resources (South Africa, 1996:47).

Thirdly, the teachers must show the features of being good scholars, researchers and lifelong learners. This is achievable through a constant search for academic teaching practices and research in the different subjects that the teachers are teaching.

Fourthly, teachers should play an active role in the community, citizenship and pastoral care activities. Once these are internalised, the teachers are in a better position to actualise and contribute positively to the design of programmes that reflect the cultural ideals of the community in which teachers are rendering a service. As a result, there are supportive and cooperative relations with parents and other participants in education. This is based on a mutual trust that has been formed among the participants (South Africa, 1996:47).

The fifth role of teachers is that of assessors. Teachers should be in a position to understand assessment as a fundamental component of the teaching and learning processes which should be included in the planning process. As a result, continuing professional teacher development programmes should be designed in a way that allows teachers to have a clear understanding of the purpose, methods and effects of assessment on the learners. This, in turn, helps teachers to provide the learners with feedback.

The last role of the teachers is that of subject teachers. The exposure of teachers to their professional needs help them to be well conversant with the knowledge, skills, values, methods and procedures in their different subjects. Teachers should also be encouraged to use different teaching methods in order to reach the varied learner population and be context-bound (UNESCO, 2017:7-8).

Studies by the Nelson Mandela Foundation (2005:109) indicate that teachers are not adequately professionally prepared to fulfill these roles. However, even their professional qualifications and educational experiences could not salvage their predicament. What compounded their problems were the extra expectations of delivering the curriculum efficiently, even though insufficient continuing professional teacher development was provided to them.

My personal experience as a teacher and principal has indicated that teachers lack expertise in fulfilling the roles discussed above. There are gaps in terms of appropriate assessment and mastery of the subject content as well as a lack of information because teachers are not researchers and lifelong learners. The new and revised curricula, therefore, place a burden on the professional expectations of teachers. Teachers continue to use teacher-centered approaches at the expense of the learners. Hence, a development strategy is needed.

2.4.2.1 *Establishment of a task team*

In any organisation, a team is needed to provide leadership. According to Bush (2009:392), leadership is a process whereby one is influencing others' actions in achieving desirable ends by shaping the goals and motivating others. Aziz, Yusnita, Ibrahim and Muda (2013:236) further posit that this kind of leadership should be transformational leadership, which by definition is regarded as a process in which leaders and followers help to improve motivation and morale to a higher level. The researcher in a study must affect the participants positively in order to build trust, admiration and respect. In this study, this is best achievable when the teachers and the SAs work together as a team to promote education. There is much to be exchanged between them in terms of expert knowledge and social capital. Bolton (2005:2) posits another way in which they can synergise their efforts, namely by means of a communicative action or approach. This is where an individual strives to promote a common understanding in a group and promotes cooperation, as opposed to strategic action, designed simply to achieve one's personal goals. The situation shows that without a coordinated team, the teachers operate at an intuitive level. The values and educational ideologies that the teachers have, must be shared within a team by the teachers and subject advisers (cf. Evans, 2002:123-124). Essentially, the

teacher development must be transformed from their being “restricted” to being “extended” professional teachers.

Predicated on the points made above, the social capital of teachers, which is an idea of contributions within the social structure, enabled the participants to address societal problems more meaningfully as a collective. The characteristics derived from these placed the school teachers in a strategic position to be committed to providing effective teaching and promoting partnerships with their communities. The sustainability of partnership of teachers and subject advisers within the team must be ensured through the creation of functional structures. In South Africa, the National Policy Framework for Teacher Education and Development in South Africa (UNESCO, 2006:307-308) made it possible for teachers to be developed continuously through the structure of SACE, to which all teachers who practise teaching are affiliated. There are seven roles attached to the performance of teachers, as indicated in the National Education Policy Act (1996). Using CER in this study empowered the participants and made it possible for the teachers to realise the seven roles that are expected from them.

According to Jonyo and Jonyo (2017:19), and Yamasaki (2016:20) education committees are established at the resource centres in Kenya, teacher clusters in Zimbabwe and prefectural boards (teacher education clusters) in Japan. These clusters ensure that teacher development takes place, and the teachers make decisions on the issues that affect them. These structures further ensure that the teachers align themselves with the programmes that are followed by other stakeholders at the school.

2.4.2.2 *Sharing of a common vision*

Zuber-Skerrit (2011:239) defines a vision as a broad statement of the future that the task team wants to create for itself as their ideal destiny and which inspires people to work towards it. In this case, the vision of the study puts into perspective the real nature of the problem identified and fosters the task team’s understanding of the intensity of the problem. Bravery on the part of the participants is needed in order to give clarity to the vision, integrity and the courage to transform and overhaul mediocre performance into excellence. A collective effort is needed from all stakeholders in

order to ensure that all teachers receive quality development. Once this unity is achieved, the vision envisaged transcends into reality.

In South Africa, the SAs, SMTs and teachers should share a vision that guides them in their endeavours to improve teacher performance in terms of development. This is regulated by an act in order to operate within the legal framework in which the teachers should be embraced by other stakeholders in a common vision. The South African Employment Educators' Act 76 (DoE, 1998:subsection 4.2-4.5) makes it mandatory that the SMT and the teachers participate in the teacher appraisal process in order to review the professional practices with the aim of improving teaching, learning and management and to contribute to the professional standards of teachers in departmental committees and developmental programmes. In this study, it was, therefore, compulsory for the Act to be followed by all parties concerned in sharing this vision by planning together. The important dimension of this Act was to open the avenues to all participants to take part in the development of teachers.

Kenya advocates for a competitive vision throughout the world education systems. According to the Ministry of Education (2008:3) in Kenya, its vision is "to have a globally competitive education, training and research for Kenya's sustainable development". In order to actualise this vision, Kenya has made a concerted effort to emphasise the need for a responsive and well-defined coordinated system of in-service training of teachers for the success of the education system in Kenya.

In terms of Zimbabwe's Education Act of 1987, as amended in 2006, teacher development is taken in high esteem and regarded as of great importance in schools. According to Maphosa and Ndamba (2012:76), the Zimbabwean education system has entrenched a system of mentoring through a partnership of teacher education institutions and the schools to allow dialogues to take place. The schools are expected to entrench a mentoring programme for newly appointed teachers as a way to improve the quality of teacher development. By so doing, the teachers are being engaged in other structures of parents called the "school development councils", which were formed by the parents concerning the governance issues of schools (Mudekunya & Ndamba, 2011:10). The interaction between the teachers and the parents in these matters forces them to share a common vision for the school.

Improving the teachers' development in Japan can be realised if the school authorities can share the vision of the school with the community members. The assertion by Doig and Groves (2011:77-78) is that the engagement of teachers with other community members in the areas of curriculum teaching is deemed to be effective because it provides a model for sustainable professional teacher development. This tends to be in line with PAR principles because it is collaborative in nature.

The sharing of a common vision improves the creation of collaboration among the subject advisers, the teachers and the parents at the school. This is followed by a feeling of gratitude by the participants. According to Lambert and Fincham (2011:52-53), it is important for the participants to note that, if they express feelings of gratitude in their relationship, these transcend into a relationship that has a communal strength to improve the status quo. When the teachers, the subject advisers and the SMT have a common vision, they fundamentally share knowledge, teaching practices and co-curricular activities of the school. This creates a platform for all stakeholders to further share the social and cultural capital that is necessary for improving the educational needs of the school in general.

2.4.2.3 *Respect for legislative mandates*

The four countries investigated in the study make use of legislative frameworks in the schools for teacher development to take place. The non-existence of legislation in these countries would mean that it is not imperative for the schools to develop teachers for quality education. In South Africa, for practical purposes, the legislative framework stipulates that there should be teacher-authority (where "authority" refers to subject advisers and SMTs) interaction in development. In practical terms, the South African Employment Educators' Act 76 (DoE, 1998: subsection 4.2-4.5) makes it mandatory for the SMT to appraise the teachers so that they can execute their duties well. The more teachers are engaged in development clusters, the more their confidence and development skills improve. Good development practices need to be applied and exchanged among the teachers to their own benefit and that of the school at large.

The inclusion of teachers in clusters in Japan, according to Articles 4 and 5 (2011:77-78), makes the school authorities accountable and attends to the needs of the teachers who render their service to the schools. By devolving power to the school

level, it allows the teachers to have a more substantial contribution in matters that affect them, and is beneficial in the sense that the problems are addressed immediately. When community members are supporting teachers in their work, it becomes easy for the teachers to carry out their work and develop with ease. Parents at home give the learners a moral education, which adds value to the education provided by the teachers at the school. The observation of these legal mandates creates close relationships among the teachers, the education authorities and the parents.

Important observations can be noted from the above discussions in terms of teacher engagement in the development structures of the school. Above all, the four countries investigated in the study put a high premium on the engagement of teachers in development issues where decisions are made. There is a need for them to be engaged in curriculum matters and co-curricular issues and deciding on issues to be included in development programmes. According to Doig and Groves (2011:78), Lambert and Fincham (2011:53), in Zimbabwe and Kenya, an act of engaging in teacher development means the teachers taking responsibility for having a say in which issues to include in the development programmes. Both South Africa and Japan find it essential to maintain two-way communication between the teachers and the educational authorities in the form of SAs who are the subject specialists. However, this communication should not be school-based because teachers would appear to be more powerful at the expense of other stakeholders. Instead, the communication must be maintained in organising educational workshops where all parties are bound by the legislation to share knowledge.

2.4.2.4 Situational and contextual analysis

The four countries investigated in the study differ in terms of the problems and challenges identified. Hence, a situational analysis was done separately, based on the intensity of the problems identified. Ambe-Uva (2007:73) regards a situational analysis as a process that helps with the interpretation and understanding of the prevailing challenges that can hinder an organisation in its daily operations. It is, therefore, of great importance to note that the goal of this analysis is to gather information on the situation (Ciagis & Gineitiene, 2010:113). Against this background, a situational

analysis is understood as being primarily conducted to assess the current state of affairs and to forecast the future obstacles in relation to the study. In essence, the analysis has been done navigating in the direction of the marginalised teachers in relation to the main development issues.

The analysis in South Africa, Kenya and Zimbabwe has established that teachers being under-qualified, the attitude of teachers and the ill-discipline of learners have affected teaching negatively. These form the contextual factors in a school setting that prevent the teachers from performing well. Endeavours to correct this were made in South Africa through the Collective Agreement No. 8 of the IQMS (2003), but this did not help much with teacher development, especially in priority areas such as the negative attitude of teachers, under-qualified teachers, low content of pedagogic knowledge and the ill-discipline of learners. In situations like these, there should be an alternative to redress the situation for the better.

Teachers need to be subjected to the process of empowerment. Empowerment to teachers, according to Noel (2016:2), means to share knowledge with people who have experienced a lack of exposure to the much-needed information. Like many oppressed groups, teachers have suffered from the deprivation of knowledge, which has resulted in exclusion, devaluation and the denial of basic rights and freedom. It has, therefore, been necessary for the participants in the study to collaborate in order to reverse the situation of lack of knowledge. According to Sheldon (2011:99), collaboration with the community has far-reaching results in making resources available to the teachers. The teachers gain the social and cultural capital and other forms of community knowledge that they may find valuable in their profession.

The school that collaborates with the community is opening the avenues to receiving support in various ways. This can be in the form of curriculum strengthening through public discourse and the funding of teachers to improve their qualifications in order to close the gap in content knowledge. Once synergy has been formed between teachers and the community, quality work is produced because everyone has a sense of ownership with regard to the education of the learners and the performance of the teachers.

Finally, the situation analysis empowered the participants to understand their problems relating to teacher development. It created a communicative space for the participants

to interact and share knowledge (cf. Kemmis, 2008:127; Mahlomaholo & Netshandama, 2012:37).

2.4.2.5 Collaborative planning

The process of collaborative planning among the teachers, subject advisers and SMT on strategy development and strategy adoption has been facilitated by the South African Employment Educators' Act 76 (DoE, 1998: subsection 4.2-4.5). This legislation requires teachers to be appraised accordingly by their immediate supervisors and other stakeholders who are permitted to do so by law. The process of collaborative planning is aimed at actualising the priority areas, which include the following: implementing appropriate teaching strategies, lesson planning, improving learner performance, improving learner discipline and inculcating a culture of learning by learners. The participants are being involved in a dialogue with the purpose of addressing the problems that have been identified (Maphosa & Ndamba, 2012:76).

In order to put into operation the identified priorities of the development strategy, the task team developed activities for each priority area in order to achieve the objectives of the study. The activities mentioned earlier on were allocated to the members of the task team, based on their expertise and skills. In order to proceed efficiently, we did collaborative planning, bearing in mind the objectives that were SMART (i.e. specific, measurable, achievable, realistic and time-bound). The members of the team collectively planned the timeframes and resources. Each activity was allocated a timeframe in which it was to be completed and the resources were made available in order to carry out the responsibilities allocated to them (cf. Mestry & Grobler, 2007:177-178).

In Kenya and Zimbabwe, collaborative planning between the teachers and the educational authorities is based on development sessions or meetings in which the teachers' development in curriculum matters, such as the pedagogical content knowledge and the teaching strategies that are challenging and benefitting the learners, are discussed (Mukeredzi, 2013:1-2; Sankale & Limozi, 2005:5). Collaborative planning further takes place in the teacher clusters, in which the education authorities plan to support the teachers and fund them to improve their qualifications.

Darling-Hammond, Wei and Andree (2010:1) assert that in Japan, teachers collaborate with other stakeholders to conduct intensive development of teachers. Their collaboration is grounded on three important aspects: finding the right people who have the potential to become teachers, developing them into effective instructors and ensuring that the system is able to deliver the best possible instruction to every child. The Japanese education system further ensures that it supports the teachers in the following way: there is a universal high-quality teacher education of two to four years at the expense of the government; equitable, competitive salaries, comparable to those of other professions, are offered; mentoring are offered to all beginners, with a reduced teaching load and shared planning time; extensive opportunities for ongoing professional learning are included in the planning and collaboration time at school; and the teachers must be involved in curriculum and assessment development and decision-making.

It is obvious from the discussions of the collaborative planning in Kenya, Zimbabwe and South Africa that, in this study, the identification of the priority areas has been essential, just like the steps in the collaborative planning. The common priority areas in these countries include curriculum matters and teaching strategies. It is also important to note that for each activity, there has been a delegated person to oversee its implementation. The timeframes and resources have also been catered for in the implementation of each activity, as required for the realisation of the study (cf. Mestry & Grobler, 2007:177-178).

2.4.2.6 Reflection: evaluation and monitoring

A reflection process may take place when teachers are under the impression that they have acquired something from what they have learned and, therefore, need to experience it in practical terms. According to UNESCO (2009:10), monitoring and reflection help to put into the open the changes that need to be adjusted in the development of the strategy, and reflect to the participants the changes that need to be done on a continuous basis. Since, in this study, the participants were involved in carrying out the tasks that suited their competencies, it has been an opportune time to reflect on their areas of competence and help to identify the areas that have progressed well and those that have not. The process helped to create a platform for

complementing other participants in areas that needed support. The reflection of the teachers, in particular in reflecting how they prepared development programmes, increased the participants' involvement and transferred their social and cultural capital.

The teachers and the SMT should reflect on, evaluate and monitor the programmes of development to ensure that training for teachers benefits the learners. This means that the teachers and SMT members among the participants should first be identified before they can start with their development. Reflecting together on what the teachers and the members of the SMT can offer helps to redress the power relations among them. The teachers and SMT members contribute their ideas and skills to the areas in which they are well conversant, adding value to the team and the clusters which they are included in. The process of reflection and monitoring is rendered sustainable and forms part of the development of the strategy for effective teacher development (UNESCO, 2009:10).

The power relations between teachers and the SMT should be balanced by giving the teachers an opportunity to show how they can start the development programmes based on their experience. They should not be co-opted in the clusters without contributing to the problems that challenge them. In this study, it provided the teachers with the self-confidence that they were adding value to their development. As a result, they were eager to share their knowledge with the SMT. This increased the commitment by all of the participants to proceed and complete the development strategy for teachers.

2.4.3 Conditions that are appropriate for continuing professional teacher development

This section deals with the conditions appropriate for enhancing the continuing professional teacher development at the school. For any project in order to succeed, it needs the prevailing conditions to be conducive to development. These conditions serve to explain how the components discussed in Chapter 2.5 can be applied to enhance the continuing professional teacher development, the establishment of a coordinating team, sharing a vision, conducting a situational analysis (SWOT analysis), the engagement in collaborative planning and reflecting on the plans to evaluate their effectiveness.

2.4.3.1 Establishment of a task team

The situation in Kenya is that, in the school-based teacher development programme, the power is in the hands of the practitioners, who are based at the Teacher Advisory Centres. The situation prevailed in this fashion because it was started as a distance learning initiative. Since there was no direct contact between the practitioners and the teachers, contact sessions were organised to bridge the gap and to make the conditions favourable to the teachers (Akyeampong, Pryor, Westbrook & Lussier, 2011:52; Bunyi *et al.*, 2011:10-11). The prevailing conditions of the contact sessions necessitate the interaction between the practitioners and the teachers to continue with professional teacher development. The training of the practitioners and the teachers serves as the enabling factor for the school-based teacher development programme to succeed.

In Zimbabwe, although the teacher programmes are not in the hands of teachers, the conditions were made to be conducive to development. According to the Zimbabwean Ministry of Education, Sports, Arts and Culture (2010:18), the six strategic priorities were put into operation to make the situation conducive. In reference to education, strategic priority 1 is as follows: The professional status of the teachers is safeguarded and improved. It has been grounded on the following principles: supporting the establishment and functioning of a Teachers' Professional Council, ensuring that all incoming teachers receive induction training, expanding and improving in-service education for all teachers, and ensuring an adequate supply of trained and qualified teachers. Thus, the development of teachers seems possible.

According to Ncube, Mammen and Molepo (2012:612), in South Africa, there are structures such as school development teams and development support groups attached to the IQMS. Their roles are delineated in that they play an important role in designing and implementing the PGPs and ensure that the teachers have a clear understanding of the IQMS processes and procedures. The task team listened to and shared information with the teachers, and that resulted in good work in terms of enhancing teacher development. Mestry *et al.* (2009:482) indicate a shortfall in IQMS implementation, manifested as the lack of consistent monitoring, support, evaluation of professional development programmes and follow-ups of the recommendations made to the teachers in terms of their development needs. In Japan, Arani, Keisuke

and Lassegard (2010:171) assert that the coordinating team works well because the teacher professional development has evolved through the sharing of responsibility by all of the participants. There are checking and evaluating of teaching activities, reflection on practice and re-planning, if needs be.

The establishment of the task team and its role had permeated the levels of planning, implementing and evaluating the efforts geared towards the development of teachers. The non-existence of a coordinating team means that there are no policies and programmes at school to coordinate any efforts to develop the teachers.

The professional development programmes in the four countries investigated in the study succeeded and were supported by a number of factors. A positive relationship existed between the teachers, the faculty members and the school. The meetings that were held, allowed a two-way communication among the participants. The clear roles and responsibilities of the teachers and other participants reduced the possibility of role conflict.

2.4.3.2 Pursuing a common vision by teachers and educational authorities

The countries investigated in the study urge the development of cordial relationships among all the teachers and their authorities as a condition for improving professional teacher development in a school as a whole. The focus must be on the entire school, where a culture of working together towards a certain goal is pursued (Murtaza, 2010:215). This assertion serves as leverage for teachers, subject advisers and learners to achieve better performance in their respective jobs.

In Zimbabwe, the education sector under the Ministry of Education, Sport, Arts and Culture has an excellent vision. According to the Zimbabwean Ministry of Education (2007:27), this vision is of holistically well-educated Zimbabweans, with unhu or Ubuntu, who are patriotic, balanced, competitive and self-reliant. In order to achieve this aim, the Zimbabwean Ministry of Education focuses on the mission of promoting and facilitating the provision of high-quality, inclusive and relevant early childhood development, primary and secondary education, life-long learning and continuing education, as well as enhancing sports, arts and culture in education.

This vision of Zimbabwe received credence in the Zimbabwe Education Act, 2006. The Act has sound and meaningful stipulations, such as the following stipulations (Zimbabwe Ministry of Education, 2007:10): Every child in Zimbabwe shall have the right to school education; it is the objective in Zimbabwe that primary education for every child of school-going age shall be compulsory and to this end, it shall be the duty of the parents of any child to ensure that their child attends primary school; and it is the objective that tuition in schools in Zimbabwe should be provided at the lowest possible fees, consistent with the maintenance of high standards of education, and the Minister shall encourage the attainment of this objective by every means. In order to actualise these stipulations, the Zimbabwean government has put into place strategic objectives to attain this vision by 2015. The Zimbabwean Ministry of Education (2007:28) highlights the strategic objectives as follows:

- Strategic objective 1: Restore the professional status of teachers
- Strategic objective 2: Revitalise learning quality and relevance
- Strategic objective 3: Restore and improve conditions of learning
- Strategic objective 4: Quality assurance and staff development
- Strategic objective 5: Reinvigorate school and system governance and management
- Strategic objective 6: Focus resources on those with the greatest need
- Strategic objective 7: Revitalise sport, arts and culture

All in all, the vision in Zimbabwe seems achievable because it worked specifically and profoundly on the improvement of teacher development. Subsequently, it was envisaged to work within a timeframe of attainment in 2015.

In the same way as in Zimbabwe, Kenya has a vision with regard to teacher development. According to the Ministry of Education (2008:3), its vision is to have a globally competitive education, training and research for Kenya's sustainable development. The country has increased the in-service teachers' development programmes in order to succeed in achieving its vision. To achieve this vision, the Ministry of Education made use of a roll-out plan of support on the national, provincial and district levels. The drawing up of a vision was necessitated by the decline of learner enrolment in primary schools. At the same time, there was a notable decline in the quality of education offered by the teachers, as they lacked pedagogical

knowledge (Hardman, Abd-Kadir, Agg, Migwi, Ndambuku & Smith, 2009:66). In order to solve this problem, Mattson (2006:40) indicates that the government invited experts in the form of policymakers, religious organisations, teacher unions and non-governmental organisations to help with increasing the in-service training of teachers. The plan succeeded because all stakeholders were fully involved in the process from its inception. All of the stakeholders felt duty-bound by the vision because they felt as if they owned it. The vision was an initiative to take the performance of teachers to a higher level.

In South Africa, the apartheid education system worked in an antagonising way concerning the evaluation and development of teachers. The power was vested in the hands of the inspectors who “persecuted” the teachers who were not favoured. As a result, the teachers resisted this form of evaluation, and their development needs could not be met. According to Biputh and McKenna (2010:282), the dawn of democracy in South Africa in 1994 created a platform for an alternative form of evaluation and development, which was transparent and helpful to everyone. As a result, the various stakeholders and the teacher unions met with the DoE to draw up a new approach of evaluation and teacher development. This resulted in Collective Agreement No. 8 of 2003 of the Education Labour Relations Council, which introduced the IQMS. The IQMS consists of three programmes, namely Development Appraisal, Performance Measurement and Whole School Evaluation.

The three programmes are transparent in nature because their functions are open to everyone. According to the Integrated Strategic Planning Framework for Teacher Educational Development in South Africa (2011:73), the Development Appraisal is intended to appraise individual teachers in a transparent manner with the view to determine areas of strength and weakness and to develop a programme for individual development. Performance Measurement is intended to evaluate individual teachers for salary progression, grade progression, affirmation of appointments and incentives. The Whole School Evaluation seeks to evaluate the overall effectiveness of the school. It touches the nine areas in the form of basic functionality of the school; leadership, management and communication; governance and relationships; quality of teaching and learning and educator development; curriculum provision and resources; learner achievement; school safety, security and discipline; school infrastructure; and parents and the community. As a result of this, the overall purpose of the IQMS is to determine

teacher competence, assess strengths and areas for development, provide support and opportunities for development to assure continued growth and monitor the overall effectiveness of an institution.

According to Japan's Education Cooperation Policy (Government of Japan, 2011-2015:4), its vision is that education is a human right that enables individuals to enhance their potential and capacities to lead their lives with dignity. At the same time, it plays a critical role in the social and economic development of a country. Education also lays a solid foundation for peace by fostering understanding towards other people and different cultures. This vision is implemented with the following guiding principles in order to be successful: supporting self-help efforts and sustainable development, responding to the needs of the marginalised population, respecting cultural diversity and promoting mutual understanding (Government of Japan, 2011-2015:4).

In view of the above points concerning the four countries, in creating a vision it is essential that a consultative session should serve as the basis. In the case of Zimbabwe, Kenya and Japan, in order to establish a vision, the Ministries of Education, faculty members, non-governmental organisations, civil society, United Nations Agencies and the private sector played an important role in the drawing up of a vision. However, ordinary people, in general, are not consulted. The situation in South Africa is different in the sense that the teachers are represented by the teacher unions. The Department of Basic Education (DBE), in terms of IQMS implementation, still has more power than other stakeholders. As a result, the IQMS as an approach to develop the teachers, still lacks credence to fulfil its mandate.

2.4.3.3 *Distinctive roles in the learning environment*

It is appropriate that there should be an analysis of the strengths and weaknesses in terms of those aspects that the principal or SMT can perform to help teachers in their development. The teachers' authorities, as mentioned earlier on, should play a constructive role as an indication of advancing the professional development interests of the teachers. In addition, the school as a learning environment has a role to play in the development of teachers. If there is no clear separation of roles between the two parties, role confusion exists and ultimately conflict affects the teacher development in the school setting. Seema (2016:4) asserts that the self-initiated teacher activities

are the responsibilities of the teachers. On the other hand, professional teacher development is the core responsibility of the SMT. A clear separation of roles makes it possible for the two parties to be engaged in teacher development as partners, where the issue of power relations is controlled to suit the parties.

In Kenya, Murtaza (2010:215) found that the teachers, the principals and the SMT perform their functions according to their line functions of authority. The guidance and training provided by the principals and the DoE make it possible for the attainment of teacher development where each teacher plays a pivotal role without duplicating the SMT roles. A supportive role is played by each participant in the teacher development. According to Lewis *et al.* (2009:387-388), in Japan, teachers are regarded as partners with members of SMT in teacher development, where they draw up lesson studies as a collective effort in school management, instead of being only absorbers of knowledge. This ensures that role conflict is averted because they play different roles in this regard. Subsequently, they feel that they have taken ownership of the development programme.

2.4.3.4 Planning an effective communication strategy to improve teacher development

Let me make an allusion to and put into perspective the thoughts of the father of psychoanalysis, Sigmund Freud. According to Celliers (2015:367), Freud once told the story of a little girl who was afraid of the dark. It was bedtime and she was alone in her room, with the nanny sitting in the next room. The girl cried out, "Auntie, talk to me, I am frightened," whereupon the nanny answered, "But what good will that do? You cannot see me." The child replied, "If someone speaks, it gets brighter."

There is a wealth and depth of meaning in the above story. Cognitively, words create worlds, and the voices have formed spaces of comfort for the girl. As a matter of fact, words signify an oral event, which contributes to effective communication. Against this background, it is important to note that teacher development through effective communication with the SMT and subject advisers is of great significance because learners benefit much from this interaction. Teacher development through effective communication should be thoroughly planned, focused on the outcomes thereof and sustainable for the benefit of the teachers, the learners and the community at large.

The four countries investigated in the study showed a dire need for effective communication for bringing the teachers, the subject advisers and the SMT closer to discussing issues of teachers' improved performance (Akyeampong *et al.*, 2011:52; Bunyi *et al.*, 2011:10-11; Lewis *et al.*, 2009:387-388). A viable strategy should be devised on how to communicate the issues to the teachers and how often this should be done. The strategy manifested itself in the form of action plans to communicate issues to the teachers. The communication should be among the teachers, the subject advisers and the SMT, and they should plan everything together from the beginning to the end. It should be done in this way in order to give equitable power sharing to all parties involved in the planning (Kindon, Pain & Kesby, 2007:1).

According to Mestry and Grobler (2007:177-178), the development of teachers should take into consideration proper planning and the relevant resources and be time-bound regarding the teachers' and learners' activities. According to Drury (2008:68-69), a healthy relationship should be established among all parties involved. A good relationship is the best way to close the content gap identified among teachers. It is through the conduit of this relationship that the teachers, the SMT and the subject advisers view, interpret and react to others. One of the characteristics of a relationship manifests itself in two-way communication. In this relationship, the parties that are involved keep a relationship alive and healthy through the input of words and non-verbal signals from all ends. The two-way communication among the teachers, the subject advisers and the SMT can be planned in the following ways in order to benefit all parties involved:

(i) *Classroom instructional supervision (class visits)*

The school variables, when looked at separately, tend to deliver small effects on teaching and learning. Good results manifest when these variables combine to give fruition. The creation of favourable conditions is the work of the principal and the SMT.

Classroom instructional supervision plays an important role in teacher development. Tshabalala (2013:25) defines it as a way of instruction by the immediate supervisor of a teacher in a classroom with the aim to foster the continued professional development of all teachers. It begins with the discussions among the teachers in terms of when it will take place and all the necessary resources that will be needed. The aim of this is to reach all the teachers in the areas in which they need help. It should be done in a

good spirit of development and not in persecution of the teachers. Classroom instructional supervision is important in the following ways: it develops the education system; its findings help the principal and the SMT to plan according to the needs of the teachers; and it yields positive results for the teachers and the learners alike.

(ii) Teacher training by the SMT

The training of teachers by the SMT is a norm and standard in all South African schools. In South Africa, according to the Gauteng DoE, in accordance with the results of the South African Centre for Missing and Exploited Children, learners do not perform up to the required expectations. The cause of the matter is the low knowledge content of teachers in presenting the subject matter (Carnoy & Chisholm, 2008:33; Taylor & Taylor, 2013:230). According to Spaul (2014:29), the role of the SMT at the school is to make sure that the following is done correctly: utilising the existing capacity better at school, developing a collaborative culture and giving instructional leadership at school. Based on this assertion, one can deduce that the existing capacity within the groups of the school is to utilise of the skills of the senior teachers to mentor the new teachers as a way of fostering continued professional development. The SMT should, therefore, discourage the attitude of teachers working in isolation. The SMT must create an accommodative atmosphere where a collaborative culture exists, and the teachers are free to be observed by others in their lesson presentations. This is in line with the characteristics of PAR, which is collaborative in nature (Eruera, 2010:1). Lastly, when the SMT trains teachers on instructional leadership, it should inculcate a sense that the teachers should place learning at the centre of everything that the school indulges in.

(iii) Staff meetings

Having staff meetings is another way in which the teachers and the SMT can communicate in order to be involved in the development of teachers. According to the Education World's Principal Files (2015:Online), staff meetings can be most important and productive professional developmental opportunities for teachers. It is a platform where teachers should render active participation, where they have much to give and take, and where a consensus is reached for the teachers in terms of professional matters. All the teachers know that such meetings increase their understanding of the

issues under discussion and it is, therefore, a step in the implementation of the decisions made.

2.4.3.5 Evaluation and monitoring of plans to improve teacher development

According to the United Nations Path Report (2012:2), evaluation is the systematic assessment of an activity or strategy of an institution's performance in teaching and learning. On the other hand, monitoring is the systematic process of collecting, analysing and using information to track the process of a programme towards reaching its objectives and guide management decisions. The two concepts are interdependent because both are concerned about the progress of an activity or strategy, in this case, in order to achieve the objectives of the study.

In this study, the task team used the SWOT framework model to evaluate and monitor the plans that had been envisaged for the improvement of teacher development. The aim was to determine the effectiveness of these plans. According to Brooks, Heffner and Henderson (2014:23), the SWOT framework model has been used for creating a knowledge strategy and increasing the performance advantage of the school. In this study, the teachers were exposed to empowerment through interaction with the participants who shared knowledge with them. The processes of evaluation and monitoring should be applied consistently in order to sustain the results of the activities. It was through the processes of evaluation and monitoring that progress was registered.

What emanated from the evaluation and monitoring processes was a need for teachers and the SMT of the school to be accountable for learners' progress through effective performance. According to the assertion of Maphosa, Mutekwe, Machingambi, Wadesango and Ndofirepi (2012:546), the teachers were accountable to the learners because their attitude had changed with regard to their duties because they provided quality education. The absence of evaluation and monitoring would mean the task team would not be in a position to check the progress that had been made by the stated plans in meeting the expectations of improving teacher development. It is against this background that consistent evaluation and monitoring of the plans are in place for teacher development to ensure that progress is made. In

the end, evaluation and monitoring help to identify the possible obstacles to the successful implementation of the envisaged development strategy.

The importance of evaluation and monitoring that the study had derived is that the study had identified and documented the successful strategy in tracking the progress towards the achievement of the objectives of the study.

2.4.4 Threats to continuing professional teacher development

The threats to continuing professional teacher development refer to all factors that may derail the plans that are designed to improve teacher performance. These threats are manifested in the following forms.

2.4.4.1 *Lack of support by the education authorities*

For each of the countries that have been investigated in the study, a notable lack of support to schools can be observed. The majority of the learners in schools expect education to be provided by the government, although some learners are helped by non-governmental organisations. However, this study focuses on education as supplied by the governments of the respective countries.

In Zimbabwe, the advent of the inclusive government in 2007 came with the loss of many teachers. They were paid low salaries and did not receive adequate professional teacher development. Approximately 25% of teachers did not meet the minimum teaching qualification of three years of training required by the Zimbabwean Ministry of Education (UNICEF, 2012:4). In the same way as in Zimbabwe, the government of Kenya experiences problems regarding continuing professional teacher development to such an extent that it is speeding up teacher professional development. According to Kenya Vision 2030 (Republic of Kenya, 2012:9), the mandate of the education sector is to make professional teacher development pertinent to the situation of the country and inclusive and competitive both regionally and internationally. However, there have been pitfalls regarding continuing professional teacher development because there has been a lack of effective continuous professional development programmes for teachers. This is attributed to the education sector being slow to

implement continuing professional teacher development programmes; thus, they are started and implemented by donors (Mwaura *et al.*, 2012:6).

In Zimbabwe, teachers do receive continuous professional teacher development, but this falls short because it is conducted by donors who are not well conversant about teachers' development programmes. Its continuing professional teacher development is grounded on the seven identified strategic objectives: restoring the professional status of teachers, revitalising learning quality and relevance, restoring and improving conditions of learning, quality assurance and staff development, reinvigorating school and system governance and management, focusing resources on those with the greatest need, and revitalising sport, arts and culture (Ministry of Education, Sport, Arts and Culture, 2010:18). The intended strategic objectives are sound for the teachers, but the practitioners from the donors lack follow-up sessions and monitoring mechanisms. This is to ensure that the teacher development that they received through teaching and learning and the improvement of practice through a variety of activities, including coaching, mentoring, shadowing and peer support, has been truly actualised.

The situation in South Africa is that the districts should pay special attention to the professional needs of the teachers. According to the DoE (2003:5), the district offices have the overall responsibility of advocating and the training and implementation of the IQMS as well as the arrangement of the professional development needs of teachers. The defect of the matter is that the district offices take it for granted that they know the needs of the teachers rather than base their point of departure on the compilation of a school improvement plan. Secondly, there is a lack of support from the departmental officials after they have held workshops with the teachers (Bantwini, 2009:170). This assertion was supported by the teachers who were participants in this study. They affirmed that the district officials only come before the summative evaluation of the teachers. The district officials only visit the schools as a formality, and not to support the teachers.

According to Dubin (2009:30), Japan implements the lesson study for continuous professional teacher development. This form of development is practised in all subjects, from language studies to physical education. The officials from the office of the Education Department of Japan do not visit schools very often. The teachers are

engaged in the lesson studies as part of their pre-service training and then continue the practice throughout their careers. These new teachers are placed under the tutelage of senior teachers to accompany them through the processes of induction and mentoring. This helps the lesson studies to be sustainable through the years. Furthermore, Dubin (2009:31) indicates that the lack of support to teachers by the education officials is made clear by the calling in of outside experts, known as “knowledgeable others” to help in planning, observing and commenting on the quality of the lesson studies. These experts include university professors who specialise in the relevant content area and accomplished teachers from other schools that work closely with the national universities.

To a varying degree, the four countries investigated in this study experience minimal support from education officials. The attendance by the Zimbabwean and Kenyan teachers of professional development programmes is minimal. In South Africa, the follow-up by government officials is not satisfactory and is also indicative of the minimal support of education officials in the form of subject advisers. In Japan, the education officials offer minimal support to the teachers because power has been devolved in order to take all relevant stakeholders on board.

2.4.4.2 *Lack of knowledge of CPD policies and programmes*

In Zimbabwe, the establishment of an inclusive government in 2007 created a platform of political interference and intolerance in the appointment of teachers. The two ruling parties, the ZANU-PF and the MDM, contested for the soul of education in Zimbabwe in order to have an influence on the Zimbabwean people. The political climate reigned over education. The incorrect appointments went up the hierarchy, and the results were that the interpretation of policies and programmes for professional teacher development were not addressed adequately. The traditional way of presenting programmes did not solve the problem of insufficient teacher pedagogic knowledge content, and still, a teacher-centred approach was followed.

The research has indicated that the education system in Kenya is a shortfall in terms of knowledge, understanding and continuous professional teacher development. According to the Policy Framework for Education (Republic of Kenya, 2012:37), the envisaged or planned professional programmes are not suitable for their purpose. This

assertion is substantiated by the fact that the teachers do not get information that makes them more effective to master their subject content. The new teachers are not inducted properly and the access of continuing professional development of teachers according to their needs is minimal (Republic of Kenya, 2012:37). This creates a situation where teachers indicate a lack of knowledge to attach a proper interpretation to professional teacher development programmes.

The situation in South Africa is different from the other countries mentioned earlier on. According to the IQMS policy document (DoE, 2003:2), the principal, SMT and SDT have more power and authority in terms of implementing it. The teachers are only given a chance when it comes to their summative evaluation at the end of the year. The training and advocacy of the IQMS are left to its coordinator and some teachers. This projects an image where the IQMS is implemented in a disjointed way and is not “owned” by all professional teachers. The challenge lays in the way the teachers interpret the functioning of the IQMS, based on its three programmes.

2.4.4.3 Lack of resources

Teachers are expected to mobilise the resources for the school in order to enrich the quality of education provided to the learners. Teachers should work hand in hand with the subject advisers so that adequate resources are gathered to empower the teachers. The availability of teaching resources can serve as an effective way for teachers to fulfil the seven roles of teaching. These resources enhance the effectiveness of schools as these are the basic things that can bring about good academic performance of learners. According to Yara and Otieno (2010:127), teachers must manipulate the resources in order to realise the school educational outcomes. The teachers must plan well to actualise an approach of “plan, do, see and improve”, which stresses the need for learners to carry out a well-planned learning activity that involves seeing for themselves and improving the activity even further for effective learning to take place. This approach is based on the findings of Yadar (2001:2-3) and UNESCO (2008:10), which posit that an object that is well handled practically impresses itself more firmly on the mind than an object seen from a distance or in an illustration.

The above assertion is in agreement with the findings of Mutai (2006:130), who indicates that learning is strengthened when there are enough reference materials, such as textbooks, exercise books, teaching aids and enough classrooms. The excellent academic achievement illustrates the correct use of these materials by well-developed teachers. However, the lack of resources in the learning environment can significantly affect the teachers in discharging their responsibility as expected. As a result, the learners' high performance is sacrificed due to lack of resources.

2.4.4.4 Under-qualified teachers

The issue of underqualified teachers is a threat to teacher development in the countries in the study. In Zimbabwe, some teachers are underqualified or show a lack of pedagogic content, which affects learners' learning. These teachers also display a negative attitude towards teacher development. Recent research studies into teacher education in Africa have indicated that there is an acute shortage of qualified teachers and the rural communities are the most challenged in terms of recruiting and retaining qualified teachers (Masinire, 2015:2). Once again, Yara and Otieno (2010:124) postulate that the situation is complicated by factors such as:

- inadequate or poor continuous (in-service) teacher development and teacher training facilities;
- a shortage of trained and qualified teachers;
- a lack of opportunities for continuous professional development;
- a shortage of reference and training materials for teachers;
- underdevelopment and underutilisation of information communication technology (ICT) to benefit teacher training and development;
- the depletion of teachers due to HIV/AIDS; and
- the decline in the number of people entering the teaching profession.

According to Hanushek and Rivkin (2010:268-269), evidence exists that teacher effectiveness is the most important school-based predictor of learner learning. This assertion is clearly manifested in the Zimbabwean first strategic objective in the Education Medium-Term Plan: "Restore the Professional Status of Teachers". This objective aims to build the skills of the underqualified teachers and those currently in

the profession. The Zimbabwe Framework for Teacher Education and Developmental Strategy (2013:49) indicates that the strategy proposes to develop an improved policy framework that guides teachers' aspects from their initial training, mentoring and support for continuous professional development and to ensure that an appropriate career path is sustained.

However, one may ask the question of how this problem of underqualified teachers could be solved in Zimbabwe. The initial steps were taken to bridge the knowledge base of the teachers by implementing the new curriculum. It provided the teachers with an opportunity to meet the pedagogic, methodological and content needs. The implementation of this curriculum with the aim of bridging the gap followed. According to Zimbabwe Framework for Teacher Education and Development Strategy (2013:50), the following outputs were envisaged: appropriate teacher policies, enhancement of quality and coherence of teacher professional education and development, improvement of teachers' status and working conditions, and improvement of the teacher management (focused on supervision) and administration structures.

Yara and Otieno (2010:130) indicate that Kenya has a shortage of qualified teachers to improve learner performance. Subsequently, the underqualified teachers serve as a threat to teacher development. This is in agreement with Birgen's findings (2005), in which he asserts that teaching is one of the duties that requires both qualification and experience for better delivery. Competent teachers are a prerequisite to buttress teacher development, rather than underqualified teachers. Predicated on the above, the government of Kenya must give adequate attention to teacher development to enhance the performance of teachers in delivering quality education to the learners.

2.4.4.5 Centring power around one component

One significant threat that works against the accepted norms of teacher development is centralising power into one component. In the education sector, more power is in the hands of some officials. According to Msila (2012:304), the centring of power around one individual means to invest power in one individual at the expense of others. This is indicative of the fact that there is an imbalance in the power differential among the SMT, the subject advisers and the teachers. In essence, in most of the schools, the teachers are deprived of the opportunity of contributing to the development of their

programmes. This tends to work against the most celebrated practice of collaboration in the organisations as advocated by the principles of CER. According to Schurink (2010:491), the use of democratic principles, such as citizen participation in the school and the community activities, are encouraged to take centre stage. The marginalisation of teachers in their development results in conflict among the stakeholders.

With reference to South Africa, the literature suggests that some principals fear the ability of some teachers by denying them the platform to contribute to their development (Mncube, 2007:177). My personal experience as a teacher and principal has taught me that some SMT members cling to power under the impression and with the fear that some teachers are more knowledgeable than they are. In the operational sphere of the SAs, they believe that they cannot act on an equal level as the teachers by allowing them to contribute to their development, knowing very well that they surpass them in terms of subject content and knowledge. However, some teachers have passion when it comes to professional matters, and they challenge the prevailing status of the “untouchable” SAs. On the other hand, some teachers are easily brushed aside when it comes to contributing to the development of teachers. This poses a serious threat to the balancing of power among the relevant stakeholders in the education realm.

The principal and the SAs tend to believe that they are the only source of information in an organisation. As a result, they tend to have a big professional ego, which serves as a threat to development. Similar situations prevail in Kenya and Zimbabwe. Specifically, in Kenya, principals are not appointed based on the set criteria where the candidates have to show their skills and expertise in the job they have applied for. In Kenya and Zimbabwe, principals are appointed based on the charismatic leadership characteristics (idealised influence) they show or possess (Ayiro, 2014:27; Mudekunye & Ndamba, 2011:10). In theory, the education acts of the two countries are sound, but the power is centred on powerful individuals in these countries. Practically, there is no public criticism that is allowed or being directed to leaders who hold senior posts in education or government positions.

In the context of Japan, its Education Act makes it compulsory that the stakeholders in education should work closely together. The UNESCO Report on Japanese

Education (UNESCO, 2011:2), which is premised on the Fundamental Law Education of 1947 revised in 2006, clearly indicates that power is not vested in one person. Articles 4 and 5 specify that all citizens should be given the opportunity to continue to learn through their lives, on all occasions and in all places, and apply the outcomes of lifelong learning appropriately to refine themselves and lead a fulfilling life. Citizens shall all be given equal opportunities to receive education according to their abilities and shall not be subject to discrimination in education on account of race, creed, sex, social status, economic position or family origin.

Practically, the reality of Articles 4 and 5 is observed in the application of the lesson study that is compiled by all relevant stakeholders in education in Japan. The good results show that Japanese education is grounded on the principle of collaboration and the participative leadership style. According to the document of the Globe Study (Hoppe, 2007:4), participative leadership encourages input from others in decision-making and implementation, and emphasises delegation and equality. Therefore, this does not in any way pose a threat to the development of teachers.

2.4.4.6 *Insufficient training of teachers by the SMT*

The insufficient training of teachers by the SMT is a threat that renders teachers ineffective in their profession. This threat sometimes occurs intentionally, but in some instances, it is caused by unavoidable circumstances. In South Africa, there is a great concern that teachers have a relatively low level of subject content, and the subject base of the majority of South African teachers is poor and needs training (Carnoy & Chisholm, 2008:83; Taylor & Taylor, 2013:130). In an ideal situation, SMT provides leadership in terms of providing vision, facilitating the achievement of educational and organizational goals and being responsive to diverse needs of teachers (Day & Sammons, 2016:12). Given the situation, one realises that the principal and the SMT lack knowledge on how to train teachers in their professional issues. Some SMT members lack the training skills necessary to create a supportive base in a school environment and, therefore, rely solely on the fact that teachers are trained at a college, and they will carry out their duties. The lack of knowledge on the side of the SMT renders the teachers ineffective in their profession. This is an oversight of the SMT, and they conclude that training of teachers is not important.

Schools should act as training centres or the conduits of information to the teachers, as is proclaimed by legislation. In Kenya, principals are expected to train teachers with the aim of providing them with skills, knowledge and attributes. According to Ibrahim (2011:292), principals could not train teachers because they were charged with many responsibilities. These responsibilities included the following: being the accounting officer, the coordination and supervision of activities at the school, the maintenance of high training and learning standards, and the interpretation and implementation of policy decisions pertaining to training. In addition to these responsibilities, there are serious problems such as many learners coming from diverse socio-economic backgrounds. These factors cause the principals not to train teachers as is expected.

In Zimbabwe, the situation is still the same because the training of teachers is not in the hands of the principals. The education system has introduced the mentoring system as a way of training the teachers. According to Mapolisa and Tshabalala (2013:759), the mentoring system of 2-5-2 Training Model was introduced. This model stipulates that there are two terms at the college for training, five terms for practice in schools where these teachers are attached to senior teachers and, finally, two terms again at the college. This system does not train the teachers adequately because the mentorship system is more personal. It does not work effectively because the senior teachers do not have enough authority over the teachers attached to them. Most importantly, the teachers who serve as mentors are not inducted before they are engaged as mentors.

Schools should work as community centres where community members are included. According to Bayrakci (2009:10), in Japan, the training of teachers is done collectively by the principals and the board of education, composed of members who come from diverse backgrounds. The training of teachers is based on the individual needs of teachers, such as on the processes of reflection, examinations and change that can lead to their doing a better job and achieving personal and professional growth.

In the three countries, South Africa, Kenya and Zimbabwe, sufficient training of teachers is observed, and there is a need for professional capital. Hargreaves and Fullan (2012:37-38) aver that professional capital has a fundamental connection to transform teaching in a positive way. The word "capital" is not common in education, but has been taken from the economic sector. According to Hargreaves and Fullan

(2012:37-38), professional capital has two approaches: the business capital approach and the professional capital approach. The business approach is where teaching is driven by data and data give one all of the answers. The second one, which is the professional capital approach, is relevant to the study. It requires the knowledge, the high level of education and the continuous improvement over time that are undertaken collaboratively by the teachers, the SMT and other relevant stakeholders in education.

2.4.4.7 Unresolved conflicts

Unresolved conflicts in an organisation derail the good intentions of the organisation. According to Corvette (2007:34), conflict is the opposing views that create a tension of incompatibility of individuals in an organisation. The divergent needs, wishes, ideas and interests breed emotions of conflict within individuals. There are many factors that can cause conflict in a learning environment. In South Africa, conflict according to Msila (2012:26), arises from role confusion by teachers and the SMT, from an inferiority complex created by some teachers who are competent enough to be a threat to the SMT and the lack of conflict competence of the principal at a school. This is based primarily on the qualifications of teachers that surpass those of the principal and the SMT.

My personal experience as a teacher and principal has taught me that conflict at a school also arises from the wrong interpretation of policies by the two parties. As a result, the two parties operate from two extreme positions. The prevalence of conflict affects the teachers and the SMT negatively in terms of the maintenance of good relations. This powder keg tends to hold the teaching and learning process at ransom. Snodgrass and Blunt (2009:53) posit that the school can erode its quality of education under these circumstances, and then the learners are left at the periphery. It is, therefore, incumbent upon the SMT to control the conflict well by inviting the relevant stakeholders in the form of subject advisers to interpret the policies correctly. This can be done by instilling and promoting the democratic principles of respect, trust, hope and social justice among the participants to ensure that good relations are maintained. The teachers, under such circumstances, need to be motivated to have self-belief in order to maintain good relations in a school. The impact of professional development

that teachers have may be influenced by their beliefs. This resonates well with the following statement of beliefs by Fives and Buehl (2008:135):

In learning contexts, pre-service and teachers may be guided by their beliefs about teaching knowledge and ability. Such beliefs may lead them to question the value of information presented; make epistemic assumption about the nature of teaching knowledge; question the validity of knowledge content; and support their views on teaching and the need for teacher development education.

The above information puts into perspective that the teachers' attitude and beliefs should be influenced to change. The situation manifests in the ongoing of unresolved conflict, which proves to restrict the growth and development of the school.

2.4.4.8 Negative communication

Communication, according to Kirimi (2013:17), is a means to make known, to impart or to transmit information. It forms a bridge between the principals and the teachers because the principals act as conduits of information by receiving and imparting it to the teachers. In an ideal situation, the communication in a school must bring about a mutual understanding between the principal and the teachers in relation to professional matters (Newcombe, 2011:29). Apart from exchanging information, communication improves relationships and deepens social interactions among school personnel (Ochieng & Moronge, 2014:70). In line with the professional ethics, there should be regular and consistent communication between teachers and the SMT at the school. However, in reality, the opposite exists as the two parties do not communicate as expected because of the negative communication within the school.

In South Africa, Mouton, Louw and Strydom (2013:33) found that there is negative communication between the SMT and the teachers. The negative communication is exacerbated by the indirect challenges manifested in the form of a lack of community support and the socio-economic challenges that impede interaction and communication. The situation is not limited to affecting the SMT and teachers only, but also changes the provision of quality education and the learners' progress. According to Ochieng and Moronge (2014:71), poor communication exists in schools and results into delayed decision-making, strained relations, a lack of teamwork and an apathetic attitude between the principal and the teachers. In Zimbabwe, poor communication is

evident because there is a poor working climate in schools and weak coordination between the teachers and the education officials. In essence, the principals exacerbate the situation by having a negative attitude towards teachers (Masuku, 2010:70).

2.4.4.9 Lack of evaluation and monitoring

It is essential that teacher development programmes should be regularly evaluated and monitored in order to achieve the objectives of the study. Anything less than this may pose a threat to the success of teacher development. The literature has revealed that for effective teacher development to take place, the SWOT framework model should be used consistently. The SMT and teachers must ensure that quality education is provided to the learners. Accountability should be the order of the day in teaching activities (Brooks *et al.*, 2014:23; Maphosa *et al.*, 2012:546). The lack of regular evaluation and monitoring may result in the failure to minimise the challenges that are faced by the teachers in the provision of quality of education to the learners.

2.5 CONCLUSION

The chapter started by discussing the theoretical framework in order to operationalise the objectives of the study. The historical origin of CER was discussed by giving reasons why it was used in the study instead of other theoretical frameworks such as positivism. The objectives and steps of CER were also discussed in order to justify its worth.

The epistemology and ontology of the study were discussed in order to reveal the construction of reality and how one sees the nature of reality in a social context provided in the study. My role as researcher and my relationship with the co-researchers were discussed with the aim of showing collaboration in a study. Operational concepts such as sustainability, learning environment, teacher, strategy and development strategy were defined. Subsequently, the need for teacher development, the components of continuing professional development, and the conditions and the threats were discussed in order to place the study in perspective.

The next chapter deals with the research methodology and the development strategy for teachers.

CHAPTER 3

RESEARCH METHODOLOGY AND DEVELOPMENT STRATEGY FOR TEACHERS

3.1 INTRODUCTION

This chapter discusses the methodology within which the study is located. In an endeavour to explain and to justify the choice of the paradigm, PAR is briefly discussed in this study. Thereafter, PAR as an approach that was used in this study is discussed, also providing reasons as to why it was chosen to be used.

In discussing the chosen methodology, this chapter further discusses how the data were generated, gathered and analysed. The various participants who took part in providing the data for this study are described, and the procedures followed in selecting them are explained. The background of the participants and the setting in which the study takes place are briefly described. The discussion about the participants is valuable for this study because they are presented as people in their own right, who are unique in their own personal capacity. Each one of them talks, acts and interacts differently in varying scenarios.

The chapter further discusses the ethical considerations that safeguarded all the discourses and interface aspects relating to the participants and me as the researcher. The aim was to allow the free flow of information among the participants without doing any harm to their human dignity. We organised ourselves into a task team at the research site. The task team developed the vision and mission statements that gave direction regarding the aim of the study. These parameters facilitated the task team to conduct the SWOT analysis that exposed a number of issues relating to the study.

The techniques and strategies used to generate, collect and analyse the data are reviewed as well as the role of the researcher in generating the data. The data were collected using the principles of Meulenberg-Buskens' FAI as a technique, and were analysed using CDA, as advocated by Van Dijk. These points are discussed in the ensuing subsections of this chapter. The practical procedures followed in gaining access to the participants (getting written permissions from their school), holding

discussions with them and comparing all relevant information generated and gathered are described.

3.2 RESEARCH APPROACHES

There are many approaches which can be adopted to conduct research. As a result, the researcher has a choice between many types of qualitative approaches. The many approaches referred to are the ethnographic approach, phenomenological approach, the grounded theory, clinical research and PAR (Mertens, 2010:230). In this study, the PAR approach was used for the reasons given below.

3.2.1 PAR approach

The study used the PAR lens as its point of departure. This lens afforded me the opportunity to access the information which could not have been reached through other research paradigms, such as positivism. It brought about a synergy between the participants and I. According to Van der Riet (2008:546-547), PAR serves as an alternative system of knowledge production by challenging the premise of conventional social science research methodology. The premise asserts that social science researchers can approach research sites in a neutral, objective and value-free manner. It recognises average people as being researchers themselves in pursuit of the answers to the questions arising out of their daily struggle and survival. PAR is a method that was used to generate and gather data from the school where the study took place. It is defined in many ways by different authors according to the way it functions.

The PAR approach refers to a research approach whereby the participants from a particular community take part by contributing from the beginning of a research process until the end of it (Kindon *et al.*, 2007:1). Kindon *et al.* (2007:1) regard this approach as being collaboration between the researcher and the participants to examine the situation and to change it for the benefit of the community. According to Pain and Francis (2003:46), PAR is an approach that places an emphasis on participants producing inclusive accounts, using their own words and frameworks of understanding. Its defining characteristic is the degree of engagement and the

inclusion of participants within and beyond the research process. Its way of working helps to replace the modality of social research with the one in which the benefits of research accrue more directly to the communities involved. In addition, Ferreira and Gendron (2011:156) define seven points of PAR. It includes a whole range of powerless groups of people – the exploited, the poor, the oppressed and the marginalised. It involves the full and active participation of the beneficiary community in the research process. The subject of the research originates in the community itself, and the problem is defined, analysed and solved by the community itself. The ultimate goal is the radical transformation of the social reality and the improvement of people's lives. The beneficiaries of the research are the community members. The process of PAR can create a greater awareness among the people of their own resources and can mobilise them for self-reliant development. It is a more scientific method of research in that the participation of the community facilitates a more accurate and authentic analysis of the social reality. Finally, the researcher is a committed participant and learner in the research process.

Based on the above definition, the researcher and participants also subscribe to the use of this approach because of its nature and manifold values. Eruera (2010:1) asserts that it is used in the social sciences to address complex social issues. The PAR theory is two-dimensional in the sense that it is collaborative and participatory. The participants and I took part in the process of research on an equal basis. The two parties were engaged in the research process to enhance the ways in which teachers are developed in their profession.

Conde-Frazier (2006:321) asserts that researchers who are immersed in PAR should evaluate the progress of their study by constantly looking towards the impact that it has on the daily lives of the participants and the community at large. Thus, the researcher should bear in mind that the study is not just about the knowledge generated, but about who controls that knowledge and to whom it is made accessible.

3.2.2 PAR: historical background

According to Denzin and Lincoln (2008:273), the PAR approach has its roots in liberation theology and neo-Marxist approaches to community development (in Latin America), but also has rather liberal origins in human rights activism (in Asia). There

are three attributes that are used to distinguish it from conventional research, namely shared ownership of research projects, a community-based analysis of social problems and an orientation towards community action. Though PAR is committed to the social, economic and political development that are responsive to the needs and the opinions of the ordinary people, its proponents have highlighted the politics of conventional social research that serve the ideological function of justifying the position and the interests of the wealthy and powerful.

Pant (2008:94-95) asserts that PAR emerged from a reaction to the approaches developed in North America and Europe in the 1960s. It attempted to find ways of uncovering knowledge that worked better in societies. It grew from the practice of adult educators in the countries of Africa, Asia and Latin America. They were stimulated by the success of the Cuban revolution and they put more emphasis on exploring more committed forms of research. Paulo Freire, a Brazilian educator, and his colleagues in Latin America developed influential concepts for adult education among the urban and rural poor people. He formulated a theoretical framework that shared the basic premise of adult education that adults must have control over the content and form of their education. This assertion resonates well with the fact highlighted by Kemmis and McTaggart (2007:339) that PAR is a qualitative method of research where the researcher and the participants are engaged in combining the processes of educational work and action itself. According to Gillis and Jackson (2002:10), PAR is characterised by a strong synergy between theory and practice.

It becomes evident that it was Freire's approach to adult education that engaged individuals in critical analysis and organised action to improve their situations. They improved their situations by being able to identify their differences and similarities in their own setting as a community (Freire, 1974:49). I, therefore, advance the argument that the same approach can be applied in South Africa to improve the teachers' situation of performance. This apprehension can be realisable when teachers are engaged with other stakeholders to improve their performance.

Pant (2008:96) further asserts that Paulo Freire's approach stimulated the teachers and the learners to move towards a critical consciousness of the forces of oppression and the possibilities for liberation. His work had brought the current ideas of Latin American scientists to the attention of people in other parts of the world. To be specific,

his work gained popularity in Brazil and later in Chile. His work on conscientisation reinforced the notion that socially marginalised people could be involved in the production and construction of knowledge to liberate them.

Ferreira and Gendron (2011:155) portrayed Paulo Freire as a critic of the authoritarian paradigm of teaching in which the student was the depository of knowledge (absorption of knowledge) and the teacher the depositor (transmitter). Freire instead believed that the research of people must include both the people and their perceptions. Thus, the teacher is a student, and the student is a teacher; and similarly, the researcher is a subject, and the subject is a researcher. It further boils down to the fact that, in the Freirean context, the notions of education and research occur in a “culture circle” that is community-based, linked to the needs of the communities and is more flexible than the authoritarian Western paradigms. In comparison with this, in Latin America, the use of PAR with the traditional communities occurred within the social movement contexts in the 1960s and 1970s.

The assertion by Freire that “knowledge is power”, makes it possible for PAR to assist socially marginalised people to critically investigate their reality, to analyse it and to take collective action that could bring about constructive changes in their lives. In the context of the study, the participants were exposed to learning that contributed to knowledge acquisition. The research findings resulted in improved services for teachers, participants and the community at large. The success of Freire in Brazil is an indication that PAR, given an opportunity, can be a success in South African education system. An example of Brazil in this context has been used to show that the conditions of success in education are similar to those of South Africa.

Given the historical background of PAR, this approach leads to tacit knowledge. This implies the knowledge is consistent with the dynamics of life and sustainability. According to Denzin and Lincoln (2011:347-348), slow knowledge works with the complexities of reality rather than seeking to control these, and it accepts that some conflict and suffering are inevitable in human beings. Instead of trying to eliminate them, slow knowledge pursues the means of comfort, care, reconciliation, resilience and restoration that optimise the interrelationships of all life. It shifts the focus from outcomes to the nurturing of life together.

3.2.3 The relevance of the PAR

The use of the PAR approach yields many benefits. It has local gains for the participants and the community as a whole. According to Cahill and Sultana (2007:305), there is the process of research by the researcher and the participants as collaborators, with the primary goal of working towards the positive changes on issues identified by the collective. Gill, Purru and Lind (2012:1) assert that it posits the notion of “understanding the people – especially those who have experienced the historic oppression – hold deep knowledge about their lives and experiences and should help to shape the research, the concerns they have about the situation and frame the interpretations” of the research. It provides mutual respect, dignity and connectedness between the researcher and the participants to enable the researcher to acknowledge the interpersonal bond that exists between them (Ellis, 2007:4).

Pain and Francis (2003:50) further highlight the advantages of PAR in that it is effective in harnessing access of “hard-to reach” groups. There is potentially a wide coverage of population; the participants choose the type and level of engagement; group work is inclusive and promotes information sharing and education; research emerges by reflecting people’s own priorities and interests; participants are experts in problem definition and solutions; and finally, the collective solutions emerge organically (without the influence of those people who are not affected by the problems).

Given the trust created between the researcher and the participants and the cordial working relationship, the participants have a moral right to be recognised as being the source of information. They have been elevated and given the same social status as the researcher to identify the problems and to find the possible solutions thereto.

3.2.4 Participatory research as a tool for empowerment

Jennings, Parra-Medina, Messias and McLoughlin (2006:35) define empowerment as referring to individuals, families, organisations and communities gaining control and mastery within the social, economic and political contexts of their lives, in order to improve the equity and quality of life. Hope (2012:227) also defines empowerment as a process that strengthens and activates the capacity of individuals to satisfy their own needs, solve their own problems, and acquire the necessary resources to take control

over their lives. I, as the researcher, define empowerment as being a way of engaging in an activity with those people who have been excluded from economic, political and social spheres, to solve problems that emanate from those stated aspects.

The three definitions are appropriate for the study because it is apparent that empowerment is a social process. Within PAR, empowerment serves as a tool to liberate the oppressed and the marginalised. Nkoane (2009:25) postulates that empowerment provides the oppressors with clear-cut manifest evidence that they are prone to exploitation, marginalisation and exclusion from social engagement. Thus, empowerment should not be seen as intended for the powerful. Instead, it should be viewed as something that those who are marginalised, oppressed, excluded and dominated in terms of knowledge construction, must collectively provide for themselves.

I adopt and subscribe to the PAR approach incorporating the notion of empowerment as a way of elevating the participants' social standing to that of the researcher. The aim is to identify and solve the social impediments in a community towards achieving a sustainable learning environment through effective personal growth plans for teachers.

3.2.5 The limitations of using the PAR

The use of the PAR approach has some limitations. According to Pain (2004:657), it is selective as it produces certain types of information. The information may be brief and superficial, the relationship with the researcher may be brief, and the presence of others may affect personal accounts. There is unequal power and representation among the participants and between the participants and the researcher, and also social and political factors can effect change to the detriment of the participants.

From practical experience, I also subscribe to the existence of limitations to the participatory research approach. Despite the efforts that are made to elevate the social status of participants, the ideal participation is not achieved. This may be caused by the presence of some participants who are more knowledgeable than others. This, in turn, affects the personal accounts. In some instances, the participants may be

affected by the position of the researchers, as academics, and may decide not to participate effectively in the discourse.

3.3 DESIGN

The research design is a work plan that is used to ensure that the evidence obtained will enable the researcher and the participants to answer the initial research question. It is a logical structure of an enquiry which must not be confused with the logistical one. The design of the study consisted of the conceptualisation, profiling of the school in focus, the establishment of the task team, and the roles that were performed by the participants in order to achieve the objectives of the study.

3.3.1 Study conceptualisation

The idea of the study arose in my mind after the continuous bad performance of learners in the Intermediate phase of the school in focus. According to Eruera (2010:3), PAR analyses a problem with the identification of a problem and after that, the community involved must take ownership of it and be encouraged to solve it. I became interested in the educational matters of the school and immersed myself in professional matters with the teachers and community members. During our discourses, we observed that the non-development of teachers in the professional matters at the school could have been a contributory factor to the decline of learner performance.

After a thorough dissection of the problem, we realised that a solution could be found by the people who have identified the problem. After what has been said and done, this accurately corroborated with the assertion of the Italian neo-Marxist Antonio Gramsci, as advocated by Lather (1986:64) that the intellectuals must be urged to adhere to a “praxis of the present” by helping to develop progressive groups of people to become conscious of their actions and situations in the world. In essence, this means that a solution is always found by people who have a problem. The formal discussions took place with the relevant stakeholders of the school and the community members who had the interests of the school at heart. Once the permission had been granted to conduct a research by the FSDoE, I interacted with the SMT, teachers,

community leaders of the churches, local health services people and the police services. It was morally important to introduce myself and bond with other stakeholders and to give them a thorough background of the study. The motive behind this was to establish a mutual trust so that all who were involved in the study would pull in the same direction and would have the same vision. This served as building blocks for the study to be undertaken with the knowledge that I had the support of the stakeholders of the school and the community at large.

3.3.2 Profiling of the school involved

The status of excellence in any organisation is desirable, and schools are no exception to this. The school in focus had been producing good results in the Grade 6 Annual National Assessment, but had experienced a decline in the pass rate for the previous three years. This grade is taken seriously by the school and the FSDoE. It serves as an exit point to the senior phase in the high school. The school begins with Grades 1 to 6, with a total enrolment of 600 learners and a teaching staff of 22 teachers. The pass rate of the school dropped to the lowest ebb in Grade 6 results from 2011 (65.3%), 2012 (60.1%) to 2013 (58.7%). However, at the time of this study, the school in focus did not have a full complement of teachers in the teacher clusters at district level. Thus, the teachers were not represented in the various subject clusters where teachers were contributing to their professional development. As a result, the development of teachers at school level was not done. This school was chosen for the study because I wanted to find out what role the teachers could play in their own continuing professional development by developing a strategy. This school was also suitable because it was near to my work station as the principal of a school of the FSDoE.

3.3.3 Establishment of the task team

The processes that were undertaken succeeded because the task team initiated these, monitored their progress and evaluated them. According to Ehlers and Lazenby (2010:5), PAR serves to facilitate the establishment of a structure that allows the participants to deal with the issues that prevent them from contributing effectively in

their lives. At the same time the task team was established through the process of consultation and negotiations. It started first with one-on-one with the principal of the affected school. Then, it spilled over to other community members in the form of religious leaders, SGB members, health care leaders, police leaders and eventually to the teachers who were charged with the huge responsibility of teaching the learners. The bonding of teachers with other stakeholders invigorated them and reassured them that they were regarded as human beings not as objects in their profession. This meant that, whatever solutions might be reached, these addressed the real problems that challenged the teachers.

This PAR study polarised people of diverse backgrounds to generate many ideas and solutions to the problems that affect them. The task team offered the SGB members, religious leaders, health care leaders and police leaders a communication platform on which to contribute and exchange the best ideas to influence the teachers to engage meaningfully in their professional development (Mahlomaholo & Netshandama, 2012:37). This was a way of combining the divergent ideas and views of all the members of the task team and balancing an issue of power in exchanging ideas of teacher development. Once a common ground has been reached, the researcher and the participants learned from one another because they all came from different backgrounds. This acted as a foundation for of championing teacher development. This was necessary to ensure that power relations among the participants were balanced in a way that provides for mutual respect. This ultimately necessitated the realisation of the study objectives because the spirit of togetherness prevailed among the members of the team.

For any major project to be successfully completed, the fields must be levelled. The task team analysed the prevailing situation at the school in focus. A plan was necessary to guide the team members in executing their functions (Ehlers & Lazenby, 2010:6; Sheldon, 2011:100). It was imperative for the team to identify the resources that would make their task easy to carry out, to set the timeframes against which they would measure their speed of performance, and lastly, to conduct reviews to identify the areas that had been successfully completed and those that still needed remedial work. It was expected from each member of the team to harness the support of community members so that the study could be sustainable. This ensured unity between the task team and the community in which the study unfolded. According to

Prew (2009:828), a free flow of ideas among the participants needed to be ensured in order to sustain the study for the benefit of future teacher generation and the community at large.

The members of the team were expected to uphold the ethical considerations of conducting research. It was expected of them to respect the participants' human rights and that the full clarity on the aim and objectives of the study would be explained. Once this situation was explained, the participants would have a clear understanding of what role they would play in the study. They were given information to be equipped with knowledge that they could withdraw from the study at any given time if the situation no longer allowed them to participate freely and fully in accordance with the stated objectives. This state of affairs showed them that they were being accorded respect as human beings and were not taken for granted as objects. Based on the cordial relationship between the researcher and the participants, it was easy for the participants to fill in the consent forms to confirm the authenticity of the study. The participants and I formed a formidable team that took the study forward with everybody on board.

3.4 PARTICIPANTS

The participants played an important role in providing information. According to Pain and Francis (2003:50), there are advantages associated with the structure in the form of a task team of getting information. These are manifested as follows: it is an effective way to access hard-to-reach groups; it covers a wide range of population; the participants choose the level of engagement; group work is inclusive and promotes information sharing and education; and research is emergent and reflects people's own priorities and interest. Participants are experts in problem definition. Despite these advantages, there are also disadvantages to participants providing information to a research study: the participants are selective because they produce certain types of information; information may be brief and superficial; the relationship with the research may be brief; and the presence of others may affect personal accounts. There is unequal power and representation among participants, and between the participants and the researcher, based on social and political factors.

3.4.1 Choosing the research participants

The research participants in this case refer to the researcher, teacher, health, church, police, SMT and SGB members. Ebersöhn and Eloff (2007:131) and Eruera (2010:3) indicate that the community's problems manifest in different forms and can be identified by either the researcher or the community members. In this study, I have identified the problem and explored the different avenues to harness the support and cooperation of the community. I had realised that the participants must not be coerced in the study. As a result, the participants took part in this study in the following ways: First and foremost, some of the participants participated through their willingness to do so. Secondly, they become involved in the study after I had had the informal discussions with them and they showed willingness to participate. Thirdly, they become involved after they had observed the same problem at the school. It is important to remember that this study sought to develop a strategy that would improve the teachers' performance making use of the PGPs. The specific objectives that this study revolves around were:

- to analyse problems and challenges in the implementation of PGPs impeding the creation of sustainable learning environments at a school;
- to explore the strategies that have been implemented to date to respond to such challenges throughout the world;
- to analyse the contexts, making it possible for such strategies to be implemented successfully;
- to anticipate possible threats to the effective implementation of such strategies so that a mechanism can be built to avoid them; and
- to monitor the implementation in terms of its success or lack thereof in achieving the stated aim.

The above objectives limited the participants' sphere of action to a public school located in the Xhariep District in terms of the research demarcation.

3.4.2 Profiling of task team

This section deals with the way the data were generated, gathered and analysed with the aim of putting into perspective how the identified problem were solved. The

participants in the study came from the different spheres of society and various professions. The fact that they came from the diverse backgrounds stood the study in good stead because each participant had a rich pool of knowledge and expertise to complement one another. They were the researcher as a principal of a school, a member of the SMT, a teacher, a member of the SGB, a religious member, a health worker and a member of the police. It is worthy to note that the pseudonyms, not real names, will be attached to the members of the task team. The pseudonyms include: Stuurman, Raborikgwana, Bonine, Motjeka, Madiberwane and Rapere. The aim of this is to ease readership and give credibility to the study.

It is also important that the background of each member of the task team should be given to the reader. The rationale behind this is to put into perspective what kind of expertise was being brought into this study by the individual members.

3.4.2.1 *The researcher*

I am a principal of a nearby primary school under the jurisdiction of the FSDoE. I have had a service of 23 years in the teaching profession. I started as a teacher and went through the ranks until I became a principal. I was a teacher for three years and was promoted to be an HoD at the school. I worked as an HoD for five years and was promoted to a deputy principal post. I worked as a deputy principal for nine years. I worked as a principal for seven years and am still working in that position. My duties include providing curriculum guidance and training of the teachers, SMTs, SGBs, financial management to the administration staff, human resource training, safety issues, liaison with teacher unions and community-based organisations.

Based on my background as a principal, I was an important participant in the structure as a resource person and a researcher. My educational background helped the other participants to gain information, and I also benefit from the other participants. My role at school is to oversee all professional matters.

The role of the principal in this structure is to oversee the process of achieving and carrying out the priorities set up by the structure formed. Included in this process, is the duty to lead and manage the planning, delivery, evaluation and improvement of education of the learners in a community through the strategic deployment of

resources provided by the department and the school community. Subsequently, my role increased the knowledge base of teachers at the school with regard to learning and quality teacher practices.

3.4.2.2 SMT member

The SMT member has a vast knowledge on teacher development and has been in the SMT for more than ten years and therefore can provide the necessary information. The inclusion of an SMT member can make a difference in terms of ensuring that what has been learned is implemented. The SMT member serves as a link between the school and the departmental officials (subject advisers). He has worked at the school for more than ten years and, as a result, he knows the culture of the school and its stakeholders. His inclusion helped the task team to know to what extent the teachers had been internally developed. He ensured that there was accommodation for the task team to carry out its activities. He took the lead in the buy-in of the study concerned and presented it adequately to the concerned teachers. He was a resource-provider to the task team in dealing with teacher development activities. As a result, his inclusion in the team helped the study to achieve its objectives.

3.4.2.3 The teacher

A teacher who is involved in the structure is employed by the DoE on a permanent basis. His teaching skills are of great benefit to the learners. His inclusion in the study helped to appeal to the community to enrol their children at the school. The teacher is energetic and plays an important role in forming the subject networking committee with other schools in order to exchange the knowledge and skills of different subjects. This way, he works as an important resource person and appeals to other teachers to work as a team to impart knowledge to the learners.

3.4.2.4 SGB member

The SGB member plays an important role at the school around issues of governance. His inclusion in the study helped to enhance its credibility by ensuring that the teachers

were supported in their professional matters. Legislation requires that the SGB member must deal with governance matters, but his input is needed in the professional development of teachers. He plays a supporting role in that regard. This brings a sense of importance on their part in the teachers' educational endeavours to succeed in their work of teaching and learning activities.

His role at school is to serve as a link between the teachers, the SGB members and the parents at large. He influences and supports the teachers to be developed on various issues that sustain the learning environment. As a researcher, I realised that a member of the SGB is in a good position to understand the historical, social, cultural and financial problems that a school faces and to find the solutions for these. According to legislation, a member of the SGB must make sure that the principles that are enshrined in the South African Schools Act (84 of 1996) are carried out. These principles are as follows: all South African children are allowed to enter the school system; the values of non-racialism and equality between boy and girl learners are promoted; it helps communities to respect and tolerate all religions and cultures in our country; it encourages children to speak a range of our country's languages; and it respects children's rights and promotes non-violent ways of solving problems.

It is against the background of these principles that a member of the SGB must stress an aspect of discipline in the school environment. The discipline of learners is grounded in the code of conduct of learners. The code of conduct of learners clearly sets out the school rules and spells out exactly what measures should be followed if the learners have broken the rules. It also maps out a grievance procedure that parents and learners can follow if anyone feels hard done by the teacher or any learner has acted contrary to the rules stipulated in the code of conduct of learners.

3.4.2.5 Church member

The church member plays a pivotal role in the team by ensuring that the moral issues are upheld. His inclusion in the study helps to instil a sense of belonging that he plays an important role in helping the teachers in their profession. This way, he believes that educating children is not only the responsibility of the teachers alone, but a joint effort. His role is no longer confined to the churches only, but is extended to the school as well. In this regard, he imparts discipline and the Christian values which he believes

are integral part to teacher development for learners to succeed. A mutual trust is formed between the teachers and the church member. As a result, the church member gives pastoral care to the teachers who are in need of it.

Furthermore, the church member has the task of helping and making sure that the teachers at the school establish themselves as a morally bound population. The church has to advance the issues of morality. The presence of a member of a church has a positive influence in the sustainable learning environment at the school. The church principles help learners to develop faith, belief, values and morals. The school, through the presence of a member of a church, can ensure that the morals of learners are grounded on the principles of the church. By the time the learners reach the stage of adulthood, they should have learned values such as honesty, respect and practice them to the advantage of their fellow human beings. Some of these values instil good morals in learners to desist the temptation of committing heinous acts of murder, stealing, fighting, bullying and rape.

Most of the schools are grounded on Christian ethos, which helps to shape the character of the learners to be obedient to the teachers. The regular attendance at church by learners reinforces what they have learned in the school in terms of the values. The learners are taught forgiveness as a prerequisite of peaceful co-existence of different cultures in a school environment. Forgiveness takes place through communicative process of confession. Confession teaches learners to grow up as honest and obedient future adult citizens of the country who will pass on good morals to the future generations.

The researcher believes in a country where schools are tolerant in regard to religion. As a result, the school must embrace religious beliefs that instil good morals in the learners. There must be a church-school connection that underpins a cordial relationship between the two. The presence of a member of a church in the structure formed brings social justice in the school environment. I view social justice in this context as the idea of creating a society that is based on the principles of equality and recognising the dignity of every teacher in the learning environment. Thus, the church member has inspired teachers to impart religious information and good morals to the learners.

3.4.2.6 Health service member

The health service member plays an important role in the wellbeing of the teachers. His inclusion in the study helped to enhance its credibility by ensuring that the health service workers were engaged in the decisions regarding teacher development. They become motivated in knowing that they provide support for the teachers' welfare and their professional development. Apart from dealing with the teachers in the clinics, the health service member deals with the teachers directly in the study and thus provides medical awareness, which is a way of keeping teachers healthy and strong. As a result, a mutual trust is forged between the health service member and the teachers. He deals directly with the teachers by providing the necessary support systems in cases where teachers have some chronic illnesses. He acts as a link between the teachers and the medical professional bodies that offer the required services.

The member of the health service has 16 years of service as a nurse. He works at the local clinic as a senior nurse in charge. He has the following qualifications: Senior certificate, Diploma in Nursing, specialising in midwifery, general nursing, community nursing and psychiatric nursing, a degree in nursing, specialising in HIV management, primary health care and health care management.

He is presently serving as a chairperson of SGB of the primary school. In the SGB the chairperson performs many functions, namely, to preside at all meetings of the SGB at which he is present, to enforce observance of the SGB constitution, to sign the minutes of the previous SGB meetings and departmental activities to which the school is invited and to perform other duties as imposed by the decisions of the SGB.

Given the profile of the health service member, one realises that the participant is a knowledgeable person who has a good educational background. As a result of his duties in the SGB and his role in the study, he supports and influences the continuing professional teacher development to sustain the learning environment.

The nurse's role in the learning environment is very important in the upliftment of the health conditions of the school community. As a researcher, my personal experience has taught me that the nurse's role is accentuated in response to the different diseases that may hinder the learning process of the learners. The nurse takes part by giving the learners the injections, checking and monitoring the learners' eyes, ears and weight, responding promptly to critical incidents in the school premise and identifying

threats at the school (e.g. shortage of clean water, lack of sanitation). He promotes a healthy environment by encouraging the school to have a vegetable garden that supports the orphans and vulnerable learners. He sustains and supports the life span of the learners by providing them with medical treatment as required. He acts as a link between the school, families, and community and health care providers. According to Ball (2009:22), the nurse's primary role is to immunise the learners, to promote health issues to learners, to screen the learners for auditory and visual problems, and lastly, to give information on sexuality and health education.

Given this background, the health worker had an opportunity to influence the health of school age learners and the wellbeing of the teachers as well. This was done by sharing information between the health services and the teachers. The latter were then knowledgeable about the diseases that are contagious, and they took precautionary measures to prevent and contain the situation.

3.4.2.7 Member of the police service

The member of the South African Police Services plays an important role in upholding issues of safety of teachers. His inclusion in the study helped to ensure that the teachers were supported in making proper decisions regarding their professional development. Besides dealing with the teachers in the community, the member of the police also dealt with the teachers directly and thus helped to instil a sense of hope and security for the teachers to succeed in their professional development. His presence in the team added value in terms of the safety of the varied population of the school. He was directly engaged with the teachers who are exposed to social impediments that prevent them from working efficiently.

The member of the police service, who is a participant in the study, has a service record of 29 years as a police member. He started working as a police constable and went through ranks until he reached the rank of warrant officer. He worked in different sections of the police service, namely crime prevention, community service, visible policing and as a station commander. He is presently serving as a member of Adopt-A-Cop of two primary schools and one secondary school in the township. He is busy furthering his studies with a Diploma in Police Administration. Given this profile, one realises that the participant has a vast experience working with the community. His

experience stands him in good stead to strive for and encourage the professional development of teachers. His interaction with the teachers during his attempts to make the learners aware about crime, drugs and rape, made him an indispensable participant to encourage and influence the teachers to be developed, with the aim of sustaining the learning environment. He is always eager to work in community projects and work with the youth in order to create a better life for all.

The involvement of the police in schools is not a new phenomenon. They have been associated with schools for many centuries. However, for the better part of time, the role of police was limited to traffic safety, crime prevention and prevention of child abuse. As from the 1990s, there was a formalised and closer links between the police and the teachers. Much of this change has been in response to a number of prevailing factors in the school environment. According to Shaw (2007:2), the cooperation between the school and the police was forged by formalising Adopt-A-Cop strategy. Further actions taken included proactive or reactive dimensions. In a reactive mode, the police would respond to incidents and requests from schools when an event has occurred. A proactive approach requires the police to prevent situations conducive to offences, violence, drug abuse and other problems. The police role can be primarily deterrent or preventive. The deterrent approach includes the presence of uniformed officers or the use of undercover police officers. A preventive approach may involve drug prevention education. Intervention may be general or targeted. This is directed to the entire school population. Programme goals may be broad or specific. These are to develop good relations with young people and break down mistrust or they can be focused on specific issues, such as preventing gang recruitment or drug use. They can work in a bilateral or multi-partnership way – that is, liaising with the school or with other local services and organisations.

According to Steyn (2011:1-3), there is a signed national protocol agreement on school safety between the national ministers of the South African Police Service and the Department of Basic Education on the prevention of crime and violence in all schools. The presence of a police officer forms a strong link with the school. The school is linked to the police station by placing it on the register of the police station. A teacher is nominated to be the safety coordinator of the school. He/she has to submit monthly reports on disturbing behaviour of learners, teachers and members of the public to the

provincial office, establishes a school safety committee within the framework of the South African Schools Act (84 of 1996).

The committee must consist of members of the SGB, the school safety coordinator, the teacher liaison officer, a member of the school-based support team and a police officer. It must ensure that access to the schools grounds is controlled, there is a visitors' book, and the gates and the fences are secured. It is essential to develop a reporting mechanism for learners, parents, teachers and members of the community where the boxes of notes can be found. The learners should know where to report any activity such as bullying, sexual harassment and abuse. The police undertake searches and seizures in terms of Section 8 of the South African Schools Act (as amended). It is essential that the procedures for undertaking searches, seizures be administered only if there is a reasonable suspicion that dangerous objects and drugs are brought onto the school premises. The school must display a sign that declares the school is free from dangerous objects and drugs. The police run crime awareness and prevention programmes at schools by involving the SAPS, Social Development and the relevant non-governmental organisations. An evacuation programme must be developed, which must be practised at least once a month. This is to familiarise the learners with the evacuation programme in case of a fire in the school premises. Finally, the disturbing behaviour of learners, which ranges from malicious damage of property to harming other learners and self-injurious behaviour, needs to be addressed. In this case, the School Safety Committee should rely on the expertise of district-based support teams and reinforce existing programmes, such as Soul Budyzz and the RADS, at school level. These programmes aim to build and enhance positive learner behaviour when they participate in these programmes.

Given this background of safety measures, anyone who lives within and works on the school premises, does so with the knowledge that, in the light of existing evidence of the envisaged safety measures, the school is a site among the most important environments conducive to sustainable learning for both teachers and the learners. This is the cradle from which all human safety is guaranteed through the presence of the police.

3.4.3 The inclusion of participants in a research

I was prompted to include the participants on the basis of democratic principles of gender equity in line with the PAR approach. However, this is not always possible, based on the availability of participants in terms of diversity of ethnicity, socio-economic status and gender. Despite this, the strength of qualitative research lies on the pillar of interaction among the participants. In this study, a variety of participants have relevant information and experience concerning the phenomenon being researched.

Based on the above, there are seven participants in the research. They are the principal, one SMT member, a teacher, one member of the SGB, one religious representative, one health worker and one police member.

3.4.4 The exclusion criteria of the participants

Naturally, there are barriers and social impediments among the participants that have facilitated the exclusion of others. There are people within the community who may marginalise others, be oppressive and have dominant approach over the others. These participants were controlled or excluded if they did not subscribe to the rules of the study. Participants who felt that they were not comfortable to continue with the study were voluntarily excluded. The task team further excluded the learners whose ages ranged in the vicinity of 11 or lower than 11 years in order to avoid and minimise risks to the learners.

3.4.5 The profiling of research participants

This section justifies the inclusion of participants by delineating their roles in the study. Their roles are relative to their association with the school concerned. The participants involved are the principal as the researcher, an SMT member, teacher, an SGB member, a church-based organisation member, a health worker and a police member. The learners who are attending the school are the responsibilities of the participants who are part of the structure formed. It is an accepted fact that it takes a nation to educate a child and the members involved in the structure made sure that the

development of the teachers is a direct benefit for the learners. Thus, the participants were engaged in the identification of the strengths, weaknesses, opportunities and threats in the development of teachers to sustain learning environment (school). This was made possible by the fact that the participants lived in the environment that was directly affecting all of them in terms of social challenges. The study enabled them to analyse, understand the problems and proceed to identify the priorities and draft the action plan. The establishment of a task team as well as the profiles and the contribution of the participants are highlighted in the ensuing paragraphs to indicate the meaning they attach and the value they bring to the sustainable learning environment.

3.4.6 Establishment of a task team

PAR necessitates the establishment of a structure that allows the co-existence and interaction among people with diverse interests that prevent them from making a meaningful contribution to their living environment (Ehlers & Lazenby, 2010:5; Dworski-Riggs & Langhout, 2010:216). The identified problem prompted me to engage in informal discourses with the SMT member, teacher, religious member, health worker and the police member. The willingness of the participants made it possible for the study to proceed with ease. They were included as participants in the study to find the solutions to a problem. Lather (1986:64) advocates Gramsci's assertion that those people who are beset by problems are the ones who must strive to find solutions thereto. The task team(participants) initiated an analysis of the situation at the school concerned, drew up a plan and directed it to accommodate the input of the task team so that implementation could take place (Ehlers & Lazenby, 2010:6). The task team worked hard to obtain the necessary resources and to set the timeframes and present the reviews where the plan did not go as intended.

3.5 THE ROLES AND RESPONSIBILITIES

It is of utmost importance that the members of the task team know their roles and responsibilities to the study. The execution of these responsibilities with a high level

of precision helped the team to achieve the set objectives. They were executed by the various participants described below.

3.5.1 The researcher

My main responsibility as the researcher was to coordinate all the activities of the team. As a principal by profession, I brought my competence in school management and governance to the team. It was also incumbent on me to get permission from the FSDoE to conduct a study of this nature. Furthermore, I secured the resources in the form of the venue for the meetings, kept the records and implemented the decisions of the team. According to the DoE and Early Childhood Development (2009:14), the main accountabilities of the principal as the researcher are as follows: to ensure the delivery of a comprehensive, high-quality education programme to all learners; to implement decisions of the SGB; to establish and manage financial systems in accordance with the department and school requirements; to represent the department at the school and the local community; to effectively manage and integrate the resources available to the school; to involve staff, learners and the community appropriately in the development, implementation and review of school policies, programmes and operations; to report to the department, the school community, parents and learners on the achievements of the school and of individual learners as appropriate; and to comply with regulatory and legislative requirements and departmental policies and procedures. These accountabilities are to be carried out by the principal working in conjunction with other members in the SMT. My accountabilities as a principal stood me in good stead to discharge my responsibilities in the task team efficiently.

3.5.2 SMT member

The responsibilities of the SMT member at a school are many and include the following: to encourage the teachers and learners about teaching and learning; to interact with the task team; and to have access to the necessary information concerning the study. The member of the SMT ensures that there is a mutual link between the teachers and the task team because they are the ones who develop and

work closely with the teachers. According to the DoE and Early Childhood Development (2009:2), the core responsibilities of the member of the SMT are to supervise and coordinate the work of the curriculum, allocate the budgets, positions of responsibility and other resources within the area of responsibility, to supervise the delivery of teaching programmes, to manage the programmes to improve the knowledge and experience of teaching staff, to contribute to the overall management of the school, and to select and assign staff to positions of responsibility.

3.5.3 The teacher

The responsibilities of the teacher are many, and it is very important that they are carried out as expected. According to the DoE and Early Childhood Development (2009:3), the teacher performs an important role in improving the skills, knowledge and performance of the teaching workforce at a school and in improving the curriculum programme of a school. He or she demonstrates and models an outstanding level of teaching, makes a contribution to policy development relating to teaching and learning at the school, and provides professional support to other teachers who are struggling to execute their work. The core accountabilities of the teacher in the professional development of the teacher can be stated as follows: to lead and manage the implementation of the whole school improvement initiatives related to the strategic plan and school priorities; to lead and manage the implementation of whole school improvement strategies related to curriculum planning and delivery; to lead and manage the provision of professional development and developing individual teachers; to lead and manage staff performance; to do demonstration lessons; to lead and manage the development of the school's assessment and reporting policies and practices; and to lead the development of curriculum in a major learning area and participate in curriculum development in other areas. In order to carry out these accountabilities successfully, a teacher needs to be a "good teacher". A good teacher means a teacher who has a knowledge base and is able to help a learner to learn effectively. The presence of a teacher in a task team worked well to the advantage of the team in order to achieve the objectives of the study.

3.5.4 SGB member

The main responsibilities of SGB include the following: to enable the task team to access the information about governance; and to conscientise the members of the team about the study. The SGB member ensured that whatever was learned be implemented to the benefit of the school population. He served as the liaison between the teachers and the community. The member also ensured that the teachers had an accommodation to hold the meetings and provided support to execute the plans of the study. As a result, the inclusion of the SGB helped the study to achieve its objectives.

3.5.5 The church member

The church member played an important role in ensuring that an issue of morality was realised. His presence in the study enhanced the image of the teachers as being worthy of respect. Apart from engaging with the teachers in the churches, this gave him an opportunity to deal with the learners and therefore helped to instil discipline and Christian values to the learners to succeed in their schoolwork. This afforded the teachers an opportunity to be given pastoral care and moral support because they were working under immense pressure. Therefore, the teachers were exposed to the necessary professional religious person to help them morally. As a result, the teachers worked in the environment grounded on the religious ethos that would help them to succeed in their work. The presence of the church member in the team afforded him an opportunity to integrate the church and task team responsibilities with ease in order to achieve the study objectives.

3.5.6 Health service member

The health service member is a professional person who supplies medical skills to the wellbeing of the teachers in order to look after their health and that of the learners. His inclusion in the study helped to enhance its credibility by ensuring that the teachers were made aware of the good health issues pertaining to their lives and those of the learners. Health workers support and sustain the life span of the learners by providing them with the medical treatment as required. They act as a link between the school, family, community and health care providers. According to Ball (2009:22), the health

worker's primary role is to immunise the learners, promote health issues to learners, and screen the learners for auditory and visual problems. Finally, health workers give information on sexuality education. Their role added value to the development of the teachers because good health ensures the success of the teachers in executing their duties.

3.5.7 The police member

The police member played a key role in mobilising the teachers around the issues of safety. Apart from engaging the teachers in safety education, the police member deals with the learners directly by instilling discipline and persuading them to be law-abiding citizens. According to Shaw (2007:2), cooperation between teachers and the police may be forged by formalising the Adopt-A-Cop strategy. Further dimensions taken were the proactive or reactive dimension. In a reactive mode, the police would respond to incidents and requests from schools when an event had occurred. A proactive approach requires the police to prevent situations conducive to offences, violence and drug abuse. The police role can be primarily deterrent or preventive. The deterrent approach includes the presence of uniformed officers or the use of undercover police officers. A preventive approach may involve drug prevention education. Intervention may be general or targeted. This is directed to the whole school population. Programme goals may be broad or specific. The goal is to develop good relations with young people and break down mistrust or to focus on specific issues, such as preventing gang recruitment or drug use. They can work in a bilateral or multi-partnership way, such as liaising with the school or with other local services and organisations.

3.6 RELATIONSHIP BETWEEN RESEARCHER AND PARTICIPANTS

PAR supports a good relationship between the researcher and the participants. The good relationships are grounded on the principles of mutual trust and respect for other human beings. According to Campanella (2009:2), the principles of CER theory allow the researcher and the participants to work collaboratively as researchers with equal status. According to Karnieli-Miller, Strier and Pessach (2009:279), in the qualitative

study, there are variables that presuppose the redistribution of power between the researcher and the participants. The participants are fully involved because of their lived experiences and others' experiences in order to work towards the attainment of the study objectives.

According to Hulya (2009:810), the researcher-participant relationship can be approached at both the micro- and macro-level. The micro-level refers to the individual researcher and the participant, and the macro-level relates to the historically established status of the researcher vis-a-vis his or her objects of study. In this study, the relationship is focused at the micro-level, where power is equally attributed to the researcher and the participants. The historically and socially constructed power inequality is deconstructed. I fully understand that the participants are strategically positioned in the community to understand the social dynamics for the development of teachers in a school environment. In order to win the support of the stakeholders, I had to be transparent in all dealings with them. I managed to win the support of the participants by acting honestly and by respecting whatever input they made towards the success of the study. The success of having all the stakeholders to work together led to the effective development of teachers to produce good results.

The participants took ownership of the study by building mutual trust and spirit of working together. This kind of relationship was strengthened by the participants who complemented one another when they executed their roles in the study. Their role execution advanced the objectives of CER of respect, trust, peace and social justice (Stahl, 2008:4). This enabled the participants to be more emancipated and to effect social change to people who have been marginalised for a long time. According to Campanella (2009:5), an issue of power differential should play an important part in ensuring that there is responsibility and independence on the part of the researcher and the participants. It is against this background that I assumed that CER is grounded on the principles that are geared towards the development of a strategy to improve teacher practices in a learning environment.

In advancing the CER principles, as the researcher, I extended a hand of collaboration to the participants in order to know them better. By collaborating with the participants, we ensured that the study would get to the bottom of the real problems that affected them in the community. The study became a real activity that needed the participants

to identify the problems and find the solutions thereto. I became part of the participants to find solutions to the problems identified as the low subject knowledge, no cooperation between teachers and SMT, and no cooperation between teachers and SAs. I listened attentively to the professional frustrations of the teachers and their endeavours on how to sustain teacher development and also shared my professional teaching experiences with them. According to Mertens (2010:367), the researcher should, in some cases, adopt an “observer-participant” role, so that the participants should get an opportunity to identify the problems and get the solutions on their own. This served an important function of preventing me from overshadowing the participants in crafting the solutions to the problems identified.

The principle of reflexivity played an important part in the study because I did not want to impose my views on the participants. According to Bolton (2009:3), reflexivity is the state of mind where one reflects on the knowledge and learns from experience about the issues and the way they relate to one another. Moon (2008:77) defines reflexivity as the researcher’s scrutiny of his or her research experience, decisions and interpretations in ways that bring the researcher into the process and allow the reader to assess how and to what extent the researcher’s interest, position and assumptions may have influenced inquiry. A reflexive stance informs how the researcher conducts his or her research, relates to the research participants and represents them in written form. In order to facilitate comprehension of the study for the reader, the study subscribes to this definition. It enabled the participants to explore and experiment with the areas that seemed difficult to approach.

Mauthner and Doucet (2003:418) assert that the study provides the researcher and the participants with a high degree of reflexivity in their interactions. Hence, the study was shaped through the influences of interpersonal and the institutional contexts. In this study we used a self-critical stance to mirror our actions that did not compromise the quality of what was being researched. The data that had been generated during the previous meetings were subjected to the process of reflexivity before the data could be confirmed as the final interpretation that would serve as the basis of the subsequent meetings. The process provided an opportunity to the participants and I to correct the misinterpretations and to put correctly what has been tape-recorded. The participants were allowed by the process to relate their lived experiences without

being guided by me. This proved the authenticity of the data provided by the participants and their independence in relating the stories of their lived experiences.

According to Watt (2007:82), reflexivity helps the researcher and the participants to see what allows them and what inhibits them in the study. Moon (2008:81-82) further asserts that reflexivity helps the participants to remain focused in the study after the reflections have been done. Finally, knowledge claims are gained through the interaction among the participants, the researcher, the data and the social environment in which they exist. Once it has been put into operation, it deepens the understanding of the study. Subsequently, new insights are gained by the researcher and the participants as qualitative researchers in their own right.

The participants and I engaged in the process of finding the solutions as co-researchers because I, as the researcher, valued the ethical considerations (cf. Hulya, 2009:810). The process of communicative action played a positive part by influencing the direction of the study because it created the platform where all participants contributed in the best interests of the study. The communicative action stemmed from the best ideas of the well-known philosopher, Jurgen Habermas. According to Habermas (1984:86), communicative action is a process whereby the actors in society seek to reach a common understanding and coordinate actions, make informed argument, and achieve agreement and cooperation rather than strategic action in pursuit of individual goals. In the study, my role as a researcher was to initiate, coordinate actions and garner support from the participants, depending on the cooperation of the participants.

The process of collaboration and participation was needed so that all participants could be part at the epistemological level which influenced the change of the situation. According to Ornelas, Aguiar, Sacchetto and Jorge-Monteiro (2012:4), the process of collaboration among the participants tends to work as a transition from individual to collective effort. This brought quality as there were preconditions for the collaborative process: a mutual goal, parity among participants, shared participation and responsibility. Trust was created between the researcher and the participants. In order to realise the study objectives, we collectively discussed what we thought could be the viable solutions to the problems of the non-development of the teachers as expected. It was through this collaboration that the teachers formed the development clusters

which were envisaged to advance the professional developmental interests of the teachers. The participatory approach leveraged the professional status of the teachers to have a say in the planning of development programmes and the design of the study. This allowed the teacher who was eager to be developed, to have a voice concerning how, what and when the development process would take place. This accommodative atmosphere created a platform where the participants were at liberty to share information, knowing that I was being helpful to them.

My cordial relationship with the participants was grounded on the concept of democracy and its tenets. The concept of democracy is traceable to the ancient Greeks in the city state of Athens. Stiftung (2011:2) defines the word “democracy” as derived from the Greek words “demos” meaning people; and “Kratos” meaning power or rule. In essence it means “rule by the people”. Attached to democracy are the tenets or democratic values that empower people to take part in the community or government issues. These tenets are citizen participation, equality, political tolerance, accountability, transparency, free and fair elections, economic freedom, and control of the abuse of power (Konrad, 2011:4-5).

The members of the task team ensured that power relations between them and me were balanced by emphasising the tenets of: citizen participation, equality and transparency. These tenets allow the citizens to participate in whatever matters affect them. They are afforded equal opportunities as equal citizens of the country and not discriminated against because of their race, religion, ethnic group or sexual orientation. Transparent meetings are held for everyone to see and be aware what is happening in all public and government institutions. As the researcher, I advocated to the participants that nothing could surpass these tenets of democracy when they had to confront the challenges in the community. The decisions that were made were collectively approved by all of the participants following democratic principles. They helped to sustain the cordial relationship between them and me.

The participants kept the democratic principles in place in order to put into perspective the social position of the teachers. This situation played an important role because it liberated the teachers from the social problem of being underdeveloped. The teacher was given time in a meeting to air their views (to give information) with regard to the problems that inhibited their professional development. According to Wells (2011:7),

information is taken as an abstract set of possible messages emitted from one point to the other. In the realm of education, the provision of information by the participants is regarded as a conduit for the transmission of positive meaning to the development of the teachers. In addition to this, Chang (2008:158) asserted that an individual speaks more coherently on a subject on which he or she has extensive or current knowledge, and in which he or she is emotionally invested. In the study, the teachers were emotionally immersed in their professional development and were eager to partner with whoever would be prepared to give them respect. The open communicative interactive between the participants and me guaranteed a free flow of ideas that helped to bring the parties together. The participants enjoyed respect and shared their lived experiences about teacher development.

According to Bolton (2005:2), communicative action brought a widespread public participation and sharing of information. In the study, I shared the lived experiences with the participants to create solutions to the problems of the teachers. The legitimacy of democracy was grounded on the fact that there was widespread deliberation of issues that affected the teachers in their profession. Mahlomaholo and Netshandama (2012:37) assert that the democratic principles of social justice, citizen participation, respect and hope bond a positive relationship between the participants and the researcher. I have worked collaboratively with the participants with the aim of getting solutions to the problems that emanated from the dearth of teacher development at the school in focus.

3.7 COMPREHENSIVE IMPLEMENTATION PLAN

This part deals with the all-inclusive plan that was drawn up to guide the operations of the task team in realising the objectives of the study. It consisted of two stages which were in the form of the preparation stage and the joint planning stage. The preparation stage highlights all the efforts that were made by me in order to prepare for the start of the study, while joint planning reflects all the activities of the task team after it had been established. These stages formed an important synergy and were important to ensure that the study became a success.

3.7.1 Preparation stage

This stage started by incorporating all the activities that were initiated by me alone before the establishment of the task team. The activities included the collaborating with the university supervisor to plan the topic of the research, applying for approval of the research topic from the University Ethical Committee to conduct the study, applying for permission from the FSDoE to conduct the study, securing one-on-one meetings with different people in the community and the teachers, identifying suitable participants, and finally, selecting and deciding on the data generation and collection instruments. This stage was important to level the operating fields so that the joint planning session with other participants could be initiated. It also ensured that the logistical preparations were in place before the commencement of the study.

3.7.2 Joint planning

Continuing professional teacher development is a daunting task that requires commitment and thorough planning by all who want to improve education in South Africa. The establishment of the task team required a detailed plan which would navigate the paths to be taken to realise the priorities that would help in achieving the objectives of the study. Attached to each priority were the activities which were developed to achieve it. The plan was formulated during the strategic planning session, which was organised with the aim to analyse the strengths, weaknesses, opportunities and threats (SWOT). Emanating from the SWOT analysis, the priorities were developed in order to address the objectives set for the study.

The task team carried out the SWOT analysis to enable the participants to proceed with the work at hand. The aim was to identify the relevant sources needed to carry out the activities effectively. The team identified the following strengths: The teachers were committed to their work; the SGB was functional at the school; and learner attendance was good. The safety measures were in place to guarantee the wellbeing of teachers and learners. The following weaknesses were identified: there were still some underqualified teachers in the General Education and Training band, there was one SMT post (HoD) that has remained vacant for a period of 12 months; and the teachers were teaching three or four subjects in the phase. The opportunities were identified as follows: the invitation of subject advisers to the school; securing

partnership with a better performing local school; and the teachers entering the National Teachers' Awards. The following threats were identified: reluctance of the learners to study effectively; learners not doing homework; and the repetition of grades by learners due to poor learner performance (a low pass rate).

The task team used these factors to its advantage by designing the activities to achieve the objectives of the study. In our case, we looked at the future performance of the school by turning the weaknesses into strengths of the school. We formulated an action plan that highlighted the five priorities that helped to develop the teacher development strategy.

The first priority focused on the improvement of teaching strategies for the teachers. All the participants agreed that all the teachers at school should attend the teachers' capacitating session on the date agreed upon by the task team and the SMT of the school. The curriculum specialists in the form of subject advisers should be invited to attend the session. Most importantly, the lesson presentation should be the core business of the session. The demonstration lessons were deemed to be an important exercise for the teachers to exchange teaching practices in relation to teaching strategies. The demonstration lessons were equivalent to the lesson study that is practised in Japanese education system. According to Perry and Lewis (2009:388), the lesson study provides teachers with an opportunity to develop professional communities of inquiry, shared goals and a sense of responsibility to their colleagues and the learners. Secondly, the teachers were involved in collaborative lesson planning, which is in line with the existing practices. Similarly, with the demonstration lessons the teachers were able to derive other teaching strategies from their colleagues, team teaching was formed and the teachers were professionally bonded. The principal, HoD, subject teachers and the chairperson of the SGB were responsible for making sure that the demonstration lessons took place.

The second priority focused on narrowing the pedagogical gap of the underqualified teachers. We agreed to hold the staff development sessions every Thursday after normal teaching hours. The HoD as the immediate supervisor of the teachers would take the lead in presenting the curriculum matters with which the teachers had shown that they are struggling. The principal, as an instructional leader, would help the HoD where grey areas were noticed. The session helped with the provision of relevant

information that complies with educational policy documents. This practice became a continuous process throughout the year in order to capacitate the teachers on a sustainable basis. The principal, the HoD, senior teachers and the chairperson of the SGB were given the responsibility of monitoring the activity.

The third priority was to increase learner performance to produce a 100% pass rate in Grade 6. Once this was achieved, other grades would fall into place. This was to be done through intensive teaching during teaching hours and extra classes for the struggling learners. We agreed to establish reading clubs, which were to help with homework and study methods. The performance indicator would be to complete the planned quarterly work in a short space of time and, thereafter, expose the learners to robust revision sessions. Initially, the teachers were not administering the informal tests as building blocks towards the examination. The members who were tasked with monitoring this activity were the principal, the HoD, the teachers, the chairperson of the SGB and the member of the police service who was part of the task team.

The fourth priority was to curb ill-discipline among the learners. The class teachers were supposed to record on a weekly basis those learners who misbehaved. If a learner's name appeared on the class-teacher's list for misbehaving for two consecutive weeks, his or her parents would be called to the school. The class teachers were urged to ensure that they had drafted the class rules together with the learners in the class. The class rules had to be followed strictly in order to curb ill-discipline. Subsequently, the school's code of conduct for learners had to be observed by the learners and the class teachers needed to familiarise the learners with it. The principal, the HoD, the teachers, the health member, the member of the church, the member of the police and the chairperson of the SGB were given responsibility to monitor this activity.

The fifth priority was based on inculcating a culture of learning among the learners. We encouraged the learners to excel in their schoolwork. In order to achieve this, we suggested the introduction of awards for the best-performing learners on a quarterly basis. On the side of the teachers, the system of the awards was also suggested, but these would be awarded at the end of the year. The principal, the HoD, the subject teachers, the member of the church and the chairperson of the SGB were charged with the responsibility for monitoring the execution of this activity.

In relation to the above-mentioned priorities, they determine the paths that needed to be navigated in order to find a viable strategy to solve a problem. According to Poster and Streib (2005:46), strategic planning is a systemic planning process involving a number of steps that identify the current status of the structure, including its mission, vision for the future, operating values, needs (strengths, weaknesses, opportunities and threats) goals, prioritised actions and strategies, action plans and monitoring plans. In the study, the participants and I defined “strategic planning” as the systemic planning of a project in which the participants from a community would take part by identifying the problems and, thereafter, would find the solutions to these problems. An important aspect of strategic planning is an understanding that, in order for the community to succeed in its endeavours, everyone needs to work to ensure that the team’s goals are met.

An action plan needed to be formulated in order to allow the task team to actualise the priorities in a short space of time (cf. Patrikakou, 2011:132; Sheldon, 2011:100). The team sat down to strategise about the way forward. Strategically, Eruera (2010:3) asserts that the way forward must include the need for the team to have monthly meetings to review the process and to suggest possible ways in which the plan and its activities can be adjusted for improvement. The members in the team were assigned different roles to play in the study in accordance with their competence. In order to fulfill the expectations, timeframes were set and monitoring plans were put into place in order to reflect on the progress done by the participants.

The planning provided the task team with an opportunity to identify the need for the study, the components for teacher development, the conditions for the successful implementation of a strategy to develop the teachers, and the possible threats that might impede the envisaged strategy. From a point of not knowing how to plan by the task team members, the planning session afforded the members with an opportunity to enhance their planning and research skills. The inclusion of participants from diverse backgrounds worked to the benefit of the task team because it capacitated and eased the operation of the task team.

3.7.2.1 Identification of the need for teacher development

The task team, firstly, faced the task of truly understanding the nature and extent of the need for teacher development. This would be possible if the task team members were to become immersed in the development and implementation processes and systems envisaged towards the realisation of this objective. This study did not start in a vacuum, but drew lessons from the foundation which emanated from literature consulted from South Africa, Japan, Kenya and Zimbabwe. In Zimbabwe, South Africa and Kenya, for instance, the teachers identified the development needs as having been associated with teachers' marginalisation in the drafting of development programmes (Kafu, 2011:46; Mahere, 2010:9; UNESCO, 2010:3-4; Yara & Tunde-Yara, 2010:131).

Given the scenario, the teachers identified a potential solution to that in the form of an action by the teachers to be fully engaged. The solution for the problem was for the teachers to be directly involved in the drafting of the teacher development programmes. The direct involvement of teachers in their professional development was appropriate for the study. Their involvement was regarded as a high-level task needed for their development. Attached to this high-level task were the lower activities that were meant to act as building blocks towards addressing the high level activities. There should also be timeframes allocated for the low-level activities because the teacher development was time-bound. At the same time, the teacher development could not be delayed any longer because it affected the learners adversely. The processes in which the teachers were involved, proved to be collaboratively planned in order for all stakeholders to make a genuine contribution to the identification of teachers who are not appropriately developed.

The problem statement rightly put into perspective the need for teacher development. The concern was a delay in the teacher cluster formations where the teachers could be involved in demonstration lessons exchanging good teaching practices. These delays created an impression that the teachers were not interested in their professional development, or were not interested in the provision of quality education to the learners. The stated assertions needed to be reconciled and addressed accordingly, in order to bring substance to the value of the teachers in their profession. According to Mahlomaholo and Netshandama (2012:37), the need for teacher

development had to be justified by bringing on board the relevant stakeholders in order to open the communicative space for the discourses.

The above assertion reiterated the question: *How can we improve the development of teachers in education such that it is sustainable?* To answer this question, it became necessary for the reflection sessions with relevant stakeholders and the teachers to be organised. It was at these sessions that the FAI technique by Meulenbergh-Buskens was put into operation. I acted swiftly to pose a thought-provoking question with the aim of unlocking the minds of the participants to think critically about the situation of the teachers. Subsequently, they were challenged to think and reflect on the issues that hindered the development of teachers in professional matters such as strategic plan, lesson presentation, teachers' attitudes, teacher collaboration, teachers exchanging good practices, and the improvement of teachers' capability of content provision to learners. The reflective sessions were conducted in a relaxed atmosphere in order to allay the fears of the participants so they would be free to participate (cf. Kemmis, 2008:125-127; Mertens, 2010:238). The democratic principles of social justice, citizen participation, respect and hope were stressed with the aim of motivating the teachers to reclaim their legitimate status in education (cf. Mahlomaholo & Netshandama, 2012:37). These principles served as an impetus for the development of teachers at the school that was in focus in the study.

The reflective sessions focused on the strengths, weaknesses, opportunities and threats issues that affected teacher development at the school. Despite the dearth of teacher development, the task team noted the positive side of the teachers of continuing to teach the learners during school time.

However, the learners did not use the content knowledge to full advantage when doing their schoolwork. This was seen and categorised as a weakness because it reflected lack of intensive monitoring on the part of the teachers. This oversight indicated that the teachers thought that to give the learners the schoolwork was an end in itself. The fact of the matter was that the teachers were supposed to monitor the work and come with the remedial work of doing an analysis of results, as well as an item and error analysis on the work done. In the context of the study, error analysis refers to the identification of the mistakes that the learners made in an attempt to give answers in relation to the items in a question paper. These weaknesses were prioritised as

challenges that hindered effective teacher development at school because they thought that they were doing the work as expected.

It was during the monthly meeting that these challenges were precisely reflected by the task team. They were reflected so that all the participants took note of them to have a thorough understanding for future intervention and meticulous review. In so doing, the task team was busy empowering the participants to gain more knowledge and clear any misinterpretation that might have been created during the previous meeting. The meeting worked to the advantage of the task team because it identified and conceptualised the development of teachers as an answer to learner performance in Grade 6, especially as these are the learners on whom a great emphasis is put. Thus, the teacher development would contribute to the overall school effectiveness.

A comprehensive plan was developed which was necessitated by the identification of the possible contributory factors. There was the identification of the priorities for each need identified; the activities to address it, the people responsible for implementing them, the resources needed for carrying out those priorities and the timeframes were set when to check the progress made. This plan was inclusive of all the teachers of the school in focus because the task team wanted to include their contributions so that they could feel part of the proceedings. According to Lather (1986:64), the people who face the challenges or problems, are the ones who can give viable solutions because they know the nature and the extent of the problems. Thus, teacher development must revolve around the teachers, because they also know the social injustices and power inequalities that exist at their school.

The task team acted as the “nucleus” of the study, and formulated up the development strategy, established the teacher clusters and drew up the timetable for the monitoring of the monthly developmental cycles of the teachers. At the observation session at the school, the task team perused and discussed the documents of the teachers relating to the development of the teachers. The documents that the task team acquired included the minutes of the teachers, the attendance register of the development meetings and Collective Agreement No. 8 Resolution of the IQMS. The objective of looking at the documents was to establish the power differential between the teachers and the SMT. In order to redress the power relations, the task team assigned and

shared the responsibilities among its members. It was important because the team wanted to generate genuine data in order to produce a genuine study.

It was during meetings of this nature that the health leader and the member of the church, the police and the SGB indicated their willingness and desire to be part of the study. According to them, the study would give them an opportunity to contribute to the development of the teachers. They asserted that the legislation had denied them an opportunity of taking part in the development of the teachers. According to the legislation of South African Schools Act (84 of 1996), the parents were only allowed to take part in the governance issues of the school. The study had provided them with an opportunity to sidestep such legislation.

The meetings of the task team became a necessary platform from which the members could talk freely about the issues that affect the school. The discussions among the members afforded them an opportunity to understand and get to know one another better. They confirmed their allegiance to the study and vowed to address the problem of insufficient development of teachers at the school. One member of the task team, Mr Stuurman (pseudonym), a member of the SGB, made an important statement when he remarked that:

- teachers do not attend the developmental meetings when called by the SMT;
- in some instances, some members of the SMT do not do justice to their work as they feel threatened by the knowledge and qualifications of some of the teachers; and
- they do not mind the problem as the bad performance of the learners does not affect their biological children.

The teachers' "I don't care attitude" of not attending the developmental meetings indicated that there was a need for this study to be conducted. There had been a communication breakdown between the teachers and the SMT. The study offered an opportunity to narrow a gap that existed between them for a long time. It created a relaxed atmosphere where problems could be resolved amicably to the benefit of the school community. They were allowed to talk freely about the good things that they did together that proved to improve relations and the bad things that negatively influenced their relations. The exercise was repeated during the meetings, until the positive things surpassed the negative ones. It was a norm that, during the meetings,

a situational analysis was done in order to record on minutes that the events of the last meeting were correctly minuted. The situation gave the participants trust and commitment to continue to work until the objectives of the study had been achieved.

3.7.2.2 Components for improving teacher development

This section discusses the components of the possible solution to the needs identified in the previous paragraph. It includes the identification of the areas of development of teachers in their profession, in their professional clusters, teacher-SMT communication, and the general collaboration with the community at large.

The task team had put in motion the processes of identification and planning for the weakest areas in which the teachers should be developed. The task team specifically noted the importance of teacher development in curriculum matters as a matter of urgency. The matter matched perfectly the PAR tenet that advocates for citizen participation in all matters that affect them (Mahlomaholo & Netshandama, 2012:37; Ornelas *et al.*, 2012:4). In this regard, the teachers were encouraged to have a say in the areas in which they were seen to be wanting in terms of performance. PAR worked as an effective model for the critical transformative potential of participation to balance the power imbalance and social structures (Mountz, Moore & Brown, 2008:216). In the study, this area was evident among the teachers and the SMT, where the latter did not work effectively to embrace the teachers in the development programme. This assertion extended to the departmental officials in the form of subject advisers, who also did not embrace the teachers and SMT at the school. The focus of balancing power was between the teachers and the SMT. This was done by applying the principle of collective effort where it was expected that every individual would contribute immensely to find the solutions that would sustain the teacher development at the participating school.

The notion of decision-making, according to Kemmis (2008:128), played an important part because the participants were involved in the study and were allowed to contribute immensely. During the time the participants were allowed to make decisions in the matters that affected them, it became clear to the task team that there was an unequal distribution of power between the teachers and the SMT. The application of PAR provided the participants with democratic principles of social justice, citizen

participation, respect, peace, hope and emancipation. The democratic principles allowed the participants to share power with their superiors because it appeared that they had been marginalised (cf. McLean & Stahl, 2007:6). These were in line with PAR that requires power sharing between the researcher and the participants. As the participants were elevated to the status of co-researchers, they managed to make decisions from the beginning of the research in the situational analysis, the planning session, the implementation of the strategy and the data analysis.

The devolution of power empowered the teachers to have a sense of self-believe in matters that affected their roles as teachers. The team took advantage of the improved conditions of the teachers by encouraging them to take part in issues that affected them. The presence of the team at the school provided them with an opportunity to scrutinise the way the teachers were represented in development committees at the school, checked whether the teachers were contributing during the development cycles, the quality of the contributions, and whether the contributions were implemented or not. The team finally looked at the teacher development policy to see whether it was being implemented or not.

The principle of participants' engagement in decision-making worked best where it was an ongoing process and it helped to build relationships and trust among the participants. Practically, it worked among the members of the task team, who rotated their roles in actualising their action plan (cf. Hickling-Hudson, 2006:5). The confidence of the members of the team had grown massively because they were able to make decisions without being guided by the researcher. During one of the monthly meetings, one of the team members who had had extensive teaching experience wanted to dominate the meeting. She was informed by other members that she should not dominate the meeting because all the members' contributions were important for the success of the study. That indicated the growth and development of the members of the task team, who showed maturity in dealing with matters in public discourses. That indicated a team spirit and the principle of PAR of citizen participation to bring out social justice and good relationships.

From all the activities that were carried out by the task team, there emerged a need for a dual model of engagement. The model allowed the participants to talk their ideas out and for these ideas to be confirmed or negated by the team members. It helped to

shape the study without withholding the necessary information which could have helped. The participants could participate in a variety of ways and at different levels in identifying the needs, create the solutions and evaluate the process with the intention of deciding on cutting-edge strategies to sidestep the limitations. This tendency truly subscribed to the nature of PAR being participatory because all the participants and I participated in all levels of the study without being suppressed in any way.

The cordial relationship and good communication between the participants and me was strengthened by putting into practice the PAR principles (cf. Pain, Whitman, Milledge & Trust, 2011:2). PAR managed to sustain the communication among the participants, in line with its nature of being collaborative, gathering information to use for change on social or environmental issues. The distinctiveness of PAR improved the communication process because it is driven by participants, instead of an academic, and it offers a democratic model of who can produce, own and use knowledge, is collaborative at every stage, and involves discussions, the pooling of skills and working together. The participants were freely engaged in communication with others to contribute ideas that changed the professional conditions of the teachers at the school. The ideas that were communicated by the participants helped the study to achieve its objectives.

PAR has managed to build a relationship between the participants and I. The activities that were jointly carried out by the participants helped to empower them to carry out the objectives of the study. Rosenthal and Khalil (2010:70-73) posit that PAR contributes effectively in enabling the participants to gain control over their lives in the environment. Through the positive relationship of participants, the credibility of the participants was regarded as worthwhile. The establishment of the relationship helped the participants to identify their strengths and weaknesses in order to complement one another. The participants in the study ensured that each member was treated with respect in order to sustain a healthy relationship. This worked well because, in a participatory research, power is equally transferred and shared among the participants. The study gained momentum as it was spurred on by the team spirit that existed among the participants.

The practicalities of PAR acted as the building blocks towards the growth and development of participants in ensuring total commitment in participation. Participation

transcended into communication between the participants and I. In order to underpin the two-way communication of the participants, Freeman and Levy (2006:1014) assert that the researcher and the participants being involved in a participatory research creates many benefits. It improves research quality, enhances community capacity and thus engenders trust among all the stakeholders. PAR is, therefore, a preferred and appropriate model when conducting a research in a setting where vulnerable teachers are projected as powerless human beings in their development. The discussions that took place within the framework of PAR were centred on redressing the imbalance of power. This was deemed necessary to encourage the teachers to share their professional knowledge of teaching with all the stakeholders involved in the study.

PAR is sustained by the collaboration of all participants in the study. Their interaction in the study recognised the wealth of knowledge that is possessed by the teachers who can help in the development of other teachers. The task team was convinced that they could learn from some teachers who were described as being “under-qualified”. Such teachers if empowered well in their profession can play an important role in imparting informative knowledge to the learners. This implies that the teachers have knowledge to teach the learners effectively. That knowledge should be recognised and be used as a basis on which to empower the teachers through continuous development. It triggers factors such as motivation, self-efficacy and opportunities for professional growth for collaboration to take. In order to determine the extent to which the knowledge of the teacher was developed, the task team looked at the availability of the development strategy of the school that was in place to find out whether it was appropriate for the teachers and if it was an integral part of their professional matters.

The impact of empowerment influenced the SMT and the subject advisers to listen to the contributions of the teachers. The teachers are the people who are directly involved in the situation and it was necessary for them to be directly involved in the development of the programme envisaged to develop them. The task team was under the impression that the teachers should play a leading and meaningful role in their training. The training sessions were conducted in areas such as curriculum management, financial management, leadership management.

The collaboration of the researcher and the participants proved to be important for teacher development in the study. The problems that were identified at the school were analysed and challenged by all stakeholders involved in the study. This worked well in line with Lather's (1986:64) assertion that the people who have the problems are the suitable people to find solutions to the problems identified. The composition of the task team included the competent leaders from the churches, health services, the police and the SGB with the aim of empowering the entire community through these leaders. This way, the local people felt included in the affairs of the school involved. The solutions found would be sustained because the community would never want to see what they had struggled to get vanish easily.

In the study, PAR was used as collaborative mode. The assertion of Pain *et al.* (2011:2) is that PAR is used by the whole range of community members to get something correct in their locality. As a result, it was necessary for the participants and me to initiate and complete everything together. Hence, we identified the problems, drew up an action plan, evaluated the progress and readjusted the plans together. The inclusion of different people with varying skills and expertise enriched the progress of the study to reach its goal because the participants had a common vision and they pulled in one direction. I was part of the group in solving the problem identified, and we played our roles according to our competencies and complemented one another in cases where weaknesses were noticed.

The participation of community members as participants in the study increased the worthiness and the credibility of the study. Freeman, Brugge, Bennet-Bradley and Levy (2006:1018) assert that PAR brings and builds the strengths of the community in many ways. Firstly, it brought equitable partnership between the school and the community. In this instance, the community brought cultural and social capital to the school setting. These were evident in the stories that the participants related during the course of the study. Secondly, the issue of transparency was stressed from the conceptual stage of the study. The contradictory objectives of the participants and myself were aligned and reconciled. The task team used PAR as a vehicle for the community members to regard the study as their product. It also narrowed a gap which initially existed between the teachers and community members based on the educational basis. This way, the school would be reflecting the cultural background of the school because what the school would be teaching to the learners would no longer

create a gap with their parents. This way, the members collaborated to determine the components of the study for teacher development to reflect the cultural expectations and interests of the community.

3.7.2.3 *Conditions for sustaining teacher development*

This section deals specifically with the conditions that are conducive to teacher development at the school. The participants identified these conditions with the aim of affording the teachers an opportunity to take part in the processes of developing them and collaborative planning. The democratic principles of citizen participation, social justice and emancipation worked well to provide the participants with the skills to overcome the problems that were evident in their environment (cf. McLean & Stahl, 2007:6). PAR allowed mass participation of participants with the aim of providing and acquiring new knowledge in their interactions. The emancipation of teachers allowed them to overcome the conditions that were set to pull them down. The interaction between the teachers and the research participants positioned them strategically to acquire knowledge that allowed them to contribute meaningfully to quality education of the learners. This statement resonates well with the assertion of Gaventa and Cornwall (2001:175) that the best way to share power equally was to empower the teachers on issues that were affecting their professional matters. Gaventa and Cornwall (2001:70) also posited that PAR is a means of closing the gap, of redressing the power inequalities through the processes of knowledge production, which strengthened voice of the marginalised, organisation as a school and action of the participants. In the study, the teachers were strategically targeted to be empowered in order to have a say in their professional development. Thus, the conditions would be conducive to sustaining teacher development.

The involvement of teachers in the study as participants gave them competence that specifically projected the current situation as unacceptable. The two teachers (one SMT and one teacher) were involved in the study as members of the task team. They were teaching in grades 4 to 7. According to Caena (2011:6-7), competences are a dynamic combination of cognitive and meta-cognitive skills. These enhanced the knowledge of the teachers because then they knew how to act in the process of development. They were equipped with skills, critical awareness, knowledge and interest. These

transcended into cognitive abilities of teachers for the development and creation of knowledge for impartation to the learners. A high premium was put on the provision of competences so that they could become aware of the institutional factors that rendered them powerless. Once the teachers were given enough time to be competent, they could use the acquired knowledge to the benefit of the school. Should the situation remain the way it was, the subject advisers and the SMT would continue to centralise education power in their hands and therefore remain the “sole providers” of professional development for the teachers.

The task team members were directed by the use of PAR to maintain good relationships among the participants. In a mutual relationship gratitude figures prominently among the positive dimensions of human experience (Lambert & Fincham, 2011:52). In addition, one realised that gratitude enhanced coherence, social behaviour and the spirit of collaboration. In this instance, their collaboration enabled them to identify the conditions that could circumvent the development of teachers. One of the principles of PAR, which is citizen participation, spurred the participants to identify the conditions that could sustain good relationships between them. The situation worked in favour of the teachers because it minimised the excessive power that was in the hands of the subject advisers and the SMT. PAR was used as a vanguard to devolve power and to increase the voice of the teachers equitably to the level of their authorities.

My interaction with the members of the task team in the study was conducted on a professional manner in order to ensure the credibility of the study. The interaction took place while the members were playing different roles geared towards achieving the objectives of the study. The roles that they played include being chairperson of the task team, scribe and interpreter of the Acts that underpin the work of the teachers at school level. They were controlled by the knowledge that interaction allowed them to complement one another in exchanging the roles when the conditions warranted that to reach social inclusion. According to the United Nations Report of DESA (2009:11), social inclusion refers to the creation of conditions for equal opportunities and equal access for all. The task team believed that relaxed conditions exist when discussions are held in a language that is familiar to all team members. This would allow the participants to have a thorough comprehension of the situation and to discuss freely, without language barriers.

The common language that was used by all members in the study helped to bond them tightly with me. There was a free flow of ideas from the participants to provide the relevant information. All the participants participated fully in the study because there was nothing that hindered them in the deliberations. In cases where they needed clarity, it was easy for them to ask for clarity so that they could give relevant information. According to Dooly (2008:21), common language transcends into collaboration. Collaboration requires the working together of people toward a common goal. The gist of the matter is that collaboration is more than co-operation because collaboration entails the whole process of learning. In the study, the participants were learning from one another under the impression that they were on the same level. Most importantly, it meant that the attainment of the goal was driven by all participants.

The in-depth knowledge possessed by the members of the task team was necessary to solve the problems identified. In accordance with PAR such knowledge is necessary for the participants to achieve the objectives of the study. According to Hart (2010:3), indigenous knowledge is regarded as the established knowledge of indigenous nations, their worldviews, and the customs and traditions that direct them. Similarly, Lwoga, Ngulube and Still-Well (2010:1) regard indigenous knowledge as an important asset to the social capital of local people, which constitutes their main resource for their survival. This capital is recognised as a means for the participants to use it to improve their lives. In the study, the participants were encouraged to share this knowledge with the teachers in the process of teaching the learners in order to absorb the rich culture of the local people. It was necessary for the participants to engage together in an effort to recognise the power of indigenous knowledge. This knowledge should not be separated from the participants who have it, but it should be merged with external knowledge for sustainable teacher development.

The idea of indigenous knowledge was pertinent to the PAR principle of knowledge construction in the sense that the local people are the ones who are instrumental in finding solutions to the local problems. Hart (2010:3) posits that the characteristics of indigenous knowledge are that it is local, holistic and oral. It is from these characteristics that one can deduce that, since the participants are local, it is easy for them to interact freely in deliberations because they have a common cultural background. As a result, the knowledge construction is a shared responsibility of the researcher and the participants because they are involved in deliberations about

finding the solutions to the problems identified. Practically, in this study, the participants were given a platform to state categorically what constituted poor teacher development and what can be done to improve it. The PAR principle of respect for the participants improved the conditions that prompted the participants to participate freely and contributed immensely in the discourse.

3.7.2.4 Risk identification for teacher development

This section deals with the threats that are connected with teacher development at a school. They were identified through conducting a situational analysis. This was done in compliance with the provisions of the University Ethics Committee and the FSDoE that the participants should be given the assurance of humane respect, protection from any harm and non-interference with the privacy of the participants.

After the identification of all the threats, a risk assessment plan was developed to put into perspective each risk identified and to counteract it. The task team identified the following risks during the course of the study. The language that undermines (negative language) other participants could deter the teachers from taking part in curriculum matters at the school. It was, therefore, the responsibility of the task team to draw up a programme filled with dates for all its meetings so that the members would know in advance when to attend. This programme was further strengthened with telephone calls to the members so that they would not miss the scheduled meetings unnecessarily. The invitations to the meetings were written in the language with which the members were familiar so that they could understand the message and what was expected from each of them. This yielded good results because the participants contributed immensely in the meetings because they used a common language.

The common language that was used by the participants bonded them emotionally. The individual contributions in the study were recognised with gratitude from other participants. According to Lambert and Fincham (2011:52), in social ecology, gratitude is viewed as an element of successful relationship. This increased a healthy relationship among the participants. In the study, the members of the task team acted maturely because they did not want other members to lose information through misunderstanding, because this could cause a communication breakdown. The members of the task team acted swiftly to explain to those who might have

misunderstood some issues during the deliberations. One way the members of the task team used to maintain a strong relationship was to voice the concerns to the other members so that appropriate adjustments could be made during the meetings.

Another risk factor was identified as time, which was to be used well for the meetings. All the meetings were accorded the time of two hours in order for the team members to have enough time for deliberations. A unanimous decision was taken by the team members to hold meetings on the first Saturday of every new month in the afternoon. Sometimes it was not possible for the members to attend the meetings as planned because of the family commitments. In order to recover the lost time of the meeting which did not take place, the meeting would be re-scheduled for the next Saturday when all members were present. This was done in order to complete the study with all the participants who had started it.

The task team looked at the frequency of visits by the subject advisers at the school and also considered whether the SMT was giving the individual teachers enough time to contribute during development sessions. The number of times in a quarter where the teachers engaged in development sessions were also checked. The teacher development was checked in relation to how many times the teachers attended the teacher cluster meetings on subjects, general staff meetings and any other meeting that had a direct bearing on teaching and learning activities. It The task team realized that the duration of the meetings arranged by the SMT at the school in focus did not have an impact on the teachers. The SMT did not start meetings on time as scheduled. Alternatively, the teachers did not attend the meetings on time, and sometimes they left the meeting before it had been declared finished, citing important reasons for leaving before time.

Since PAR is collaborative in nature, an aspect of power is inherent among the participants. The task team put the issue of power relations into the right perspective based on the time each participant spent on the matter under discussion. The participants were made aware that excessive power corrupts, and the powerful people could use it to their advantage in order to oppress the less powerful ones in a given situation. Under these circumstances they should not allow social ills, such as injustices and inequalities, to prevail in their social ecology. In order to redress the situation, the teachers were motivated to take part in their development as a way of

increasing community cultural and social capital in a school setting. Failure by the teachers to have a voice in their development means that they hinder their progress and allow those powerful people to promote their narrow institutional based interests at their expense.

The subject advisers and the SMT members had a negative attitude towards teacher development. This situation was exposed by PAR which helped to expose all the negative practices affecting the teachers. The different participants related stories which clearly put into perspective the attitude of the subject advisers and the SMT of the school. One teacher who was a participant in the study related his story in this way in an attempt to display the kind of attitude and how it should change...

It was during one night when we experienced the thunderstorms. In the morning my wife and I discovered that our garden was completely wrecked. The resultant damage was that the branches of the older trees had broken off more easily than the younger ones. The reason, of course, was that the younger trees were more flexible than the older ones and had the ability to bend with the wind.

From the above discussions one can deduce that the teacher implied that the SAs and the SMT have a rigid attitude towards the teachers. A person who has a flexible approach towards the issues of education has a much better chance of succeeding in education than the one who applies a rigid mindset. One of the best attributes any person in education can have, is to be able to apply liquid thinking instead of crystallised thinking. In this context, liquid thinking refers to the ability to adapt, to change when change is needed, and to anticipate circumstances in education. The SAs and the SMT must adjust their approaches to one of lifelong learning so that they can cope with the challenges of the ever-changing demands of education. They must learn to accommodate the teachers and work with them as equal partners in education. This resonates well with the values of equity, social justice and empowerment.

3.7.2.5 Evidence of the applicability of the strategy for teacher development

The social researches and other disciplines have used PAR extensively in social researches. As result of that, one tends to ask if PAR can provide reliable results. This question is best answered by the following studies that have been conducted.

A study conducted by Turkish Education system as one of the countries of the Organisation for Economic Co-operation Development (2014:3-4) indicated that PAR provides relevant information from the context. In this study PAR was used to find out what makes other schools to be successful. The use of PAR in the study found that the school development structure excluded other stakeholders, and essentially, the teachers felt marginalised about having a voice in school curriculum matters. By embarking on the democratic principles of respect, trust, hope, peace, emancipation and social justice, a communicative platform was created where problems could be solved. The interactions of the stakeholders improved their relationships and worked together towards the achievement of their aim.

In a study by Warren, Roberts, Breunig and Alvarez (2014:99), PAR was used to find out why do some organisations promote social justice, but yet, still foster inequity in access and programme offerings. It was through PAR that the study put into the right perspective the democratic principles of peace, trust, emancipation and social justice. These principles helped members of the task team to be aware of issues of power and social injustice on the part of the teachers.

The drawing of the comprehensive plan served as a basis for the task team to identify and prioritised the constructs for the objectives of the study. The comprehensive plan shows the constructs. The constructs are matched against the constructs derived from the literature study to determine their relevance in terms of developing a strategy for teacher development at the identified school.

The first meeting was organised to form a task team. It was during this meeting that the background and purpose of the study were discussed. Thereafter, the members of the task team made their inroads into the school to access information that will help them with regard to the teacher development. This was to be in line with the objectives of the study. The members of the task team were for the idea of teacher development because they had also noted a high failure rate of the learners at the school. They believed that this was an opportunity to help the teachers in achieving success at the school. As the researcher, I explained to the participants about the ethical considerations that needed to be observed to guide and conduct the study. The participants were assured that their names and that of the school would not be made known to anyone who was not part of the study. Furthermore, they were made aware

that they would be free to withdraw from the study at any given time if they felt not able to continue with the study anymore. I issued the consent forms to the participants as proof that they were not forced to take part in the study. We read the consent forms together in order to understand these thoroughly and to give clarity in areas where the participants did not understand.

3.8 DATA GENERATION AND COLLECTION

This section deals appropriately with the tools and techniques that were used by the task team. It shows how the data were generated, collected and analysed. In order to generate data, the task team implemented the FAI as way to generate data. According to Meulenberg-Buskens (2011:1), FAI can be traced back to Vrolijk and Timmerman and is appropriate for use in discussions because it has elements of respect for people. Meulenberg-Buskens (2011:2) further asserts that FAI is non-directive in nature and unlocks the space and creates platforms for the participants to intervene by assessing and negotiating issues of consistency and legitimacy as emphasised in positivist and phenomenologist paradigms. The task team employed this technique in the study because it used a question as a means to initiate conversation among the members of the task team. The question was then followed by the probing questions as a means of sustaining the momentum of the discussions. Mahlomaholo (2009:228) asserts that the discussions must be followed by the reflective summary that persuades the contributors and inspire them to reason prudently in the discussions. The technique allowed the participants to engage in reflexivity as a means of regulating the effects of researcher preconception and its impact on the research process. The tools that were used included a video-recorder during the meetings, as well as documents and records.

The video-recorder was used as a tool to record the voices of the participants during the meetings, and this helped to capture a greater volume of data. The follow-ups of the meetings among the members of the task team were done long after the meetings had been held. It helped to clarify complex issues that were recorded during the meetings. The information helped the members of the task team to understand how the teachers responded to the questions asked. This refers to the teachers who were members of the task team. The discussions that the members had among themselves

had a positive influence on how they related to one another by means of how they handled issues and cared for one another (cf. Bryden-Miller & Maguire, 2009:82). Since the environment is influenced by the interaction among people, the members were not an exception to this. They started to analyse the political, economic, social, technological, legal and physical environments that had an impact on them. This forced the members to engage in establishing their strengths, weaknesses, opportunities and threats with regard to the development of strategy. We, as the members of the task team, engaged in the discussions that helped to build teamwork and generated data through regular discussions.

Institutions make history through the interactions that take place among the participants. This history is transferred from one generation of teachers to another by means of the documents. This is done with the aim of presenting truth to the community. The document analysis is linked to the history of the school in focus. This is substantiated by Petty, Thomson and Stew's (2012:378) definition of document analysis as an investigation method that focuses on data material and documents which already exist. In addition to this, Mayring (2002) asserted that there are six criteria which cover the knowledge utilisation of documents. They are manifested as, firstly, the form of the document (reports, documentations, invitations and newsletters); secondly, the physical characteristics of the document (how does the document look?); thirdly, the internal characteristics of the document; fourthly, the aim of the document; fifthly, the proximity of the document to the content; and lastly, the origin of the document.

In this study, document analysis is taken as a form of qualitative research in which documents are interpreted by the participants and I to give meaning to the research aspect. It was against this background that the task team used the documents that have a bearing on teacher development. The documents were in the form of the minutes of the teachers' meetings, the plan to include the teachers in school activities and the policies envisaged for teacher development. However, the task team noted that the school documents on teacher development had not been kept for future teacher development and reference.

According to Finn and Jacobson (2008:2), the advantages of document analysis as a data-generating and -gathering tool are that it provides an opportunity that a large

amount of data is generated, allows the participants to describe the issues that are important in the community, provides a platform where people can build on one another's knowledge, and galvanises people of different cultures to be more visual than verbal. Furthermore, it provided me the opportunity to approach the research site with full knowledge of what to explore. The background information that was provided by the documents allowed the team to do the preparation. The document analysis helped the team to expose the historical events of the school as they had happened in the past and the intervention strategies that had been put into place. In this study, the task team had an opportunity to have a clear projection and understanding of what had been discussed during the teachers' development meetings, how the professional developmental meetings were conducted, how power relations were conducted and the implementation of strategies using document analysis in the form of minute books for teachers.

It was through the document analysis that the past history of the school was put into rightful perspective. The document evidence stood the study in good stead to analyse the records, teachers' meeting books, the quality of the decisions made during the meetings, the implementation thereof and the policies. The interaction between the teachers and the other stakeholders was put into perspective through the document analysis at the school with the aim of redressing the power relations. The teachers' records at the school were scrutinised to expose the facts in terms of teacher development. The records included the minutes of the teachers' subject meetings, attendance registers for teachers' developmental cycles, the environment in which the meetings took place and other documents relating to teacher development. The documents were analysed in order to add value to the development of the teachers. They added value in elevating the knowledge level of the teachers. As a result, the document analysis provided the task team with knowledge and the level at which the teachers would be able to discharge their duties efficiently.

The document analysis also helped the participants to relate the information from the documents from diverse perspective rather than from a single source of interpretation. This added value to the study because it enhanced its credibility. In this study, the document analysis is taken as a form of qualitative research in which the documents are interpreted by the researcher and the participants to give meaning to the research aspect. According to Kusumoto (2008:7-8), the collection of school documents as a

system was used effectively within the Japanese Education Department. The purpose of doing document analysis was to look at the needs analysis of the teachers who were able to teach English as foreign language to young learners in Japanese schools. This helped to improve the usefulness, timeliness, accuracy and comparability of education data that informed key policy decisions in Japan as well as all levels of the Japanese education system. If this system can be used properly, this system can bring a large pool of knowledge and information to the teachers at the school. The information acquired by the participants from the documents brings meaning created on the basis of first-hand information rather than on the secondary information being told to the participants.

This information provided the research team with a way of taking an informed decision in terms of teacher development at the school. Document analysis as a way of data generation and data collection provided the task team with an opportunity to assess the quality of data generated and the decisions made around teacher development. The availability of the documents to the task team made their work easier because they suggested the improvements within the process of the study. The discussions among the members of the task team added value to the study because whatever decision was taken, was thoroughly discussed.

The task team took into consideration that everything is limited in terms of providing information. The document analysis process is no exception to this assertion. If the information is not well captured and analysed, this lack may lead the task team astray. Hence, the task team was proactive about sifting the information to suit the topic at hand. It was, therefore, imperative that the information be verified and validated by the task team in order for it to be combined with the discourses that were entered into with those who provided information to the task team.

The setting within which the teacher development took place served as a form of data generation because it was described. Its description served to provide data that would be used profitably by the task team. The school is situated in a poor community of Poding-Tse-Rolo, where the majority of the people were illiterate except the few teachers who worked at the school. In practical terms, the school lacked the educational resources that could be used to develop the teachers professionally. The resources included the mathematics laboratory, science laboratory, library and the

hall. Despite this, the classes acted as a setting where other teachers met on several occasions to discuss issues of common interest in education. In essence, the manifestation of the lack of resources at the school hindered the professional development of teachers.

The deprived social environment could prevent the teacher from taking part in their meetings of professional development. Those teachers who participated in the professional meetings discussed quality issues that enhanced their performance. The scenario provided the task team with an opportunity to identify the quality of their contributions in their development and the collective decision-making process. These observations helped the task team to make the informed decision that all the stakeholders should participate equally in the teacher development. This augured well for the redress of power relations of all parties involved in education at the school. It further stood the task team in good stead to use the document analysis to put teacher professional development in the right perspective. According to Finn and Jacobson (2008:2-4), observations carried out in a specific environment have good advantages. These observations by the task team were very useful for the study. The task team was hands-on because it collected data on the site when an activity was happening. It saw what the teachers were doing, rather than relying on what they were told by the teachers what they were doing.

The FAI principles by Meulenberg-Buskens were used by the task team to generate data that affected the teachers professionally. According to Meulenberg-Buskens (2011:18), this technique was developed and put into operation during the industrial psychological research, which was known as the Hawthorne Research in 1929 in the United States of America. This kind of a research allows the members of the task team to speak openly about lived experiences and by so doing, give the members a chance to interpret their responses, understand them and attach a meaning to their world. This interview technique was used by the task team in the study because we wanted to hear first-hand information from the members with regard to their experiences of development. The technique worked so well because the task team interacted well with the teachers and they were intimately bonded together. The relationships of trust, honesty and respect were built and they acted as a base from which data could be generated.

We visited the environment and listened attentively to the good stories of the teachers. We collected all the records, documents, minutes and other relevant audio-visual materials that we could lay our hands on. The technique allowed the task team to have a face-to-face interaction with the teachers. The mutual understanding which was created by the principles of trust, honesty and respect made it possible for the team to access relevant data. This was further facilitated by the FAI technique as it encouraged freedom of expression from the participants. The team guided the discussions in order to guard against the domination of discussions by other participants at the expense of the less vocal participants. Every participant was guaranteed a say in order to obtain and generate balanced information. For instance, a platform was created by asking the participants a question: *How can we create an effective teacher development strategy at the school that is sustainable?* This was followed by probing questions to the participants so that they could give more information to shape their understanding. The information generated was verified through a reflective session organised by the facilitator and then affirmed by the participants.

3.9 DATA ANALYSIS

The task team used Van Dijk's (2004:22) CDA to analyse the data that had been gathered. According to Jansen (2008:108), discourse analysis refers to the interplay of text, context and the practices of talking and writing. Its main interest lies in the discursive activity to construct and maintain unequal power relations. CDA makes it possible for the data to be analysed in three levels in order to understand the hidden power intensity that is attached to the use of words. These levels are manifested as the textual, the discursive or cognitive and the structural levels of analysis (Jansen, 2008:108; Van Dijk, 1995:30).

The task team used CDA because it is attributed to qualitative research and it endeavours to interpret the social reality of the teachers in terms of their development at school level. The CDA is helpful to the teachers if used appropriately because it exposes the intentions of the powerful to dominate teachers in terms of marginalising and suppressing them. Hashemi and Ghanizadeh (2012:38) describe CDA as a kind of discourse which aims to systematically explore opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider

social and cultural structures, relations and processes; to investigate how the practices, events and texts arise out of, and are ideologically shaped by, relations of power and struggles over power; and to explore how the opacity of these relationships between discourse and society is itself a factor securing power and hegemony. This assertion brings about an understanding that there is a text, interaction and social context which all highlight teacher development at the school, what they should do with other stakeholders and what they should do about being influenced by the environment. The CDA is thus relevant in this instance in that teacher development is influenced by the ideological and cultural dynamics of the environment in which it takes place. This is substantiated by the fact that teacher development does not take place in a vacuum.

Based on the above, CDA was used to mirror the relations between dominance, marginalisation, social inequality, ideology and hegemony. In essence, CDA helped to elevate the professional status of the teachers to be aware that language through interaction is a tool for communication. If used incorrectly by the powerful people in the community, it reflects ideologies through text and through syntactic and discursal choices (Munday, 2009:197; Youssefi, Kanani & Shojaei, 2013:1343). In this context the discourse tends to support those views which may cause social problems between the teachers and the SAs. Emanating from this assertion the teachers are projected as lacking professional knowledge in the education of the children. The teachers are dubbed to be “lazy” and “lacking knowledge” by the subject advisers. In analysing and putting the teachers in the right perspective, such subject advisers are the ones likely causing the problems because they put into operation the professional development programmes without the input from the teachers. In the following paragraphs, the three levels are briefly discussed and delineated accordingly to show how the task team applied them in the study to analyse the inherent power relations between the teachers, the SMT and the subject advisers, who often accuse the teachers of non-participation in professional development.

3.9.1 Textual analysis

Textual analysis primarily deals with text (spoken words). According to Frey, Botan and Kreps (1999:225), textual analysis is the method of communication which

researchers use to describe and interpret the characteristics of a recorded or visual message. Another theorist, McKee (2003:1), describes textual analysis as a way for researchers to gather information about how other human beings make sense of the world. It originated from the work of the theorists known as the “French structuralists”, such as Michel Foucault, Jacques Lacan and Roland Barthes. In particular, the work of Roland Barthes (1915-80) contributed immensely to this. In essence, the researchers want to understand the ways in which members of various cultures and subcultures make sense of who they are, and of how they fit into the world in which they live. It makes use of the parts of the figures of speech such as the semantics, lexicon and the syntax that indicate the dominance of power at a given setting (Van Dijk, 1995:18). The purpose of this is to describe the content, structure and the functions of the messages contained in the texts.

Based on the above, in the context of the study the task team noted the use of concepts that created the impression that the teachers were “not eager” to acquire professional knowledge because they were too “lazy” to take part in the developmental workshops. The concepts that were used were laden with emotive power that clearly indicated the imbalance of power between the teachers and their departmental authorities. This situation stood the task team in good stead because it managed to identify the power differential. Had it not been for the use of textual analysis, it would have been difficult to notice the power differential that existed between the teachers and their departmental authorities.

In the context of textual analysis, Uduna and Sylva (2015:46) assert that the positivists have a tendency to assume that objectivity is based on the view that it is possible to develop knowledge systems which rely exclusively on what can be observed. The application of the textual analysis played an important part in uncovering the hidden meaning because the task team was enabled to identify the unequal power relations that existed between the teachers and the subject advisers. Thus, the team accordingly struck a power balance by using the spoken word as a tool for forging social interaction. The text worked in an efficient way by influencing the mindset of any individual who came into contact with it to analyse it critically to bring out a meaning.

The task team worked magnificently to weigh the data about teacher development with the views and opinions of the teachers at the school in focus in order to establish the

facts. The provision of the data enabled the team to subject the teachers to various views about professional teacher development as way of acquiring professional knowledge. The teachers were engaged in discussions about analysing the texts that were in line of recognising the role they could play in bringing about positive power relations. The teachers were given an opportunity to suggest effective strategies that they could employ in order to demonstrate their worth in the provision of education.

The accommodative atmosphere motivated the teachers to work harder to execute their duties. They were encouraged by the fact that the developmental programmes were planned by all stakeholders so that the teachers would not be excluded from the discussions and the decisions made about their professional matters. The team advised the teachers to look at the texts carefully because it could be used manipulatively by the powerful departmental officials to exclude them from development. They were advised to have an understanding of the text so that they would not be led astray by the departmental officials. They were advised to maintain a balance with a text. According to Roberts (2008:55), the dynamics of text such as the style, rhetoric and lexicon must be observed with care in order to counter the abuse of power to the detriment of the less powerful.

The task team began the textual analysis by transforming the discussions into textual form by transcribing them with the aim of getting a meaning from them. The meaning was made from the available written sources which came into existence after the discussions of the meetings. The sources created from the transcriptions of the discussions were sub-divided into topics that were in line with the objectives of the study to be realised.

According to Bainbridge (2008:224), textual analysis plays an important part in helping the researcher to understand why some texts are successful or popular in a given context and in finding a meaning from the data gathered. In the study the textual analysis helped with generating meaning and understanding from the data gathered in order to put into perspective the teacher development at the school in focus of the study. The rationale behind this was to improve the analysis of the discursive practices and the social analysis of the text which is located in the context in which it occurred.

The CDA was strategically used to examine the context in which teacher development took place. Subsequently, the role-players who took part during the discussions,

teachers' meetings and other members of the task team were put into perspective. Their contributions about teachers were clearly delineated into positive and negative meanings. According to Sheyholislami (2009:5), the delineation of opinions into positive and negative presents an opportunity to balance the power relations. For practical purposes, in one of the teachers' meeting the task team noted an issue of power differentials. Two teachers optimally participated in a meeting by asking relevant questions around the issue of teacher development. A close scrutiny of these teachers provided the information that these teachers were highly educated because they each had obtained an honours degree in their profession. The remaining number of teachers aligned themselves with the development programme because they lacked advanced knowledge on teacher development.

The task team used CDA in order to make teachers aware that lack of knowledge disempowers them. However, this exercise served as a way to give them the necessary skills in their profession to mitigate excessive power control by their colleagues and their authorities. It is a fact that excessive power corrupts because those who possess institutional power use it to compromise social equality and suppress those who do not have power. It must, therefore, be balanced in order to bring about social equilibrium so as to avoid power abuse. Fang (2011:875) defines CDA as a trend that produces knowledge of society which is obscured by ideology. The ideology plays an important role in bringing about change by eradicating the oppression of those people who lack power. Ideology is sometimes used by the people to isolate less powerful people from taking part in the issues that affect them directly.

The theory of CDA uses the language that has an obscure ideology, power and dominance that are presented in an emotive language. A statement such as the apparent affirmation (teachers are too lazy to study or improve their qualifications) is a clear indication of complete dominance of the powerful people when addressing the less powerful people. The task team made the teachers aware of the negative projection that could be made against them. The assertion that teachers are lazy sounds rude and emotive-laden, instead of saying that teachers lack time to study. The word "lazy" truly demoralises anyone who is engaged in the situation, and there is no hope of recovering from being at a disadvantage. The insinuation of "lacking time" is politer and more encouraging to anyone who has less power.

The task team used CDA to project how language has been deployed in the enactment of power imbalances in engaging the teachers and elevating them to access power pillars that suppress and render them ineffective in their profession (Essabbar *et al.*, 2016:1023). According to Ward (2004:282), language contributes to power imbalances in society and might change the situation in favour of the oppressed. Van Leeuwen (1996:33) posits that “exclusion is an important aspect of Critical Discourse Analysis”. The powerful officials in the education department excluded the less powerful teachers from the discourse texts in order to serve their own personal agenda. In the analysis of the data, the task team examined the way the departmental officials used their ideological background and delegated power to dictate to and control the teachers. This way, they excluded the teachers from contributing to their professional development. Substantiated by this assertion, the team used CDA with the aim of removing the false perceptions about the teachers and to render a transparent process of initiating self-reflection in individual teachers.

It is important for CDA to show an inherent relationship between ideology and social cognition in a context. Context is used to refer to the social situation of language in general, or to a given text or talk. There are many forms of social identity through which people can participate in a social situation, not as individuals, but with their personal experiences, life histories and goals as members of a social group (Van Dijk, 2009:1). The construction of ideology takes place in a social context. It is through the interaction among participants in a context that their thinking and behaviour are influenced by the ideology that is practised in a particular context. Thus, ideology is not regarded as an isolated variable, but has the potential to influence other variables in a certain context.

The CDA helped the task team to engage the teachers in a variety of teacher discourses that truly showed the worth of the teachers in their profession. The other discourses that painted a bleak picture of the teachers did not matter. The teachers were encouraged to take part in their professional development by having a say in the development programme. According to Van Dijk (2009:6), ideologies can be shaped by the representations of mental models, such as the personal experiences of social members. The task team implemented CDA as an educational tool to polarise the teachers to form the professional teacher clusters where they could exchange good teaching practices to enhance teaching skills.

3.9.2 Cognitive analysis

Clark, Feldon, Van Merriënboer, Yates and Early (2008:1) describe cognitive analysis as the technique or strategy that is used to yield information about the knowledge, thought processes and goal structures that underlie observable task performance. It captures information about observable behaviour and the covert cognitive functions behind it to form an integrated whole. It is evidently a strategy that is used to describe the knowledge required for performance.

The discourse as an element of the micro-level in social order does not only affect the actions of people as an end, but also affect the psychological part. According to Van Dijk (2009:353), those who hold excessive power and dominance often use the discourse to control the mindset of the oppressed and marginalised people to dominate them. Sheyholislami (2009:4) asserts that cognitive analysis has the potential to empower the oppressed to want to understand, expose and resist social inequality. It primarily serves to mediate between the text (text-based) and social structure in order to demonstrate that the discourse is context-based and socially constructed by the people through mental representations. The formation of the task team and the development of a strategy to improve teacher performance by the participants was an attempt to narrow a gap between the teachers and other stakeholders in education. All the stakeholders in the study bonded together and the issue of power relations was improved which was of the benefit of all.

The task team put the teacher development discourse in an accurate perspective in order to derive a meaning of the context. The way the teacher development is viewed by the society may influence individual actions and understanding of the context. The understanding of the teachers with regard to their development may constitute either a positive or a negative attitude depending on the level of their involvement in the development. To balance the attitudes of teachers, one has to analyse how teacher development is put into perspective at the macro-level. The latter influences how people react to the situation at the micro-level. The cognitive constructs of the environment are influenced by how people talk and act. This means that if the people attach a positive attitude to the environment, it may have a positive cognitive bearing on how they relate it to the development of the teachers. Thus, the development of

teachers derives its meaning from the context in which it takes place and how other factors have contributed to it.

Interaction is very important for any social process to succeed. The team interacted closely with the stakeholders at the school. They talked to them and looked critically at the factors that influenced their development either positively or negatively. The aim was to gain first-hand information about teacher development in a school environment. The social space that accommodates the social discourses that are articulated in an environment, can sustain teacher development. This can be further enhanced by intertextuality. According to Moyise (2002:418), intertextuality was introduced in biblical studies in 1989 and it concerns the complex relationships that exist between texts. In essence, it demonstrated how old texts in the Old Testament appear to be given new meaning by being used in new contexts. In the study, intertextuality is taken to mean a reverberation of the echo of one text in relation to the other text. A text must not be understood in isolation, but in the light of other texts. This kind of text brings a parallel meaning to the text and influences the construction of meaning by the people in an environment. The analysis provided the team with an opportunity to find out the uneven power bases that was actually preventing the effective teacher development at the school.

It became clear to the teachers that the control of the discourse by the subject advisers compromised their cognitive ability. It projected a picture that if they subjugate their mental prowess to other stakeholders; they relinquished their responsibility in their development as worthy co-partners. The teachers were exposed to developmental programmes to produce good teaching practices that aimed to position them strategically and provide them with legitimate power in education.

The team used this strategy of analysis in order to capacitate and make the members aware of the way in which the teachers are cognitively manipulated by their seniors. This was efficiently done by exposing the participants to the discursive way of presenting the role of the teachers to the design of developmental programmes in education. The teachers were made aware that the words can be used negatively to have a negative impact in their minds. As a result, the negative words could make teachers have low self-esteem with regard to development. According to Kirshner (2011:2-3), the teachers can redeem themselves from the discursive space by

characterising good teaching principles. Firstly, they must identify the independently coherent notions of learning that motivate the teachers; and secondly, they must draw on relevant psychological theories that develop models of good teaching. This permeates a psychological cross-disciplinary framework of teaching in which the teachers acquire pedagogical knowledge and expertise. This teaching expertise is, therefore, more objectively documented and assessed than in the existing form of discursive context in which teaching is more of an interpretative nature.

3.9.3 Social analysis

The dimension of analysis at this level refers to an exploration of social issues whereby the language is used in the interaction among people in order to minimise power dominance and inequality in society (Van Dijk, 1995:18). According to Armstrong and Ferguson (2010:5), the primary function of language for humans is to convey information to each other, or request services of some kind in a variety of situations. Language in this sense is seen as functional in that it performs multiple purposes and is used across contexts. This assertion indicates the strength of language when it is used in a particular context by the elite people. It is, therefore, used as a tool of dominance in a society by those who possess power and has support in the social space. This assertion is in line with Figueiredo's (2010:121) assertion that language is used to carry out social functions. They are in the form of three types, namely ideational, interpersonal and textual meanings. The ideational meaning is the important one in this regard as it represents the participants' experiences of the social world.

The social analysis worked to the benefit of the community because the common language used in the context bonded the community members. The task team garnered the support of other community members to help in achieving the objectives of the study. In an attempt to change the attitude of the teachers, the motivation speakers were invited to discuss the issue. Language in this case was used to create interaction among the different people in a social context. This exercise helped the task team to bring a positive attitude to the teachers in terms of their development. It helped to capacitate the teachers to add value to all personnel and learners at the school.

The non-inclusion of teachers in the development of teacher development programmes stemmed from the hard-line stance taken by the subject advisers. The power imbalance played a significant role in the subject advisers not valuing the role that the teachers could play in their professional development. The excessive power that had been delegated to the subject advisers eroded the perception that teaching is a noble profession. Thus, the inclusion or non-inclusion of teachers in the development programme must be understood in terms of the prevailing social conditions in a social context. The teachers were, in most cases, the sacrificial lambs because the subject advisers drafted the developmental programmes of teachers without the input of the teachers. According to Deacon (2006:184), the power relations are tilted to one side, and the teachers are those over whom power is exercised and, as such, they perform under critical gaze. The application of CDA helped to empower the teachers to critically analyse in whose favour does development exist and whose inputs are taken as valid in teacher development.

The social analysis helped the team to identify how delegated power at the school is used in terms of the organogram of the school. The research participants were made aware that those who possess excessive power were using it to block their development in their profession. Wodak and Meyer (2008:9) indicate how power is used and abused by one group to produce social domination in society. Social analysis was also used by the task team to find out which skills and knowledge could be brought by the teachers in the improvement of education and the political aspects that might divert their contribution. Despite this, the teachers were motivated to immerse themselves in developmental programmes that would improve their teaching skills.

3.10 THE SIGNIFICANCE OF CDA IN TERMS OF THE STUDY

There is significance that is brought by CDA. In the study, it brought together the participants from diverse social backgrounds. This theory showed that there is a link between language, social structures and ideology. Through CDA, this study revealed the social inequalities that existed between the teachers and the departmental officials in the form of subject advisers. There are also power imbalances that existed between the teachers and the SMT. However, CDA does not provide all the solutions to the

problems, but it has shown in the study that there is slow development of teachers in their profession (see discussions in Chapter 4 and 5).

3.11 CONCLUSION

The introduction of this chapter highlighted the main aspects of the design and methodology. The design section presented the issues of the conceptualisation of the study in profiling the school and the task team, and put these into perspective. The profiles helped in enhancing data generation, data gathering and the collaborative planning processes. In essence, the roles and responsibilities of the participants were discussed in order to indicate their worth in the study and to avoid role conflict. This assertion further helped to balance the power relations. It was also important to discuss the relationship between the participants and me in order to preserve the golden thread of events. This was important to the issues of balancing power relations between them as they strategically entered the collaborative planning and the implementation processes. The planning process set a high premium on preparation and joint planning by the participants in order to realise the five objectives that guided the study.

PAR as a methodology for data generation and collection helped the teachers to consider at their development holistically. The application of PAR principles brought a close relationship between the participants and me. It had specifically helped the participants to identify their problems and to work on them. I played an important role of putting myself on the level of the participants as part of exercising the CER principles of equitable power sharing and advancing social justice. The inclusion of various members from the community perfected the CER principles of social justice. The application of FAI of Meulenberg-Buskens, positioned the teachers to tell the good stories of being marginalised by those who possessed excessive power and who controlled access to the discourse. Giving the teachers time to relate their stories gave the participants a better analysis of how they could be given a platform in their professional development. The CDA put into perspective how the text can be used by one group to oppress the other one.

The next chapter focuses on the data analysis and the presentation and implementation of the findings on the effective strategy for developing teachers at the school.

CHAPTER 4

AN ANALYSIS AND INTERPRETATION OF DATA PRESENTATION AND A DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This study aims to develop an effective strategy for teaching towards the creation of sustainable learning environments through effective PGPs in schools. In order to achieve the aim and objectives of this study, the chapter analyses and interprets the data, and presents and discusses the findings with regard to the design and implementation of the developed strategy. Thus, I categorised and interpreted the data in accordance to the five mentioned objectives of the study. This is done to preserve the golden thread of coherence, focus and logic of the study.

First and foremost, the data justifying the need to develop the strategy are analysed and discussed together in order to bring meaning to the reader. This boils down to understanding the challenges that are faced to develop the teachers as expected. I discuss the challenges identified in the study separately in order to put them in perspective. As the process unfolds, I identify a challenge and explain and discuss it based on the relevant literature on how each challenge works against the development of the teachers. I mention the relevant extracts from the empirical data to show how the challenge obstructs and exposes itself. I then analyse the extracts against the backdrop of the literature referred to earlier on and in the context of CER as the theoretical framework of the study to show the role of power. In order to buttress my argument of how the challenge works against the development of teachers, I also put into perspective the use of CDA to access the meaning of the extracts at the discursive practice and social levels (cf. Sheyholislami, 2008:2; Wodak & Meyer, 2009:62-86). I conclude the analysis and discussion by relating them to the literature in order to justify the need for the newly developed strategy.

Against the backdrop of the literature, I discuss the conditions under which the components of the newly developed strategy have successfully been implemented, as well as the threats which the new strategy had to withstand and overcome. Lastly, I

present and discuss the successes that the newly developed strategy have achieved in responding to the challenges identified and discussed earlier on.

4.2 JUSTIFYING THE NEED TO DEVELOP A STRATEGY TO IMPROVE TEACHERS' PERFORMANCE: PROBLEMS FACING TEACHERS

Teachers face many problems in learning environments, which need to be solved in order to improve their competence. These challenges include the lack of a team envisaged to develop the teachers in their profession on a continuous basis. If there is an oversight regarding the professional development of teachers by the experts (SAs) and experienced teachers, the purpose of development becomes minimal in its results. This leads to a situation where teachers work in isolation and their output become minimal or, in the worst scenario, a failure. This failure prompts for the need for a common vision to achieve success. In practical terms, a vision serves to guide the development of teachers in respect of the PGPs of the teachers. The absence of a shared vision among the teachers and the subject advisers spells out numerous challenges experienced in the development of teachers. In addition to the problems that are experienced by the teachers, my personal experience as a teacher has taught me that teachers are told by the departmental officials what their problems are, without first getting information from them.

The provision of challenges by the teachers could facilitate the development of teachers because they would be developed on genuine challenges they face.

Hill and Westbrook (1997:46) accentuate that if there is no team with a clear vision tasked with the development of teachers, the chances of conducting a SWOT analysis are minimal. This oversight hampers the development of teachers, and results in the problems identified by the teachers remaining unsolved or unattended to. A SWOT analysis could have provided the participants with priorities that could have informed the implementation process. However, this was lacking from the school in focus.

4.2.1 Lack of a coordinating team

There should be a team tasked with the process of facilitating and implementing the development activities. Subsequently, it should keep the relevant stakeholders and partners well informed (Taylor, Rudolph & Foldy, 2008:2). A team of this nature can also ensure that the relationship between the teachers and the departmental officials is sustained. Ehlers and Lazenby (2010:6) asserted that a coordinating team brings about an alignment of divergent views of the participants in a process. The non-existence of such a team clearly indicates that no one would play an important role in ensuring that the planned developmental activities of teachers are implemented in an efficient way.

I am tempted to make an allusion to two ideal education situations in Finland and India, although these two are not among the four countries chosen to investigate in this study. The education system of Finland has high levels of educational achievement and attainment in terms of teacher development. Sahlberg (2010:1) asserts that more than 98% of learners attend pre-school classes, 99% complete compulsory basic education and 94% complete secondary education. Westbury, Hansen, Kansanen and Bjorkvist (2005:475-485) indicate that particular attention in Finland is given to building pedagogical thinking skills that enable teachers to manage the teaching process in line with recent educational knowledge and practice. This practice mirrors and projects the performance of teachers to be of high-quality standards, being championed by a coordinating team. The same path was followed in India, where emphasis was placed on teacher professional development based on aspects such as improving teacher professional competencies, the creation of a proper structure of providing quality pre-service and in-service education to elementary school teachers and adult education personnel setting up a large number of Elementary Teacher Education Institutes. Recognising senior degrees as an essential qualification to teach in secondary and higher secondary schools or colleges, the universities have post-graduate research and teaching departments in education as a way to enlighten teachers on the latest developments in the field of teachers, and lastly, at national level, policy frameworks for teacher professional development are devised through periodical seminars, workshops and conferences (Gandhe & Pune, 2010:4-6).

However, the practices described above are not followed at the school in focus in this study. Since there was no such a team, no individual would play a pivotal role in ensuring that teacher development was planned and executed in an efficient way to show teacher competence and yield positive results. The school had, for many years, been without such a coordinating team to address the issues of teacher development. The lack of such a team manifested itself in the low performance of teachers, which, in turn, affected the learner performance.

The non-existence of a coordinating team was put in the right perspective in Mr Rapere's(pseudonym) statement that he had always wanted to contribute to the development of the teachers. He did not know how to contribute because he had been limited to governance issues. His inclusion in the task team provided him with a golden opportunity to air his views and to help develop the teachers in their profession. During one of the meetings of the task team, he said:

Hore nka tsoka mohatla ka moo ke thabisitsweng ke ho ba karolo ya sehlopha sena. Ke le setho sa lekgotla la tsamaiso ya sekolo, kgale ke labalabela ho ka phehisa kgolong ya mesuwe empa ke kwallwa kante ke molao. Ho ba teng ha sehlopha sena ho re fa matla a ho aha kgolong ya mesuwe mona sekolong e bonahalang e reketla.

[I feel like wagging my tail the way I am excited by the formation of this team. As a member of a school governing body, I have always wished to contribute to the teacher development of this school, but has been denied the opportunity by SGB legislation. The presence of this team gives us power to contribute to the teacher development of this school, which is shaky.]

The phrase “ho re fa matla a ho aha” [gives us power to contribute] insinuates that the formation of the task team redresses the power relations of Mr Rapere and other community members who were not given the opportunity to belong to certain school structures. He was helpless and excluded by legislation, as is evident in his phrase “ke kwallwa kante ke molawana wa tsamaiso ya dikolo” [denied the opportunity by SGB legislation]. The statement implied that he wished to do so by means of other avenues, but could not sidestep the legislation. The task team acted as a bedrock from where to synergise the teachers and their authorities in terms of teacher development issues. Furthermore, he realised that to be a member of the SGB was not enough, as it provided him with the opportunity to talk about governance issues only. His

statement “Hore nka tsoka mohatla ho ba karolo ya sehlopha sena” [I feel like wagging my tail to be part of this team] clearly indicates that he would passionately contribute to the matters that he and others feel affect the teachers’ performance at school.

The same positive attitude and willingness to belong to and participate in a team was displayed in Mr Madiberwane’s statements –

Re lokela ho kgothaletsa tshebedisano-mmoho pakeng tsa matijhere le ditsebi tsa dithuto ho ka rala manane a kgolo thutong.

[We need to encourage collaboration between the teachers and the subject advisers in terms of teacher development activities.]

The statement “Re lokela kgothaletsa tshebedisano-mmoho” [We need to encourage collaboration] means that before the start of the study, there was no structure that brought the different participants together to deal with teacher development activities in different life challenges. The task team, therefore, served to bring various participants together to share different life experiences in teacher development. The fact that Ms Madiberwane was willing “ho kgothaletsa” [to encourage] showed that she wanted to work with others in a cordial way and was on the same level and in the same boat of advancing teacher development. This underpins the democratic principles of consultation, social justice and social transformation. In a global realm, these democratic principles embrace the concept of compatibility of and collaboration by people in a social context (Hyde & LaPrad, 2014:2; Midgley, 2007:11). The non-existence of a task team at the school projects a gloomy picture that the teachers have not been afforded enough platforms to air their views and to contribute effectively to their development. Contrary to this, in Finland, education which is provided by the teachers is an integral part of the Finnish culture and society, and the teachers enjoy great respect, which allows them to have a say in their development (Sahlberg, 2010:1).

The situation where Mr Rapere and other community members have not been part of a team that develops the teachers was against the spirit of social transformation, social justice and emancipation. Since democracy is for the people, by the people, it is of vital importance that more people should be involved in teacher development. This assertion is underpinned by the democratic principle of citizen participation, where the citizens are expected to participate freely in matters that are of national importance,

such as education. The existence of a task team in Japan, which is composed of teachers, administrators and curriculum designers, plays an important role in teacher development (Ono & Ferreira, 2010:63). The team is responsible for organising the meetings at the district and municipal levels where issues of common interest are discussed with the teachers.

A task team provides a creation of a “contesting space” (Mahlomaholo & Netshandama, 2012:37). This is a space that tends to afford an opportunity to accommodate different situational experiences, knowledge and skills. The task team in education in some countries works well because the participants work according to the agreed principles. These principles include various issues and challenges that sustain the team by balancing the power relations where different leaders have exercised power in different spheres, such as administration, political and knowledge power level inclinations (Van Dijk, 2008:89).

4.2.2 Lack of shared vision

According to Kenya Vision 2030 (2007:5), vision refers to what an institution wants to achieve. Within an institution, the people should have a common vision because it helps them to navigate the direction of an institution in the same way (Ehlers & Lazenby, 2010:69). All the stakeholders at a school must strive to fully support the professional development of the teachers at the school. This implies that if there is a sharing of a vision, it helps to improve the performance of the teachers. The sharing of a vision ensures that there is no power contestation among the stakeholders, and a spirit of togetherness prevails. Aspects of respect and trust are forged among them. The expectations of the stakeholders are converged to a common point of succeeding in education.

Lack of vision spells disaster for the school because the participants usually work for self-glory and self-gratification, instead of collaborating. This implies that the people are not concentrating on the common issues that would benefit the teachers and learners of the school. This was evident at the school under study because there was a low performance in the learners’ work, the learners’ discipline was poor and the teachers’ subject load was too much. The lack of a common vision among the

stakeholders manifested during one of meetings of the task team when one teacher complained about the departmental officials. He retorted:

Lefapha la rona le nkopanya hlooho. Le tla ka dintlha tsa lona tsa kgodiso ya matitjhere ntle le ho di fumana ho tswa ho matitjhere.

[Our department makes me dizzy. It comes up with development activities that were never identified by the teachers themselves.]

The phrase “Le tla ka dintlha tsa lona tsa kgodiso ya matitjhere ntle le ho di fumana ho tswa ho matitjhere” [It comes up with developmental activities that were never identified by the teachers themselves] indicates that there is no common vision among the stakeholders. It means the departmental officials are under the impression that they “know everything” in terms of teacher development. This projects a scenario where one group has more power than the other. In an ideal situation, the stakeholders should consult and collaborate with one another and have a common vision of handling common issues. This would mean that the principles of CER of respect, mutual trust, social justice and emancipation are being pursued. A good example of a shared vision is observed in Japan. This country is responding to the educational needs of basic education in secondary education, vocational training and higher education. In addition, the educational needs of the partner countries of Japan, of which South Africa is one, are also accommodated comprehensively. In essence, human resource development is promoted and transcended into social cohesion, nation building and economic growth. Thus, education in Japan has become a societal responsibility because of its shared vision in education (UNESCO, 2010:1-2).

A practical example of a lack of shared vision was pronounced by Ms Madiberwane, a teacher from the school in the study, who emphasised the following in a meeting of a task team:

Ho na le ho sa sebetse mmoho pakeng tsa matitjhere, bahlanka ba lefapha la thuto, batswadi, maloko a lekgotla la tsamaiso ya sekolo, maloko a dikereke, maloko a sepolesa, maloko a bophelo bo botle. Ke nahana hore taba ena e tshwara tswelopele ya sekolo. Ke ka hoo tshebetso ya matitjhere e sa beheng ditholwana tse ntle thutong ya bana.

[There is no cooperation between the teachers, departmental officials of education, parents, members of SGB, members of the church, members of the South African

Police Services and the health service members. I think this issue holds back the progress of the school. That is why the performance of the teachers is not making an impact on learners' education.]

The phrase “Ho na le ho se sebetse mmoho” [There is no cooperation] shows that each of the participants at the school is pursuing his or her own views in doing things. There is a division, and the people do not respect the views of others. This shows the disregard of the CER principles of social justice, social transformation and the emancipation of the people. The lack of a shared vision results in people contesting for superiority and losing focus on the important task of rendering quality teaching. In the end, the entire school community attains negative results.

4.2.3 Disregard for legislative mandates

Desimone, Smith and Ueno (2006:178) indicate that many reform initiatives of education in South Africa are focused on teachers to improve their teaching competence. The National Policy Framework (South Africa, 2007:5) stipulates that teachers must be developed in an attempt to address the need for suitably qualified teachers. In addition to this, the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025 called for continuous professional teacher development. This framework was a collective effort of teacher unions, the DBE, the Department of Higher Education and Training, the Education Labour Relations Council, the Sector Education and Training Authority, the Higher Education South Africa-Education Deans Forum and SACE (DBE, 2011:13). According to the Norms and Standards of the IQMS (DoE, 2003:7-10), teachers must champion the cause of development in terms of transformation of education in South Africa. They should be able to fulfill the various teacher roles, such as being mediators of learning, interpreters and designers of programmes and material, leaders, administrators and managers, scholars, researchers and life-long learners, community members, citizens and pastors, assessors and subject specialists.

Schools are expected to operate within the boundaries of the legislation referred to earlier on. Departmental officials, in the form of SAs, and teachers should work together to improve the teachers' competence. Such a framework must include other participants in the school environment. However, there has been a shift from the

legislative mandates at the school under study. The school community did not work together as a team. The plans that were in place, such as the development programmes, were imposed on the teachers by the SAs. There was a disregard of the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025. The reason for this is that the teachers and the SAs did not work as a team with other stakeholders to actualise the legislation as it had been planned as a collective effort.

According to SACE No. 31 of 2000, teachers must be developed in conjunction with other stakeholders. During one of the meetings of the task team, Ms Madiberwane, a teacher at the school, registered her concern by stating:

Matitjhere a sekolo sa rona a na le developmental meeting ha nngwe kotareng. Taba e bohloko ke hore bookamedi ba matitjhere ha ba phetisi molawana ona.

[Teachers of our school have a developmental meeting once a quarter. The defect of the matter is that the heads of departments of the school do not carry out this legislation].

This situation contradicts the stipulations of the National Policy Framework of 2007 and the Integrated Strategic Planning Framework for Teacher Education and Development of 2011. These frameworks call for the development of teachers in order to improve their teaching skills and knowledge of subject content.

The disregard of the legislative mandates was also clear from Mr Raborikgwana, an SMT member at the school, who said:

Bahlanka ba lefapha la thuto ha ba tjhorise mesuwe jwaloka ha ba tshwanetse ho ya ka molao. Ba etela dikolong feela mafelong a selemo e le ho etsa bopaki ba hore ba ntse ba etela dikolo.

[The departmental officials do not help the teachers as they are supposed to do. They come to school towards the end of the year as a mere indication that they came to school.]

The other side of the coin reflects the teachers failing the legislative mandates. Mr Mhlopheki, a member of the local church, made the following clear:

Mesuwe ha e natse diworkshopo tse bitswang ke lefapha la thuto ka Matsatsi a phomolo.

[Teachers do not attend the workshops organised by the Department of Education during the school vacations].

The failure by the teachers to attend the workshops contravenes the National Framework Policy which aims to develop them. The policy should be implemented by the departmental officials and be received well by the teachers.

Teacher development is a critical aspect which is the responsibility of the departmental officials. In essence, when teachers do not attend the developmental meetings, they disregard the legislative mandates. The results of this can be a lack of a team spirit on the side of the teachers, which can affect teacher development negatively. This can further result in the disrespect of legislative matters by the learners in future educational development endeavours.

According to Pswarayi and Reeler (2012:6), the disregard for legislative mandates in Zimbabwe resulted in the teachers not respecting the development legislation. The political violence which spilled over to education resulted into a disregard for legislative mandates. This was in line with the so-called Operation Murambatsvina. The lack of constant monitoring of teachers in practice by the departmental officials and the HoDs at schools caused teacher development to be neglected. The disregard for legislative mandates resulted in lack of teamwork, individual initiatives, mutual respect and vision among the teachers. This became a breeding ground for teacher marginalisation and a lack of collective effort by the partners in the learning environment.

It is estimated that since the year 2000 to date, Zimbabwe has lost almost 70 000 trained teachers to South Africa. Those teachers could have respected and implemented education legislative mandates. The political violence that has plagued education eroded the viable strategy of Education For All. This strategy was aimed at redressing and addressing the colonial repressive laws that were targeted at the previously disadvantaged black children in Zimbabwe.

4.2.4 Lack of situational analysis

A situational analysis of the setting of the study has to be conducted by the participants. This is done in order to obtain a better understanding of the nature of the problem identified. The task team played a pro-active role in facilitating the processes

at the school to determine the strengths relating to teacher development. The strengths at the school pertained to aspects such as the commitment of teachers to their work, the functionality of the SGB at the school in helping teachers to achieve their goals and the safety measures at the school to ensure safety for all. The processes also revealed the weaknesses that were present among the teachers at the school. The task team identified possible opportunities that could be effective in attending to the identified priorities of the development strategy. For the solutions to be implemented successfully, threats were also identified and controlled to the minimum.

The evident defect of the matter was that the school did not do a SWOT analysis to determine its strengths, weaknesses, opportunities and threats with regard to the improvement of teacher development. As a result, the SAs showed a negative attitude to accommodate the teachers in the planning of teacher development. This was evident from the following narrative related by one participant:

It was during the night when we experienced the thunderstorms. In the morning my wife and I discovered that our garden was completely wrecked. The resultant damage was that the branches of the older trees had broken off more easily than the younger ones. The reason, of course, was that the younger trees were more flexible than the older ones and had the ability to bend with the wind.

In relating this story, the participant showed a real concern about a negative attitude shown by the SAs to the teachers. The narrative alludes to the SAs not being flexible enough to accommodate the teachers in the development programme. The participant considered this as the promotion of the abuse of power by those who have power over those who have less power, such as the teachers. The participant showed concern by indicating figuratively that “the branches of the older trees had broken off more easily”. This alluded to rigidity on the side of the SAs, who wielded more power and were not prepared to accommodate the teachers in the planning process.

Teacher development was not prioritised as a matter that could lead to improved teacher and learner performance. In line with this kind of neglect, the SAs would not regard the teachers as suitable partners to improve teaching in general. The situational analysis means that there must be a SWOT analysis at the school in terms of teacher performance. The lack of a SWOT analysis at the school prevented the SAs to have

a clear-cut plan to involve the teachers in terms of their performance. The lack of a SWOT analysis at the school indicates that the SAs could not integrate the views of the teachers in collaboration with what they intended to impart to them in the form of development. As a result, the school did not gain in terms of tapping valuable knowledge from the school community. The lack of a situational analysis led to the abuse of power, which perpetrated the aspect of social injustice (cf. Nkoane, 2012:4). The existence of more power in the hands of one party needs to be diffused in order to strike a balance.

4.2.5 Lack of collaborative planning

Collaborating planning in this study refers to a process where participants in a team plan together in order to achieve the desired objective. According to Kutsyuruba, Christou, Heggie, Murray and Deluca (2015:2), collaborative planning means collective capacity building and improvement of educational practices within a school by teachers and other interested stakeholders. Similarly, teacher development needs a thorough collaborative planning by the participants in order to succeed in their plans. The planning here is envisaged to achieve an effective teacher development strategy.

Collaborative planning does not work in isolation. It works in the realm of legislation in South Africa. The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025 (2011:12), Output 3, suggests that teacher support must be enhanced at schools. This framework calls upon teachers to access and receive support, resources and continuing professional development opportunities in the areas where they live and work. In essence, teachers must be consulted before the development programmes can be developed. According to Hine (2013:153), planning together by teachers and SAs as partners in education enables them to acquire the necessary skills and knowledge and to engage in meaningful activities that improve their professional acumen. The planning together, therefore, effects positive educational goals for the school community.

It was evident that there was no comprehensive plan at the school to improve teacher performance. The professional meetings in which collaborative planning would take place, had been derailed by teachers who felt “undermined” by the SAs. The disjointed and separate planning by teachers and SAs implied that there was no coordinated

plan that would guide the collaboration. As a result, the SAs were planning for the teachers without giving them a platform to contribute meaningfully to their development. The teachers felt as if they were “rubberstamping” the voice of the SAs in matters that affect them directly.

The above assertion was proven to be the truth by one of the teachers during the data generation. Ms Madiberwane, a teacher at the school, made the following statement about giving input on joint planning:

Disubject advisers ha di natse matitjhere. Ha ba batle maikutlo a Matitjhere ka kgopolo ya hore ba botswa ho bala.

[Subject advisers do not recognise teachers. They do not need their inputs under the impression that they are lazy to study.]

The marginalisation of teachers by the SAs worked to the detriment of teachers in their daily business. The practice deprived the teachers of equity, social justice and empowerment. The situation may lead to the withdrawal of teachers and may be seen as a lack of professional interest in their development. In essence, the teachers are deprived of the necessary skills, knowledge and focus to engage in their professional development (Hine, 2013:153). The way of planning prevented the teachers from participating in the development process, and thus makes the implementation process difficult to get started successfully.

The above assertion shows that the teachers at the school were not engaged in the processes of identifying the activities that delineated the priorities of the development strategy. They were not given opportunities to showcase their competencies in the process of the delegation of the responsibilities, having the resources for implementation available or evaluating the processes that determine collaborative planning. We considered the priority of teacher development as a direct result of the task team. The team identified the activities, such as developing and implementing the development strategy and offering extended teacher development opportunities at professional cluster learning centres and school level. The activities were given to teachers who showed an interest and the ability to expedite the activities. In order to fast-track the execution of the activities, the resources, such as the classrooms in which the extended teacher development opportunities were conducted, were allocated. The extended teacher development opportunities were slotted into the

afternoon from 15:00 to 16:00. They were carried out at the behest of Mr Madiberwane, who was concerned about the teachers losing considerable time for improving teaching strategies when delaying to attend teaching and learning during the school periods. The planning session was categorised by the SWOT analysis when she asserted:

Matitjhere a ya diphaposing ka morao ho nako e qalang tshebetso. Taba ena e Etsa hore ba lahlehelwe ke nako le ho fokodisa sekgahla se matlafatsang Mekgwa ya ho ruta

[Teachers attend the classes behind the scheduled time. This makes it possible for teachers to lose considerable contact time, which lessens the effectiveness of the teaching strategies.]

The fact that the teachers go to the classes after the scheduled time, was a cause for a concern for Mr Madiberwane, who showed a passion for teaching and learning. The time they took to reach the class, spelt a loss of 10 to 15 minutes. This worked contradictory to the improved teacher competency in terms of the efficient teaching strategy. Thus, extended teacher development opportunities were put in place as a way to recover the lost time. Despite this activity, the collaborative planning process by the task team, the SMT, the SGB and the teachers devised effective mechanisms to attend to late-coming on the side of teachers and learners alike. It included the checking of late-coming on the side of the learners in the morning, which was controlled by parents who made themselves available in the morning.

The implementation process of these activities by the delegated persons was checked for progress during the monthly meetings of the task team. In order to buttress the processes of monitoring and evaluation, the progress that was made was subjected to a thorough analysis in order to improve performance and achievement of the priority. This was done in line with the achievement of teacher development. Thus, planning included the reviews and adjustments with the progress registered.

The lack of collaborative planning at the school to improve teacher development and learner achievement spelt disaster for teacher development. For the teachers to be fully developed, it was imperative for them to be part of the process of identifying the development needs and advocating for the implementation of the development

strategy. This assertion was strongly supported by Mr Raborikgwana, an SMT member at the school, at one of the meetings of the task team:

Ba ya ka morao ho nako ka diphaposing. Sena se ka nna sa mpefatsa le ho holofatsa boleng ba mekgwa ya ho ruta. Mesuwe ha e fihlelle sehlohlolo sa tshebetso ya bona.

[They go to the classes behind scheduled time. This can compromise the quality of teaching strategies. Teachers do not reach the pinnacle or apex of their work.]

Mr Raborikgwana's assertion above strikes a note of realism but can be misconstrued and create unnecessary divisions among the SMT members and teachers. As a result, the progress towards the achievement of the goals may be hindered. The issue at hand, according to Mr Raborikgwana, was to put the problem in the correct perspective for a solution. The intention was not to blame in a negative way, but to give constructive criticism.

The above problem led to the lack of an implementation process at the school. This manifested in the fact that the teachers, SMT members and SAs did not work collaboratively to pinpoint the priorities of the development strategy and navigate the strategies for these priorities. They acted disjointedly as they did not have timeframes on which to report the progress registered. This problem was made known by Mr Mhlopheki, a church member, during one of the meetings of the task team, when he said:

Disubject advisers, SMT members le matitjhere ha ba sebetsane hantle ba nahanelana hore ba tlisetsana mathata.

[Subject advisers, SMT members and teachers do not collaborate well. They think they bring problems to one another.]

The phrase "ba tlisetsana mathata" [they bring problems to one another] insinuated a lack of understanding by the stakeholders mentioned above about their common role in teacher development. If they had identified this as a priority, they would have understood that their presence at the school was to strengthen the role of the teachers at the school. The marginalisation of other stakeholders at the school rendered the teachers ineffective in expediting their duties.

4.2.6 Lack of reflection

For teacher development to succeed there must be a reflection on what has been done in order to assess the effectiveness of the process. According to Fook (2006:441), reflection refers to the work that needs to be done from a “common basis of understanding” so that the practice of critical reflection may be refined and improved. The process is needed in order to give feedback to those involved to understand teacher development by evaluating its impact. It is, once again, through this process that the participants mirror their actions and are able to judge on their own the tasks allocated to them to execute. Through the process of reflection, the task team was strategically placed within the political, social and economic lens to view the teacher development in which it unfolded. The process of reflection helped to expose the issues of social justice and power inequalities in tandem with the issue of teacher development.

The situation and circumstances revealed that there was no reflection at the school with regard to the improvement of teacher development. The task team was not present at the school to facilitate the teacher development. It boiled down to the fact that the stakeholders at the school were operating in isolation with regard to teacher development. This emanated from the data provided by Mr Rapere, a health worker at the local clinic. During one of the meetings, he reflected on the comprehensive actions of the participants to improve teacher development:

Risetjhe ena kannete e re file monyetla wa hore re hole bakeng sa tjhoriso ya matitjhere. Re ne re kwalletswe sebakeng sa tsamaiso.

[This research has given us an opportunity to grow and develop in terms of capacitating the teachers. We were confined to governance issues only.]

The phrase “e re file monyetla wa hore re hole” [has given us an opportunity to develop] implies that the parents and other stakeholders did not have an opportunity to help with the development of teachers before the commencement of the study. They were not aware of the educational factors that rendered the teachers ineffective in executing their duties. As a result, they could not suggest possible solutions to the problems encountered by the teachers. According to Mr Rapere, the study stood him and other stakeholders in good stead to contribute and to reflect on their actions to

bring about effective teaching at school. The sentiments of Mr Rapere were also echoed by Mr Mohlopeki when, at the meeting, he said:

Pele senqanqane se seng le se seng se ne se iqhomela. E mong le e mong o ne a itshebeletsa a sa natse thuso ya e mong. Setadi sena se re fa monyetla wa ho sheba morao ka maikemisetso a ho hlaola diphoso.

[Before, every frog was jumping on its own. We were working individually, but this study has given us an opportunity to reflect on our past actions in order to redress the situation.]

Mr Mhlopheki was completely accurate because the stakeholders had previously not been working as a collective and they did not reflect. The study acted as a crucial springboard from where all the stakeholders could engage in the process of reflection. The practice and feedback on reflection by the stakeholders enabled them to form an organised partnership that allowed them to analyse their actions (Lucas, 2010:4).

In Japan, there are constant monitoring and reflection for activities relating to teacher development. According to Doig and Groves (2011:79), there is a constructive path in teacher development because the lesson study provides teachers with sharing opportunities to develop knowledge and skills, improve their skills through consultation with colleagues and trial in the classroom, and critique their own practices. In other countries, such as South Africa, Zimbabwe and Kenya, the state education structures have failed to monitor and reflect on the plans of effective teacher performance, which led to decreased teacher development. In the case of South Africa, the DBE Strategic Plan 2011-2014 (2011:28-29) includes Programme 2: Curriculum Policy, Support and Monitoring, which calls for effective monitoring of and reflection on the curriculum. However, it seems not to function because of the challenges that have emanated from the lack of effective communication and implementation of the curriculum.

Kenya and Zimbabwe also lack effective monitoring and reflection. According to Hardman (2015:1), Kenya has put a high premium on teacher improvement in terms of quality education and reform. These two notions were dealt a serious blow by the non-availability of teachers and the teachers' lack of competence. Most of the teachers were either unqualified or underqualified. The lack of reflection and monitoring at the school implied that teacher development was not effective.

4.3 COMPONENTS OF THE STRATEGY TO DEVELOP TEACHERS AT A SCHOOL

This section discusses the components that are important in the development of the strategy that enhances the processes needed to address the problems mentioned in paragraph 4.2 above. Once these components are in place, teachers are in a position to fulfil their roles.

4.3.1 The establishment of a task team

The task team plays a crucial role to direct the way of the study (Ehlers & Lazenby, 2010: 5). The representatives in the task team came from diverse community social classes. According to Mertens (2009:200), a team composition of this nature provides creative thinking and the chance to debate the issues for quality decisions. From the side of the community, the task team enjoyed credibility, and there was a proper distribution of power among the members of the team. The team should be effective to ensure that the strategic planning process is implemented in order for the study to be successful. The task team consisted of a researcher, a representative of the SMT, a teacher, a member of the SGB, a religious leader, a police leader and a health leader.

The composition of the task team was important because it was rich and overflowed with experience from the different stakeholders who interacted with the teachers on various aspects. Such a team was deemed necessary because it was responsible for ensuring that the development strategy was in place for effective teacher performance and a sustainable learning environment in general. The task team was approved by the participants, and they enthusiastically helped it make a successful start. This is evident from the expressions of Mr Stuurman during the first meeting to establish the task team –

Sesotho se re nonyana e ahela ka ditshiba tsa e nngwe. Ke ntho ya bohlokwa hore re le batho ba fapaneng ka mehopolo, re bope thimi e thusang ho ntshetsa matijhere pele. Kopano ke matla ho hlola mathata.

[A Sesotho idiom says one person develops him- or herself through the inputs from others. It is important that different people, with different thoughts, to form a team with the aim of developing the teachers. Unity is strength to overcome problems.]

Mr Stuurman, an SGB member, used the idiomatic phrase “nonyana e ahela ka ditshiba tsa e nngwe” to show the importance of getting input from other members of a team. He indicated that if the members in a team can act collectively, nothing is impossible to overcome the problems of the teachers. According to Mr Stuurman, the teachers being represented in the task team, together with other participants, will have a strong voice to redress the situation. This resonates well with Mahlomaholo’s (2012:34) assertion that such a team will have the educational pedigree and skills to overcome the social injustices meted out to people.

In the study, the task team worked to improve the voice of the teachers to have a say in their development. It afforded the teachers a platform from where they could have a say in matters that affect the teachers. The enthusiasm that was shown by Mr Stuurman indicated that he believed in the strength of the task team where every member worked according to the principles of CER, namely respect, emancipation and social justice.

4.3.2 Sharing of a vision

The sharing of a vision was important so that the participants, who come from diverse backgrounds, could focus on common issues in the study (cf. Simbrashe & Constantino, 2015:121). The vision could leverage the position of the teachers from the lowest level to a higher one with the aim of helping teachers to be engaged with others in order to be emancipated from subjugation. Pertinently, according to Freire (1996:25-26), the teachers should work as the main agents of social change who can influence and change the mindset of the learners to accept democratic values. The sharing of a vision can only be upheld if certain values and norms have been internalised by the participants.

The norms and values that helped the task team to drive the study were the mutual respect and tolerance among the participants. These helped the members of the task team to treat one another with respect and to guard against the temptation of some

members dominating others. There was a feeling of teamwork. It helped the members to share their life experiences, knowledge and skills and to plan their activities together before they could be executed. There was honesty to be exercised by every member in order to be able to take a balanced and informed decision. Tolerance was also upheld by the members in order to understand the strengths and weaknesses of other members. Freedom of expression was allowed because from what other members had said, a meaningful contribution could be constructed (Shields & Sayani, 2005:396). A team spirit existed because the participants adhered to the stated values and norms. It enabled the task team to carry out the plans of the team for the study to succeed (Sergiovanni, 2001:66).

Mr Bonine, a policeman and parent at the school, emphasised the importance of vision sharing among the participants –

Letshwele le beta poho. Dikarohano tse teng pakeng tsa matitjhere le ditho tse ding tse amanang le sekolo di tlameha ho fela. Re tlameha ho nkana le ho bonana re le marema-phofu a ntswe leng.

[More people make work easier. The divisions among the teachers and other stakeholders must come to an end. We must speak with one voice as members of one team.]

The statement by Mr Bonine “Letshwele le beta poho” [More people make the work lighter] suggests that the spirit of oneness among the SMT, teachers, departmental officials, church leaders, health leaders, SGB members and the police leaders bring about social cohesion. As a result, the school becomes a community centre where people are allowed to share their views with the teachers for better education.

Mr Bonine highlighted the importance of sharing a common vision by the members of the task team. This way, education is not the responsibility of the teachers only, but the responsibility of the community to make sure that the teachers carry out their work as expected. The stated divisions among the people attached to the school indicate the unequal power relations that existed before the study had started. The school stakeholders’ lack of sharing a vision implied poor teacher performance, poor learner performance and a lack of accountability, because different people pushed for their aspirations.

The spirit of sharing a vision was also emphasised by Mr Rapere, a health leader. He called for all members of the task team during one meeting to strive to get to the sharing of a vision as a prerequisite of the component for the development strategy:

Thuto ya ngwana sekolong ke boikarabello ba ditho tsohle tsa sekolo hore ngwana a phethahale.

[Education of a child at school needs all for the child to be complete.]

Mr Stuurman, an SGB member, echoed the same sentiments as those of Mr Rapere. He said the following in support of his statement:

Ke hopola mantswe a reng: “Le lahletseng tsela tsa lona tsa kgale? Kgutlelang tseleng tsa lona tsa kgale (Jeremiah 1:9-21)”. Ho ruta kapa ho hodisa ngwana ke mosebetsi wa motse ohle.

[“You have lost your old ways of doing things. Go back to your old ways of doing things (Jeremiah 1:9-21)”. To teach or the upbringing of a child is a shared responsibility of a community.]

The members of the task team held the belief that for the development strategy to succeed, the community should put its weight behind the teachers. This suggested that the people had shifted from the old ways they had been used to in doing things. In the past, people supported one another in carrying out community activities. The sharing of a vision by the teachers and other stakeholders served as a basis for supporting the legislative mandates to harmonise the relations among the school members.

4.3.3 Supporting legislative measures

The legislative imperatives serve as a strong foundation that directs the teachers to execute their functions and to be developed. In South Africa, there is a plethora of legislative imperatives that regulate the work and the development of teachers. According to the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2015 (2011:12) legislation and teachers should be supported and enhanced in the school setting. Teachers should be developed with the purpose of doing their work efficiently. Subsequently, Section 16 A (bb) of the Education Laws Amendment Act (31 of 2007) requires the principal as an instructional

leader to develop teachers accordingly. In some cases, the principal delegates the development of teachers to their immediate supervisors in the form of HoDs and deputy principals. This depends on the intensity of the development that is needed. The endeavours of the principal to develop the teachers in accordance with the stated acts require from him or her to give feedback on the progress to the teachers and all of the school stakeholders. This measure helps to delineate the different roles spelt out in the acts as they are attached to the different stakeholders. Under these circumstances, the different stakeholders are in a position to carry out their duties as required by the acts.

The role of legislation and acts is seen as the important part of developing a teacher strategy which is prescribed by education laws in Japan. According to the UNESCO Global Monitoring Report (2010:1), legislation concerning education in Japan is carried out cooperatively by different stakeholders. Education that is predominantly driven by other stakeholders and teachers is treated nobly because it is regarded as a human right that enables teachers to improve their capacities in the learning environment. In essence, it allows the teachers to lay a solid foundation for social and economic development. These aspects afford teachers and other stakeholders an opportunity to act cooperatively, supporting legislative measures in the education sector.

A similar situation exists in Kenya. According to Jepketer, Kombo and Kyalo (2015:37), education legislation is driven cooperatively by teachers, education policymakers, teacher unions, development partners, parents and the society. It is evident that there is cooperation and there are sufficient education policies, but there is still a need to improve the ongoing teacher improvement strategies. In Zimbabwe, the Zimbabwe Education Act of 2007 articulates that the teachers in schools should work with other stakeholders from communities who will add value to the effectiveness of the school (Mudekunya & Ndamba, 2011:10).

Based on the above, the participants suggested during the task team meeting that there was a need for a development policy at school level. The principal of the school confirmed that he usually encouraged the HoDs to assist with development of teachers. In reality, the school did not have a development policy. The principal of the school in context, Mr Motjeka(pseudonym), stated categorically that the school did not have a development policy for teachers at school level –

Ha re na development polisi. Di HoDs di bontsha matijhere mosebetsi ka nako eo le eo mme matijhere a lokela ho bona hore ba etsa mosebetsi oo jwang?

[There is no development policy. The HoDs just give the teachers some advice here and there and the teachers must see how they go about the work.]

The above statement contradicts strongly with the Acts that there should be development of teachers by the HoDs and, in some cases, by the departmental officials. According to the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-20125 (2011:12), the task of drawing a development policy should be a joint venture by the HoDs and the teachers. The reason for this is that the teachers should have a buy-in into this development policy and they should contribute genuinely on the development needs of their respective subjects. This joint venture of a development policy resonates with the principles of social justice, participation, consultation and power sharing (Grant, Nelson & Mitchell, 2008:590).

The non-existence of the development policy at school level makes it difficult for the HoDs to engage teachers in development activities. There is no consistent structure that guides and navigates the process of development. My personal experience as an instructional leader has indicated to me that, in some instances, an HoD is not developing the teachers because of his or her lower qualifications compared to those of the teachers he or she must develop. In situations like this, an HoD is relying on the knowledge that the teachers received when they were trained by the departmental officials (SAs). However, this is a shortfall on the side of the HoDs and teachers at school level because the education that is provided to the learners lacks quality.

The participants in the study paid special attention to the development of the policy and the implementation of the development strategy. It included the time, the volume of work, the frequency of developing teachers and the roles played by different participants. The participants adhered to the legislation that dictates the development of teachers as a guiding document within which to define one's actions.

4.3.4 Situational analysis

The environment must be well analysed in order to know the possible strengths, weaknesses, opportunities and threats. This analysis provides a valuable knowledge pertaining to the teacher development strategy (Ehlers & Lazenby, 2010:8; Van Deventer & Kruger, 2003:81). The participants gained knowledge on how power is distributed in an environment, how it is lost and who is included or excluded in making the decisions that affect the teachers. The analysis of the situation also provided the participants with an opportunity to have an interaction and share their views and experiences based on the knowledge they have on the teacher development strategy (cf. Kemmis, 2008:127). This exercise brought the participants closer because they have espoused the values of respect for one another, shared enough power in dealing with matters, observed social justice to all members and emancipated other members by changing their mindset to have a voice in the education discourses.

This practice is evident in Japan where all teachers are taken on board to participate in professional matters. According to DeVore and Munk (2015:12), instructional aspects that provide teachers with qualities such as knowledge, skills and dispositions are suggested to be appropriate to be used as best teaching practices to be exchanged among teachers. These promoted a notion of collaboration in Japan where a situational analysis was done on the needs of the participants in the study. In Zimbabwe, Mudekunya and Ndamba (1996:4) conducted a study about the possible inclusion of the teachers in educational needs, but it appeared that the teachers were not considered when it came to the educational discourse and developmental programmes.

The participants levelled the fields to make a situational analysis an integral part of the process of development and implementation of the development strategy. They embarked on a situational analysis from the beginning, during the process and at the implementation of the envisaged developmental teacher strategy. The reason for conducting it at the beginning, during and at the implementation stage was to allow a chance to circumvent the obstacles that may prevent it to be conducted at the stated stages. This was done in accordance to the principle of the FAI technique in order to afford the participants freedom of expression during the meetings of the task team. This implies that an unstructured, open-ended question is posed to the participants in

order to give unlimited information concerning the question (see Chapter 3). From the free expression of the participants, more valuable information concerning the study was exposed and shared among the participants. In the same vein, Mr Raborikgwana, an HoD at the school, said the following about the engagement of the HoDs concerning the development of teachers during one of the meetings:

Ke na le bokgoni ba ho thusa matitjhere ka humanities subjects (history, life sciences and life orientation). Ho disubjects tse ding tsa science subjects (mathematics, natural science le physical science) ha kena lesedi le letle.

[I have expertise to help teachers in humanities subjects (history, life sciences and life orientation). Other science subjects (mathematics, natural science and physical science), I have no idea about.]

The assertion of Mr Raborikgwana, an HoD, indicated that although the HoDs are knowledgeable in some subjects, they can be poor in knowledge of other subjects. This situation implies that the HoDs need guidelines that will guide them to assist and monitor the work of the teachers. In practical terms, the participants suggested some guidelines that may assist the HoDs at school level to engage the teachers meaningfully in their developmental work. They indicated activities such as the creation of a friendly learning environment, engaging teachers to do their work collectively as demonstration lessons, providing help to teachers and breaking tasks into manageable units in order to understand them with ease. From this situational analysis, the task team was assisted to get the human capital that the HoDs have, which, if properly managed, can be of significant assistance to the school in focus. Mr Rapodile, a teacher at the school, also indicated how his previous HoD, Mr Nkodiopa, who went on pension, liked to develop him in science subjects and attempted to instil a love of being developed continuously. He made this known during one of the meetings of the task team to follow-up on the role of HoDs in assisting the teachers with their work:

Ke ne ke hloile ho ka ruta di saense subjects mona sekolong. Ke ne ke nyonya ho bolaiswa mosebetsi ho be ho thwe ke ya developuwa. E ne e re ha Mr Nkodiopa a entse tsebisso ya hore ka letsatsi le itseng, re tlo ba le kopano ya ho tjhoriswa, ebe ka letsatsi leo ke ya ngakeng.

Ka letsatsi le leng ha a se a tsamaile, ke ne ke ntse ke ruta ka klelaseng. Yaba ho fihla mohlanka wa lefapha la thuto ka klelaseng a re o batla ho bona hore ke se ke

le ho kae ka tshebetso. Bahlanka ba lefapha la thuto ba tlwaetse ho tla mafelong a selemo, e le ho etsa mokgwa feela hore ba etela dikolo. O fumane ke ntse ke ruta ka di “shapes and patterns”.

Mohlanka enwa wa lefapha la thuto, o ile a eellwa hore ke haellwa ke tsebo kae-kae ya di “shapes”. O ile a etsa mohlala ka ho ruta ka di “shapes” ka mohlala o le mong mme are ke etse tse ding. Ke ile ka di etsa hantle mme ho tloha tsatsing leo ka rata saense subjects mme ka hopola seo Mr Nkodiopa a neng a se bolela ka thuto tsena. Yaba ho tloha tsatsing leo ke rata saense subjects.

[I used to hate science subjects here at school. I hated to be overloaded with work under the pretext of development. When Mr Nkodiopa invited us on a certain day to have a workshop, I used to fake illness and went to a doctor.

One day, I was teaching in a class the “shapes and patterns”, when a departmental official who was not used to visit the school regularly arrived. He observed that I lacked knowledge in some aspects. He began to teach by making one example. After that I did the rest and I remembered what Mr Nkodiopa used to say about science subjects. From that day onwards I have developed a love for science subjects].

The practical experience of Mr Rapodile related above indicated that if one does introspection in a learning environment that has conducive teaching and learning conditions, it can lead to human capital that can play an important role to succeed in providing quality education. This means that teachers must be esteemed as the worthy providers of tacit knowledge. It also justified the fact that teacher development starts at school level and is perfected at macro-level by the SAs. The knowledge gained by the participants indicated and justified that the teachers, the HoDs and the SAs needed one another in the collaborative planning.

4.3.5 Collaborative planning

Collaborative planning requires that all the stakeholders must join hands to succeed in developing teacher strategy. Collaborative planning attests to the fact that unity is strength because the stakeholders are in a position to achieve what they could not achieve as individuals. Through collaborative planning, the stakeholders become the agents of change because they form a team (i.e. teachers, SMT members, SGB

members, church leaders, health leaders and police leaders). Through a collaborative planning, they pushed the study to achieve its aim. The participants made a great effort to do the SWOT analysis whereby they identified beforehand the genuine threats that may hinder the development strategy. According to Nikols (2011:4), it is imperative for the participants to draw up an effective plan that will allow them to predict the threats and map out the solutions to prevent these before they manifest. Notwithstanding this assertion, it was naturally correct for the threats to manifest because for the quality teacher strategy to exist as genuine, it should go through tests. In the process, the possible solutions were discussed and put in place. It became easier to get solutions because the participants acted on equal power and status and everyone contributed to the solutions. This reflected the values espoused by CER. The participants, who come from diverse backgrounds, worked as a team, shared a common vision, worked in accordance to certain legislations to develop the teacher strategy and brought their lived experiences into their joint planning.

The collaborative planning worked well because Mr Rapodile, as a teacher at the school, highlighted the importance of collaborative planning at one of the meetings:

Re lokelwa ho tsebiswa pele diqeto di etswa mabapi le ho tjhoriswa le mosebetsi wa rona ka kakaretso.

[We must be informed before decisions can be taken that affect our work and development.]

The statement of Mr Rapodile appeals for extensive teacher representation in professional planning of the teachers. It means that the teacher development strategy should come to fruition and be effective once the teachers are accommodated in the planning stage of their development. This viewpoint suggests that effective development of teachers cannot succeed if their views are not being taken into consideration when developmental plans are planned. The teachers, SMT and SAs should corroborate together in order to be successful in teacher development.

Mr Rapodile was not the only participant who referred to teacher representation. He was supported by the principal of the school, Mr Motjeka, who said:

Matitjhere a lokela ho ba karolo ya di subject clusters. Sena se tla ba kgontsha ho ba le lentswe ho tsohle tse nahannweng ho ntlafatsa thuto.

[Teachers should be part of the subject clusters. This will enable them to have a voice in whatever is thought important to improve education.]

The phrase “a lokela ho ba karolo” [be part of the subject clusters] is saturated with meaning that indicates that there is a need for teachers to be part of their plans before these are being implemented. This will help the teachers to formulate corrective measures to some of the aspects that do not help them in any way. In the end, collaborative planning enabled all the stakeholders to plan together regarding the issues that affect the school, which is part of the community. The community being represented by different representatives from diverse backgrounds has a say in the plans of the school.

The Quality of Learning and Teaching Campaign in South African context requires all stakeholders to be included in advocating educational issues. According to the DBE (2008:1), it was imperative on the education front for the Quality of Learning and Teaching Campaign to call on the elements of education to:

- inform all the citizens on the importance of education as well as their roles, responsibilities and obligations towards education;
- mobilise communities to monitor and support schools, teachers and learners; and
- improve the quality of education for all children, especially the poor, and to demonstrate this improved quality through better learner achievement.

The success of the Quality of Learning and Teaching Campaign depends entirely on the joint actions of all stakeholders in education. The teachers should be active in championing the learning and teaching matters in the learning environment.

The strategy of the teachers being part of the collaborative planning in Japan became successful because the teachers in Japan are part of planning in order to improve their competence. According to Data UNESCO Global Monitoring Report (2010:1), Japan’s Education Cooperation Policy (Government of Japan, 2011-2015) spells out the collaborative planning of all stakeholders. According to Japan’s ODA Charter, there must be co-operation, which secures human security in terms of education matters. This assertion transcends into the sharing of experiences of all stakeholders in education. Similarly, in Kenya, the teachers are collaborating with other stakeholders to improve their competence in teaching. According to Jepketer *et al.* (2015:38), Kenya

has strengthened the collaboration trajectory by promoting social, economic and political developments. Emanating from this assertion, it was a collaborative planning where Kenya has re-affirmed its educational goals by including the teachers' capacities and ensuring that the learning needs of young people are met, equitable access to appropriate learning is provided and students' access to quality education is enhanced.

In the final analysis, collaborative planning diffuses power relations between the teachers and the SAs. The teachers must be consulted and engaged in the process of planning educational matters. The concept of democracy, which espouses the values of social justice, power relations and emancipation, has played an important role in the provision of those values. The study has shown that the plans have succeeded because those values had been observed by all stakeholders. The principle of consultation is very important to teachers, especially when their inputs are valued and integrated into the school development plan.

4.3.6 Reflection as conclusive component for development strategy

Hardman (2015:1) defines reflection as a way of looking back on the pedagogical aspects that the teacher has taught, which comes with corrective measures to improve the quality of education. Consequently, in a learning environment, there should be evaluation, monitoring and reflection for a development strategy to be implemented. According to Nikols (2011:6), the process of evaluation and monitoring mirrors the actions of the stakeholders to determine whether their actions have had an impact. This means that the members of the task team should look critically whether their actions are changing the situation based on the intended plans so that the teachers are emancipated. The consistent evaluation, monitoring and reflection ensured that the members of the task team constantly review their plans. This is done in order for the intended development strategy to be of high quality so that it can improve the social wellbeing of those affected. Since the playing fields were levelled by means of evaluation, monitoring and reflection, the members of the task team have strategically been positioned to circumvent any unforeseeable threats that may hinder the successful implementation of the development strategy.

The meetings of the task team became a routine for the members to reflect critically on their value to the study. Mr Raborikgwana, one of SMT members, during one of the meetings to identify the components, commented as follows:

Ha e sa le ke ba karolo ya moifo ona, ke kgonne ho elellwa hore ke ne ke ntse ke sa sebetse hantle ho disubjekte tsa ka. Ke ile ka nka mohato wa ho batla thuso ho matitjhere a mang a nang le tsebo ho mpheta.

[Since I became part of this team, I have realised that I was not doing well in my subjects. I took steps to rectify that by consulting other teachers who are more knowledgeable than me.]

The phrase “ke kgonne ho elellwa hore ke ne ke sa sebetse hantle” [I have realised that I was not doing well in my subjects] indicates that Mr Raborikgwana’s participation in the study was enlightening to him because he became aware of his limitations in teaching. His pedagogical competence and teaching skills improved through interaction with the participants in the task team. His improvement means that he could now act as a resource person for the school and the community in general. Another teacher, Mr Rapodile corroborated Mr Raborikgwana sentiments during one of the meetings of the task team –

Ho nka karolo ho disubject clusters ho mphile tsebo e ntle hore nkantlafatsa tshebetso ya ka jwang? Dikopano tsena di re file monyetla wa ho nontsha tsebo ya dithuto tseo re di rutang.

[To take part in the subject clusters has advanced our knowledge on how to improve our subject content. These sessions have given us opportunities to improve our subject competence of the subjects that we teach.]

The participants identified curriculum as a priority in which the teachers should be capacitated in order to enhance the development strategy. The phrase “ho mphile tsebo e ntle” [has advanced our knowledge] indicates that Mr Rapodile and other teachers have acquired invaluable knowledge and skills by taking part in the study.

Once the teachers are able to assist one another in their professional learning clusters by means of demonstration lessons, the gaps that have existed in their different subjects are narrowed. During these demonstration lessons, it is compulsory that everyone should present a lesson. This shows equitable power and respect bestowed on every teacher by themselves and the SAs. The lesson studies that are in operation

in Japan are a practical example of such a success. According to Doig and Grove (2011:77-78), the lesson study practice takes place across curriculum areas where, after presentation, the teachers review the lesson and improve it through the input from other teachers. The teachers who have participated in this study have indicated that academically, they have been developed and they are in a position to help their colleagues. The process of evaluation, monitoring and reflection has played an important role in the lives of the participants because their actions have resulted in the envisaged teacher development strategy.

4.4 CONDITIONS CONDUCIVE TO ENHANCING TEACHER DEVELOPMENT

Any organisation or institution needs conditions to be conducive in order to work effectively. Similarly, this section of the study deals with the conditions that should be conducive to developing the teachers at the school. The conditions are important because they level the ground for the successful implementation of the development strategy of the teachers. As a result, the conditions should be conducive to the establishment of the task team, the sharing of a common vision, observing the legislative mandates, conducting a situational analysis, collaborative planning and the reflection on the impact of the envisaged development strategy for it to succeed.

4.4.1 The establishment of the task team

The task team members came from diverse backgrounds, but were in the same setting where the problem of the study had been identified. The team comprised the teachers, an SMT member, an SGB member, a religious leader, a health leader and a police leader. The composition of the team made it easy for the conditions to be conducive to the development because no one would be in a position to monopolise and dominate the proceedings because the participants came to the team with their lived experiences and knowledge. The primary task of the team was to ensure that the meetings take place as planned, coordinate the plans and implement the activities agreed upon in the meetings. The team created a communicative space whereby all the members expressed their views, knowledge and life experiences (Mahlomaholo & Netshandama, 2012:37). This communicative space facilitated the attainment of

solutions to the problem identified in the study. The views of the participants in the team were respected and the decisions were made after thorough discussions. This approach of valuing each contribution brought the members of the team together. They were emotionally bonded as team members.

To indicate that there were intensive discussions in the task team, there was a suggestion that the health leaders should be made aware not to attend to the learners during school hours. However, it was also suggested that the turning back of sick learners during school hours might aggravate the situation because the learners would take a long time before being cured and being able to attend school as expected. In the same way, it would affect the work of the teachers adversely. The decision was made to make the health leaders understand the problem identified at the school so that their input should attempt to lighten the responsibilities of the teachers.

The discussions above indicated and characterised the team that was composed of members who think critically about a problem, are accommodative of various solutions and take informed decisions for the betterment of all community members. The decision that was made solved the problems that might occur for the SMT, teachers, SGB members, religious leaders, health leaders and police leaders. If a problem of a school learner could not be solved amicably, it might cause problems for those sectors represented in the task team.

The existence of a forum for teachers in Japan who discuss their academic work through lesson studies creates a platform from where the teachers can develop a uniform strategy to improve teacher competence in class (Doig & Groves, 2011:78). Similarly, the existence of the task team in this study created a platform for teachers to review their actions, interact and exchange views with other stakeholders to improve their teaching skills.

4.4.2 The common vision

The sharing of a vision serves an important purpose of bringing the divergent ideas to a common point. The ideas are actualised to achieve a common goal (Kaplan & Norton, 1996:76). The vision can serve as something that the organisation or school wants to achieve in the immediate future. In this study, the development strategy for

the teachers was a vision which mobilised the various stakeholders. The SMT, teachers, religious leader, health leader and police leader were pulled together by a common problem they have identified. As a result, they offered their services to work in the task team where they carried out different roles. The eagerness of the church member, Mr Mhlopheki, who resides next to the school, indicated that he was jealous of the school; he also indicated during one of the meetings that conditions must be conducive to improving teacher development –

Re lokela ho ba ngatana-nngwe le matitjhere hore tshebetso e be e ntle mona sekolong.

[We should work together as one with the teachers so that teaching can improve at this school].

Mr Mhlopheki's sentiments were echoed by the health leader, Mr Rapere, in the same meeting when he said:

Re lokela ho bontshana mabapi le tsela eo re lakatsang hore matitjhere a phethe mosebetsi wa bona hantle.

[We need to share ideas concerning the way we wish the teachers to execute their teaching activities.]

The figurative speech of Mr Mr Mhlopheki appeals to all (SMT, teachers, SGB members, religious leaders, health leaders and police leaders) that the community must strive to work together. Subsequently, the phrase “Re lokela ho bontshana mabapi le tshebetso eo re lakatsang matitjher a sebetse ka yona.” [We need to share ideas the way we wish the teachers to execute their work] calls for the exchange of ideas so that an informed decision can be made. The sharing of a vision has changed the mindset of the participants. They regarded themselves as equal partners who have the same power, respect one another, exercise social justice and plan as a collective. The collective accountability was lacking before the study had started, but after it had started, the members of the task team learned a lot from the values of CER.

In the study, the sharing of a vision was projected by planning, identifying the priorities and conditions, and reflecting on the execution of the stated priorities of the study. The sharing of a vision by the participants provided them with a platform where education matters could be discussed accordingly. This is evident from Mr Mhlopheki' assertion, “Re lokela ho bontshana mabapi le tsela eo re lakatsang hore matitjhere a phethe

mosebetsi wa bona” [We need to share ideas concerning the way we wish the teachers to execute their teaching activities]. An element of closeness is forged, which affords the team members to share a common vision.

4.4.3 Respect for legislative measures

The legislation ensures that the stakeholders in an organisation work consistently in accordance to the prescripts of the legislation. Their primary function is to create the conditions that are conducive for the participants to achieve their mandates as expected. There are many acts that require the stakeholders to perform their duties. They are there to guide the stakeholders to do their duties without treading on others’ territory. For example, Section 16 of the South African Schools Act (84 of 1996) delineates the professional management and governance functions that must be done by the teachers, the principals and the parents respectively (Beckman & Prinsloo, 2009:172). Once the legislation is respected and upheld, the power relations between the participants are harmonised.

The legislation calls for the different stakeholders to do their work as prescribed, but they are interrelated. They must work as a team in order to achieve their public mandates. The need to work together was highlighted by Mr Bonine during a meeting to identify the conditions for developing a strategy for teachers –

Re tshwanetse ho supportana hore re tle re kgone ho atleha morerong wa thuto.

[We need to support one another in order to succeed in our mission of education.]

The phrase “Re tshwanetse ho supportana” [We need to support one another] calls for total commitment by all participants. To be fully involved shows an understanding of the legislation by the participants. Each participant is carrying out the functions as expected, but at the same time supporting all the stakeholders in their endeavours for the teachers to carry out their functions effectively. Mr Bonine specifically insinuates that the roles should be clear, as they are stipulated in different Acts. Hence, she stated:

Re lokela ho hlompha dibaka tsa rona le tsa matitjhere.

[We should respect our territories and those of teachers.]

The above assertion implies that every participant must respect the roles that are given to other participants. This actually helps to avoid the role conflict that may exist by not respecting the legislative mandates.

The respect for the legislative mandates indicates that there is no power struggle among the participants. There is a sound power relation among the participants and they have bonded well. Such conditions enhance cooperation, transparency and trust among the participants.

4.4.4 Situational analysis as a condition conducive to a teacher development strategy

According to Van Deventer and Kruger (2003:86), a situational analysis is important in order to understand the nature of the problem identified. This was also necessary at the school in focus in order to solve the problem of the lack of a teacher development strategy. The analysis of the situation equipped the participants with the knowledge of the nature of the problem and which steps to follow in addressing the problem identified. After that, the task team was able to plan and implement the envisaged development strategy. The situational analysis helped the task team to become aware of what social, economic and political challenges are encountered at the school. In this situation, Mr Mohlopheki, the member of the church, identified a social problem –

Bahlanka ba lefapha la thuto ba sebedisa matitjhere ho fihlella sepheo sa bona.

[The subject advisers are using the teachers for their own purposes.]

The phrase “ho fihlellasepheo sa bona” [for their own purposes] indicates that Mr Mohlopheki correctly analysed that there was a serious human relations problem between the SAs and the teachers at the school. This was supported by Mr Rapodile, a teacher at the school, during the meeting at the school –

Matitjhere ha ba ye dikopanong ha di bitswa ke diSAs.

[Teachers do not honour the workshops that are organised by the subject advisers.]

The fact that the teachers did not honour the workshops organised by the SAs confirms that a problem of human relations existed between them. The further analysis of the

situation enabled the task team to reveal other problems, such as ineffective curriculum delivery by teachers because of the lack of a development strategy and being overloaded with subjects, a lack of discipline on the side of learners and the power contestation between the teachers and the SAs. The analysis further allowed the participants to put into perspective the non-development of teachers as an obstacle in providing quality education. The existing problems were delineated in accordance to their weight. The power contestation between teachers and SAs as well as the non-development of teachers posed serious problems in terms of curriculum delivery. The scale of analysis tilted in the direction of non-teacher development as a critical aspect for the envisaged teacher development strategy. The thorough situational analysis enabled the task team to put into operation the programme of action because the obstacles have already been identified.

4.4.5 Collaborative planning as a condition conducive to developing a strategy

This aspect creates a space for the stakeholders to plan jointly in order to achieve the goal of the intended strategy. Their life experiences afforded them the opportunity to exchange ideas that determine the priorities of the development strategy and how to put them into operation. Collaborative planning allowed the teachers and other stakeholders to navigate the avenues of developing the strategy that was intended for teachers. This necessitated a sense of ownership by all of the participants because they planned, implemented, reviewed and brought the end-product together. The maintenance and sustainability of teacher development proved to be easy because every participant played a role in the planning process. The priorities that informed the strategy included issues such as improving teaching strategies, narrowing the pedagogical gap of the underqualified teachers, increasing learner performance, auditing of learners who misbehave, curbing learner discipline and inculcating a culture of learning in relation to curricular matters.

The priorities were then broken down into tasks that allowed the participants to implement them with ease. The varying capabilities of the members of the task team made it possible for the attainment of positive results. Mr Mhlopheki stressed emphatically that the tasks should be allocated to the members of the task team based on their performance strength. At one of the meetings of the task team, he indicated

that the members must share ideas on the possible conditions for the successful implementation of the envisaged teacher development strategy

Motho ya nang le maikemisetso o tla tlisa katleho sepheong sa rona.

[A committed person will bring success in our intended mission.]

Mr Mhlopheki's statement indicates that the participants, who are tasked with responsibilities, must endeavour to attain success. This assertion is substantiated by the phrase "motho ya nang le maikemisetso" [a committed person], suggesting that through such committed task team members, positive results will be attained. The statement acted as a driving force for the members of the task team to carry out their tasks with the sole intention to succeed. Thus, commitment to carry out the delegated tasks acted as a unifier among the members of the task team to attain their goal. They did not want to fail. A commitment from all of the members provided them with more vigour to fulfil the tasks allocated to the different participants. This spelt out a common vision among the members, and positive steps were taken to navigate a path together to prepare a development strategy for the teachers at the school. Mr Mhlopheki's statement served as a barometer that was used to measure the commitment of each member to achieve the results of the tasks allocated to them.

The commitment shown by Mr Mhlopheki was also evident from Mr Rapere, a health worker at the local clinic as well as a parent of a learner of the school involved in the study –

Dipuisano tsa rona di lokela ho itshetleha hodima motheo o tsitsitseng. Sena se tla tlisa tshebetso e ntle ya matitjhere a sekolo sena. Ebang ho se jwalo, re tla polela ka ntle ho seotlo.

[Our discussions need to be grounded on a firm basis. If not, the whole setup will fail.]

The above assertion by Mr Rapere, firstly, indicated a sense of belonging to the task team. Secondly, he talked freely as a contributing member of a team who had a passion for the task at hand. Thirdly, he talked about a commitment to achieve success. In essence, this shows that critical planning was a condition necessary to develop a strategy for teachers.

4.4.6 Reflection as a condition conducive to develop teacher strategy

According to Rogers (2002:845), reflection is a process that adds meaning in an individual life experience from one level to the next. Thus, an understanding of life experiences is reflected thereby. In the context of the study, the teachers' intellectual development in relation to their work needs to happen in the social context of the community interacting with other dyadics.

The ideal conditions require and work harmoniously with the legislation that reflects on teachers' planning for their development in the learning environment. In reference to South Africa's National Development Plan, Vision 2030 (National Planning Commission, 2013:Online), effective teachers, who are immersed in professional development and accountable for their effective teaching, are required. Thus, the legislation sets the platform for the teachers to reflect on their endeavours to improve their performance based on the set standards and expectations.

4.5 THREATS ASSOCIATED WITH THE TEACHER DEVELOPMENT STRATEGY

This section deals with the possible threats which, if not circumvented, may have a negative impact on and derail the development of a teacher development strategy. The threats were identified by the task team and other participants during the meetings and were compounded by the following: the use of delegated power in a wrong way, negative communication, centring power on departmental officials, the failure to engage teachers in developmental programmes, inadequate training, the existence of conflict, a lack of teaching resources, a lack of enough interaction, a low level of quality education and poor facilitation skills.

4.5.1 The use of delegated power in a wrong way

The use of delegated power in a wrong way by the departmental officials may influence the teachers not to participate fully in their developmental programmes.

The use of delegated power in a wrong way was also mentioned as a threat by another SMT member, Mr Raborikwana, during one of the meetings of the task team –

Mokgwa oo bahlanka ba lefapha la thuto ba buisang matitjhere e etsa hore ba se nke karolo boitjhorisong ba bona. Bahlanka ba lefapha ba buela matitjhere mantswe a bohloko a hore ke nna ya nang le matla ho feta matitjhere. Ntho ena e aha lerako pakeng tsa bahlanka ba thuto le matitjhere.

Matitjhere ba iphumana ba sa amoheleha.

[The manner in which the departmental officials address the teachers makes them back off. They speak offensive words that, in reality, scare them off. This drives a wedge between the teachers and the departmental officials.]

The insinuation made by the sentence “Bahlanka ba lefapha la thuto ba buela matitjhere mantswe a bohloko” [They speak offensive words, that in reality, scare them off] shows that the departmental officials and teachers do not have respect for each other and the power relations are not suitable for the maintenance of good human relations for working together. Mr Raborikgwana’s assertion indicates that the departmental officials address the teachers in a way that makes them feel belittled and prevents them from taking part in the developmental activities. This also means that they do not want to be associated with the activities of the officials who come to them with the concept of their “knowing everything” that has to do with the teachers.

The failure by the departmental officials to address the teachers as equals in the developmental issues creates disunity and shows a lack of social justice. Respect is also a democratic value that tries to harmonise the relations between different people. In this context, the departmental officials “frighten” the teachers by showing their large egos in their utterances. Thus, respect should prevail among the departmental officials and the teachers to harmonise the relations and to bring all the parties together on an equal level.

4.5.2 Negative communication

Negative communication in this context refers to undermining what others are saying. According to Sheyholislami (2009:4), one projects him- or herself in a big way, while on the other hand, lowering the contributions of other people. A gesture of this nature makes it impossible for the teachers and the SAs to plan together. The negative communication boils down to indicating that the teachers are too “lazy” to study further. This negative communication was also observed by Mr Rapedile, a teacher at the

school, at one of the meetings to brainstorm the threats that may derail the development of the teachers –

Bahlanka ba lefapha la thuto ba bua mantswe a utlwisang le ho nyahamisa matitjhere. Ba re matitjhere ba botswa ho ntshetsa dithuto tsa bona pele.

[Departmental officials are not selective when talking with the teachers. It is said that they are lazy to further their studies.]

The statement that “matitjhere a botswa” [they are lazy] is demoralising to the teachers. It deprives the teachers from a sense of self-belief and humanity, thereby depriving them from the belief that they can perform better in their work. The negative remarks by SAs also indicated that they are failing in their duty to work together with the teachers to improve their performance. It created a void between the SAs and the teachers. However, the SAs must show trust in the teachers, irrespective of the difficult circumstances in which the teachers find themselves. The SAs must instil hope in the teachers that together they will make progress and do more.

4.5.3 Centring power in the hands of SAs

Once excessive power is bestowed on certain individuals, it tends to corrupt them. The SAs tend to exclude the teachers in their developmental activities. This is a serious threat to the development of teachers because it views the teachers as lacking in terms of basic knowledge in teaching. The teachers are seen as pawns of the DoE and the receivers of knowledge from their seniors. The excessive provision of power to the departmental officials makes it impossible for the teachers to work harmoniously with them. According to Nkoane (2012:3-4), the devolution of power would make the situation conducive for teachers to take part in the developmental activities.

Mr Stuurman, who is a member of the SGB, indicated that there is a lack of inclusiveness because of power being vested in the hands of the departmental officials. This is a threat that creates a gap between the teachers and the SAs –

Ha ho na tshebedisanommoho pakeng tsa bahlanka ba lefapha le matitjhere. Matitjhere ba nkelwa diqeto ke lefapha la thuto le bahlanka ba teng. Lenane la ho tjhorisa matitjhere le radilwe empa ha le phethahatswe sekolong. Bahlanka ba lefapha ba sa nena matitjhere.

Matitjhere ha a ikutlwe e le karolo ya lenane lenane leo.

[There is no inclusiveness and working together between departmental officials and the teachers. The department and its officials decide for the teachers in terms of development activities. Teachers do not feel as part of that development programme.]

The statement “there is no cooperation” projects a gloomy picture that Mr Stuurman knows well. The SAs and the teachers both working in isolation spells a threat. This is an abuse of power, which is in contrast to the principles of CER that advocates for respect, trust, social justice, emancipation and transformation. It also indicates that there is no respect for legislative imperatives that give directives to the cooperation of departmental officials and the teachers. The statement “Matitjhere ba nkelwa diqeto” [Teachers do not feel as part that development programme] spells a threat because it shows that there is no democracy. The departmental decisions are forced down on the teachers. In an ideal situation, the participants should have equal powers to plan and execute the development activities.

One can deduce from the statement that excessive power in the hands of the SAs created a problem to actualise the development programme. The assertion by Mr Stuurman is that these aspects must be done jointly in order to claim ownership. The failure by the teachers to challenge the excessive provision of power to the SAs may be the result of a lack of self-confidence and demoralisation.

4.5.4 Failure to engage teachers in developmental programmes

The failure by the SAs to engage the teachers in the developmental programmes of teaching served as a threat to the development of a teacher development strategy.

In Kenya, teachers have lost confidence in the education authorities because they are not involved in identifying the areas of need in professional development. Subsequently, they struggle to access the documents that contain teacher professional development programmes (Desimone, 2009:184). This assertion is justified by the authorities that the teacher training programmes is the terrain of the experts. According to the Republic of Kenya (2012:1), it has recently been found that the professional development programmes are not suitable for the purpose of teachers

and they need radical change. Based on this, it has been indicated by Mwaura *et al.* (2012:6) that the available teacher developmental programmes are not in a position to improve content and pedagogical knowledge and teaching practices.

A serious challenge in South Africa, as presented by Bantwini (2009:173), is the cascading model of carrying out the development programme. The national DBE, which yields more power, trains the provincial DoE. From that level, the training is dubbed as the “trainer training the trainer”. This appears as an oversight on the side of the DoE because the teachers do not have a direct input into the development programmes. The daily experiences of teachers are essential in their developmental programmes in order to enrich the envisaged programmes.

The failure to engage teachers in the matters that affect them is a recipe for the teachers to fail dismally in their work. Mr Rapodile, a teacher at the school, indicated at one of the meetings that this may impede the successful implementation of the envisaged teacher development strategy –

Matitjhere a mangata ha a natswe mabapi le ho nehelana ka seo ba se tsebang ka dithuto tseo ba di rutang. Ha esale ke qala ho ruta mona seo matitjhere a se hlahisang ha se nkelwe hloohong ke lefapha la thuto.

[Many teachers are not considered by departmental officials to have inputs concerning the subjects that they teach. Since I started to teach at this school, what the teachers have suggested as their development needs is not taken seriously.]

This sentence “seo matitjhere a se hlahisang ha se nkelwe hloohong” [what the teachers have suggested... is not taken seriously] indicates Mr Rapodile’s disillusionment as a teacher to see that what the teachers know in their respective subjects is not taken seriously. This kind of treatment by the departmental officials makes the teachers doubt their competence. It results in their not being committed to their work in general. This indicates that the power relations that exist between the teachers and the SAs are not equal in terms of the emancipation of the teachers.

The above statement projects a picture of the departmental officials knowing everything. Hence, the teachers are not engaged in the development of the programmes. Furthermore, the observation of the teacher that many teachers were not involved in the development programmes can be linked to non-performance of

teachers in greater numbers. Mr Rapodile's concerns were shared by Ms Bonine, who was also present at the same meeting –

Matitjhere a nyahama ha a sa kenyelletswe ditabeng tse amanang le mosebetsi wa bona.

[Teachers despair when they are not involved in matters that affect them.]

The statement “Matitjhere a nyahama ha ba sa kenyelletswe ditabeng tse amanang le mosebetsi wa bona” [Teachers despair when they are not involved in matters that affect them] indicates a sense of unhappiness by the teachers that many of them are being excluded. If this continues to be, it may have a negative impact on the attempts to improve teacher performance in teaching. Teachers' exclusion may destroy the future of the learners, and a result of this may be a shortage of teachers. This is also tantamount to the undermining and disregard of the legal imperatives that teachers must be developed as stipulated by SACE, which advocates that teachers must be developed in order to improve their teaching capabilities.

The teachers alone should not be blamed for their work in not producing the desired results on the side of the learners. The SAs are equally to be blamed because they exclude the teachers in the development. The task team shared with the participants the various strategies of assisting the teachers to plan collectively after this was identified as a need by the participants.

4.5.5 Inadequate in-service training

Once teachers are not adequately trained, they show a lack of basic knowledge and skills in their subjects. Thus, they feel insecure in their profession and lack confidence that they can execute their duties. The inadequate training of teachers causes them regard themselves as the receivers of information from other people, rather than seekers and providers of information. This aspect was also highlighted by the principal of the school in focus, Mr Motjeka, at the meeting –

Ha re tjhoriswe, empa ho lebelletswe hore re etse meka le mehlolo.

[We are not capacitated, but it is expected to perform wonders.]

The above statement “We are not capacitated” indicates that once a person is not adequately trained, he or she will lack confidence. As a result, he or she is prone to be used in an unsuitable manner by those who have power and authority. There will be no cooperation and the spirit of teamwork because the other party feels undermined by the other. The teachers, in particular, lack the skill of working together with the SAs in developmental programmes.

Mr Motjeka, as an instructional leader, is convinced that the lack of capacity does not emanate from the teachers but from the SAs. The principal, as a representative of the DoE at the school level, should have brokered a harmonious relationship and created a platform to accommodate the SAs and the teachers in the development programmes. Instead he allocated blame to others, as it is rightly put into a perspective by Van Dijk (2004:13) that people exonerate themselves from blame.

The inadequate training of teachers causes them to depend on others, even if they are given the wrong information. According to Carr and Kemmis (1986:205), the abuse of power to the detriment of the less trained people actually undermines the principles of social justice, freedom, equity and peace. Thus, it spells a threat to the development of teachers. The task team, however, made it possible for adequate training opportunities to exist.

4.5.6 The existence of role conflict

The execution of a job that has not been assigned to a particular teacher results in conflict. Such conflict often deters the teachers from working together as colleagues. The teachers compete against one another for self-glory and recognition, which boils down to the fact that effective teacher development cannot take place in a situation of conflicts. This requires the need to deal with the situation positively in order to avoid role conflict. It can be actualised by clearly giving each teacher a specific job description that guides his or her responsibilities. The teachers must work in accordance with the legislative frameworks of acts such as the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2015, Section 16 A (bb) of Education Laws Amendment Act (31 of 2007) and the National Education Policy Act (1996). The conflict among the teachers is caused by divergent views, a hunger for power and cultural intolerance. The conflict was

identified by Ms Bonine, a parent at the school, during one of the meetings of the task team to identify the threats that may hinder the intended development strategy –

Dintwa le diqabang tsa matijhere ke tsona tse re tshabisang ho ka kenya letsoho ntsketsopeleng ya mosebetsi wa bona. Ekare bona ba lwantshana, rona re bomang?

[At times we are scared by the conflicts among the teachers to help them. They fight among themselves and who are we now?]

The words “Dintwa le diqabang” [scared by the conflicts] indicate that such conflict has demotivating impact on the stakeholders. This is manifested in the actions of the parents who ignore the societal responsibility of helping the teachers in their work. The conflict, if left unresolved, becomes a threat to the building of a team to execute the planning and jobs among the teachers. This invigorated the participants to deal with this threat decisively so that the teachers could bear testimony to the fact that they stand united. There is a realisation that conflict among teachers arises because of a power struggle for recognition by the departmental officials for promotion purposes. This is what was realised by Mr Stuurman, a parent and SGB member at the school. He supported and echoed the sentiments expressed by Ms Bonine at the meeting:

Lebelo la ho batla ho nkelwa hloohong le etsa hore matijhere ba se buisane hantle. Sena se jala lehloyo pakeng tsa basebetsimmoho. Ka mokgwa o jwalo matijhere ha a sa rata ho eletsana ka kgopolo ya hore ba tla lahlehisana.

[The race to be recognised had caused the teachers not to talk to one another in an acceptable way. This has bred the seeds of hatred among the colleagues. In this way, the teachers are no more prepared to be advised by one another because they avoid being misled.]

Mr Stuurman’s assertion has shown that conflict among the teachers have withheld contributions and created hatred among them. The results of conflict caused teachers not to cooperate and the attempts to develop a strategy for the teachers to fail. Furthermore, the statement indicates that the teachers do not want to cooperate, as is evidenced by the phrase “matijhere ha a sa rata ho eletsana” [teachers are no more prepared to be advised by one another].

Predicated on the above assertion, each teacher thinks that he or she knows better than the other. Such a negative attitude works against the sound legislative imperatives that promote good performance and proper intentions of teachers in education. This works against the good intentions of the National Policy Framework of 2007 and the Integrated Strategic Planning Framework for Teacher Education and Development of 2011. These frameworks call for the development of teachers in order to improve their performance. All things considered, the prevalence of role conflict boils down to the lack of collaborative planning and the failure to implement the plans envisaged to improving teacher performance.

4.5.7 Lack of teaching resources

The teachers, in some instances, lack teaching resources that enable them to engage effectively in teaching. According to Yara and Otieno (2010:127), teaching resources are a need in terms of the teachers providing information to the learners. An issue of the lack of resources was also identified by the participants as a threat that may have a negative impact on teaching. Mr Bonine, a parent in the task team, remarked that the lack of resources is a threat that may impede effective teacher performance –

Sekolo se haellwa ke ho reka dithusathuto. Ke nnete ho boima ho matijhere ho ka sebetsa ntle le dithusathuto. Ho tijhere ya sebetsang ntle le dithusathuto sena e ka ba tshita.

[The school is without finances to buy resources. It is difficult for any teacher to teach without them. This creates a serious problem.]

The statement by Mr Bonine that “Sekolo se haellwa ke ho reka dithusathuto” [The school is without finances to buy resources] insinuates that the teachers did not have the means to advance their services. However, the lack of resources did not in any way suggest that the teachers did not want to teach or that the education authorities did not want to see the teachers succeed in their work. It was just a situation in which the school found itself. The lack of resources implied that the teachers would not be in a position to plan well. As a result, this works against the assertions of Yadar (2001) and UNESCO (2008) that the use of resources by the teachers brings about a clear illustration of what the teachers are teaching.

4.5.8 Lack of enough interaction

The lack of enough interaction among the teachers, the SMT and the SAs threatened the exchange of ideas to create and shape the quality of education. This is premised on the fact that the SAs do not visit the schools more often to develop the teachers in different subjects. Equally enough, some of the teachers do not make themselves available for the development sessions organised by the SAs. This is because some teachers had tight schedules of working long hours and, therefore, had no time for such activities.

According to the National Education Policy Act (1996), teachers are duty-bound to set time aside to attend teacher developmental activities as a way of improving their performance. The interaction should be a two-way street where the activities of the SAs and the teachers bring them together to share new information, good practices and experience. The teachers should see the need for and the value of spending enough time with the SAs and other teachers. However, the participants indicated that the teachers did not spend time with the SAs and the SMT at the school to improve their performance.

Mr Rapodile, a teacher at the school, raised his concern during one of the meetings when the task team identified the possible threats for teacher development –

Matijhere a mangata ha a sebetse mmoho le bahlanka ba lefapha la thuto. Ha ho batluwa mosebetsi ho fumaneha hore mosebetsi ke wa boleng bo tlase. Re hloleha le ho iponahatsa dikopanong tsa boitjhoriso tsa sekolo ekasitana le tse bitsitsweng ke lefapha la thuto. Re sitwa le ho bona hore bana ba sekolo ba tswela pele kappa tjhe?

[Many teachers do not cooperate with the departmental officials. When the work is needed, it is of low quality. We fail to attend the workshops organised by the school or those organised by the Department of Education to deal with the development needs. We even fail to see whether our learners are progressing or not.]

The phrase “Re hloleha ho iponahatsa dikopanong tsa boitjhoriso tsa sekolo ekasitana le tsa lefapha la thuto” [We fail to attend the workshops organised by the school or those organised by the Department of Education] shows that this teacher willingly and openly admitted to teachers not interacting enough with the SAs to exchange ideas or information.

The admission of fault by the teachers put them in a good position to redress the situation. Failure by the teachers to allocate time to developmental activities deprives them of an opportunity to have a say in their development. Equally so, when teachers do not participate in their development, they tend to lose in terms of being capacitated. The lack of enough interaction as a threat was also identified by Mr Raborikgwana during one of the meetings to reflect on the possible threats to teacher development –

Matitjhere ha a iphe nako e lekaneng ho ka buisana ka mosebetsi wa bona le wa bana. Leha SMT e ba kopile ho ba teng, ba ba le mabaka a mangata a etsang hore ba se iponahatse.

[Teachers do not give themselves enough time to discuss their work and that of the learners. Even when requested by the SMT, they give many excuses that may prevent them to attend.]

The statement “Matitjhere ha a iphe nako” [Teachers do not give themselves enough time] shows that they did not share quality time with their colleagues and the SAs to discuss their development needs. This lack of enough interaction works against and disregards the legislative mandates that teachers should be assisted in terms of their development. By not cooperating with the SAs, the SMT and other relevant stakeholders, the teachers show that they work outside of the CER principles of social justice, equality and emancipation. This poses a serious threat to the teachers to advance their development needs based on the envisaged strategy.

4.5.9 Low level of teachers’ educational qualifications

The low levels of teachers’ qualifications to result into poor teacher development. The teachers with low qualifications do not make an effort to seek information that will benefit the learners. They rely too much on the information they obtain from the SMT. In some instances, my lived experience as an instructional leader has shown that information that is derived from senior teachers may sometimes not be correct because of personal biases involved. This kind of a situation may make the teachers prone to political manipulation, inadequate teaching practices, poor management and civil conflict. The participants have analysed the school situation correctly because they indicated that low teachers’ qualifications pose a serious threat to the education

of the learners. Mr Rapere, a health leader in the community, pointed out the following aspect in the meeting of the task team:

Matijhere a mang a lakatsa ho ruta bana ka tsela e nepahetsang. Empa ba hlohlwa ke kgaello ya tsebo ho ka fana ka thuto e phethahetseng. Kgaello ena e tliswa ke mangolo a thuto ya mesuwe a sa fihlalleng boemo ba thuto eo lefapha le e batlelang barutwana.

[Other teachers wish to teach learners in a proper way. They are inconvenienced by the limited content knowledge. This limited knowledge is caused by the low teachers' qualifications that do not match the standard of education that is needed for the learners.]

The phrase “Empa ba hlohlwa ke kgaello ya tsebo ho ka fana ka thuto e phethahetseng” [They are inconvenienced by the limited content knowledge] shows that the teachers have limited knowledge in some subjects they are teaching. As a result, they are not competent enough to help in other subjects as a way to complement other teachers. The low teachers' qualifications threaten the good intentions of the DoE of providing quality education to the learners. Such teachers can play an important role if capacitated and helped by more knowledgeable teachers on how to teach the learners effectively. The teachers, irrespective of their low qualifications, have the interests of the learners at heart to give them the best education.

Mr Bonine, as a parent, indicated that the low level of teachers' qualifications was a threat. During one of the task team meetings she said:

Ke qetetse kgale ho utlwa hore mesuwe e ntse e ntshetsa dithuto tsa bona dijunivesiting. Syllabus le yona e fetohile. Ke tseba hore e ne e le NCS mme jwale e se e le CAPS. Re ka thabela ha mesuwe e ka ntshetsa dithuto pele hore ba be le tsebo e batsi ya syllabus ena ya CAPS.

[It is a long time that I have heard that the teachers are furthering their studies at the university. The syllabus has changed now. I know that it was NCS, but now it is CAPS. We would appreciate it if teachers can further their studies on the new syllabus of CAPS.]

The phrase “Re ka thabela ha mesuwe e ka ntshetsa dithuto tsa bona pele ho syllabus ya CAPS” [We would appreciate if teachers can further their studies on the new syllabus of CAPS] indicates that the low level of teachers' qualifications has a negative

impact on the teachers' performance. This is a clear manifestation of the teachers being caught in a situation of knowing and not knowing.

Based on the above assertion, it appears that the teachers have a limited level of knowledge which, if appropriately enhanced, can benefit the learners and the school in general. The teachers believed that discourses and engagement in teaching matters can benefit them considerably if the SMT and subject experts can capacitate them on things they do not know. The task team created a platform from which the teachers gained knowledge from other knowledgeable participants in the study. An exercise of this nature was needed because it helped them to improve their content knowledge so that they could help the learners in particular. An eight-week programme with two-hour sessions was implemented for teachers to be engaged in the demonstration lessons. The teachers made an effort to attend these sessions during the week after the teaching time. This happened on Tuesday and Thursday for two hours on each day. These sessions covered the subjects' content, assessment techniques and learner discipline. The sessions helped to elevate the knowledge content of the teachers in terms of what was supposed to be offered to the learners in a classroom.

4.5.10 Poor teaching (facilitation) skills

Teachers must give clear direction in terms of providing quality education to learners. According to UNESCO (2016:20), poor teaching strategies can serve as barriers for learners to obtain quality education. These poor teaching strategies emanate from the initial training where the teaching strategies are not properly aligned with the curriculum. When the new curriculum contents are changed to support the teaching skills of teachers, the teachers are not able to cope with the changes.

Mr Bonine, a parent at the school, highlighted the teachers' lack of effective teaching skills during one of the meetings of the task team –

Thuto e phethahetseng e qala sekolong tlasa tataiso ya mosuwe. Ha ngwana a bontsha tshebetso e ntle dithutong, ho bontsha hantle hore tshebetso ya titjhere ke e phethahetseng. Ha ngwana a sebetsa hantle ho bale tshebedisano-mmoho e ntle pakeng tsa matitjhere, bana le batswadi. Matitjhere a hloka tataiso e ntle ho fana ka thuto ho bana ho ka fihlella sepheo sa bona.

[The formal education starts at school under the tutelage of a teacher. If a learner shows good performance, it indicates good performance from the teacher as well. Teachers need proper guidance to lead the learners to achieve their aim.]

The phrase “Matitjhere a hloka tataiso e ntle ho fana ka thuto” [Teachers need proper guidance to lead the learners] affirms the argument of Mahlomaholo and Tsotetsi (2015:47) that some teachers lack teaching skills and cannot offer teaching matter as expected. They are given information by the SAs in a fixed form without customising it with their lived experience to suit their learning environment. The lack of teaching skills deprives the learners of the necessary human capital that the teachers should be able to offer to the learners in order for them to become future leaders. If teachers fail to teach learners effectively, they become weak agents of change in society. If teachers know how to mould learners’ behaviour in all aspects of life, they can share such information with other stakeholders.

The lack of teaching skills observed means that the teachers did not share the school culture with the parents and others so that they could mould the learners appropriately. In this situation, the teachers and the parents seemed to navigate in opposite directions. When all school stakeholders know what their common intention with the learners is and to what extent they have engaged them, it is feasible to succeed in helping the teachers. Teaching skills include the necessity of developing teachers on the issue of learner discipline in order for learners to receive education well. The influence of the teachers on the attainment of learner discipline helps the learners to behave well and reach their goals in life.

In the study, the poor teaching skills were addressed through the means of workshops on teaching with aim, learning outcomes, planning for tertiary life and learners’ code of conduct. The aspects mentioned earlier on were important because they improved the teachers’ knowledge on curriculum matters. These helped the teachers a great deal because in planning the workshops, they jointly planned these with other members of the task team. They shared strategies of moulding the learners in a dignified and respectful manner.

4.6 EVIDENCE

This part of the study gathered data from the participants that resonated the voice from the literature that teacher development depends on the contexts in which it takes place. This context is manifested through positive conditions, such as teamwork, vision sharing, planning the work together and doing introspection together. The stated conditions encourage synergy and partnership that are based on mutual respect and commitment between the teachers and the departmental officials. Collective planning by the teachers and SAs enhanced teacher development in the teaching profession. On the other hand, a negative context existed, mainly because of the power differential between the teachers and the SAs. The power differential worked against the spirit of teamwork, the sharing of a common vision, collaborative planning and the reflection on good teaching practices.

It has emanated from the study that teacher development can improve if the communicative space from which it originates can be harmonised in order to level the field for the attainment of respect, equity and diversity. The study succeeded because it revolved around the skills and potential of the participants to harness the positive conditions that turned the possible threats into positive gains. The commitment and mutual trust of the participants that developed during the course of the study ensured that the solutions to the problems identified were developed by the local people. As a result, the skills of research, planning together and tolerance will be transferred to the next generation in the immediate environment. Various participants in the study participated honestly and enthusiastically, but Mr Raborikgwana and Mr Rapodile, who represented the views of many teachers, made the achievement of the aim of the study possible.

Mr Rapodile, a teacher at the school, shared his views on the study as follows:

Re fumane "lefa" mona stading sena sa risetjhe. Ke na le maikutlo a hore re le mesuwe ya sekolo sena, re lokela ho etela dikolo tse mabapi le rona. Sepheo ke ho fetisetsa tsebo ya risetjhe, ho sebetsa mmoho le mamellano ha batho ba etsa mosebetsi o amanang le setjhaba ka kakaretso. Ke ne ke ile kopanong e nngwe mane Madikgeta moo ho neng ho buuwa ka leano le letjgha la thuto e leng CAPS. Sena se etsahetse maqalong a selemo. Kamora kopano ke ile ka botsa basebetsi mmoho hore na ba utlwisitse seo mohlanka wa lefapha a neng a se fetisetsa ho rona. Eitse hoba ke elellwe hore ha ba utlwisisa le hore ba ne ba sa mamela, yaba

ke dula fatshe le bona mme ke ya ba hlaloseisa. Ke ile ka hopola stadi se re nehileng lefa la ho bontsha tlhompho ho motho e mong le e mong, ho sebetsa mmoho le ho tlisa phetoho moo o phelang teng. Ke ikutlwa ke le motho ya phethahetseng.

[We have gained a “treasure” from this study. I have a feeling that we, as the teachers of this school, must visit the schools in our vicinity. The aim is to transfer the research skills, working together and to be tolerant to everyone when dealing with matters that affect the community in general. I have attended one workshop where CAPS as a new approach to teaching was discussed. After the meeting I asked colleagues whether they have understood the official who presented it. I have noticed that they did not understand and did not pay attention. I sat down with them and explained it to them. I am grateful for the enlightenment that was brought by the study. I feel like different person with new skills.]

Mr Rapodile’s assertion that “Re fumane ‘lefa” [We have gained a “treasure”] implies that the participants gained more knowledge during the study. The spirit of togetherness in doing the tasks as showed by Mr Rapodile indicates that there is evidence of change in other participants. Hence he declares his wish to share the knowledge he has gained with other schools. His participation in the study has increased his knowledge to be shared with others.

The participation of Mr Raborikgwana in the study projected his views as evidence that the teacher development strategy improved the teacher performance of the school in the study. This assertion is demonstrated by the positive attitude that was shown by the teachers to the departmental officials –

Pele ho qaleha tshebetso ena ya stadi, ho ne ho sena bonngwe ho matitjhere le bahlanka ba lefapha la thuto. Ha o ne o kena mona sekolong o ne o hlokomela hore ha o na moya o motle wa ho sebedisana. Bahlanka ba lefapha la thuto le bona ba ne ba fihla sekolong mona ikentse marena, ba sa batle ho utlwa maikutlo a matitjhere. Jwale seo se fetohile hoba ke bona lebono difahlehong tsa bona.

[Before the start of the study, there was no cooperation among the teachers themselves and the departmental officials. You would arrive here at school and notice the existence of a spirit of non-cooperation. The departmental officials would arrive at school elevating themselves to the status of kings and moving with swagger. Now that has changed because I see friendly faces and smiles that welcome you].

Mr Raborikgwana's statement that, before the study, the teachers viewed one another with the SAs with suspicion indicates that the study has changed the perception teachers have of one another and the SAs. The study eroded the issue of the power differential among the stakeholders. This is evident from Mr Raborikgwana's statement that "ke bona lebonyo difahlehong tsa bona" [I see friendly faces and smiles that welcome you]. The new perception was a necessity to ensure that teachers cooperate among themselves and share a vision with the departmental officials in order to improve teacher development. This change of attitude from both sides ensured that social transformation, equity and emancipation are attained for the cooperation of all stakeholders.

The new perception of working together by the teachers had emancipated them mentally to welcome their colleagues in terms of presenting demonstration lessons. The SAs were also welcomed by the teachers to have input in their development and vice versa. This synergy was necessary to create a sustainable learning environment at the school.

4.7 CONCLUSION

This chapter demonstrated that teacher development is a power struggle between the departmental officials and the marginalised teachers. Although the teachers have remained silent about being removed from active participation in their development, it does not mean that they are not aware of their lower status. They needed support so that they could start communicating with the authorities about their situation openly. It has emanated from the study that teacher development does not happen in isolation but is shaped by the prevailing conditions in an environment. The positive conditions help with desired results in teacher development, but the negative conditions result in the obstruction of teacher development.

The chapter ends by indicating that excessive power on the side of the SMT and departmental officials leads to negative development of the teachers. Instead, an accommodative atmosphere brings the teachers, the SMT and the SAs together for effective teacher development. There is evidence that teachers can play a prominent role and have a voice in their development if properly given space. There is also evidence that if teachers work together and exchange good teaching practices,

considerable benefits are attained for teachers, learners, SAs and the community as a whole.

CHAPTER 5

THE DEVELOPMENT OF A STRATEGY IMPLEMENTING PGPS FOR TEACHERS TO SUSTAIN A LEARNING ENVIRONMENT AT A SCHOOL

5.1 INTRODUCTION

This chapter seeks to present a development strategy by implementing PGPs to sustain a learning environment at a school for teachers. This is done through the conceptualisation of the study, the identification of the relevant participants and the establishment of the task team. The joint planning session is discussed with the aim of putting into place CER principles of social justice, power relations and emancipation. The joint planning session made it possible for the participants to do a situational analysis to identify the need for the study to be undertaken, the possibilities for engaging the teachers, the conditions under which the teachers can carry out the priorities of the development strategy, the risks that may block successful implementation of the strategy and the learning experiences from implementing the strategy. The planning session helped to address the inherent features that often determines whether teacher development is sustained or not. The chapter ends by indicating that the notion of power, if correctly exercised within the framework of CER, can sustain teacher development.

5.2 THE PREPARATION

The preparation of the study started with the conceptualisation and joint planning stage by the participants. The conceptualisation sets the expected standard of operation and the steps that should guide the study and be followed until the strategy is developed and implemented to test its viability and effectiveness.

5.2.1 The researcher's initial stage

In order to develop a strategy for teacher development, thorough preparation and a well-calculated move on the side of the researcher and participants are required. The initial stage was crucial to ensure a high level of precision in developing and implementing the strategy. There were many avenues that were to be explored to start the preparation successfully. Firstly, there was a need to request permission from the FSDoE to conduct a study in order to develop a strategy. Subsequently, the prospective participants to be the members of the task team had to be identified and approached in an acceptable and dignified way. Approaching them was done on a face-to-face basis to find out who were aware of the identified problem and to gain their buy-in on the study. In this way, the prospective participants were informally prepared to think about their role and the contribution they would give to the study. It also gave me an opportunity to establish emotional bonds with the participants before the study began and to organise the necessary tools such as a video camera.

Secondly, I approached the participants in a formal meeting. The participants were then identified to be part of the study. The participants came from diverse social classes and backgrounds. The initial stage of preparation was important as a precursor to the planning session by the task team.

5.2.2 Ethical considerations

In developing a strategy for teachers to improve their performance, the ethical considerations of research should be adhered to. One of the most important ethical considerations was to protect the identity of the participants. I promised them that their names would never be made known and the information that they give would solely be used for the purpose of the study. They were informed that the study would use the CER paradigm and what this entails. Furthermore, the data generation process and data collection instruments were thoroughly explained. This was done to allay their fears because their voices would be audio-taped for transcription. Their permission to record the meetings was requested.

This was an indication that the participants and I were in line with the principles of CER for purposes of social respect. This paradigm has an aversion to the “helicopter

approach” when dealing with social problems. A “helicopter approach” is when the researcher needs the participants only to get information about the study. Once the information is provided, the researcher would leave the participants in the lurch and with no skills for future use. However, with the paradigm of CER the participants were elevated to the status of researchers. This showed respect for and the emancipation of the participants from their social standing (Mahlomaholo & Netshandama, 2012:43). I indicated to the participants that they should feel free to talk and that everyone is allowed to withdraw from the study if he or she feels like doing so. The roles that the participants were to play were made known so that they could decide which role they wished to take. This was important because it levelled the fields so that the participants, who are part of the study, would not withhold information that might help the study to be a success.

5.2.3 The establishment of a task team

The development of the strategy needed a team that could take responsibility of it in order to succeed. This is very important because there is a clear indication that the DoE is intent on using the IQMS and its tools as a way to develop teachers (DoE, 2003). The task team faced the challenge of changing the mindset of the teachers so that they could adapt to the principles of CER in the form of respect for teachers as human beings and their emancipation from being isolated by departmental officials (cf. Stahl, 2006:98).

In order for the team to succeed, all sectors of the community had to be represented in the team because each participant came with a vast knowledge to share in the team. The task team included teachers, SMT members, religious leaders, parents, SGB members, police members and health members. The first function of the team was to bring together the efforts of the participants so that they could have a common vision (cf. Ehlers & Lazenby, 2010:69). A common vision brought the members of the team together and they disposed of negative aspects such as mistrust that initially kept them apart. They debated important issues that would help to support the teachers in their work. This happened because the team created platforms and opportunities for the members to have a better understanding of the situation of the school in focus.

The main responsibility of the task team was to conduct a SWOT analysis. That determined the need for the development strategy. The analysis was done in accordance with the need for the development strategy, the areas that need immediate attention, the conditions that are needed for the implementation of the priorities of the development strategy, the threats that may hinder the implementation of the strategy, and the application of the strategy to determine its effectiveness. Since the task team was formed by members from different sectors in the community, it is necessary to shed light on why these people were deemed necessary to be brought on board.

5.2.3.1 The SMT

Every institution or organisation has a body of people who direct the path that must be taken by the line personnel. Professionally, the SMT of the school has more authority, which is needed to navigate the direction of the school. According to Van Dijk (2008:88), more power is vested in the hands of the SMT to approve or disapprove suggestions. Accordingly, they are the first people to be consulted whenever something has to take place at the school. In the case of this study, it was necessary for me to consult them in order to obtain the cooperation of other stakeholders. This was unusual at this school because for many years, the school worked exclusively to address the problems of the teachers. This consultation created a communicative space for the SMT and other stakeholders to share their knowledge and skills with the aim to develop a strategy for the teachers (cf. Richards & Rogers, 2001:159). This action brought about a sense of oneness among the school personnel and other stakeholders because the information gap has been filled. This, in turn, transformed the school into a centre of community activities.

The role of the SMT is to act as a golden thread needed in the participation of the study. The study would help them to be positioned strategically to implement the policies and the developmental programmes geared towards the development of the teachers. The participants became emotionally attached to the wellbeing of the school as part of the community. Their mindsets have been transformed to follow the values of social justice, respect and emancipation.

5.2.3.2 *The teachers*

The teachers were key participants and strategically positioned in the study. Their inclusion in the study to develop a strategy to improve their performance could only be successful if they were part of it from the planning stage to the implementation of the strategy. The inclusion of teachers poised them to gain practical skills to be used in their continuing professional development, which serves to narrow the gap between theory and practice (cf. Walter & Briggs, 2012:3). The teachers' presence in the study helped to change their mindsets to see themselves as people who can add value in the school scenario. Initially, they saw themselves as the recipients of information with regard to aspects that affect their development. Their changed status enabled them to network with other teachers who were not part of the study. The cooperation among the participants as members of the task team provided them with the opportunity to bridge the gap that was among them.

The teachers' engagement in the study also provided them with a platform to stand up for their professional rights, speak for themselves and acquire development according to their development needs. This was essential because it brought self-confidence in their own potential as teachers. Their participation served to bridge the gap that existed between the teachers, the SMT and the SAs as well as between the school and the community in general. A shared responsibility existed among all stakeholders regarding the quality of education to be offered to the learners.

The aim of including the teachers in the study was not solely to forge healthy relations with other stakeholders but also to increase their voice and participation in matters that concern their development. This also ensured that the teachers had the opportunity to be more hands-on regarding the needs of their profession.

5.2.3.3 *The health leaders*

In terms of health issues, the communities are under the control of the health leaders. They are public representatives that appear to be honest in rendering health services efficiently to the people. They provide in the basic health needs of the community, such as the provision of medication, attending to out-patients and providing the school with information on teenage pregnancy. By including them in the study, the community

was brought closer to the school and the relations between the community and the teachers were improved. In this way, they garnered support for the teachers from the community. As a result of this, the community feels they “own” the school. In case there is a disagreement between the teachers and the community in terms of HIV/AIDS education and preventative measures, the health leaders would intervene and try to solve any misunderstanding. In this way, the SMT would involve the community by sharing power in solving such problems. This indicated that the school was working in advancing the cultural values of the community in the learners of the school. By taking part in the study, the community leaders carried the flag of the study to the community. They serve to transform the minds of the community to show them the need for rallying their support behind the teachers so that their children could benefit from the exercise.

5.2.3.4 *The religious leaders*

The religious leaders come from different denominations. They are the moral custodians of people and the agents of change to achieve lasting peace, social justice and emancipation from human bondage. Their inclusion in the study brought hope that the excessive power vested in the SAs would be addressed (cf. Mahlomaholo & Netshandama, 2012:37). The friendly and down-to-earth approach displayed by the religious leaders also appealed to the inner selves of the task team members to exercise respect, social justice and equity when involved in the discourses that are envisaged to shape the school matters. Their inclusion in the study brought about stability, inclusivity and a flow of ideas among all stakeholders at the school.

5.3 COMPREHENSIVE PLANNING

The development strategy is an effort to improve teacher performance in the education of the learners. Based on this perception, it was necessary to undertake comprehensive planning to make sure that every teacher plays a significant role. The members of the task team took it upon themselves to draw up this plan under the belief that jointly they could contribute to the development of the strategy. The joint planning meant that the members were carrying out one of the principles of CER, namely social

justice. In this case, social justice was distributed to the teachers as they played a contributory role to their development (cf. Conde-Frazier, 2006:321). The planning went through the stages of strategic planning, a situational analysis to determine the need for a development strategy, the identification of the priorities of the development strategy, the implementation of the strategy and the monthly reflection sessions to determine the progress made.

5.3.1 Strategic planning

The task team drew up a strategic plan that ran over a period of six months. The aim of the strategic planning was to address the problem of lack of teacher development in accordance with the objectives of the study. Each objective had a priority area and some activities attached to it. The different activities were delegated to competent people in the task team to actualise these accordingly. The task team held monthly meetings to check on the progress registered and to make changes to the plan, based on the problems encountered during the course of the study. The problems originated from the unavailability of the task team members who, some days, were unable to attend the meetings as scheduled. The strategic plan was pillared by a shared vision, a situational analysis, and a risk assessment plan as well as legislative and policy imperatives. These aspects acted as the nucleus of the study because they gave shape and structure to the study.

5.3.1.1 Shared vision

In order to design a teacher development strategy, the task team members must have a common vision. The reason for this was to bring their efforts and commitment together so that a quality plan could be drawn up to hatch out the objectives set out. The notion of a shared vision enabled the task team members to achieve their objectives because they supported one another and had a convergent focal point. A shared vision leveraged the members of the task team to subscribe to values such as mutual respect, equality, teamwork, diversity and honesty (cf. Tickly & Barret, 2011:3). The stated values assisted the task team in harnessing sustainability of the development strategy to develop the teachers continually in a learning environment.

The operations of the task team were navigated by the values it had acquired throughout the course of the study. The sharing of a vision by the participants meant that they recognised themselves as valuable partners who had knowledge to share in order to advance the worthy cause of the study. This helped to balance the power differential, which often resulted in conflict among the participants. The sharing of a vision placed the participants strategically to galvanise the teachers to work together in a school in order to ensure that they provide quality education. The notion of a shared vision provided the task team with an opportunity to create conditions conducive to the implementation of the plans that determine the level of engagement of teachers in a situational analysis of the school that is in focus. Subsequently, it created a platform for teachers to speak for themselves on issues that affect them regarding their professional development.

A shared vision provided the task team with the sense of a team that shares the load of work assigned to them. The shared vision and the values that the task team subscribed to became the navigating instrument of the study. In practical terms, values such as mutual respect, teamwork, honesty and social justice enabled the members to plan together and execute their tasks collectively in order to make their tasks easier. These values also helped the task team members to tolerate one another in executing their tasks and to accept their limitations in executing the tasks. The sharing of values and the practices contributed to the effectiveness of the task team to attain sustainability of a learning environment (cf. Fraser, 2007:17-18).

The participants' environment as well as my own environment imbued us with a local knowledge which glued us together to act as a collective for the successful implementation of the envisaged teacher development strategy. The collective effort of the participants and the researcher is important in bringing about emancipation and social justice to the local community. It also strengthens their "lenses" to critically analyse their challenges and develop with viable solutions (Bozalek & Boughey, 2012:1-2; Stahl, 2006:99). The common vision among the task team allowed them to redress the power that had been concentrated in the authorities of the teachers before the study had started. The balancing of power helped to emancipate the teachers who had previously been marginalised by their authorities. It provided them with an ideal and conducive situation where the teachers, the SMT and the SAs engaged in teacher development as equal partners.

The members of the task team became pro-active and were supportive of one another. In one practical instance, the task team members felt that in a meeting situation, all the members must help one another in order to be successful, instead of placing a heavy burden on some members. This incident indicated a spirit of oneness and commitment. It was a reward of a shared vision (cf. Ehlers & Lazenby, 2010:69). This was a manifestation of collectiveness in terms of contributing positively to the success of the study. Hence the task team was enabled to do a SWOT analysis to determine which factors were impeding continuing professional teacher development.

A shared vision became a buzzword throughout the study. The participants made use of it as a “navigator” that directs their way from the situational analysis to the planning, implementation and reflection phases to determine the progress made. It allowed the participants to develop many ideas, which ultimately allowed them to consolidate their ideas in one voice. In a free, relaxed atmosphere, the teachers would not shy away from contributing effectively to their professional development. They regarded themselves as part of their authorities in making sure that quality education is provided to the learners. This spirit of the teachers was in tandem with Lather’s (1986:49) assertion that the people, who have problems, are the ones to provide the solutions to the problems.

A shared vision should be put in place as a means to achieving teacher development. Once put into place as a collective effort, the factors that had caused conflict among the participants dwindled. It, therefore, enabled the members of the task team to prioritise the needs of the school in relation to the teachers. The teachers, the SMT and the SAs worked together to identify the problems that caused the teachers not to work in harmony with the other stakeholders in the community. Subsequently, possible solutions to the problems identified were suggested.

5.3.1.2 *Situational analysis*

The task team embarked on the situational analysis with the aim of exactly determining the nature and extent of teacher development at the school in focus. The situational analysis was necessary for the task team in order to map out a way of developing teachers who lacked knowledge content and techniques of teaching. It was through the situational analysis that a point of entry was harnessed, the resources were

obtained and the participants remained focused in their mission of achieving success in the study. This helped the task team to plan time effectively and to know exactly which resources to use and what kind of problems would be experienced.

The situational analysis was triggered by asking one main question: *How can we develop a teacher strategy at the school such that it is sustainable?* In order to answer this question, the principles of the FAI technique by Meulenberg-Buskens were put into operation to ask clarity-seeking questions. The FAI technique increased the knowledge of the participants in relation to the development of the teachers. It was through the SWOT analysis that the participants got to know the strengths and opportunities as opposed to the threats and weaknesses by drawing up a plan of action (cf. Jason, Keys, Suarez-Balcazar, Taylor & Davis, 2004:4). The situation enabled the task team to find out the reasons that really brought about the wedge between the teachers and the departmental officials which accounts for non-cooperation in teacher development. It created a learning space for the task team members to learn about the prevailing situation at the school in focus.

Emanating from the SWOT analysis, the information was categorised into various objectives of the study. In practical terms, the situational analysis indicated that the teachers were not actively involved in the curriculum issues of the school, which served as a basis for the shared vision of the task team members and the identification of the priorities of the development strategy and its implementation.

5.3.1.3 Risk assessment plan

A risk assessment plan is a plan that is put into place in order to identify the risky areas of a phenomenon. Through the situational analysis, the strengths, weaknesses, opportunities and threats were highlighted. The principles of the FAI technique were put into place at a meeting where the participants highlighted the state of teacher development at the school. Emanating from the discussions of a meeting, the participants responded to the weaknesses and threats that had been identified through the situational analysis. As a result, the weaknesses and threats were organised in terms of high to low intensity. They were analysed and evaluated so that the task team could understand what caused low teacher development.

A communicative space existed as it was created as a result of the risk assessment. It is through the communicative space that the participants talked about the risks and devised the strategies to prevent and control them (cf. Stahl, 2006:97-98). The risks of high intensity were attended to first. The rationale behind this is that these risks with a high intensity have the potential to block the successful completion of the study as intended. Hence the members of the task team worked hard to clear the barriers that might block the completion of the objectives of the study. For instance, a threat relating to the non-cooperation of the participants in the task team due to cultural background was identified. The members felt that cooperation among the members should be emphasised so that the members would speak with one voice. Therefore, the issue of cooperation was emphasised during the meetings where members were encouraged to speak their mind. In this way, the members of the task team, through their team activities, got to know one another better, resulting in harmony among them.

The risk assessment plan helped the task team to plan well in advance when the meetings would take place and how long these would last. The task team agreed that the meetings would be held once a month and be restricted to one and a half hour per session. This arrangement suited the participants as they would have enough time to attend without compromising their social and family commitments. The monthly meetings allowed the participants to get to know one another better and tolerating one another in terms of different cultural backgrounds. In case of the need for emergency meetings, an arrangement was made with the concession of all other members to overlook the agreed monthly arrangement. The harmonious relations that existed among the task team members allowed the participants to visit some participants who could not attend the meetings for some reason to keep them abreast of the developments. This gesture of the task team members revived some of the participants emotionally to feel motivated and that they were part of the team. In this way, the task team acted swiftly to be on time to complete the study in the stipulated time.

The risk relating to the lack of enough interaction among the participants was avoided through consistent monthly meetings that all of the participants attended. This allowed the participants to get to know one another better and being in a better position to implement the resolutions taken collectively in the meetings. It also assisted the participants to interact with other teachers who were not part of the study by

disseminating the information acquired from the feedback sessions of the meetings. To minimise this threat, the participants had to become familiar with the legislative mandates and include other members of the community in the issues that affect their development.

5.3.1.4 *Legislative and policy mandates*

The teacher development must operate within the framework of the legislative and policy mandates. From this assertion emanated the set standard that other stakeholders must work with the teachers in their development so that it becomes meaningful and valuable. The legislative and policy mandates set a platform from where the teachers and other stakeholders could communicate about the issues that affect them. The platform provided an opportunity to the teachers, SAs, church leaders and health leaders to exchange ideas and build a healthy relationship that would move the development of teachers forward in a balanced way (cf. Mertens, 2010:19). The issue of a power differential was redressed, as all of the participants felt as if they were part of the community who could contribute meaningfully.

The operations of the task team were navigated by the legislative and policy mandates to enforce teacher development as a standard to achieve effective teacher deliverance of quality education. This is essential in order to sensitise the teachers and the broader community to treat these mandates with respect and sensitivity to make it part of the school setup (cf. Campbell, 2011:6). The legislative and policy mandates should provide a communicative space where the teachers and other stakeholders are able to discuss the cultural capital in an accommodative way so that it would benefit the community at large.

Predicated by the above assertion, one realises that the legislative and policy mandates provided the task team with the understanding to view teacher development as a yardstick to measure the quality of education that could be delivered to the learners. These mandates require collective action by the participants at the school and in the community in general (Stahl, 2006:97-98). The mandates ensured that a healthy relationship was created among the participants and the sustainability of team endeavours was upheld.

Despite the essence of the legislative and policy mandates, one should caution against any strategy that is compliant with the laws only. Teachers should not only be present in the teaching fraternity without decision-making powers in the school setup. Teacher development is not enough and effective if the voice of the teachers is not equivalent to the voice of the SMT and the SAs. What matters most is to upgrade the level of participation of teachers to that of those who plan the development programmes of the teachers. Teachers must be consulted on matters that concern them. According to Campbell (2011:6), Section 4 of the SACE document stipulates that teachers can play an important role in curriculum matters, the allocation of resources, teaching activities, school improvement plans and the discipline of learners.

According to Bayrakci (2009:10), the education system in Japan does not limit the education officials' role in identifying the teachers who need development but works collectively with teachers to identify the developmental needs and to draw up the development programme. This shows the confidence and trust that the Japanese Education Department has in teachers. The engagement of different stakeholders in the development of teachers helps the school to achieve its objectives and further expand its teacher development skills.

The envisaged teacher development strategy should not create a platform where other stakeholders are merely the pawns of teachers who are needed when the education situation favours the teachers. The inclusion of different stakeholders with regard to the development of the school teacher improvement plan ensured that they would stay informed about what is going on at school in terms of what the teachers must impart to the learners. This is in tandem with Lather's (1986:49) assertion that the people who have problems are the ones to conceive the solutions to those problems. The participants in the study are the representatives from the community who provide the teachers with the information to improve their performance. The participants exchanged ideas with the teachers by providing them with the cultural background of the community that the teachers could inculcate in their development and which they could formalise in the school setup.

Once the participants in the study felt part of the development of the teachers at school, they felt respected and more sure that there was successful development and implementation of the development strategy. There should be a collective effort from

the teachers and other community stakeholders to ensure that the school and community cultural needs are intertwined for the benefit of the school community.

5.3.2 Operational planning

The operational plan is of utmost importance in order to operationalise a strategy for teacher development. It ensures that the objectives of the strategic plan are transcended into small, manageable and achievable tasks. The operational plan begins with activities that result in the establishment of the task team, the responsible people, a situational analysis, a shared vision, collaborative planning and reflection. The existence of the task team ensured that there was engagement in the identification of the activities that would be essential in the realisation of the study objectives. These objectives were assigned to the various responsible people, the resources that were needed in the study were allocated, and the timeframes to carry out the activities were also indicated. The progress should be checked regularly to ensure that there is development and implementation of the strategy for teacher development to achieve its objectives. It is imperative that the operational plan should include a situational analysis to determine and justify the need for the study, the components to determine the priority areas in which to engage the participants, the conditions conducive to improving teacher development, the threats that can derail the teacher development and the reflection to evaluate the effectiveness of the strategy.

5.3.2.1 *Justification of the need for the strategy*

The task team analysed the context and the situation of the school for the development of the strategy. The situational and contextual analysis was premised and focused on the strengths, weaknesses, opportunities and threats that have an impact on teacher development. In practical terms, the strength that was identified by the task team relates to a newly appointed teacher who helped other teachers with some aspects in mathematics. He has a good background in mathematics because he knows how to teach the learners in a mathematics laboratory using the information and communications technology equipment. This teacher was utilised to assist other

teachers at the school, and this mobilised other teachers of other subjects to form support groups to improve their teaching methods.

The study explored the opportunity to expand the principle of teacher development in curriculum matters on a larger scale. The teachers were engaged in after-school demonstration lessons in different subjects and were motivated to attend development sessions in which they were exposed to good teaching practices. The teacher development sessions further exposed the teachers to understanding teacher development not as an end but as a standard that is required to achieve quality education for the learners.

Similarly, the weaknesses that were identified by the task team manifested in the form of the lack of a coordinating team, a disregard of legislative mandates, the lack of a shared vision, the lack of a situational and contextual analysis, a lack of collaborative planning and a lack of reflection. These weaknesses worked against the strengths identified and posed a serious challenge to be addressed.

In order to address these weaknesses, a cutting-edge analytical process had to be conducted in the situation. The techniques and principles of FAI and free and participatory programmes were used. In practical terms, the weakness and threat relating to the lack of collaborative planning were addressed by inviting the different community leaders to the school meeting to offer their input in areas of need identified jointly by teachers and community leaders. The reflective sessions worked to the advantage of the community leaders to identify their expertise and skills that would help the teachers to address their areas of need. The presence of these community representatives in the reflective sessions, as mentioned earlier on, ensured that the teachers were supported constantly. Subsequently, the relationships between the school and the community improved immensely. The quality of education improved to the benefit of both the learners and the teachers.

Similarly, the threats and weaknesses relating to the disregard of legislative mandates were addressed through the correct interpretation of legislation in the workshops by the education experts (SAs). This was done with an aim to create a two-way communication between the teachers and other stakeholders mentioned in the study. This managed to balance the power relations between the teachers and other stakeholders (cf. Karnieli-Miller *et al.*, 2009:280).

The SWOT analysis was conducted by the task team during the meetings. The discussions were strategically planned to be on the nature and extent of teacher development at the participating school. The discussions were guided by the principles of the FAI technique, whereby the participants asked one main question that would set the discussions in motion: *How can we enhance teacher development in such a way that it becomes sustainable?* The main question was followed by clarity-seeking questions intended to obtain a clear picture of the situation. The information and data generated and gathered were delineated and categorised according to their urgency. The challenges that seemed urgent were given immediate attention, while those that were less urgent were given attention at a later stage. This scenario compelled the task team to focus on areas that would have a significant impact on the development of teachers at the school in focus.

The identification of the need for the study was proved to be a necessity through the reflective sessions which touched all levels of the study. The reflective sessions indicated data such as teachers' non-attendance of workshops organised by the DoE, the lack of or poor communication between the teachers and the departmental officials in the form of SAs, the non-participation of community representatives in school activities, the inability of school authorities in the form of SMTs to render assistance to teachers' development and the non-involvement of teachers in development programmes. These factors pertinently pointed to a need for the study because teachers were left out of the development programmes organised by the departmental officials. This situation did not benefit the school or the teachers because the development programmes did not take into consideration the real problems that were encountered by the teachers at the school. The identification of these factors enabled the task team to draw up the priorities of the development strategy as a way of responding to them.

5.3.2.2 Identification of the components and priorities of the development strategy

It is advisable that the task team that implements the strategy for teacher development should identify the priority areas that are inherently related to the problems. This is, in a way, responding to the gaps that are inherently the results of poor teacher

development. The priorities of the development strategy should be identified at the meetings of the task team and the conditions must be conducive and space must be created for the participants to make their contributions freely. As a result, the task team identified such priorities as the establishment of the team, a shared vision and collaborative planning (see Chapters 2 and 4).

The imposition of the tasks on the teachers tended to belittle them in terms of their professional standard. My personal experience as a teacher has taught me that once teachers are afforded an opportunity to identify the components of their development they tend to be motivated. This should be a collaborative exercise between the teachers and other stakeholders. This means that there is a respect for the social status of teachers and their commitment to the important cause of development is ensured. The teacher development is, therefore, viewed as a coordinated and regulated process, which elevates the professional status of teachers as worthy partners in education.

The views of each participant in the study should be accommodated as a way of showing respect. This venture is achievable only if the participants in the study are regarded as equal partners. This creates an environment where there is a free flow of ideas regarding the issues that need to be discussed. The study stood a good chance to benefit from the diverse experiences and knowledge provided by the participants. The attainment of this knowledge can be forwarded to a common vision that navigates efficient teacher development at the school.

Based on the above, the community's needs are an integral part of the planning of the school because the kind of education that is provided by the teachers reflects the cultural background of the community. The task team identified the priorities of curriculum matters, communication, interaction in teacher professional matters and school-community collaboration. Each aspect was divided into a number of activities and assigned a responsible person to carry these out. The progress of the activities was determined by the timeframes that were attached to each, which was done on a monthly basis. For instance, to achieve on the priority of curriculum matters, activities such as assisting with teacher lesson presentation, the supervision of learners' after-school studies by teachers, training of teachers in curriculum matters, the drawing up of a development policy and the identification of development centres in a school

setting, as well as the teacher support groups to advance the issues of education of both teachers and learners were identified.

This priority of curriculum was allocated to the SMT members. The reason is that they have in-depth experience in issues of curriculum on a daily basis. In cases where they encountered problems, the other members of the task team provided assistance. In extreme cases where the whole task team could not help, the task team invited curriculum experts, in the form of SAs, to provide solutions. The achievements that were registered by the task team were discussed with the teachers during the teachers' meetings at the school. The teachers would then interrogate some achievements and contribute positively to the progress made by the task team. The input from the teachers' meetings was discussed during the meetings of the task team as part of the reflective sessions. These meetings served as the building-blocks to the achievements that have been registered. In this way, a spirit of togetherness and cooperation prevailed at the school. This worked well for the study and was in line with the CER principle of equity.

The priority of school-community collaboration was assigned to the religious and police leaders. The rationale behind this was that religious leaders deal with the community at large on a daily basis. As a result, they have established a positive rapport with the community. The activities relating to the achievement of this priority included the maintenance of teachers' moral discipline and the identification of taverns that sell alcohol to teachers during the day or tuition time, and asking social workers and the police to deal with such problems. What had began as a school problem of lack or poor teacher development, spilled over to the community with desirable effects. The collaborative planning created a platform for the task team to identify all the priorities to involve all the stakeholders in education.

The communication priority was also assessed by the task team. The team wanted to identify the availability of the type of communication and the flow of communication from one party to the other, and whether there was equitable power sharing in communication between the teachers and the departmental officials. These activities were put into perspectives with the aim to determine the power differential between the teachers and the other stakeholders. The issue of teacher development does not take into account the number of teachers who attend or do not attend development

sessions, but instead, the important issue is the quality of communication that the SAs have with teachers to improve their knowledge. For the teachers to be given an opportunity to exchange good teaching practices with the SAs showed respect and recognition for the two parties to improve the quality of education at the school.

5.3.2.3 Identification of the conditions for developing teachers

The conditions should be conducive to the implementation of the strategy for teacher development at the school. The task team should make sure that the conditions are favourable so that this action may not fail, as this will result into the research being a futile exercise. For instance, the existing condition under which the teachers complain about the SAs not accommodating them in the development of programmes may derail the possibilities of the teachers and the SAs sharing a common vision. This failure may affect the school-departmental coordination for quality education.

The teacher development strategy was poised to face problems if the task team did not identify the conditions conducive to developing the teachers under which it can best function. The prevailing conducive conditions necessitated the next step to determine how such conditions could be used in order to improve teacher development. This study was strengthened by the application of the principles of the FAI technique in asking one main question referring to the conditions: *Under which conditions can the strategy for teacher development be implemented in a sustainable way?*

This main question prompted the clarity-seeking questions to be asked in order to clarify the conditions under which the development of teachers could take place. As a result, the task team identified the conditions that necessitated the successful implementation of the envisaged teacher development strategy. This included the establishment of the task team, the sharing of a common vision, the existence of the legislative mandates, planning the effective communication and reflecting on the progress made. For instance, the condition relating to the legislative mandates required that teachers' input must be accommodated in the development programmes of teachers so that they can be regarded as worthy partners.

According to Campbell (2011:6), it is stipulated in Section 4 of the SACE document that the teachers should work with other stakeholders as equal partners. This legislative mandate ensured that the knowledge of all the participants in the study is recognised and is treated with respect. The legislative mandate navigated the direction in which it required compliance and accountability on the part of the participants. In this way, it provided the desired actions because it required every participant to participate fully.

The condition relating to collaborative planning was attained through joint planning of the strategy by the stakeholders. This included the stakeholders, such as SMT members, teachers, religious leaders, health leaders, police members and SGB members. The representation ensured inclusivity, and the strategy became relevant to the needs of the school and the community in which the school was situated (cf. Mertens, 2010:19). The collaborative planning placed the stakeholders in a better position to rely on the strengths of one another by complementing one another in different roles. According to De Pree (1989:43), the principle of a shared vision and changing leadership plays an important part in assisting a task team in the collaborative planning of a development strategy. The strategy for teacher development was planned in a way that was identified by the participants because it addressed the identified problem.

The task team members should be orientated in training of the type of education that the teachers provide to the learners. The provision of training exposed other members to the school culture and, at the same time, the teachers learned more about the culture, norms and values of the community. The provision of this training by different participants and the exposition of their personalities made them understand one another better. The scenario provided the participants with confidence and changed the way they looked at themselves.

5.3.2.4 *The risk assessment and management plan*

It is normal that each strategy developed has its own inherent risks associated with it. The development strategy, if not well assessed and well managed, could be a failure. The task team was proactive in identifying the risks associated with the teacher development strategy. The following risks were identified: the use of delegated power

in an inappropriate way; negative communication; centring power on departmental officials; failure to engage teachers in developmental programmes; inadequate in-service training; the existence of role conflict; a lack of teaching resources; a lack of enough interaction between the stakeholders; low levels of teachers' educational qualifications; and teachers' poor teaching skills. In order to assess the risks, Hampton (2009:9) asserts that each risk should be assessed on its severity and then delineated into a format from low to high severity, and low to high frequency.

The above action was deemed necessary in order to address the risks with high severity and high frequency, and to focus on these before others with low severity and low frequency. In practical terms, the risk associated with negative communication was considered to range from medium to high severity and medium to high frequency. This risk had the potential to distort the expected good discussions among the members of the task team. It had the negative effect of withholding the necessary information not to reach other members of the task team. As a result, the members would no more regard themselves as equal partners in the study. This called for immediate attention so that all the members of the task team would be afforded an opportunity to obtain the necessary information for the sake of the study.

The task team took the decision to resolve the negative communication by accommodating the contributions of all members of the team. The tone of the meetings was respectful and positive. During the meetings, the positive remarks about the members were encouraged in order to improve good relations and educational discourse. The SAs and the teachers were encouraged not to consider their qualifications and positions when discussing the educational matters. The team indicated that the contributions from the teachers and the SAs are of good quality for the development of teachers and quality education.

The use of negative communication where SAs made remarks that elevated them to being the "masters of educational development" posed a serious potential to exclude teachers' expertise from the educational discourse. The repercussions of this threat placed the stakeholders in a position to operate in isolation. It also deepened the wedge between the community and the schools, where the agents of change, in the form of teachers and community leaders, would fail to make education a societal priority. The other risks posed high negative effects. For instance, the risk associated

with inadequate in-service training and poor teaching skills tend to have a low impact, but high frequency, when compared to the risk of excluding the teachers from the educational discourse through the use of negative communication.

The reason for the above assertion is manifested in the common language used during the teacher development sessions. In this case, the SAs would successfully use skills and competencies to their advantage by imparting skills and knowledge to the marginalised teachers. However, this acted contrary to the CER principles of emancipation and equity, which must be applied to the benefit of the teachers (cf. Stahl, 2006:97-100; Ticky & Barret, 2011:3). The recognition of these two CER principles created a space for the teachers and the community at large to benefit from the risk assessment and management plan. Mahlomaholo and Netshandama (2012:37) assert that a space is created where the exchange of knowledge and skills is practised by the stakeholders. Given this scenario, the envisaged teacher developmental strategy becomes relevant to addressing the teacher problems and necessitates its successful implementation.

5.4 IMPLEMENTATION OF THE STRATEGY

A high level of precision for the implementation of the plan is crucial because it actualises the strategy. The task team placed it strategically to analyse its effectiveness in terms of the following factors.

5.4.1 Teamwork

Teacher development needs commitment and a concerted effort from all participants who have an interest in education to form teamwork. The existence of a team spirit among the members bonded them together to focus in the same direction of achieving teacher development. Such a team must reflect the community representatives in the form of teachers, SMT members, parents, police leaders, health leaders, SGB members and religious leaders.

The composition of the team was influenced by the dire need of the people in the community who wanted to address the lack of teacher development at the school in

focus. The functionality of the team galvanised the marginalised teachers to have communicative power from the theoretical standpoint of CER, which strives for social justice among the participants (cf. O'Mahony, 2010:10-11). Since the team was formed within the study which is located in CER, the participants should be assisted to emancipate themselves by diffusing power so that they can operate with equal status. It is in the context of power diffusion that the team should succeed in achieving its objectives. Power diffusion helped the team to put into practice the moral values of respect, trust, humility and social justice as the basis of its operation.

The existence of teamwork helped the participants and other stakeholders to cooperate and give support in collaborative efforts of the school. It is within the nature of CER to listen to the voices of all participants to improve the spirit of teamwork. According to Griffiths (2003:84), to give a voice to the participants is just a kind of ventriloquism. Emanating from this assertion, one can deduce that the logical methodological expectations of CER are to counter the dominant discourse and create an enabling space for the participants to tell their stories. Evidently, the teachers regained their confidence with the hope that they were equal partners with other stakeholders who were "perceived" to wield power in developing the teachers. The confidence of the teachers was boosted and they seized the opportunities to express their ideas freely. In this way, their experiences and knowledge were part of the development process that unfolded at the school in focus. According to Von Maltzahn and Van der Riet (2006:111), such a local knowledge is important because it increases the value of a study and allows for the emergence of information considered as important by the participants.

The value of teamwork, which was built upon mutual trust, respect, humility and emancipation, was displayed by the members of the task team. In order to demonstrate this, the participants who were perceived to have monopolised more power, did not act like they have more power. The teachers and other stakeholders demonstrated trust among themselves, as well as respect and humility, and they emancipated and transformed their minds from working in isolation. This happened as a result of teamwork driven by the participants within the context of the CER principles.

5.4.2 Shared vision through priorities

It was imperative that the vision shared by the participants should be implemented in order to get the desired results. In this study, the vision was to develop a strategy to improve teacher development in a learning environment in such a way that it would become sustainable. In an endeavour to achieve the shared vision, the task team members interacted in the collaborative planning to change and navigate the direction of teacher development at the school. The planning was done by all of the participants and the situation analysis was done with the aim of identifying the strengths, weaknesses, opportunities and threats relating to the teacher development at the school. According to Mahlomaholo and Netshandama (2012:43-44), these factors should be analysed and interpreted in a way that make sense of the factors that resulted in poor teacher development or the lack thereof at the school in focus. These factors were analysed and interpreted according to their priorities to achieve a shared vision.

In order to achieve a shared vision it was important for the task team members to remain focused on what to achieve. To remain focused would create security and stability for task team members. Similarly, in reference to the biblical realm, according to The Good News Holy Bible (1994:910) in the book of Habakuk 2:1-4, God instructed Habakuk to write down his vision on a clay tablet so that he would remain focused on his vision. It was not the right season for his vision to materialise. Nevertheless, it was time-bound to happen. To remain focused and reading it continuously guaranteed Habakuk's reward.

The task team adopted moral values, such as trust, respect, humility, emancipation and social justice, in order to form a cushion for the processes that helped to achieve the shared vision. These processes manifested in the form of the situational analysis, collaborative planning and the reflective sessions. The five study objectives served as the mission through which to realise the shared vision. The objectives were derived from the study aim which became the shared vision of the task team. That is, the mission of the task team was to justify and demonstrate the need for a strategy for teacher development; to get possible solutions to the identified problems that hindered teacher development; to identify the conditions conducive to the implementation of the solutions and the strategy; to mitigate against the possible risks and threats that could

derail the successful implementation of the teacher development strategy; and to test the efficiency of the envisaged strategy.

5.4.3 Operational plan on the priorities of the development strategy

It was imperative for the plan to engage teachers in the provision of quality education for the learners. The operational plan flowed from the five objectives and the mission statement. The concepts that sparked the starting points were the identification of the priorities of the activities that were developed and the resources allocated to these.

The plan served as a yardstick to monitor the progress made with regard to each activity given to the delegated persons and the task team members during each meeting. In practical terms, the development of the strategy was delegated to the SMT members and the teachers because of their in-depth knowledge of curriculum management and implementation respectively. The delegated members presented their report on curriculum issues to the task team members who interrogated it and made their input before a final product was adopted. All the persons who were delegated to expedite their responsibilities were expected to report on their assignments for review, approval and the adoption of the suggestions. Timeframes were carefully set and attached to each priority, and resources were also provided to facilitate the process and ensure a successful achievement of the stated study objectives. On a monthly basis, the progress regarding the achievement of the priorities given was reported at the task team meetings. The reporting on the progress made allowed the task team members to take corrective measures on time.

5.5 REFLECTION

A reflection was a necessary on the side of the task team to assess whether the development of the teachers was at an advanced stage or not. It was imperative that the teacher development priorities would be evaluated and feedback be given in relation to their attainment for them to be successful. If this exercise was not carried out, it would be difficult to see what impact was brought about by these development priorities. The task team provided the members with ample time to report. In the study, the task team reflected on the progress made at the monthly meeting of its sitting. The

reflection process encompassed all the levels of planning, from the situational analysis to the implementation stage of the plan, and lastly, to the evaluation of the process at the end of the study.

Based on the provision of this knowledge, it became evident that reflection was put into operation after the achievement of each allocated task was attained. For instance, the task team members reflected on the workshop held for teachers regarding the teaching skills to be applied in lesson presentation at the primary school level. Every member reported on the important aspects learnt. It was deemed important for everyone to have a sound understanding on how to provide quality education to the learners. The lesson learnt from this workshop should be sent to all stakeholders at the school and be taken as part of the school programme and the community.

The task team members also reflected on the issue of learner discipline. They exchanged their experiences on what they have learnt and on how they have approached and instilled discipline among the learners. The reflective sessions afforded the team an opportunity to rearrange its plan based on the situational needs. This rearrangement of plan afforded an opportunity for identifying the challenges with regard to the achievement of certain areas. As a result, cutting-edge strategies could be implemented to achieve success.

The reflective sessions gave the task team members an opportunity to engage with the principles of transformation and social justice (cf. O'Mahony, 2010:10-11). The highlighting of social aspects that had a negative impact on teachers allowed the team to gain a better understanding of their nature and the extent to which they have been exposed to the teachers at the school. The reflection sessions acted as the sifting tool to identify which data were essential to support the study framework to achieve its objectives.

Since the task team was composed of members from diverse cultural background, it strengthened the quality of the decisions they made on the problems that were identified (cf. Von Maltzhan & Van der Riet, 2006:111). The diverse cultural background of the members of the team allowed them to use different skills to interrogate the tasks achieved in order to determine whether they were addressing the problems identified or not. To validate the actions of the task team the principles of the FAI technique were used, whereby a broad question was posed regarding what the

members had learnt from the tasks allocated to the team. The question was followed by clarity-seeking questions to understand the task that had been dealt with better. This was important in order to ensure that the study was navigated in the direction that had been envisaged.

However, the reflective sessions were not limited to task team members, but extended externally to PhD cohort students and the supervisory crew of the Sustainable Learning Environment team. This was done with the sole purpose of disposing of the possibility of personal bias that might be influenced by personal interests in some social issues. The monthly meetings that were organised by the Sustainable Learning Environment team ensured that not a single aspect of the study relating to the teacher development strategy was superficially treated or taken for granted. Vigorous discussions were held pertaining to the study to give it substance and credibility. This ensured that the study was heading in the right direction. The reflection process played an important role to ensure that the evaluation of the teacher development strategy was done beforehand to know its effectiveness towards its final stage.

5.6 ADJUSTMENT OF PLAN

In any project that is undertaken in an organisation, the circumstances influence its success or failure. The operational plan of the study was not fixed, but the task team was at liberty to adjust it according to the progress made. In the areas where challenges were identified, other members of the team who were knowledgeable could help. The time reviews provided the task team with the opportunity for identifying the areas that had not been attended to appropriately and suggesting remedial actions. The adjustment of the plan provided enough time to look at the strategy from other perspectives. For instance, the plan regarding the coordinating meeting scheduled meeting was changed in order to meet a quorum of the members of the task team. Hence, the monthly meetings could not take place for a period of three months as a result of two other members of the task team who were unable to attend due to ill health. They could not be replaced because the study had started with them and they were emotionally bonded with the other members.

I had briefed the members about the position of these two members. The other team members unanimously agreed that the plan should be adjusted in order to allow the

two members to re-join the team. As a result, the meeting plan was adjusted to allow the return of the two members. The two members re-joined the team after three months. Their return to the team increased the mutual trust, commitment and ownership of the study. After that, the adjustment of the plan added momentum to the realisation of the study objectives. The members were closer to one another than before because their participation had demonstrated positive results for the identified problems. They felt that they owned the study because they participated with other members as equal partners. Their participation in the study convinced them that through collaboration they could redress the situation in the community.

5.7 CONCLUSION

This chapter addressed the strategy for improving teacher development. It put into perspective why the initial research preparation was needed. This issue involved an individual preparation specifically aimed at preparing me as the facilitator and rigorously recruiting members to establish the task team. The important role of the team was explained in terms of identifying the participants, facilitating their participation in the study and projecting the five objectives of the study that navigated the direction of the study.

The chapter explained how a comprehensive operational plan had been compiled. The processes that acted as a nucleus and put the study in motion included the strategic and operational planning. In the realm of these concepts, reference was made to factors such as a shared vision, a situational analysis, a risk assessment plan, legislative and policy mandates, and the identification of the priorities of the development strategy. The adjustment of the plan was highlighted as a way to bring about an understanding to the readership that the study was not a light or easy exercise. There were challenges that had been encountered by the members of the task team. However, the challenges galvanised the members and brought about a sense of urgency and commitment among the members.

The theoretical framework helped to transform the members of the task team. The moral values of respect, humility, mutual trust, emancipation and social justice helped to make the task team functional. These values transformed the members who came from diverse cultural backgrounds. As a result, they managed to work as a team,

complementing one another. The implementation of the strategy was discussed against the background of the elements of the PAR cycle. The chapter also showed how the elements could be applied reiteratively in the study.

CHAPTER 6

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the development strategy that the participants and I have developed through PGPs at school level. In pursuance of this, the aim and objectives of the study are put into perspective to present the findings. Attention was also given to the recommendations of the study with the view of sustaining teacher development. The limitations of the study are listed with the view of highlighting the shortfalls for future research. Finally, the chapter concludes by presenting the way forward in terms of what has been learned.

6.2 THE AIM OF THE STUDY

The generally poor performance of learners at school drew attention and concern to all school stakeholders. The teachers, being the providers of information to the learners, became a focal point. Although the PGPs existed, it became evident that it was still not adequate. Based on this, the aim of the study was to develop a strategy to improve teacher performance in such a way that it becomes sustainable. In order to actualise this, the principles of the FAI technique were applied to ask one question: *How can we develop a strategy for teachers in such a way that it is sustainable?* The responses to this question were delineated in accordance with the study objectives, namely, the need for the development of a strategy for teachers, the components which the teachers should engage in in order to improve their performance, the conditions under which they could perform their functions, the threats associated with the implementation of the strategy, and the evidence to monitor and test implementation of the strategy in terms of its success or lack thereof in achieving the stated aim.

In order to achieve the study objectives, it was necessary to access literature from national, regional, continental and international sources. As a result, the literature was reviewed in the contexts of the four countries that had been chosen to investigate. The

motive was to determine and get the best practices from the countries put in a study with the view to learn from them. The literature constructs were compared with the data obtained from all of the participants in the study in a setting of the school in focus. The bigger picture of this was to develop a strategy for improving teacher performance at school so that it could be effective and sustainable.

6.3 THE NEED FOR DEVELOPING A SUSTAINABLE TEACHER DEVELOPMENT STRATEGY

This section appropriately presents the findings in respect of the need for developing a teacher development strategy. The findings are presented, taking into consideration the study objectives. These findings are derived from the following factors.

6.3.1 The existence of a task team

The study observed that there was a lack of teamwork between the teachers and the HoDs. This assertion is based on the fact that the HoDs have powers and authority to make decisions on behalf of the teachers at school. For example, the chairing of the teachers' cluster meetings and workshops is controlled by the HoDs. The teachers could not have the opportunity to address other teachers on the curriculum issues they teach in class. The HoDs even suggested the solutions to the problems that the teachers personally experience in class. It showed that the teachers and the HoDs were not sharing power as equals in terms of curriculum matters. The power remained in the hands of the HoDs.

Professionally the HoDs are regarded as knowledgeable people in subject matters. However, in accordance with the principles of CER, power must be diffused in order for the teachers and the HoDs to act as equals in teacher development. The teachers should feel part of the development and own the process. The members of the task team in the study agreed that there was a need for teachers and HoDs to work as a team. The teachers and the HoDs must collectively shoulder and share the responsibility of teaching the learners. They both possess the knowledge and teaching skills that benefit the learners. The study found that there was a need for teachers and HoDs to form a formidable team that produces quality education. Most importantly

from the study point of view, the teachers and HoDs who are part of the task team expressed a need to work together.

A conclusion that could be drawn from the above is that, before the commencement of the study, the teachers and the HoDs had been working in isolation. Sometimes they worked against one another because a fierce rivalry existed among them. As a result, the school could not achieve success in some objectives relating to curriculum matters, learner discipline and teaching skills. The wedge that was between the teachers and the HoDs meant that they were not accommodating and appreciating the knowledge, skills and expertise that each could contribute to quality education. In the final analysis, this kind of disjointed operation at school level did not bring about coordination with the SAs at the higher level.

6.3.1.1 Recommendations

The study recommends that the teachers, HoDs and the SAs should work together as equal partners in education. There should be a formation of the teamwork to dispel the perception that the teachers are totally vague in terms of the educational knowledge. The working together ensures the strengthening of the educational knowledge that each possesses and improves the learners' education and the school in general. The working together in a team spills over to the community and instills a spirit of teamwork. The spirit of togetherness allows members of the community to discuss and share the cultural issues to the benefit of the learners and teachers alike.

6.3.2 Shared vision

The teachers, HoDs and the SAs were not sharing a common vision in terms of teacher development at school. This was evident in HoDs not allowing the teachers to be part of decision-making regarding the purchase of teaching resources. The teachers indicated that they were only consulted when the resources arrived at school and they were told how to use them. This implies that the HoDs are firmly holding on to power over the teachers who are perhaps regarded as resource beneficiaries but not as resource managers. This conviction by the HoDs undermined the spirit of partnership

between the teachers and HoDs. It implied that there were no common values that were upheld by any party to bring them together to advance quality education.

The non-existence of a shared vision resulted in teachers being excluded from taking the initiative of how and what should be included in the development programme of teachers. It was also reflected in teachers receiving invitations to meetings either very late or not at all and, as a result, they failed to attend. The study also found that the subject meeting book did not have enough invitation meeting notices as required by subject policies. This is indicative of undermining the teachers by the HoDs because they have more power than the teachers. According to the study, the lack of vision at the school is indicated by the fact that the teachers are denied their right to development. This power differential still showed that the teachers were not equal partners of HoDs at the school.

The conclusion to be drawn here is that the lack of shared vision worked against the objectives and aim of the school. As a result, this was one of the reasons that contributed to poor teacher development at the school. It accounted for a high learner failure rate and the withdrawal of teachers from education activities of the school.

6.3.2.1 Recommendations

The study recommends that the praxis of education for development can cease to be a problem at school, if a common vision can be ingrained by the teachers, HoDs and the community members. This brings about an attitudinal behaviour change to the stakeholders, which helps the developmental drive. The school becomes relevant to the communities that act as part and parcel of it. It becomes a centre of community development and growth. The sharing of a common vision means that the participants see the need to participate in something because they have a common interest in sharing their knowledge and skills.

6.3.3 Situational and contextual analysis

According to the study, there was a need for situational analysis to understand the underlying factors that contributed to poor teacher development at the school. There

are factors in a learning environment that can affect teaching positively or negatively. The teachers and the HoDs levelled the accusations to one another based on the issues of role conflict. The HoDs were convinced that the teachers were deliberately not interested in expediting their duties as expected. On the other hand, the teachers were also convinced that the HoDs were performing the teachers' roles intentionally with the aim of excluding them from the main educational discourses that directly affected their development.

The important lesson that one can learn from this situation is that a proper situational analysis must be done. The rationale for this is to identify the actual problem that contributed to poor teacher development and properly address it. The lack of situational analysis at the school resulted in teachers and HoDs not being in a position to know what should be done to improve the teacher development because their operational plans are diverse in nature.

6.3.3.1 Recommendations

The study recommends that a proper situational analysis should be made by all stakeholders to find out what has caused poor teacher development. This, in turn, sets a platform that ensures that the power relations that accounted for the division between teachers and HoDs are identified and addressed properly. An issue of power is diffused to the benefit of all parties, and the situational analysis ensures that ready-made solutions from the community are found to address local problems. Ultimately this will ensure there is emancipation and social justice among the teachers and the HoDs. They will treat one another with respect and trust, having the knowledge that they both advance the educational interests.

6.3.4 Legislative imperatives

The study found that teacher development at the school in focus was not in line with the legislative imperatives. The SMT and teachers of the participating school were overloaded with a high number of teaching periods, despite the legislation stipulating that the number of teaching periods must be sufficiently allocated for each teacher. For instance, according to the Personnel Administrative Measures document of

Government Gazette No. 39684 (2016:18), the principal must have a teaching load of between 10% and 92% and the HoDs a teaching load of between 85% and 90% in the class. The DoE originally suggested this in order to afford the SMT members enough time to develop the teachers. Despite this, each teacher is overloaded with three or four subjects at the school. This is caused by the fact that the school has a low learner enrolment. It implies that the smaller the school, the more difficult it is to manage with a certain learner-educator ratio.

Another disregard for legislative imperatives was that the teachers did not make themselves available for school development meetings organised by the HoDs. It is compulsory for teachers to attend developmental meetings. According to the Personnel Administrative Measures Document of the *Government Gazette* No. 39684 (2016:16-17), the teachers are bound to perform the core duties, such as scheduled teaching, relief teaching, extra and co-curricular duties, pastoral duties (ground or scholar patrol), administration, and professional duties (meetings, workshops, seminars and conferences).

The study also found a disregard for legislative imperatives by the teachers, which was that only a few of them attended parents' meetings. This action angered the parents because they had been asked to attend the meeting, while the teachers did not attend it. The situation denied the parents the opportunity to discuss the educational progress of the learners with the teachers. Once there is no cooperation between the teachers and the parents, there will be a lack of discipline on the side of the learners. The teachers will deal with learner discipline alone without the assistance of the parents.

It was not only from the side of the school that the disregard for legislative imperatives was found by the study. The other stakeholders in the form of parents did not attend parents' meetings that were called by the school. The teachers, in that case, complained because that was the only viable option for the teachers to meet parents to discuss educational issues.

The conclusion that could be drawn was that the disregard for legislative imperatives denied the school stakeholders the democratisation process of the educational discourses. The participants did not have the platforms needed for shaping the education of the learners. The reason that could be attributed to this assertion could

be the quality of teacher training education that some teachers received. Some teachers did not value the importance of parents in the education of the learners. As a result, the SMT, teachers, parents and other community leaders did not recognise one another as partners in education. The lack of proper stakeholder workshops also accounted for stakeholders not fully participating in the education of the school.

6.3.4.1 Recommendations

The study recommends that the teacher development policies be implemented in order to improve teacher development in a way that is sustainable. This will democratise education and make it a societal priority. A communicative space will be created for teachers to take part in all education discourses. This will allow the teachers to take part in education as equal partners with the HoDs. There will be equitable power-sharing and equal contribution in terms of handling the educational resources. There will be an end to the tendency of domination of one by the other, and a sense of hope will be created for teachers to share their human capital for the benefit of the school.

6.3.5 Collaborative planning

The study found there to be a lack of collaborative planning between the HoDs and the teachers. Two centres for power contestation existed, because the HoDs planned the activities for the teachers without consulting them. That meant that the decisions flowed from one direction of the HoDs to the teachers. The lack of consultation by the HoDs implied a lack of collaboration with the teachers. The trust of teachers was betrayed with regard to the legislative imperative that required from them to execute their duties. The situation was worsened by the fact that the school operated without a programme of teachers' meetings. The reason given was that the HoDs of the school were responsible to draft such a programme. Unfortunately, the HoDs were not forthcoming to draft a programme of the teachers' meetings, as had been indicated by one teacher participant in the study. The HoDs and the teachers had not met to draw up an annual programme of their meetings or plans to discuss the school development programme and other plans aimed at improving the teachers' and learners' performance at school.

Though the HoDs and the teachers blamed one another for not taking the initiatives, the situation showed pride and reluctance on their part. The HoDs should have taken the lead in collaborating with the teachers. However, that was not the case as the HoDs and teachers believed that they could advance education separately on their own. The lack of collaborative planning worked to the benefit of those teachers and HoDs who were not committed to their work.

The conclusion can be made that a lack of collaborative planning left the teachers as outcasts and marginalised by the people who were supposed to take care of them and develop them in a professional way. They were reduced to the level of receivers of knowledge instead of worthy contributors. The lack of collaborative planning indicated that the execution of work at the school was not coordinated in a way that would improve teachers' and learners' performance. In the final analysis, the lack of collaborative planning denied the teachers, the HoDs and other stakeholders the opportunity to contribute to plans geared towards the improvement of teacher development and the school community.

6.3.5.1 Recommendations

The study recommends that collaborative planning must exist between the HoDs and the teachers. The existence of collaborative planning will ensure that mutual trust exists, and both the HoDs and teachers will contribute to the decision-making process. The teachers will feel part of the activities that have been planned jointly with them. They will take full responsibility in ensuring that those activities are implemented successfully. The collaborative planning will take the input from different stakeholders, and the community needs will be included in the school planning, and the school will become an embodiment of the community it serves. Collaborative planning ensures that what the HoDs and the teachers could not achieve while they were working in isolation, are achieved. In the end, collaborative planning ensures that the principles of CER, such as emancipation, respect and social justice, are entrenched in the lives of the HoDs and the teachers in order to make their lives better.

6.3.6 Reflective praxis

The study found that the school in focus did not reflect on the actions and practices to determine whether these were effective in improving teacher development. Such a lack of evaluation by the teachers at the school put the participants at the school in a position of not knowing which alternative views to give to the school to build on. The lack in the reflective practices denied the participants substantially the opportunity to be engaged in SWOT analysis that would help to find out what caused lack of teacher development in a school that is in focus.

The conclusion that can be drawn is that the reflective practices play an important role to adjust and re-plan the activities. It provides the participants with an opportunity to evaluate the impact that has been brought by their actions. By not using the reflective sessions the school will not be in a position to eliminate the stumbling blocks to effective teacher development.

6.3.6.1 Recommendations

The study recommends that reflective sessions be held regularly in order to evaluate the effectiveness of the plans put into operation for teacher development. It is through the reflections that the areas that need urgent attention are attended to immediately. The school should hold formal reflections that will give a clear picture of the needs of the school. In this regard, the DoE through the SAs should be invited with the purpose of monitoring the progress that has been made.

6.4 COMPONENTS FOR TEACHER DEVELOPMENT

The identification of the components for teacher development was found by the study to be critical in navigating the direction it should follow. The identification of such components should be the responsibility of the teachers and the HoDs. These components are discussed in the following subparagraphs. Among these components was the establishment of a task team.

6.4.1 Establishment of a task team

The study found that, prior to the establishment of the task team, there was no power-sharing and collective decision-making. The establishment of the team brought the participants together from diverse cultural backgrounds from which they had come with expertise and valuable knowledge. The participants, in the form of an SMT members, teachers, a police member, a religious leaders, an SGB leaders, a health leaders and a parent, shared the communicative platform in an effort to plan the direction of education. The team worked tirelessly to build a mutual trust among the participants about the knowledge that the teachers and HoDs brought into the team. The team ensured that the HoDs and the teachers air their views in relation to education matters operating as equal partners. The previously held view that the HoDs are the dominant figures in education was declared null and void. It changed the status of teachers to be that of collective team members who have confidence in imparting their knowledge to the learners.

The power-sharing between the teachers and the HoDs contributed immensely to the participants' focusing on the shared vision and collaborative planning of the school in focus.

The conclusion that could be drawn from this is that the task team has built a spirit of mutual trust. As a result, the HoDs and the teachers exchanged knowledge and skills that are needed in the education of the school. The task team functioned well on the CER principles of mutual trust, consultation, respect and social justice. It worked well because it permeated the different levels of the community and managed to harness all the resources that were needed to sustain the effective teacher development.

6.4.1.1 Recommendations

The study recommends that the establishment of the task team must be represented by all sectors of the community. The inclusion of the representatives of the community ensures that the needs of the community become an integral part of the school planning. This way, the school is reflective of what the community wants the school to transfer to the learners. A vast pool of knowledge that comes from different participants is consolidated in one entity to enhance the cooperation of the task team.

6.4.2 Shared vision

A vision in this study refers to an ultimate goal that one needs to achieve with an end-product. The school in focus through this study wanted to share a vision among the stakeholders by means of owning the results of their actions and a shared accountability. A shared vision aligned the ideas of the stakeholders, and as a result, the relationships between the teachers and the HoDs improved. The HoDs and the teachers worked as a team and the other stakeholders became motivated through the knowledge that their engagement would make a difference in their lives and those around them. A shared vision helped bring the values that the stakeholders held so close to them that they brought a spirit of togetherness to assist them to confront the challenges at the school.

The conclusion that can be drawn from this is that a shared vision must be made an integral part of any effort and plan that is geared towards the improvement of teacher development in education. A shared vision acts as a pulling factor for the stakeholders to reach a certain point to achieve a goal. It is a matter of utmost importance that each school must have it so that conflict is avoided. The shared vision enables the participants to achieve the objectives of developing the teachers at the school.

6.4.2.1 Recommendations

There should be a shared vision for teacher development to succeed and to keep it sustainable. It must be communicated well with all stakeholders so that they must take ownership of it. It must be implemented in a way that it helps the school to realise its plans. It will make plans for the school to be achievable within the school community.

6.4.3 Situational analysis

The study made it possible for the school in focus to analyse the situation and contextual factors in an environment. The aim is to determine precisely what the level of teacher engagement at the school is. The analysis of the situation further transcends into the identification of the definite factors that are responsible for improving or decreasing of teacher development. In essence, the challenges that

derail the plans of the school should be identified, and proper intervention strategies should be designed in order to act against those challenges.

The conclusion that could be drawn from this is that the situational analysis is the determining tool that is used to determine the context or the climate in which teacher development could take place. The proper situational analysis allows the school to know the factors that really hinder the effective development of teachers. The correct situational analysis assists the participants to level the grounds for the plans to succeed. Without a proper situational analysis, the school would not know the inherent factors that contribute to the low level of teacher development.

6.4.3.1 Recommendations

The study earnestly recommends that the school should be engaged in a situational analysis to determine to what level teacher development has taken place. Subsequently, the factors that either promote or hinder the successful improvement of teacher development should be identified. A viable way that could be used is the SWOT analysis, whereby the strengths and opportunities are grouped together against the weaknesses and threats. In a case where there are more factors on the side of strengths and opportunities, it means that a proper and correct situational analysis has been done and the plans will succeed. The study recommends that the strengths and opportunities should be used to make the plans succeed.

6.4.4 Planning

The study found that planning is critical to achieving the goals of the study. It is against this background that teacher development should be thoroughly planned. If this is not done, an attempt to bring the teachers on board will not succeed. Thorough planning should be preceded by the preparation stage of the strategy and the real engagement of the team members in the process of identifying the needs, components, conditions and threats. The team should also be engaged in identifying the priorities and activities of the development strategy that can actualise the components. The preparation stage includes making the logistical arrangements that would enable the study to be conducted with ease. These include asking permission from the DoE to conduct the

study at the school, conducting the advocacy with the general school community, the identification of the relevant and possible participants and the establishment of the task team.

The subsequent planning should include the collective efforts of the task team to outline a vision of the study, analyse the situation, and identify the components, conditions and threats that are related to teacher development. The joint planning was necessary because it gave the members another dimension of identifying the activities, attaching the responsibilities to different members of the team according to their abilities, setting of the timeframes and evaluation of the progress thereof. Planning is very important because it serves as a roadmap of the study by coordinating the activities and collecting the necessary resources that would be used to improve teacher development. Through planning the task team was able to know that they were navigating in a direction that would bring about the desired results.

The conclusion that can be drawn from this discussion is that planning is a roadmap. It gives direction, coordinates the efforts of the stakeholders, provides for the opportunity to check for progress and evaluation thereof and provide an opportunity for corrective measures to be done on time.

6.4.4.1 Recommendations

The study recommends that planning should be considered as an integral part of the coordinated activities by the members to develop the teachers. Planning should be a joint effort of all members of the task team where the input of every member should be accommodated to bring about the desired results of success. The planning should not be done in a way that is fixed, but should be flexible in order to accommodate the adjustments that are suggested in the reflective meetings. This way, it accommodates the participants' schedules in terms of their availability and energy to the study while also carrying on with their daily lives.

6.4.5 Review of teacher development plans

The review of the plans to engage teachers was an important milestone of the study. The study found that before its commencement there was no joint reflection by participants about the impact of teacher development at the school. The study enabled and created the platform at the participating school to draw and review the effectiveness of teacher development, which provided an opportunity to suggest possible adjustments with the view to strengthen the areas of weakness and to align the new suggestions in accordance to the expectations of the DoE. It is through regular reviews that the school can be in a position to determine whether teacher development is shaping up or not. This provides the participants with the view of brainstorming with alternative ideas if the previous suggestions are not making an impact.

A conclusion that can be drawn is that regular reviews with regard to engaging teachers in development are necessary. They ensure that teacher development activities are in line with the needs of the school and those of the community involved.

6.4.5.1 Recommendations

The study recommends that teacher development plans be reviewed regularly in order to determine their impact. This enables the school to have a thorough knowledge of the nature and extent of teacher development. As a result, the participants build on the existing plans to make them effective. It should be expected of every participant to make an input in order to make the plans sufficient and bring about the desired results.

6.4.6 Provision of development training

The study found that the school did not have a training programme to capacitate the teachers. This worked against the provision of Resolution No. 8 of 2003, on the IQMS, which stipulated that the immediate supervisors of teachers in the form of HoDs, deputy principals or principals, depending on the type of school, should improve the capacity of the teachers in the performance of their duties. Contrary to this expectation, the study found that the SMT of the school relied heavily on the initiative of the departmental officials to render developmental activities to the teachers. There were

no developmental activities that were initiated by the school with the aim of improving teachers in their performance. The study also determined that the teachers were under constant pressure to produce excellent pass results of the learners although they were not capacitated to improve their performance. The situation made the teachers lose trust in their superiors. The failure could result from the lack of knowledge of the HoDs or an inferiority complex because of seniors' lower qualifications than those of the teachers. As a result of this state of affairs, the HoDs lacked the self-confidence to carry out the developmental activities to the teachers. This often leads to the existence of a gap between the teachers and their immediate supervisors.

Depriving teachers of the necessary training may be detrimental to the quality of education at the school. The teachers found themselves being marginalised, and this was tantamount to control of power by the powerful over the less powerful teachers. The situation was also against the CER principles of emancipation and social justice. Since this study is located within the CER, the participants should assist the teachers to emancipate themselves. The situation makes us aware that power is a mode of organising society. In this context, power resides in the HoDs to the detriment of the teachers. I, therefore, argue that the study located within CER must balance the skewed power relations in order that the teachers and the HoDs must be partners of equal status.

The conclusion that can be drawn from this is that capacitating teachers through training opportunities certainly enables them to carry out their duties effectively. The provision of training helps the teachers and HoDs to accept one another as equal partners in training. The input from both sides is accepted as necessary for better performance. Training of all teachers by their immediate supervisors reduces the role conflict that normally occurs because of the skewed power relations.

6.4.6.1 Recommendations

The study recommends that training should be provided in order to capacitate the teachers to fully take part in the provision of education to the learners. The type of training should be in a way that it addresses the needs of teachers. The needs of the teachers should be complemented by those of the parents. The reason for this is that

the education that is provided by the teacher should not be in conflict with what the community wants their children to be taught.

6.5 THREATS TO TEACHER DEVELOPMENT

This section deals with the possible threats that may hinder the successful improvement of teacher development. It is of utmost importance that the threats should be correctly identified and the impact thereof assessed to evaluate their intensity. The study has identified the following threats that have been associated with teacher development.

6.5.1 Negative communication

The study found that the use of negative language hindered understanding and acceptance of HoDs by teachers and vice versa. During the meetings, the HoDs used language that undermined the professional integrity of the teachers. The agenda of the meetings was drafted in a way that allowed only the HoDs to address the teachers in a meeting. The teachers were mere observers in the meeting and could not have a chance to speak or make an input. The participants noted this and made a suggested meeting agenda that would overcome this problem through inclusivity. The professional standard of conducting the meetings was emphasised by the participants. This was important for improving understanding and respect among the participants, as well as promoting respect, peace, hope and social justice.

The conclusion drawn from this discussion is that the use of negative communication excludes teachers from the main educational discourses that education needs at school. It resulted in disrespect towards the teachers as is shown by the immediate supervisor of the teachers. This makes the school irrelevant for the good cause they strive to achieve.

6.5.1.1 Recommendations

The study recommends that any meeting programmes aimed towards the improvement of teacher development should be conducted in a professional way that

respects the professional status of teachers. This shows that they are part of the discussions and may feel motivated to make an input. The communication policy of the school should be structured according to a professional standard that brings about a mutual understanding between teachers and HoDs in meeting situations.

6.5.2 Lack of teacher developmental programmes

This is one of the findings that the study made at the school. The study revealed that the school did not have a teacher development programme and the teachers could not be exposed to the new developments in education. The teachers could not be exposed to the in-depth knowledge of the Curriculum Assessment Policy Statement (CAPS), which is a new development in the curriculum. The school normally blamed the teachers for not teaching the learners efficiently when the results are not satisfactory. The SMT could not detect the lack of teacher development programmes as a factor contributing to poor performance by the teachers and, as a result, could not devise strategies to deal with the problem.

The conclusion that could be drawn from this was that the study concluded that the lack of teacher developmental programmes contributed to poor teacher development. Teachers were not capacitated to engage optimally in the provision of quality education to the learners.

6.5.2.1 Recommendations

The study recommends that there should be teacher development programmes at the participating school. Teachers should be exposed to these on an annual basis subdivided into monthly programmes of three months so that the teachers can have an idea of new developments. The teachers must be able to follow new curriculum developments and know how to support other teachers to realise their goals in new educational matters. The teacher development programmes should be jointly drawn up by HoDs, teachers and the SAs. These programmes should have the aspects that the teachers feel that they need to be developed in. Teacher development programmes need to be checked and evaluated regularly to determine their effectiveness and relevance to the needs of learners.

6.5.3 Lack of interaction time

The study found that there is a lack of interaction time between the SMT, teachers and SAs in the school activities. This acted as the educational impediment towards the improvement of teacher development at the school. This lack of time to school activities was evident in the low teacher attendance to teachers' meetings and subject cluster meetings organised by the SAs. Some teachers would request to be excused from the meetings even before the end of the meetings. This shows that they did not have sufficient time to attend to school activities. Another finding manifested itself in the form of the HoDs not being time-conscious as they would start the meetings behind the scheduled time. Some teachers would arrive at the meeting when the meeting was halfway to an end. The situation shows that neither party was respecting school activities in terms of interaction to the quality of education.

The conclusion that can be drawn from this is that meetings that are not well coordinated may result in other teachers leaving before the end of the meeting. This can be viewed, in the strongest terms, as a lack of mutual respect and interest in matters concerning teachers.

6.5.3.1 Recommendations

The study recommends that there should be training on time management for HoDs and teachers so as to learn that time is important in school activities. This ensures that there is sufficient time to attend to school activities and other personal matters. Proper time management will also ensure that the HoDs and teachers learn to prioritise educational issues that provide them with sustained results for investing in their professional meetings aimed at improving teachers' performance.

6.6 LIMITATIONS OF THE STUDY

I wish to start this subsection by putting it in the correct perspective and referring to Ecclesiastes 3:1-3 (Good News Bible, 1994:650): "Every thing that happens in this world happens at the time God chooses. He sets the time for birth and the time for death, the time for planting and the time for pulling up, the time for killing and the time

for healing, the time for tearing down and the time for building.” How do we interpret and make meaning of the text put forward by Ecclesiastes? What does it say? Does it mean that God determines the lifespan of everything based on time? In reality, the text has myriad interpretations; and there is no objective interpretation to it. However, the interpretation is subject to the philosophical or ideological standpoint of the reader.

This subsection does not respond to all questions posed above. It uses the text to provide an overview of how long the lifespan of the task team lasted. It is normal that the lifespan of everything must come to an end. Time determines the lifespan of everything. The lifespan of the task team depended on the term of the study and its relevance to the needs of teachers and school in general. This means that the task team cannot exist beyond this period because the circumstances in the learning environment keep on changing. Subsequently, the human capital in the learning environment is unique and approaches problems in different ways. During its lifespan, it will have “built” the reputation of teachers in providing quality education and normalising the power relations between teachers, HoDs and SAs. If the task team had achieved its objectives at the school, it would cease to exist. It would be time to pull up and tear down the task team probably because the new SMT will not welcome it, or it will be irrelevant to the needs of the school.

The sustainability of the development of teachers at the school would depend on the type of the environment and the power struggles that prevail between the teachers and the HoDs. In addition, the success of the study also depends on the willingness of the participants to extend and make their time available to the school for a longer period if requested to do so. Teacher development is a complex process that needs enough time and the resources for HoDs, SAs and teachers to collaborate in their education matters. They also need enough time to internalise the importance of working together as a team.

6.7 CONCLUSION

The study concludes that teacher development is a complex and contested aspect that entails power relations which determine who holds power for good or bad motives. Since no individual seems to be free to define the world with absolute impartiality or not having absolute power, the power relations should be balanced. The HoDs and

the teachers should strive to work together as equal partners. The study has identified that the HoDs and the teachers possess invaluable knowledge which can be used profitably to the benefit of the school in general.

Communicative platforms should be created, and the different stakeholders should freely discuss the issues that affect their profession in the school setting. This certainly ensures that they exchange knowledge, skills, management of resources and time. This can be achieved by the participants working as a team, sharing the vision, planning together, reflecting on their actions and suggesting possible adjustments. The most important aspect that the study concludes with is that there should be monitoring by SAs to ensure that schools are held accountable for the development of the teachers with the aim of improving their performance. The schools should report on the effectiveness and relevance of their development programmes. This may ensure that good relations are forged among the school, the community and the DoE in general. This way, the parties involved carry their duties as expected because they feel being part of every action that has been planned.

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**THE OFFICE OF THE DIRECTOR:
STRATEGIC PLANNING, POLICY DEVELOPMENT & RESEARCH**

TO: The Director

26 March 2014


Motheo Education District

Madam

**RE: NOTIFICATION OF A RESEARCH PROJECT IN YOUR DISTRICT
By: Mokone MP**

1. The above-mentioned subject refers.
2. The candidate herein referred to has been granted permission to conduct research by the Strategic Planning, Policy Development & Research Directorate as follows:
Topic: **Creating a sustainable Learning Environment through the effective Personal Growth Plans for the teachers: A Development Plan.**
 - 2.1. Duration dates: Project I: 12 March 2014 -30 March 2014.
 - 2.2. Schools involved: **Philipolis Primary School**
 - 2.1 Target population: Grade 6 Learners (One Class only) with 12-14 years Boys and Girls/Males and Females.
3. Research benefits: The Framework seeks to empower the teachers to benefit learners in respect of improved performance.
4. A bound copy of the research document will be forwarded to Strategic Planning, Policy Development & Research, and be made available at the Free State Education Library in Bloemfontein at Charlotte Maxeke Street, Syfrets Building.

~~Yours faithfully,~~


M.J. Mothebe - Director: Strategic Planning, Policy & Research

**OFFICE OF THE DIRECTOR:
STRATEGIC PLANNING, POLICY AND RESEARCH**

Mr. Mokone MP

26 March 2014

Madam

RE: ETHICAL REQUIREMENTS: FREE STATE EDUCATION

The scientific research enterprise is built on a foundation of trust and that the reports by others are valid. The reports should reflect an honest attempt by the researcher to describe the world accurately and without bias; this trust will endure only if the researcher devotes himself or herself to exemplifying and transmitting the values associated with ethical research conduct.

There are many ethical issues to be taken into serious consideration when conducting research. The Free State Department of Education believes that the researchers conducting research in this department would, amongst others, adhere to the following ethical conduct:

1. ETHICS: GENERAL APPLICATION:

- Researchers need to be aware of having the responsibility to secure the actual permission and interests of all those involved in the study;
- They should not misuse any of the information discovered;
- There should be a certain moral responsibility maintained towards the participants;
- There is a duty to protect the rights of people in the study as well as their privacy and sensitivity;

- The confidentiality of those involved in the observation must be carried out, keeping their anonymity and privacy secure;
- Which institution dictated the ethical clearance guidelines
- Does research embrace Corporate Social Responsibility (CSR)?
- Does research create space for people development and empowerment?
- Does the research amplify/allow the voice of the participants?
- Is collective plurality enhanced?

2. ETHICS: INHERENT PRINCIPLES


- Has reliability been given attention?
- Was the importance of the research made known to the Education Department and the targeted participants?
- Are the following values contained in the study: trust, fairness, integrity, obligation and confidentiality?

3. ETHICS: DEVELOPMENT OF VALUES.

- Is the value of transparency considered, how?
- Is the research committing to deliver the intended promise as informed by the objectives?
- Does the research accentuate the values of reputation and respect, how?

Thank you for researching with Free State Education

Kind regards


M.J. MOTHEBE -Director: Strategic Planning, Policy & Research.

APPENDIX B: CONSENT FORM: PRINCIPAL

CONSENT FORM: PRINCIPAL

I am doing a PhD research on “Creating Sustainable Learning Environments through Personal Growth Plans for Teachers at School: A Development Strategy” in Philippolis School. I am inviting a principal who is willing to take part in the study. I assure the principal who wishes to take part that his/her name and that of his/her school will not be divulged to any party that is not part of this study. I also undertake to ensure that no physical or emotional harm will befall you as a result of your participation in the study. Your participation in the study is voluntary and you have the right to withdraw from the study if you wish to do so.

Your involvement in this study will help you to gain more knowledge about teacher development in school activities.

Please sign below to give consent to participate in the study.

I _____ hereby consent to participate voluntarily in the above-mentioned study.

Signature:

Date:

APPENDIX C: CONSENT FORM: SMT MEMBER

CONSENT FORM: SMT MEMBER

I am doing a PhD research on “Creating Sustainable Learning Environments through Personal Growth Plans for Teachers at School: A Development Strategy” in Philipopolis School. I am inviting SMT members who are willing to take part in the study. I assure SMT members who wish to take part that their names and that of their school will not be divulged to any party that is not part of this study. I also undertake to ensure that no physical or emotional harm will be fall you as a result of your participation in the study. Your participation in the study is voluntary and you have the right to withdraw from the study if you wish to do so.

Your involvement in this study will help you gain more knowledge about teacher development in school activities.

Please sign below to give consent to participate in the study.

I _____ hereby consent to participate voluntarily in the above-mentioned study.

Signature:

Date:

APPENDIX D: CONSENT FORM: EDUCATORS

CONSENT FORM: EDUCATORS

Consent Form: Educators

I am doing a PhD research on “Creating Sustainable Learning Environments through Personal Growth Plans for Teachers at School: A Development Strategy” in Philippolis School. I am inviting educators who are willing to take part in the study. I assure educators who wish to take part that their names and that of their school will not be divulged to any party that is not part of this study. I also undertake to ensure that no physical or emotional harm will befall you as a result of your participation in the study. Your participation in the study is voluntary and you have the right to withdraw from the study if you wish to do so.

Your involvement in this study will help you gain more knowledge about teacher development in school activities.

Please sign below to give consent to participate in the study.

I _____ hereby consent to participate voluntarily in the above-mentioned study.

Signature:

Date:

APPENDIX E: CONSENT FORM: SCHOOL GOVERNING BODY MEMBER

CONSENT FORM: SCHOOL GOVERNING BODY MEMBER

I am doing a PhD research on “Creating Sustainable Learning Environments through Personal Growth Plans for Teachers at School: A Development Strategy” in Philippolis School. I am inviting school governing body members who are willing to take part in the study. I assure school governing body members who wish to take part that their names and that of their school will not be divulged to any party that is not part of this study. I also undertake to ensure that no physical or emotional harm will befall you as a result of your participation in the study. Your participation in the study is voluntary and you have the right to withdraw from the study if you wish to do so.

Your involvement in this study will help you gain more knowledge about teacher development in school activities.

Please sign below to give consent to participate in the study.

I _____ hereby consent to participate voluntarily in the above-mentioned study.

Signature:

Date:

APPENDIX F: CONSENT FORM: RELIGIOUS LEADER

CONSENT FORM: RELIGIOUS LEADER

I am doing a PhD research on “Creating Sustainable Learning Environments through Personal Growth Plans for Teachers at School: A Development Strategy” in Philippolis School. I am inviting religious leaders who are willing to take part in the study. I assure religious leaders who wish to take part that their names and that of their church will not be divulged to any party that is not part of this study. I also undertake to ensure that no physical or emotional harm will befall you as a result of your participation in the study. Your participation in the study is voluntary and you have the right to withdraw from the study if you wish to do so.

Your involvement in this study will help you gain more knowledge about teacher development in school activities.

Please sign below to give consent to participate in the study.

I _____ hereby consent to participate voluntarily in the above-mentioned study.

Signature:

Date:

APPENDIX G: CONSENT FORM: HEALTH SERVICE MEMBER

CONSENT FORM: HEALTH SERVICE MEMBER

I am doing a PhD research on “Creating Sustainable Learning Environments through Personal Growth Plans for Teachers at School: A Development Strategy” in Philippolis School. I am inviting health service members who are willing to take part in the study. I assure health service members who wish to take part that their names and that of their school will not be divulged to any party that is not part of this study. I also undertake to ensure that no physical or emotional harm will befall you as a result of your participation in the study. Your participation in the study is voluntary and you have the right to withdraw from the study if you wish to do so.

Your involvement in this study will help you gain more knowledge about teacher development in school activities.

Please sign below to give consent to participate in the study.

I _____ hereby consent to participate voluntarily in the above-mentioned study.

Signature:

Date:

APPENDIX H: CONSENT FORM: POLICE MEMBER

CONSENT FORM: POLICE MEMBER

I am doing a PhD research on “Creating Sustainable Learning Environments through Personal Growth Plans for Teachers at School: A Development Strategy” in Philipopolis School. I am inviting police leaders who are willing to take part in the study. I assure police leaders who wish to take part that their names and that of their institution will not be divulged to any party that is not part of this study. I also undertake to ensure that no physical or emotional harm will befall you as a result of your participation in the study. Your participation in the study is voluntary and you have the right to withdraw from the study if you wish to do so.

Your involvement in this study will help you gain more knowledge about parental engagement in school activities.

Please sign below to give consent to participate in the study.

I _____ hereby consent to participate voluntarily in the above-mentioned study.

Signature:

Date:

APPENDIX I: DEVELOPMENT STRATEGY PRORAMME

1. INTRODUCTION

2. THE NEED FOR THE STRATEGY

3. AIM

4. THE DAYS AND TIME OF IMPLEMENTING DEVELOPMENT STRATEGY

5. THE MOTIVATION FOR THE DEVELOPMENT STRATEGY

6. THE ROLE OF A TEACHER

7. THE ROLE OF SUBJECT ADVISERS

8. THE ROLE OF THE SMT

9. THE REVIEW OF THE DEVELOPMENT STRATEGY

10. ADOPTION OF THE DEVELOPMENT STRATEGY

1. INTRODUCTION

The development strategy has been developed by the members of the task team. They have collectively put together all the efforts in an endeavour to solve the marginalisation of the teachers in the development of their developmental programmes. This challenge did not only affect the teachers negatively but also affected the broader community. It also traversed the Educational Acts and the wishes of the majority people to take part in the amelioration of the processes of teaching and learning.

In essence, the task team in developing the strategy has taken into consideration the wishes and the interests of the teachers, subject advisers, SMT and the community in general. This strategy was a document that touched the cognitive aspect and was thoroughly analysed and approved by the task team.

2. THE NEED FOR THE DEVELOPMENT STRATEGY

The collaboration and the collective planning of the task team was grounded on and necessitated by the National Education Acts such as the:

- 2.1. National Education Policy
- 2.2. South African Schools Act
- 2.3. South African Council of Educators Act

3. AIM

The aim of the strategy is manifold. It can succinctly be described in the following ways:

- 3.1. to improve the competence of teachers in an appropriate way.
- 3.2. to foster accountability on the side of the teachers when executing their work.
- 3.3. to encourage teachers to add an extra time in their normal time to be developed in professional matters.
- 3.4. to encourage the SMT to monitor the work of teachers and to close the gaps identified in subject content.

- 3.5. to encourage collaboration and collective planning among the teachers, SMT and the subject advisers.
- 3.6. to come into agreement with the teachers about the time and days on which the teachers to attend professional development sessions.

4. THE DAYS AND TIME OF IMPLEMENTING DEVELOPMENT STRATEGY

The teachers will be guided by the development strategy in the following ways:

- 4.1. Teachers must be engaged in development sessions fortnightly on Tuesday and Thursday.
- 4.2. It must be compulsory for each teacher to present a lesson among fellow teachers for approximately 30 minutes in order to be critiqued.
- 4.3. It must be compulsory for each teacher to be involved for at least 120 minutes (2hours) in the development sessions in a month.
- 4.4. The hours stated on 4.3. above, can be exceeded depending on the severity of the challenges that a teacher faces.
- 4.5. The teachers must be informed well in advance about the themes and the days on which development session will take place.

5. THE MOTIVATION FOR THE DEVELOPMENT STRATEGY

- 5.1. Teachers will be engaged in development sessions based on the identified problematic topics filled in the PGPs.
- 5.2. Teachers may use the topics from the PGPs as a way of acquiring relevant subject knowledge to close the gaps in the subject.
- 5.3. The Fundamental subjects such as Mathematics and English First Additional Language must be treated frequently in development sessions.
- 5.4. The teachers, SMT and subject advisers must plan collectively and agree which topics must be included in teacher development programmes.

6. THE ROLE OF A TEACHER

The teacher must:

- 6.1. discuss with colleagues and SMT about his/her work.
- 6.2. exchange good teaching practices with colleagues.

7. THE ROLE OF SUBJECT ADVISERS

The subject adviser must:

- 7.1. give support and new information to SMT and teachers whenever there is a need.
- 7.2. discuss the topics (themes) for development with SMT and teachers respectively.

8. THE ROLE OF SMT

The SMT must:

- 8.1. support the teachers in teaching and learning activities.
- 8.2. give guidance to teachers during the development sessions.
- 8.3. discuss intervention strategies with relevant stakeholders aimed at improving teachers' performance.

9. THE REVIEW OF THE DEVELOPMENT STRATEGY

The development strategy will be reviewed based on the changes in education system. The review process will be prompted by the rules of the school in relation to the curriculum prescripts under the leadership of the SMT.

10. ADOPTION OF THE DEVELOPMENT STRATEGY

The development strategy is an integral part of the school rules. It has been adopted by the SMT in accordance with the rules and regulations of the school.

Approval has been done on the _____ month of _____ 2014,
at _____.

Principal: School

Date

APPENDIX J:

**PLAN FOR THE IMPLEMENTATION OF DEVELOPMENT STRATEGY
FOR PROFESSIONAL TEACHER DEVELOPMENT IN SCHOOLS
AS
SUSTAINABLE LEARNING ENVIRONMENTS**

TABLE OF CONTENTS

1. VISION
2. MISSION
3. VALUES AND PRINCIPLES
4. PRIORITY AREAS
5. SWOT ANALYSIS
6. THE ACTION PLAN

1. VISION

Ensuring high level precision of professional teacher development

2. MISSION

To inculcate a culture of development and collaborative work toward schools as sustainable learning environments.

3. VALUES AND PRINCIPLES

The values and the principles that were adopted by the task team to galvanise the efforts made by the participants were: social justice, mutual trust, emancipation, respect, equity and peace.

4. PRIORITY AREAS

- 4.1 Teachers' role in learner discipline
- 4.2 Teachers' role in curriculum matters
- 4.3 Teaching strategies

5. SITUATIONAL ANALYSIS

The analysis of the situation and the contexts within which the school in the area of this study operated took in consideration the inherent strengths, weaknesses, opportunities and threats that were relevant to the development of the strategy of teacher professional development:

6. THE ACTION PLAN

The action plan below has put into context the priorities identified in section 4 above. These were subjected to analysis, interpretation and discussion in chapter 4 of the study. The plan accommodated the relevant information that is related to the vision of

the study and has put a high premium on the activities that were put into operation by the task team.

As a result of the above statement, the information is thus organised in tandem with the five study objectives in order to attain synchronisation with the aim of the study.

Objective 1: To analyse problems and challenges in the implementation of PGPs impeding the creation of sustainable learning environment at a school.

Objective 2: To explore the strategies that has been implemented to date to respond to such challenges throughout the world.

Objective 3: To analyse the contexts making it possible for such strategy to be implemented successfully.

Objective 4: To anticipate possible threats to the effective implementation of such strategy so that mechanism can be build so as to avoid them.

Objective 5: To test and monitor the implementation of the strategy in terms of its success and /or lack thereof in achieving the stated aim.

Objective 2: To explore suitable strategies to respond to the challenges of effective teacher development

| ACTIVITIES | RESPONSIBLE PERSON | TIME FRAME | RESOURCES REQUIRED |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Identification of activities related to teacher development with regard to the following: <ul style="list-style-type: none"> • Curriculum delivery • Cultural Activities | Task team SMT | 31 January 2013 | Scheduled dates of events from district, provincial and national offices). Subject Policies Annual Programme for events eg. Heritage day |
| Proportional representation of teachers in development structures: <ul style="list-style-type: none"> • Encourage the formation and functionality of subcommittees for policy and curriculum development. | Task team SMT | 31 January 2013 | School policies on curriculum delivery(CAPS Document) |
| Strengthening of communication channels between teachers and Subject advisers: <ul style="list-style-type: none"> • Accessibility of all types of communication • Limiting the communication barriers. • Frequent call of development meetings. | SMT | 27 November 2012 | Communication policy Communication records |
| Encourage teachers to create conducive | | | |

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------|------------------------------------------------------------|
| <p>conditions for teaching and learning to take place at school:</p> <ul style="list-style-type: none"> • Understanding the unique teaching conditions of the school. • Suggesting possible solutions and the exchange of good teaching practices by the teachers. | <p>Task team and SMT</p> | <p>21 March 2013</p> | <p>Teachers' development management plan (Time table)</p> |
| <p>Inculcate good teaching skills:</p> <ul style="list-style-type: none"> • Supportive environment for teaching | <p>SMT</p> | <p>27 November 2012</p> | <p>External support(Experts)</p> |
| <p>Encourage school-community collaboration:</p> <ul style="list-style-type: none"> • Schools to serve as centres of community engagement | <p>SMT Task team</p> | <p>29 November 2013</p> | <p>Newsletters/ school magazines Policy directives</p> |

Objective 3: To analyse the contexts making it possible for development strategy to be implemented successfully.

| ACTIVITIES | RESPONSIBLE PERSON | TIME FRAME | RESOURCES REQUIRED |
|-----------------------------------------------------------------------------------------------------------|---------------------------|-------------------|------------------------------------------|
| Encouraging the existence of cooperation and collaboration among teachers, SMT and subject advisers. | Task team SMT | 21March 2013 | Workshops |
| Stress the clear roles and responsibilities of teachers, SMT and subject advisers | Task team | 21March 2013 | Workshops |
| Encourage the two-way communication between the school and the department (teachers and subject advisers) | Task team | 21March 2013 | Experts in curriculum (Subject advisers) |
| Accessibility to relevant resources by all stakeholders at the school | Task team | 21 March 2013 | Needs analysis process |

Objective 4: To anticipate possible threats that may hinder effective implementation of teacher development strategy.

| ACTIVITIES | RESPONSIBLE PERSON | TIME FRAME | RESOURCES REQUIRED |
|------------------------------------------------------------------|-----------------------------------------------|------------------|----------------------------|
| Creation of a platform to give feedback and information sessions | Task team | 21 March 2013 | SMT |
| Skills audit of teachers at school | Task team | 27 November 2012 | SMT |
| The deployment of identified skills in the task team programmes | Task team | 31 January 2013 | SMT |
| Mobilise the community support for teachers at school | Municipality and church leaders. Task team | 31 January 2013 | SMT Support SGB Support |

Objective 5: To test and monitor the implementation of the teacher development strategy in achieving the stated aim.

| ACTIVITIES | RESPONSIBLE PERSON | TIME FRAME | RESOURCES REQUIRED |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------|
| <p>Implementation of the identified programmes simultaneously with the development of the strategy for teacher development in terms of the:</p> <ul style="list-style-type: none"> • Demonstration lessons • Development sessions • Maintenance of development policies • Teacher Professional Work Ethics(Conduct) • Communication and feedback • School community coordination | <p>Teachers</p> <p>SMT</p> <p>SMT</p> <p>SMT, Subject advisers</p> <p>SMT</p> <p>Task team</p> | <p>29 November 2013</p> | <p>Implementation of plans and Programmes.</p> |

APPENDIX K: THE NEED FOR THE DEVELOPMENT OF TEACHER DEVELOPMENT STRATEGY

Motjeka: Ao banna! Ke maqheka afe ao re ka etsang hore mesuwe e tjhoriswe ka ho phetahetseng hore mosebetsi wa bona o tswele bana ba sekolo molemo ka nako e telele?

Stuurman: Yep. Ke thabile haholo ho ka ba teng sehlopheng sena sa resetjhe. Ke le setho sa Lekgotla la tsamaiso ya sekolo, kgale ke kgalletse ho nka karolo matlafatsong ya tshebetso ya mesuwe empa ke sa tsebe jwang. Ke kgathetsehile maikutlong ke taba yah ore mesuwe ha e kenele diworkshopo nakong ya phomolo ya dikolo. Ntlha ena e baka phapano le mathata sekolong le setjhabeng ka kakaretso. Ke holetse motseng ona mme ka nka karolo ho aheng ha sekolo sena mm eke ya se boulella (Yaba o otlala moyeng ka setebele ho bontsha thabo ya hae). Setadi sena sa resetjhe se tlo re fa monyetla wa ho thusana le matitjhere ao ekareng lefapha la thuto le ba kgella fatshe jwaleka ntshwe ka ho sa ba etele kgafetsa ho bontsha lerato le tshebedisan-mmoho. Nakong ya rona ya ho kena sekolo mona, sepeketere se ne seiponahatsa kgwedi le kgwedi mme le rona re bona tshebedisano-mmoho. **Bonine:** Dis waar. O bua nnete ntja mme. Ke hlokometse taba ya mofuta wa hore dilemong tsena dipeketere ha di sa iponahatsa dikolong kgafetsa. **Mhlopheki:** Mokgopi ona wa rona ke bona eka e tla ba petswa-majweng e tla tsosa matitjhere molota. Sephetho sa ban aba rona ha se kgotsofatse niks. Ha se Tshwane le sephetho se babatsehang sa dikolo tse mabapi le naha ya rona. Ke bolela dinaha tse kang boZimbabwe. Bana ba sekolo ba k eke ba bontsha sephetho se setle ha feela matitjhere le bahlanka ba lefapha la thuto bas a sebedisane hantle. **Rapere:** Ke dumellana le dibui tse fetileng. Ke taba ya bohlokwa hore matitjhere le bahlanka ba lefapha la thuto ba sebedisane mmoho bana beso. Ke taba e thabisang ho ka iphumana o hohlana mahetla le matitjhere ho ntlafatsa tshebetso ya bona hore ban aba sekolo ba pase dithutong tsa bona. Tshwele le beta pota ban aba monga me. **Madiberwane:** Re le matitjhere re hloka bo teng ba bahlanka ba lefapha la thuto ho re thus aka fetisetsa tsebo ho ban aba sekolo. Batataisi ba dithuto ba hlahelletseng ka mahetla b aka re arolela tsebo e phetahetseng ya dithuto ka ho fapana. Boteng ba lona mona setading sena sa ho leka ho ntlafatsa tshebetso ya rona matitjhere e ya kgothatsa. Ntate Mhlopheki o opile

kgomo lenaka ha a re tshebetso e mpe ya bana e pakahatsa tshebetso e fokolang ya matitjhere. Leha ho le jwalo, tshebetso e mpe re k eke ra e jarisa matitjhere feela. Le rona re le setjhaba re emelletse thoko kwana le matitjhere empa re ntse re bona hore ntlo e ya tjha. Ha uweng banna! **Rapodile:** Pula ho tla na ya ditlwebelele matsatsing ana haele mona e le lekgetlo la pele, ke re la pele hore mokgopi ona o bo o dutse majwana le matitjhere ho shebisana ka bothata bona ba thuto. Ha o ya dikolong tsa merabe e meng o fumana bohle ba sebetsa hantle mme ba sapotana haholo. Beso ena ke qaleho ya leeto la rona le isang katlehong. Le hopole hore qaleho ya ntho e nngwe le nngwe e boima. Ho tloha jwale re tle re lebele hore ho tla ba boima empa ho sa jarwa.

Bonine: Eke bana beso! Ke rata ho phehisa tabeng e buuweng ke ntate Mhlopheki pejana mona. Ke nnete tshebetso ya dikolo tsa rona ha thabise ho hang. Mare tharollo e nngwe feela, ke hore re le setjhaba ka mekgahlelo e fapaneng ya tshebetso re ipope ngatana-nngwe ho thusa matitjhere ka tshebetso ya bona.

E 1 The lack of common vision

Rapere: Taba ya ho ka dumela ho tla thusa matitjhere ke challenge e kgolo ho motho eo e seng titjhere. Ho rata dintho tse ntle ke hona ho etsang hore re itele hore matitjhere a rona le ona a ntshe diresults tse ntle tse tshwanang le dikolong tsa merabe e meng. Ebang re ka bula diatla tsa rona ra amohelana, ho ka nolofala ho sa nosetswa key a le jwetsa bana beso. Maikutlo le menahano ya rona mokgoping ona, e tla etsa hore re etse tlama-thata ho tjhoriseng mesuwe ya rona. Ntle le mona re tla tshwanela le hore bahlanka ba lefapha la thuto le matitjhere ba be le vision e le nngwe. Matitjhere ekare ha ba bonwe ka letho ke bahlanka ba lefapha la thuto. Prinsipala le matitjhere a hae ekare ha ba kenyelletswe ha diqeto di etswa ke Lefapha la thuto mabapi le dintlha tse amanang le dikolo. **Madiberwane:** Ho na jwale matitjhere a tsejwa ha ho hlokahala hore ba attende diworkshopo empa ha ba kenyelletswe ke dihlooho tsa mafapha (HODs). Nkalakata, ke bolela mosuwe-hlooho le matitjhere a hae ba sebediswa ke lefapha feela ho fihlella mission wa bona feela. **Bonine:** Jo wee! Ka ntate Jwere ra tla ra le bona, la moepa-moholo monyolosa thaba. Ho latela puo ya mme Madiberwane ho hlakile hore matitjhere a tsejwa feela ha lefapha la thuto le batla ho fetisa diworkshopo tsa bona feela. Dntlha tsa kwetliso di etswa ke bahlanka ba

lefapha la thuto feela. Hona ho kgothaletsa puso esi le bohanyapetsi. Ebang matitjhere ba le teng komiting tsa dithuto (Cluster committees) ho ka tlisa tjhebelommoho e ntle pakeng tsa sekolo le lefapha la thuto. Taba ya bohlokwa ke hore matitjhere ba be le lentswe dintlheng tse tla amana le kwetliso ya bona. Ngaka e ke ke ya re motho oa kula empa e so ka e mmona le ho mo popola ka ditshepe. Empa thutong mona ke moo bahlanka ba lefapha la thuto ba nkelang matitjhere diqeto. **Rapodile:** Dintho di tla tshwanela ho fetoha jwale hobane ke nako ya demokrasi hleng. Ke nakong ya kgale feela moo ho neng ho sebetswa ho hatella batho diqetong tse neng di nkuwa ke batho ba neng ban a le matla hodima ba bang. Matitjhere a kgale ke ona feela a neng a le siyo dikomiting tse kang di subject cluster commitisi. Hona jwale re dutse mmoho le ditho tse ding tsa karolo ya setjhaba ho leka ho tla ka leano le tla matlafatsa tshebetso ya matitjhere. E mong le mong wa moifo ona o tla tshwanela ho elellwa bohlokwa ba hae sekolong le karolong eo matitjhere a e bapalang ho ka ruta ban aba setjhaba.

E 1 The non-existence of teacher development meetings

Madiberwane: Ha re na development meetings mona sekolong sa rona ho plena boitjhoriso ba matitjhere mona sekolong. Ka hoo re sitwa ho ntsha maikutlo a rona hore na re bona jwang bokamoso ba matitjhere mona. Re hloka ho buisana le diHODs le disubject advaesara ka di development meetings hore ba kgone ho utlwisisa mathata a rona matitjhere mosebetsing wa rona. Ke bua taba ena tjena hobane ke bone dikoranteng hore dibakeng tse ding ho nale dikolo tse sebetlang mmoho le bahlanka ba lefapha la thuto ho ntlafatsa tshebets o ya matitjhere. Re ka fumana monyetla ona jwang ebang bahlanka ba lefapha la thuto ba sa ikemisetsa.

Rapodile: Le nna ke e mong wa matitjhere mme ke dumellana le mme Madiberwane hore development meetings ha di yo mona sekolong. Ha re kgone ho etsa sena ka lebaka la hobane HOD ya rona ekare ke motho ya se nang bokgoni le ho itshepa mosebetsing wa hae. Ha o hlahisa ntlha ya ho tshwana le ena, o re o iketsa bohlale ka yena. Re na le parents meeting le staff meeting feela mona. Dikolong tsa toropong ho na le mefuta e mengata ya dikopano moo batswadi ba bana e leng maloko a dikomiti tse fapaneng moo ba phehisang ka dintlha tse ngatanyana tse thusang tshebetsong ya matitjhere. Ho etsa mohlala ho na le, come together le distakeholder tsa sekolo, Parents Open days le QLTC. Komiti ena ya QLTC e bohlokwa haholo

hobane e kenyelletsa distakeholders kaofela. Ke dumela hore setadi sena sa rona sa risetjhe se tla re thusa ho ka kgothaletsa batho ba bang ba amanang le sekolo ho bapala karolo ya bohlokwa. **Mhlopheki:** Nna ke nahana hore didevelopment meetings di tshwarwe mme e be setlamo hore matitjhere ba di athende. Dimeetings tsa ho tshwana le tsena di tla thusa matitjhere hore ba thusane ka dintlha tseo ba sa tsebeng ka botlalo. **Stuurman:** Ke nahana hore taba eo key a bohlokwa. A ko bone hore mona sekolong bana ba feila dipalo ka tsela e mpe jwang. Ke dula ke beha diripoto tsa ngwana w aka ho bona hore na sekolo se fan aka thuto e ntle na. Ke elelletswe hore ho na le bothata ka lefapheng lena la dipalo mona sekolong. Ha matitjhere ba fpanyetsana ka mekgwa ya ho ruta dithuto tse fapaneng b aka kgona ho ka ntlafatsa tshebetso ya bona mona sekolong. Kapa ke reng Nkalakata? **Motjeka:** Banna! Le buile ditaba tsa bohlokwa tse ahang ka hohle. Maqheka ohle ao le buileng ka ona a spot on. Le opile kgomo lenaka. Ke dumellana le lona hore ho be le dikomiti tse ngatanyana mona ho ka sebetsa ho natlafatsa tshebetso ya mesuwe mona sekolong. Didevelopment meetings tsa matitjhere di kenyelletitse distakeholders tsa sekolo, QLTC, Open days di bohlokwa haholo hore tshebetso ya matitjhere e ntlafale. Sena ka etsa hore le batswadi ba kene ka setotswana ho ka tshehetsa bana ba bona le matitjhere mona sekolong.

E 1 The disregard for Legislative mandates

Raborikgwana: Matitjhere le ona ha a na ditsebe hobane ha ba bitsetswa dimeeting tse tla ba matlafatsa ha ba di athende. Lebaka la sena ke hore ba se ba hloka professionalism ka lebaka la ho se utlwisisi hore demokrasi e sebetsa jwang. O tla utlwa motho a re ke right ya hae hore a ka se athende dikopano tsa mofuta o jwalo. **Bonine:** Ho na le matitjhere a sa kgathalleng niks mme ha ba itshwenye ha ho tla dikopanong tse bitswang ke lefapha la thuto. Ke na le motswalle wa mistres mme ka phomolo ya dikolo ya Mariha le ka kgwedi ya Lwetse lefapha la thuto le bitsa kopano moo le tl tjhorisa matitjhere. Ke hlola ke utlwa a mpoella hore yena ha na ho ya moo. Ebe o ya ikudisa mme a re o isitse lengolo la ngaka ho mosuwe-hlooho wa hae mme a ntse a tseba hanle hore ha a kule. Ekae professionalism moo? Bo kae boiteelo ba ho ruta ngwana motho e motsho moo? Re tla tshwanela hore re se k era tshwaya lefapha la thuto phoso le le leng feela. Matitjhere le ona ba ntse ba sa latele molao wa

thuto. **Rapodile:** Lefapha la thuto le lona le romella memo tsa bona tsa ho ya diworkshopong nako e se e le siyo mme motho a se a na le dikhomitimente tse ding nakong ya phomolo ya dikolo. Leha o ile diworkshopong moo o tla fumana disubject advaesara tseo di bolaisa rona matitjhere mosebetsi wa ho presenta moo. Ke mosebetsi wa bona oo eseng wa rona. **Rapere:** Tjhe bo ! O fanya ditaba mona moreso. Seo disubject advaesara ba se etsang se tshwana hantle le ha titjhere a ruta ngwana mme ha a qeta ebe o botsa ngwana dipotso ka molomo mme ka nako e nngwe ebe mosebetsi o ngolwang. Ha disubject advaesara di batla hore matitjhere ba presente mono diworkshopong ba be ba batla hore titjhere ha a fihla sekolong a be a na le bokgoni ba ho fitisetsa matter ho bana. **Motjeka:** Baheso ke nako jwale ya hore matitjhere ba be le professionalism. Ho na le melao le melawana e laolang matitjhere. Melao kappa diActs tsena tse laolang hore matitjhere ba athende diworkshopo ke melawana ya **SACE Document** le molao wa **Educators' Employment Act**. Matitjhere ha a natse melao ena mme ebe ba ipolella hore ke diraete tsa bona hore nakong ya phomolo ya dikolo ba se ke ba athenda diworkshopo tse bitsitsweng ke lefapha la thuto. So taba ena boima empa hosa jarwa.

E 1 The lack of collaborative planning

Madiberwane: Tshebedisano pakeng tsa matitjhere, SMT le bahlanka ba lefapha la thuto e sa le hole haholo. SMT e etsa diqeto ba le bang ka ho buisana le lefapha ka dintlha tse amang matitjhere. Ha re khonsaete niks. Ha lefapha le batla dintlha tseo sekolo se ka thuswang ka tsona mabapi thuto ka tlelaseng, SMT e di romella e s aka ya botsa maikutlo a rona matitjhere hore ke afe. Ke ka hona ka dinako tse ding o fumana hore matitjhere ba bona ho le useless ho ya diworkshopong tseo o long ho thuswa ka dintho tse ding mohlomong o sa batleng thuso ho tsona. **Rapodile:** Ke dumellana le wena moo ntja mme. Our views are not taken seriously. Just imagine. Re etswa ban aka mokgwa o jwalo baheso. **Motjeka:** Nnete ke hore le rona SMT ho na le dintho tseo re sa di nkeleng hlohong. Ha o qeta ho phahamiswa ho ba HOD, Deputy-principal kappa prinsipala, ho na le diworkshopo tseo o di athendang hore o tsebe ho sebedisana mmoho le matitjhere. Ntle le moo ho na le dithuto diunivesiting tsa tsamaiso ya sekolo. Dithuto tsena di o hlaloesetsa hantle hore dikamano di lokela ho ba jwang pakeng tsa SMT le matitjhere. Ha re le SMT re lokela ho ba le

tshebedisano-mmoho le matitjhere. Dimmiting tsa rona le matitjhere re tshwanela ho bina pina ya tshebedisano-mmoho. **Rapere:** Moo ke dumellana le wena mosuwehlooho. Motho ya tshwanang le wena o motle hobane ha o hanane le diphoso ha di le lehlakoreng la hae. Sena ke mohlala o motle ka hara mokgopi ona wa rona oo maikemisetso e le ho tliša tshebedisano-mmoho le ho matlafatsa matitjhere a rona. **Mhlopheki:** Ha re hopoleng hore motse ho ahwa wa morapedi. Ha re sebedisaneng mmoho ka lerato leo re le sietsweng ke Jesu Kreste. Diqabang tsa matitjhere le SMT ha di fele, ho rene kgotso le tshebedisanommoho. Ke elelletswe hore mona ho na le matitjhere a mang a sa batleng ho eletswa kappa ha ba entse diphoso. Ntho ena ke tlhokeho ya tshebedisano-mmoho. Matitjhere le SMT ba supana ka menwana. Taba eo ha e fele. **Rapere:** Amen! O e qetile ka ho tjho jwalo moreso.

E 2 REFLECTIONS

Bonine: Nako e se e tsamaile e seng re tle ka Laboraro? No. Ha re e shebedisaneng ke se be mohanyapetsi ya batleng hore e be mauikutlo a hae feela. **Raborikgwana:** Letsatsi la Laboraro le ntse le lokile ngwaneso. Ho molemo hore re qale kapele hore ditaba tseo re tla bua di tle di kene tshebetsong ntle le tshenyo ya nako. **Rapere:** Ke dumellana le lona moo. Ke nahana hore prinsipala le matitjhere a teng mokgoping ona wa setadi sa risetjhe, ba tla hlalose tsa matitjhere le bana ka morero ona wa rona hore ho se ke ha ba le pherekano. Re tlo sebedisana mmoho le bohle ba amanang le sekolo e le hore maele a bohle a tle a tswela matitjhere molemo thutong ya bana. **Madiberwane:** Ha ho le jwalo he, ditaba tsa rona di hloka moralalo o tsepameng o tla re tataisa ho re isa tlholong ya sepheo sa setadi sena sa rona. Ha re sa tshware ka thata morero wa rona o tla thisa. Ka tjhebo ya ka ke elellwa hore dintho di tla tsamaya hantle ha re ka jarellana mefokolo dinthong tseo re lokelang ho di etsa. Re tsebe hore re mona lebitsong la thuto eseng ho ipontsha hore mang o kgona ho etsang mme mang o hloleha ho etsa eng? **Mhlopheki:** Ha ditaba di eme ka mokgwa ona, re tla tshwanela hore dikopano tsa rona di nke hora e le nngwe. Nako ya metsotso e 45 e nyane haholo hoba ditaba tsa rona di name. Re tla tshwanela ho ba nake e lekaneng ya ho utlwisisa le ho diskhasa direpoto tseo tla beng re na le tsona le ho sheba didokhumente tse teng mona sekolong. **Motjeka:** Ke thabetse setadi sena haholo hobane se re fa monyetla oo re neng re sena ona wa ho itekola hore re ntse re tsamaye

ka tsela e nepahetseng. Jwaloka re fumane lesedi stading sena ke nahana hore ho a hlokahala hore re le moifo mona, re nne re etele dikolong tse ding moo re nang le bana e le ho fumana maele hore bona moo ba sebetsa jwang ebe re tlo aha ka ditshiba tsa bona. Nako eo setadi sena se qadileng ka yona se fanne ka monyetla ka lehlakoeng la SMT le matitjhere hore re itekole le ho itekodisa mabapi le tsela eo re etsang dintho ka yona. Sena se thusitse ho tlisa katamellano le tshebedisano-mmoho eo e neng e le siyo

E 2 FINAL REFLECTIONS

Madiberwane: Ke ne ke ile meeting moo ngwana wa ka e moholo a kenang sekolo teng. Moo ba ne ba bua ka Curriculum issue ya CAPS. Ha meeting o tswa ke botsa motswadi e mong ya neng a dutse haufi le nna hore na o utlwisitse ka moo ho neng ho ntse ho hlaloswa ka teng. O ile a mpoella hore ke mosuwetsana sekolong se seng lekeisheneng empa ha a utlwisisa ha ho ntswe ho hlaloswa. Hang ha ke elellwa le ho utlwa hore ha a utlwisisa yaba ke se ke mo hlaloesetsa hantle ka hore CAPS ke eng le hore e sebetsa jwang. Ke ile ka ikutlwa ke le motlotlo haholo hobane setadi sena sa rona seile sa hla sa mpha morolo wa ho ka sheba dntho ka leihlo le leng. Ke leboha setadi sena sa risetjhe se re thusitse haholo. **Rapere:** Jo nna Jwere wee! Ho hlakile hore bongata ba matitjhere ba jere boima ba ho sa tsebe dintho tse amanang le mosebetsi wa bona. **Mhlopheki:** KAP ena ke utlwile ho ntse ho buuwa ka yona hangata ke mesuwe le mesuwetsana mona hara motse. E le ha ba ntse ba bolela hore bona ha ban a ho ya kwetlisong ya yon aka nako ya phomolo ya dikolo. **Rapere:** Butle hle ntate Mhlopheki, thuto ena e bitswa CAPS seng KAP. Matitjhere a tla tshwanela ho kgothaletswa ho ya diworkshopong tsa thuto ena hobane ha ba sa ye ho yona ba tla etsa hore bana ba feile ka bongata. Matitjhere a tla tshwanela ho tla hlaloesetsa batswadi haholo ka yona hobane sekgowa sena se thata ebile a ko utlwe ntate Mhlopheki o ntse a e bitsa jwang. **Bonine:** Pele ho setadi sena ke elelletswe hore matitjhere a ne a hlile a nyahame ha bohloko mabapi le kamano tsa bona le SMT le bahlanka ba lefapha la thuto. Setadi sena se kgonne ho bontsha hore leha o sa ruteha hakaalo ka thuto empa thuto ya botho e kgontsha motho ho ka eletsa matitjhere. Hona jwale ke bone mosuwe-hlooho a kgotsofetse mabapi le didokumente tsa sekolo le dipolisi tsa sekolo. **Rapodile:** Pele re ne re itshebeltsa feela re le matitjhere mme e

mong le e mong a ya ka tsela ya hae. Setadi se re file monyetla wa ho sheba morao moo re tswang teng ho bona hore na re kgathile tema e jwang. Sena se re fa monyetla wa hore re tiise moo ho kgwehlang teng. **Stuurman:** Lehlakoreng la community ke utlwa eka setadi sena se tlo etsa phetoho dithutong tsa ban aba rona ba neng ba feila ka bongata. Ho ba karolo ya moifo ona ho bontshitse hore ha re le ngata-nngwe ha ho bothata bo ka hlolang setjhaba sa heso. Moifo ona o kgonne ho tsoseltsa tlhase ya matitjhere e neng e se e tima dipelong tsa bona. **Motjeka:** Setadi sena se dihile lerako le neng le teng pakeng tsa matitjhere, SMT le disubjectadvaesara. Ke lebohela setadi sena haholo hobane re bulehile mahlo kajeno mm eke nahana hore ha ho na motswadi ya tla batla ho isa ngwana dikolong tsa merabe e meng.

THE COMPONENTS FOR THE DEVELOPMENT OF TEACHER STRATEGY

E 2 SHARED VISION

Motjeka: Ho ya ka maikutlo a lona ekaba ke dintlha dife tsa bohlokwa tseo matitjhere ba lokelang ho di ela hloko bakeng sa ho phahamisa tshebetso ya bona?
Madiberwane: Ke nahana hore ee.. ke hore re le matitjhere re lokela ho fedisa dikarohano pakeng tsa rona le SMT le disubjectadvaesara. Matitjhere le disubjectadvaesara ba lokela ho bonana e le basebetsi-mmoho letsholong la ho ntlafatsa thuto ya bana le ho phahamisa tshebetso ya matitjhere. **Rapere:** Modimo o re thusitse ka weather ena hobane le hlakile le bohwenng ba ntja mme ha ho motho ya siko mme tshebetso ya rona e tla pele hantle ho latela ka moo e rerilweng ka teng. Re tla tshwanela ho tla lekola dintlha tse amanang le ho tjhoriswa ha matitjhere e le tsona tse tla re thusa ho ka beha polisi ya ho tjhorisa matitjhere. Le ya tseba le lona baheso hore ha thipa e leoditswe e bohale jwang? Hang ha matitjhere a sebedisana hantle le SMT le disubjectadvaesara, bat la tshwana hantle thipa e bohale ha e kena naming.
Bonine: Re le batswadi re rata ho bona ho nale professionalism e bontshwang ke matitjhere ho bolaodi ba sekolo le lefapha la thuto. Ha phapano e le teng e tla tshwanela ho rarollwa ka potlako. Re lakatsa ho bona ban aba rutwa ka tsela e nepahetseng. Empa tlhokeho ya disebediswa ka tlelaseng ke matitjhere e batla e ntshwenya. **Motjeka:** Ha re se hlotse bothata ba ho hloka tshebedisano-mmoho, diteaching-aids ha se letho kapele ho rona. Mokgopi ona wa setadi o tla sebetsa e le

mohlala ho bohle hore distakeholder tsa sekolo di ya hlokana hore thuto ya sekolo e ntlafale.

E 2 THE DEVELOPMENT STRATEGY

Motjeka: Na ho a hloka hore re be le leano le re tataisang ho ka tjhorisa matitjhere mona sekolong? **Madiberwane:** Ehlile ho jwalo Nkalakata. Ha re na leano le jwalo le re tataisang. Matitjhere a sebetsa feela mme leha tshebetso ya bona e fokla ho ba bang, ha ho letho le etswang ho ka tjhorisa matitjhere eo. Bothata boo re nang le bona ke hore re hloka enough subject content ho a mang a matitjhere. Ha SMT le disubjectadvaesara ba ka emphawara matitjhere, ken a le bonnete bah ore ban aba tla pas aka bongata. **Rapodile:** Nna ke na le maikutlo a reng taba ena e ka re nolofaetsa mosebetsi re le matitjhere. Mohlala ke wa hore disubjectadvaesara di batla hore re athende diworkshopo mm eke nnete re tlamehile ho di athenda. Bothata ke hore ke hobaneng diworkshopo tseo di sa hlophiswe ka nako le hore tse tla rutwa moo ebe diphehiso tse tswang ho matitjhere k abo bona hobane ba a tseba hore ba sokola kae. Motho ya nang le bothata oa tseba hore bo ka rarollwa jwang? **Rapere:** Ntho e nngwe le e nngwe e tla atleha ha feela ho na le leano le sebediswang hore katleho e be teng. Nka fan aka mohlala wa papadi ya bolo. Dihlopha tsohle tsa papadi ya bolo, mokwetlisi o na le leano leo a le sebedisang ho ka bona katleho kgahlanong le ba direng. Leano leo le dula e le leano la sehlopha seo hore le sebediswe ke dibapadi. **Bonine:** Ho latela tshebetso ya moifo ona setading sena, ke elellwa hore tsea eo dibubjectadvaesara di tritang matitjhere ka yona ke yona e etsang hore matitjhere a tjhethelle morao ha ho tluwa diworkshopong. Disubjectadvaesara di nkela matitjhere fatshe ka kgopolo yah ore matitjhere ha a tsebe letho ka disubjects. Ha ho thuse ho kgella matitjhere fatshe empa e le hore ke bona ba tshwanelang ho ba emphawara. Ho hloka hore ba ikuke ba lekana. Sena se etsahetse mona setading sena hobane re le batswadi ha re ya kgellwa fatshe ka hore re batswadi mme ha ho letho leo re le tsebang ka thuto. Re kgonne ho sebetsa mmoho re le boemong bo lekanang. **Motjeka:** Tshebetso ya moifo ona wa setadi o bontshitse hore o k eke wa atleha o le mong. HO hlokeha hore ho be batho ba itseng bao le sebetsang mmoho empa le sebetsa le tatiswa ke leano la tshebetso. Ke elelletswe hore re le matitjhere re tshwanela ho latela leano le itseng mona sekolong ho ka matlafatsa tseo re di

fumaneng ho di subject advisers. Ke hoopla ha ken ke qala ho sebetsa hore prinsipala ya ka e neng e le mme Setswametsing, o ne a rata ntho eneg e bitswa “Demonstration lessons” e le leano leo a neng a le sebedisa ho ka matlafatsa matla a matitjhere ho ruta bana. Leano lena le ne le le matla haholo hobane ha o ne o lebetse ntho eitseng hore o ka e ruta bana jwang, o fumana mokgwa o bobebe wa ho e ka ruta ngwana (Teaching strategy). **Madiberwane:** Tjhe, jwale ke dumellana le wena “Nkalakata”. Ntlha ena eo o e buwang e wela hantle ho nna. Re le batho re ya fapana mme re le matitjhere re sebedisa mekgwa e fapaneng ho ka ruta bana. Ka dinako tse ding lean oleo titjhere a le sebedisang le ka se be hantle hore ban aba utlwisise. Empa ha leano lena la Development strategy of Demonstration Lessons le sebediswa, titjhere e nngwe e ka nka mokgwa o itseng wa ho ruta ho titjhere e nngwe. Nonyana e ahela ka ditshiba tsa e nngwe.

E 2 LEARNER DISCIPLINE

Rapodile: Le ka reng ka boitshwaro ba bana kakaretso? **Madiberwane:** Re sebetsana le ban aba hlokang tlhomphe ho matitjhere a bona. Ha ban aba sena boitshwaro bo bottle ho hlakile hore a k eke a sebetsa hantle dithutong tsa hae. Taba e se e ntse bontsha le hore matitjhere a kgwehlisitse ka tshebetso ya bona. **Rapere:** Matitjhere ban a le matla a phethahetseng hodima bana hobane ha ban aba le sekolong b aka tlasa taolo ya matitjhere. Matitjhere ke batswadi ba bana nakong ya motsheare. Titjhere e lokela ho beha molao hodima bana hore boitshwaro e be bo bottle. Thuto ya bohlokwa ke eo ngwana a tswang le yona habo. Matitjhere ba lokela ho kgalema bana kaofela hore e se be matitjhere a itseng feela a kgonang ho kgalema bana. **Bonine:** Pele bana ba ne ba na le boitshwaro. Demokrasi e re thusitse ebile ha e ya re thusa. Boitshwaro ba ban abo tswile taolong ka lebaka la ho sa utlwisitse ha batho. Batswadi ba qetelletse ba sa kgaleme bana mme kgalemo ba labella hore e tla sekolong. Ha ngwana a sa kgelengwe hae, ha titjhere e mo kgalema o a makala hoba lapeng ha ho ntho e jwalo. Bana bana ba behile ntho ya ditokelo tsa bona kapele ho dintho tsohle. **Stuurman:** Le se ke la lebala hore ntho ya bohlokwa ke ho hodisetsa bana tshabong ya Modimo. Ho fihla ha demokrasi ho entse hore thuto ya Bible e fediswe dikolong. Ka tsela e jwalo boitshwaro bo ile ba kgwehla haholo, ka hoo bana ha hona motheo wa bophelo o ba tataisang ho tshaba kgalefo ya Modimo. Haeba

Bibele e ne ntse e rutwa dikolong ke nahana hore dipolayano tsena tse ngata d ka be di le siyo ho hang. Bana ba ne ba tla tseba hore ho bolaya motho e mong o tlisa kgalefo ya Modimo le bomadimabe hodima lefatshe.

E 2 SCHOOL COMMUNITY COLLABORATION

Motjeka: Ekaba ho hlokahala hore ho be tshebedisano-mmoho ya distakeholders tsa sekolo? **Mhlopheki:** Ke taba ya bohlokwa haholo eo. Re baemedi ba setjhaba mme re kgona ho ba tshusumetso e kgolo setjhabeng sa rona. A ko shebe hona moifong ona wa rona hore re tswa mafapheng a bodumedi, bophelo bo bottle, lekgotla la tsamaiso ya sekolo, matitjhere le sepolesa. Ho kopana ha rona tjena re ka lwantsha botlokotsebe, ra fana ka bophelo bo bottle, ra ruta bana, ra thusa tsamaisong ya sekolo. Tsena tsohle ha re sebedisana mmoho re ka matlafatsa matitjhere hore tshebetso ya bona e bope ngwana eo e tla ba moetapele wa sebele. **Stuurman:** Tshebedisano-mmoho ena e ka atleha ha feela re ka kgodisa batswadi hore le bona seabo sa bona se a hlokeha hore tshebetso ya matitjhere le thuto ya bana di tle di atlehe. **Raborikgwana:** Le nna ke tlatsa mantswe ao ka hore thuto e ntlafala ha batswadi ba tshehetsa sekolo ka ho kenela mesebetsi le dikomiti tse teng sekolong. Batswadi ba nang le dikgwebo b aka thusa dikolo ka disebediswa tse ka ntshetsang thuto pele. Ditlhoko tsa rona di ngata mona sekolong mme re hloka batswadi b aka ithaopang ho ba dipartners le sekolo ho lokisa meaho ya sekolo, ho hlwekisa matlwana, ho lokisa mamati le ho penta sekolo ka diphaposing.

E 2 CLEAR DISTINCTIVE ROLES

Rapere: Leha motho a rata ho ka thusa mona sekolong empa bothata ke hore o iphumana o le khoneng. Re tla lokela ho utlwisisa le seha moedi pakeng tsa mosebetsi wa rona le wa matitjhere. Ka dinako tse ha o re o etsa letsoho la monna ke mokolla, o bolellwa hore o a itshunyaka ha se mosebetsi wa hao. Ka dinako tse ding re le batswadi re balehiswa ke diphapang tse bang teng pakeng tsa matitjhere ka bo bona. **Stuurman:** Ke ithutile taba ya bohlokwa mefuteng e fapaneng ya dikolo. Dikolo tsa poraefete di fapane haholo le tsena tsa mmuso. Dikolo tsa poraefete di hlompha katemelano ya distakeholders tsa sekolo haholo. Ha dikolo tsa mmuso di na le

mathata a mangata haholo. Empa ha distakeholders di ka sebetsa ho latell mesebetsi ya bona ka kutlwisiso, mathata a ka feela. **Bonine:** Re tla thabela ho ka tjhoriswa hore re etse mosebetsi wa rona ka nepo. Ditokomane tse fumanehang mona sekolong tse kang molaotseo le dipholisi di ka etsa re etse mesebetsi ya rona hantle. **Mhlopheki:** Re ka thabela ho rutwa ka boikarabelo ba rona thutong ya bana le hore na re thusa jwang le hore re le batswadi re lokela ho labella le ho t thusa matitjhere jwang mabapi le thuto ya bana. **Motjeka:** Ho na le dintho tseo e leng tsa professional tseo di lokelang ho etswa ke matitjhere, SMT le disubject advisers le tseo di tshwanelwang ho etswa ke batswadi. Ho feta mona ho na le tseo di tshwanelwang ke ho etswa ka ho kopanelwa. Ha mefuta ena ya batho e arolelana mosebetsi ho se ke ha tolokwa e le ho lwantshana kappa ha re sebetse jwaloka moifo. Tshebetso ya rona jwaloka moifo e tlameha ho qaqisa hore re utlwisisa seo re lokelang ho se etsa. Karolelano ya mosebetsi ha ho bolele hore o se o nka mosebetsi wa e mong empa e le bebofatsa boima ba mosebetsi ho fihlela katleho. Ebile sena se matlafatsa mekgahlelo ena kaofela ya batho. Ho arola mesebetsi ho ya ka matitjhere, SMT le disubject advisers ho se nkuwe e le karohano empa e le hore motho k among a bapale karolo ya hae ka tshwanelo.

THE THREATS FOR THE DEVELOPMENT OF TEACHER STRATEGY

Motjeka: Na ekaba tshita e teng e ka sitisang hore matitjhere a ka ntlafatsa tshebetso ya bona thutong ya bana? **Raborikgwana:** Tshita e iponahatsa e le attitude e pakeng tsa matitjhere le disubject advisers. Tsela eo disubject advisers di tritang matitjhere ka yona e etsa hore matitjhere a emelle morao. Disubject advisers di na le puo e mpe yah ore matitjhere ba botswa ho sebetsa le ho ka ntshetsa dithuto tsa bona pele. Maemo ana a ditaba a mpefatsa ditaba ka ho aha lerako pakeng tsa bona hore ba se amohelane. Ke eng ha disubject advisers di sa tle boemong ba matitjhere hore tshebetso e etsahale. **Madiberwane:** Ke dumellana le wena hore attitude ke yona e leng bothata. Re le matitjhere re hula ka thata hobane re ruta disubjects tse ngata mona sekolong. Subject advisers tsona mona o sebetsana le subject e le nngwe feela empa o bo utlwa moth a re matitjhere a botswa ho sebetsa le ho ntshetsa dithuto pele. Ha ba kgethe mantswe ha ba bua le batho. Maemo a bona a etsa hore ba hopole hore batho ke bona feela, ntlit le bona ha ho batho ba bang. Taba ena e tlisa lehloyo le sa

hlokahaleng pakeng tsa matitjhere le disubject advisers. Mantse ao ke lerumo le kenang ha bohloko pelong ya motho. Ha o re titjhere e botswa na ebe ha o tsodise motho eo? Dipuo tse tjena ke tsona tse bang le tshusumetso ya hore matitjhere a ikgulele morao. **Mhlopheki:** Ha ke bone e le mokgwa o motle wa hore subject adviser e bue le titjhere ka mokgwa o jwalo. Ke tokelo ya titjhere efe kappa efe esa kgotsofalang hore e ka hlahisa tletlebo ya yona ho ba phahameng thutong. Subject advisers di tshwanetse ho hlompha matitjhere haholo hobane ke ka bona feela thuto dikolong mona e kgonang ho ntlafala. **Rapodile:** Atjhe, le rona matitjhere re ntse re le phoso nthong tse ding. Ha disubject advisers di bitsa dikopano tsa diworkshopo o tla fumana matitjhere a sat le dikopanong. Ke nako jwale hore matitjhere ba hlokomele hore ba ntse ba lekana le disubject advisers because melao ya thuto e fumana batho bana ba lekana ka tlasa maemo a thuto. **Madiberwane:** Bothata bo bong ke bah ore ha subject adviser ha e fihla sekolong e se e sebetsa ditaba ho ya ka leeme. O se a itebatsa taba yah ore le yena ene ntse e le titjhere. Jwale maamong ana o se a sebedisa power ya hae hamper. O etsa ekare ho ba titjhere ke sebe empa ho se jwalo. **Motjeka:** Disubject advisers kamora hore ba kgethwe ba kwetliswe hantle hore ba tsebe ho bua le matitjhere ka tsela e nepahetseng. Ba amohelane jwaloka ka batho ba tshwanetseng ho phahamisa thuto naheng ya rona.