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**IMPLEMENTATION OF SCHOOL- BASED CONTINUING PROFESSIONAL
TEACHER DEVELOPMENT PROGRAMMES IN HIGH SCHOOLS IN THE FORT
BEAUFORT EDUCATION DISTRICT, EASTERN CAPE PROVINCE, SOUTH
AFRICA: TOWARDS A TEACHER DEVELOPMENT MODEL**

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**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION IN THE SCHOOL OF
FURTHER AND CONTINUING EDUCATION, FACULTY OF EDUCATION AT THE
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ABSTRACT

This study unveils the implementation of School-Based Continuing Professional Teacher Development (SBCPTD) Programmes in selected high schools for teachers in Fort Beaufort Education District, Eastern Cape Province. The aim of the study was to examine the implementation of SBCPTD programmes with focus on the pockets of good practice. The study was placed within the post-positivism paradigm and used a mixed methods research approach that integrated concurrent procedures in the collection, analysis and interpretation of the data. Questionnaires were used to collect quantitative data while qualitative data were collected through interviews, and document analysis. A total number of 40 teachers including principals and Heads of Departments completed the questionnaires. The researcher conducted interviews with 10 teachers including Heads of Departments (HoDs), 2 district officials and 5 principals to elicit the qualitative data. Data were analysed by statistical procedure (SPSS) and non-statistical procedures. The study revealed that SBCPTD programmes are being implemented by senior management teams (SMTs) which included (principals and HoDs) in the selected schools. However, there are challenges encountered.

The findings of the study revealed that, teachers did not receive training on how to implement SBCPTD programme at the schools. There was no policy document to guide the proper implementation of the programmes. In the implementation process, it was established that lack of time and workload hindered effective implementation of SBCPTD process. It was established that education district officials were not involved in the implementation process. Monitoring and supporting the implementation of SBCPTD programmes at the schools was not done by district officials. Despite these challenges, the study reveals that there are pockets of good practice of SBCPTD programmes in some of the selected schools in the Fort Beaufort District. For instance, it was found that SMTs (principals and HoDs) implement SBCPTD programmes to assist teachers in their quest professional growth and development in different capabilities and roles. It was also revealed that teachers were empowered through the use of different types and methods of SBCPTD programmes.

The SBCPTD type includes mentoring/coaching, peer review, communities of practice amongst others. Methods encompass group and individual work, demonstrations, group discussions, observations and one-on-one discussions. SMTs used different methods to respond to the needs of individual teachers. Teachers were able to incorporate what was learnt into the classroom contexts. Moreover, teachers were allowed to identify their professional needs themselves which formed the focus of the SBCPTD programmes. SMTs and teachers were fully and actively involved in the implementation process regardless of SMTs' tight schedules. It was established that teachers received the support of their principals through, class visits, motivation, material, and human support.

For effective implementation of SBCPTD programmes, the study recommended that, there should be interactive participation of all members of the school community and integration of types and methods of SBCPTD programmes during the implementation process. Furthermore, based on the findings of the study and extensive literature search, the researcher proposed an alternative model for

implementing SBCPTD programmes that may result in good practices in high schools.

DECLARATION

I hereby solemnly declare that, to the best of my knowledge and belief, this thesis entitled **“Implementation of school-based continuing professional teacher development programmes in high schools in the Fort Beaufort Education District: Towards a teacher development model”** is my original work. It has not been submitted to any other institution of higher learning for the award of any degree or qualification. Where I have used information from the published or unpublished work of other scholars, I have acknowledged such sources both in the text and in the list of references.

Benedicta A. Ajibade

January 2016

Signed

Date.....

DECLARATION ON PLAGIARISM

I, Benedicta A. Ajibade, student number **200903562** hereby declare that I am fully aware of the University of Fort Hare's policy on plagiarism and I have taken every precaution to comply with the regulations.

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I, **Benedicta A. Ajibade**, student number **200903562** hereby declare that I am fully aware of the University of Fort Hare's policy on research ethics and I have taken every precaution to comply with the regulations. I have obtained an ethical clearance certificate from the University of Fort Hare's Research Ethics Committee and my reference number is: **REM171SAJI01**.

Signature.....

DEDICATION

I dedicate this work to my family. First and foremost, this dedication goes to my husband Prof. Peter A. Ajibade who has shown unwavering support and patience in my career and education. Secondly, to my children Raphael, Michael and Abigail, for their love and support throughout this long and winding process. Last but not the least; I would also like to dedicate this endeavour to my parents for their unconditional support, guidance and encouragement to pursue my dreams.

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ACRONYMS

ANA	Annual National Assessment
Bed	Bachelor of Education
CAL	Characteristics of Adults Learners
CAPS	Curriculum Assessment Policy Statement
CL	Cluster Leaders
CPTD	Continuing Professional Teacher Development
DfES/CUREE	Department for Education and Skills/Centre for the Use of Research and Evidence in Education
DHET	Department of Higher Education and Training
DoBE	Department of Basic education
DoE	Department of Education
DSG	Development Support Groups
ECDoE	Eastern Cape Department of Education
EDO	Education District Officer
EFA	Education For All
ELRC	Education Labour Relation Council
EMIS	Education Management Information Systems
GTCNI	General Teaching Council for Northern Ireland
HDE	Higher Diploma in Education
HoD	Head of Department
HR	Human Resource
INSET	In-Service Education for Teacher
IQMS	Integrated Quality Management Systems
MoE	Ministry of Education
NCES	National Centre for Education Statistics
RNCS	Revised National Curriculum Statement

NDT	Newly Deployed Teachers
NPFTED	National Policy Framework for Teacher Education and Development
NSDC	National Staff Development Council
OBE	Outcome Based Education
OECD	Organisation for Economic Cooperation and development
OFSTED	Office for Standards in Education
OSD	Occupation Specific Dispensation
PD	Professional Development
PGCE	Postgraduate Certificate in Education
PGDE	Bachelor of Pedagogy in Education
PLC	Professional learning communities
SACE	South African Council for Educators
SBCPTD	School Based Continuing Professional Teacher Development
SDT	Staff Development Team
SMT	Senior Management Team
SPSS	Statistical Package for Social Science
STD	Senior Teachers' Diploma
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
USAID	United State Agency for International Development.

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Globally, schools are facing numerous challenges in educating their learners (Darling-Hammond & Richardson, 2009; Fennell, 2005; Hess & Kelly, 2005; Levine, 2005; SouthWorth & Du Quesnay, 2005). To provide quality education and meet their communities' developmental changing needs, teachers must become lifelong learners, dedicated to updating their professional knowledge, skills, values, and practice. Hence, continuing professional teachers' development (CPTD) encompasses all the activities that teachers undertake, both at the formal and informal level. In Similar vein, CPTD is about teachers maintaining, updating, developing, and enhancing their professional skills, knowledge, and attitude towards their teaching activities. Thus, quality education must be supported by CPTD activities to produce teachers who are dedicated to updating their professional knowledge, skills, values, and practice. This chapter, therefore, contextualises the study which examined the implementation of School Based Continuing Professional Teacher Development (SBCPTD) in high schools in the Fort Beaufort Education District. The background of the study, statement of the problem, research questions, purpose of the study, significance of the study, delimitations of the study, limitations of the study, definition of key terms, and chapter outlines are presented in this chapter.

1.2 Background to the Study

Continuing professional teacher development (CPTD), within the education systems, has become a major policy priority throughout the world (Department of Education, 2006; Fraser, Kennedy, Reid & McKinney, 2007; Organisation for Economic Cooperation and development (OECD), 2005; Coolahan, 2002). Studies attribute this move to the recognition and enhancement of the wider policy agenda of lifelong learning. It is widely viewed as the most effective and positive strategy that could be

utilised to prepare teachers adequately (Borko, Jacobs & Koellner, 2010; Richter, Kunter, Klusmann, Lüdtke & Baumert, 2010; Desimone, 2009; Supovitz, 2001; Van Veen, Zwart & Meirink, 2011). These authorities also states that CPTD serves as a means of improving learner performance and production of required skills to attain economic prosperity in the currently competitive workplace.

The professional development of teachers has changed enormously during the past two decades from a “one size fits all” model to more continuing content and pedagogically focused programmes (Brandt, 2003:13; Desimone, Smith & Ueno, 2006:183; Mundry, 2005:9). Learning with different methodologies has been introduced to enhance active involvement of teachers and learners in classroom management (Boyle, Lampranou & Boyle, 2005:4; Mewborn & Huberty, 2004:4). This methodology includes knowledge of instructional strategies, classroom management, and knowledge of learners.

Continuing professional teachers’ development (CPTD) entails “activities that increase the skills, knowledge and understanding of teachers, and their effectiveness in schools and promote continuous reflection and re-examination of professional learning” (Hustler, McNamara, Jarvis, Londra, & Campell, 2003:1). Hustler et al (2003:1) further explain that CPTD goes well beyond ordinary training courses and a wide variety of other on-site and off the job activities. It embraces the concept that individuals aim at improving their professional skills and knowledge required of them to carry out their duties. According to Bubb and Earley (2007:3), CPTD encompasses any activities teachers engage in to improve their knowledge and skills and, thereby, improve their teaching and learning in the classroom. In a similar vein, Wan and Lam (2010) stress that CPTD for teachers is an on-going learning activities. It involves the development of teachers embracing both personal and professional development.

Gray (2005) looks at CPTD as embracing the idea that individuals aim for continuous improvement in their professional skills and knowledge beyond the basic training initially required for carrying out the job. She further states that in teaching, such development used to be called ‘in-service training’, or INSET. The above statement shows that CPTD (both teacher professional learning and development) leads to teacher change, that is, it is a form of change strategy (Richardson & Placier, 2001;

Fraser et. al., 2007). Hence, the most immediate and significant outcome of any successful CPTD is a positive impact in changing teachers' knowledge and practice, which, in turn, will lead to improvement in learner performance (Clarke & Hollingsworth, 2002). Coolahan (2002) argues that the best ways of achieving effective CPTD are:

- It should incorporate on and off-site school dimensions;
- Teachers should have a greater role in setting the agenda and being actively engaged in an experiential process;
- Teachers should be assisted to work with their peers as facilitators and team leaders; and
- Collaborative, interactional techniques are very much in favour rather than lectures to large groups (Coolahan, 2002:154).

Building the capacity to do the above outlined efforts is thus crucial, and that is what CPTD aims to achieve. The responsibilities and functions of schools have been redefined within a new system of school governance (Pampallis, 2002; Cross, Mngadi & Rouhani, 2002; Ntshingila-Khosa, 2001). For this reason, teachers are at the core of such reforms seeing that the goal of most education reforms is to improve learners' performance and develop teacher teaching practices (Borko, 2004). In addition, the strategy and technique for education reform must be implemented in the classrooms.

As a result, CPTD is, inevitably, a central component in any modern initiatives for improving education. Research suggests that CPTD is an essential tool of improving school performance (Bolam 2000; Kennedy, 2005; du Plessis, Conley & du Plessis, 2007). Notably, teachers play an essential role in teaching and learning process to improved student outcomes although many factors contribute to their success (Rivkin, Hanushek & Kain, 2000).

International evidence suggests that the advancement of any educational reforms depend on both individual and collective capacity of teachers which must be linked with the school-wide promotion of the education of learners (Stoll, Bolam, McMahon, Wallace & Thomas, 2006). Various authors concurred that professional development is goal-oriented and argue that it needs to be continuous, supported through a variety of

techniques, and adapted to the specific needs of the learners it affects (Little & Houston, 2003).

While most developed countries have an established history of professional development, in South Africa, the skilling of the nation's workforce is relatively new and has major political, economic and social implications. Cognisant of these realities, the South African government proposed, introduced and, adopted a range of CPTD programmes and approaches. These programmes were designed to support teachers' developmental skills, economic growth and educational development (Fletcher & Zuber-Skerrit, 2007; DoE, 2007; Steyn, 2009). Guskey (2002) argues that most professional programmes, however, share a common purpose: to change the professional practices, beliefs, and understanding of school persons towards an articulated end.

Consequently, to encourage improvement in the quality of education, teachers are thus expected to fulfill multiple roles: teaching and engaging in continuing professional teacher development programmes (Harwood & Clarke, 2006). Teachers must engage in intensive continuing professional development programmes that could help them increase their knowledge and improve their teaching skills (Borko, 2004). However, such teachers' developmental efforts has, within the South African context, shown little or lack of consideration for teachers' needs within the school context.

1.3 The South Africa Situation on Continuing Professional Teacher Development

After 1994, the post-Apartheid government of South Africa was faced with the task of transforming the education system to ensure equity to meet the global challenges of economic development [Department of Education (DoE), 2003; DoE, 2006; du Plessis, Conley & du Plessis, 2007; Maistry, 2008]. Consequently, the South African government adopted policies and measures that aimed to bring the goals of equity and redress and to enhance democracy and participation of all groups in development and decision-making processes at all levels. This entailed fundamental changes in the education system which included, among other aspects, the adoption of a new

curriculum (Curriculum 2005) which was revised several times (Chisholm, 2004; Asmal, 2000). The resulting change has since spawned a Revised National Curriculum Statement which gives more emphasis to basic skills, content knowledge and a logical progression from one grade to another (DoE, 2002a; Asmal, 2000).

While the context of South African education system is constantly changing, teachers, on the other hand, are required to acquire new knowledge, especially in implementing changes to the new and existing school curriculum. As a result, the Department of Basic Education instituted staff development programmes which aligned with the curriculum implementation specifically for training of teachers (C2005, RNCS, and CAPS), (Department of Basic education, 2011b).

To implement the new curriculum effectively, teachers were required to shift from old patterns or past orientations and embrace changes that could improve their knowledge as well as attitudes, values, skills and relationships (Clarke & Hollingsworth, 2002). They needed to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills [Department of Higher Education and Training (DHET), 2011; Maistry, 2008; Chisholm, 2004]. Teachers needed skills in “recognizing, identifying and addressing barriers to learning, including creating an environment conducive for teaching and learning, which would accommodate learners including those with disabilities and other special needs” (DoE, 2007:16). The above-identified changes were to be imparted through well-coordinated CPTD programmes (DoE, 2006).

In response to this, the government Gazette (Department of Education, 2007) listed a variety of CPTD initiatives and programmes that would enable teachers to maintain and develop their knowledge, skills, and practice. School-based CPTD was one of such initiatives to allow teachers to share their experiences in solving the problems they face in teaching and learning activities within the school. According to the policy framework guided by the South African Council for Educators (SACE), teachers are expected to take charge of their development, planning and executing their professional development on continuous basis to cope with the continuous change in their profession (DoE 2007). The South African Council for Educators (SACE) is tasked with the responsibility of enhancing the professional development of teachers and the

overall responsibility for the quality assurance, implementation and management of the CPTD programmes (DoE, 2007:19). Continuing professional teacher development is mandatory for registered South African teachers and aims to acknowledge and encourage:

- i. individual teachers' endeavours to improve their own learning and develop themselves professionally;
- ii. teachers' participation in collectively developing themselves and improving learning within their schools; and
- iii. teachers' participation in professional development programmes offered by employers, unions and others to improve their learning and develop themselves (DoE, 2008: 5).

On the other hand, the National Policy Framework for Teacher Education and Development (NPFTED) was developed to guide school leaders through the process of CPTD programmes (DoE, 2007). One of the guiding principles underlying the NPFTED is that:

The national and provincial education departments are obliged to provide an enabling environment for the preparation and development of teachers to take place. Hence, the effectiveness of CPTD depends substantially on strong and good management in schools and in the support systems in district, provincial and national offices (DoE, 2007:3)

The other forms of CPTD programmes held for teacher development are off-site CPTD programmes which are conducted at both national and local levels with general or specific purposes. In the off-site model, teacher development is done by an external expert using the lecture method, focusing mainly on imparting skills to the teachers. It is oftentimes called the cascade model of training conducted through workshops and seminars (Kennedy, 2005). Here, training of key or lead teachers from a number of schools who typically come together for varying lengths of time for a workshop facilitated by experts or district officials was initially carried out (Maistry, 2008; DoE, 2006; Day & Sachs, 2005).

This development of the lead teachers adopts an off-site cascade model where the departmental officials train them for two to three days or even up to seven days, depending on the scopes. The lead teachers are, then, expected to convene training

sessions for their colleagues in the schools (Ramparsad, 2001; Ono & Ferreira, 2010). The cascade model of CPTD programmes has been adopted mostly within the South African education system to facilitate teachers' development programmes. However, this model fails to put into consideration how teachers put into practice the new knowledge and information obtained to their classrooms practice. According to Jansen (2002), individual teacher ability and experience varies; it is indisputable, therefore, to believe that new information, knowledge and skills can be cascaded without being misinterpreted or misrepresented.

Jita and Ndladlane (2009) are of the opinion that despite general acknowledgment of CPTD programmes as essential to the improvement of education, such initiatives within the South African education have shown little progress regarding teachers' development and learners' learning (Jita & Ndladlane, 2009). Furthermore, many teachers express dissatisfaction with the professional development opportunities made available to them and insist that the most effective development programmes they have experienced have been self-initiated [National Research Council (NRC), 2007]. They acknowledge the lack of knowledge relating to CPTD legislation such as the National Policy Framework for Teacher Education and Development (DoE, 2007). This is in contrast with the ultimate aim of CPTD programmes which is to enable learners to learn well and equip themselves for further learning and for satisfying lives as productive citizen (DoE, 2007).

Additionally, Avalos (2011) argues that any forms of professional development offered outside of the school context, may not necessarily be important for teachers' development. Similarly, Senge, Cambron-MaCabe, Lucas, Smith, Dutton & Kleiner (2012) assert that training of teachers should not be a solitary activities separated from the central point of schooling. Accordingly, in their study, Glazer and Hannafin (2006) found that once-off or brief teacher development activities offered beyond the context of the school provides invaluable teaching and learning experience. However, they found that such remote teaching and learning experience is inadequate to support suggestions of improvements of teaching practices in the classroom. The conclusion of such studies was, thus, based on the assertion that teacher professional development activities are subtle experiences that are not sustainable; therefore, long-term CPTD goals are unattainable. They further assert that when teaching and learning experiences do not take place within the school context, such experiences are not

beneficial in enhancing the school as a learning institution or professional learning community (Glazer & Hannafin, 2006).

Undoubtedly, to guide the progressive attainment of improve teaching and learning practices, schools are needed to take charge of their own teacher development. Given such scenario mentioned above regarding the lack of improvement associated with teacher development programmes, thus, SBCPTD practices are significant in ensuring that the professional development of teachers yields positive results; aligned and connected to teachers' and learners' needs and also to the context of teachers' classrooms practices. Hence, the study closely scrutinised the implementation of school based continuing professional teacher development (SBCPTD).

School-Based Continuing Professional Teachers Development (SBCPTD) refers to activities that often take place in schools, resource centres or teachers' colleges. Teachers/colleagues engage in more gradual processes of learning, thereby building mastery of pedagogy, content and technology skills (Gaible & Burns, 2006). SBCPTD often focuses on specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices (Gaible & Burns, 2006). Hence, SBCPTD activities take place within the normal working time in the school milieu and managed by the educators to fulfil their immediate and specific professional development needs (Engelbrecht, Ankiewicz & Swardt, 2007).

SBCPTD exposes teachers to both formal and informal programmes such as coaching, mentoring and communities of practice. These are usually organised by teachers themselves or cluster leaders, depending on specific needs they want to address at their schools [MacNeil, 2004; Department of Higher Education and Training (DHET), 2011]. Heikkinen, Jokinen and Tynjälä (2012) stress that teachers need to recognise and exploit both formal and informal learning opportunities in their professional development. In a similar vein, Hara (2001) observed that formal and informal learning are complementary to professional development. Thus, communities of practice should be employed to bridge the two kinds of learning opportunities.

At the school level, principals and HoDs are tasked with responsibility to supervise and support teachers with their development growth in terms of classroom observation; give feedback to the teachers; manage and support curriculum differentiation; access suitable resources; build staff capacity; and ensure improvement of developmental goals (du Plessis, Conley & du Plessis, 2007). This should be on a continuing basis in terms of its applicability and effectiveness. It is supposed to be implemented to enhance teachers teaching practice in classroom activities. At the district level, there is a district-based support team to coordinate SBCPTD and provide support to individual schools, such as: to facilitate the implementation process effectively; identify appropriate resources; monitor and offer support required as regards curriculum and institutional development; create and develop structures such as staff development teams (SDTs); and play a central coordination role (Lomofsky & Lazarus, 2001; Mastropieri & Scruggs, 2005; Engelbretch & Green, 2007).

The above responsibilities were outlined in National Policy Framework for Teachers Education and Development (NPFTED) (DoE, 2007). It ensured the access for quality improvement and relevance, and requires teachers to sustain their professional status through SBCPTD and be able to face the challenges in local, national, and global levels. To encourage improvement in teaching and learning activities, the Eastern Cape Provincial Department of Education (ECDoE) heeded to the need of SBCPTD programmes. The ECDoE provided on-site curriculum support programmes, from Head Office to districts and from Districts Offices to schools and teachers. These are intended to enhance on-going, continuous growth and development (ECDoE, 2007). It was stated by the ECDoE that conducting school support visits is an on-going development process. It involves supporting teachers in a transparent manner at school and classroom levels. The implementation of SBCPTD programmes is followed-up by support programmes to assist teachers towards successful teaching and learning activities, so as to enhance learner performance.

The school support programmes that are conducted by the department officials were an attempt to standardize and deliver quality assurance service at school level (ECDoE, 2007). Such support by the ECDoE (2007:3) outlines principles behind school support visits as:

- to ensure teacher development and support;
- to minimise subjectivity through transparency and open discussion with teachers;
- to emphasise teachers' feedback and reflection as a critical factor;
- to recognise good practice as well as areas in need of improvement; and
- to encourage continuous teacher development.

Other SBCPTD programmes that are conducted in South Africa include cluster or cross-school development work (DoE, 2007). This cluster-school professional development support is one of the principles underlying the policy framework on continuous professional teacher development. It was clearly stated that teachers should be responsible and take charge of their development. As such, teachers are able to identify the areas they need to grow professionally. Subject teachers gathered in one of the schools in their clusters conduct and share experiences with their fellow teachers. This approach is believed to develop teachers' skills and their content knowledge.

Integrated Quality Management Systems (IQMS) is another support strategy conducted at school. With this model, teachers at the beginning of the year, after being appraised of the IQMS procedures and processes, are expected to conduct self-evaluation. It is after this step that teachers will be helped by their Development Support Groups (DSGs) in their various schools to carry on to the following steps of the process: lesson observation, feedback and discussion, etc.

The SBCPTD programmes are in place and departmental officials, SMTs and teachers are supposed to be implementing them, as indicated in the policy document (DoE, 2007). However, despite the implementation of the programmes in schools, (Eastern Cape being one of them) it is noted, however, that some teachers still lack the capacity to deliver the curriculum effectively (Kerr-Phillips, 2008; Umalusi, 2007; Chisholm, 2004; Jansen & Taylor, 2003). Moreover, Umalusi (2007:5) observes that "although there is continuous training of teachers, many of them have very low levels of confidence and limited ability in their subject specialisation". It has been observed that some teachers do not know how to use the materials provided in the training because

they do not understand them (Umalusi, 2007). They are supposed to be receiving on-going support from district officials and SMTs but are unable to follow the new curriculum guidelines (ECDoE, 2008).

Consequently, there is concern that district trainers do not always understand the curriculum, and the result has been misinterpretation of crucial information (Fiske & Ladd, 2004; Ono & Ferreira, 2010). Most of the principals and Heads of Departments had received little or no training on the curriculum and had no practical experience of implementing it (Mastropieri & Scruggs, 2005; Singh, 2004; Engelbretch & Green, 2007; Davids, 2009). Teachers alleged that most of the principals and HoDs do not have the necessary expertise in all the areas of subject content (Fiske & Ladd, 2004). Although principals are supposed to conduct classroom observations to support teachers at schools, but due to insufficient knowledge and skills, they could not offer teachers the necessary support they needed to improve on their teaching practice as well as learner performance (The Herald, 7 November 2011; Saturday Dispatch, 23 July 2011). It was alleged that principals are prevented, especially in the Eastern Cape by the teacher Unions, from conducting classroom observations (Office of the District Official, 2014).

Hence, teachers were left to survive on their shared understanding to interpret curriculum policies and implement such policies. It was understood that the lack of support, guidance, expertise and development from principals and HoDs seems on-going because they claim that they did not receive training which key teachers received (Mastropieri & Scruggs, 2005; Singh, 2004; Engelbretch & Green, 2007; Davids, 2009). Teachers have concerns toward the public and the government to overcome the limitations within the profession in order to enhance the quality. They raised concerns regarding lack of autonomy due to the strict bureaucracy control, limited time, and the availability of facilities and supporting resources such as technology and good learning environment to facilitate teaching, access teaching sources, and related information.

Stakeholders have observed that as a result of the above prevailing conditions, progress with regards to teachers' development and learners' performance was not visible enough as teaching and learning areas continued to be compromised. In

addition, the policy makers are oblivious to teachers' working conditions. An indication was reported by the South African Government News Agency (2011) (DoBE, 2011) where the Minister for Education, Angie Motshekga said the department addressed many of the challenges and quality issues that plagued South Africa's education system.

Meanwhile, dismal learners' performance at all levels of education has gained significant attention among educational stakeholders, media and politicians. It has prominently featured in the President State of the Nation Address and has been partly attributed to lack of change in classroom practice (Kerr-Phillips, 2008; DoE, 2007, 2010; Umalusi, 2007; Jansen & Taylor, 2003; Daily Dispatch, 2011; Sunday Times, 2012; Mail & Guardian, 2012). The quality of education offered is compromised, especially in the Eastern Cape, which has been characterised by low performance and productivity (DoBE, 2011; EcDoE, 2010; Umalusi, 2009a).

According to the Annual National Assessment (ANA) report of 2011, the quality of basic education is below acceptable standards (Department of Basic Education, 2011a). This report indicated that South Africa is not achieving its educational goals. Similarly, Howie, Venter Van Staden, Zimmerman, Long, Du Toit and Archer (2008) state that South African learners achieved the lowest score in the International Reading Literacy study conducted in 2006. Accordingly, the Government Gazette 2007, "the report of the Trends in International Mathematics and Science Study (TIMSS) showed that South African teachers have extensive development opportunities, but the evidence of poor learners' performance shows that these have limited impact" (DoE, 2007:24). The South Africa education situation parallels that of the finding by Clarke and Hollingsworth (2002) and Kruss (2009) that continuing professional development activities are failing to achieve the most immediate and significant results expected of successful CPTD in order to inculcate a positive impact in changing teachers' knowledge and practice, which will, in turn, translate to improved learners' achievement.

Despite the setbacks and shortcomings, it has been observed that there are pockets of good practice of SBCPTD programmes in some schools in the rural secondary schools

(Ajibade personal communication, September 12, 2014). Many studies have been conducted on the implementation of CPTD, but hardly any study has systematically investigated the pockets of good practice of SBCPTD programmes, especially in poor rural schools with difficult working conditions, inadequate resources and training (Engelbrecht, Ankwicz & Swardt, 2007; Ono & Ferreira 2010; Onwu & Mogari, 2004; Villegas-Reimers, 2003). It is against this backdrop that this study intended to fill the gap by examining how school-based CPTD programmes are being implemented and focusing on the pockets of good practice with the intent of coming up with integrated models of SBCPTD.

1.4 Statement of the Research Problem

The democratic government of South Africa has committed itself to achieving fundamental transformation of the education system. The government has adopted policies and measures that aim to bring about the goals of equity and redress, and to enhance democracy and participation of all groups in development and decision making processes at all levels. This included, among other aspects, the adoption of school based continuing professional teacher development programmes. For proper implementation of the new curriculum, increase in learners' performance and teachers' practice, teachers were required to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills. The above-identified changes were to be imparted through a well-coordinated school based continuing professional teacher development programmes.

However, as indicated in the background there has been a number of concerns and observations raised by media, informally teachers and some stakeholders have also registered their concerns regarding teachers' professional development. Apparently, teachers' professional development programmes available did not provide the needed support to teachers. Some teachers were not teaching proper content as specified in the curriculum policy document as they lacked pedagogical skills and content knowledge. As a result it is not clear how SBCPTD is being implemented in schools. It is really not clear what is taking place at the school level in terms of the implementation of SBCPTD programmes.

Structures for implementation are in place at the national, provincial and school levels but it has not found the level of commitment and investment in professional development of teachers. Despite the implementation of SBCPTD, teachers are still not sufficiently equipped to meet the needs of a 21st century environment (DoE, 2007; Mastropieri & Scruggs, 2005; Singh, 2004; Engelbrecht & Green, 2007). There is concern that district trainers do not always understand the curriculum and as a result, there has been misinterpretation of crucial information (Fiske & Ladd, 2004). The dismal learners' performance at all levels of education has gained significant attention.

Many studies conducted in South Africa schools have focused on implementation of continuing professional teacher development (CPTD), hardly any study has systematically investigated the pockets of good practice of SBCPTD especially in poor rural schools (Engelbrecht, Ankiewicz & Swardt, 2007; Ono & Ferreira 2010; Onwu & Mogari 2004; Villegas-Reimers, 2003).

Hence, this study examines how SBCPTD programmes are implemented to change teaching and learning practice in high schools in Fort Beaufort education district. It was observed that there are pockets of good practice whereby some schools in rural areas are implementing SBCPTD programmes (Ajibade, personal communication, November 12, 2014). Many studies have been carried out on the implementation of SBCPTD programmes. However, most of them have looked at implementation of CPTD programmes. Hence, this study attempted to fill the gap by examining how SBCPTD programmes are implemented in high schools in Fort Beaufort Education District Eastern Cape Province, as well as focusing on pockets of good practice with the aim of developing an alternative model of SBCPTD implementation.

1.5 Research Questions

In this study, the researcher attempted to answer the following questions:

1.5.1 Main Research Question:

How are school based CPTD programmes implemented in high schools in the Fort Beaufort education district?

1.5.2 Sub research questions

1. What type of school based CPTD programmes are implemented in high schools in Fort Beaufort education district?
2. What training have SMTs and teachers received to implement school based CPTD?
3. How appropriate are the methods used by SMTs, teachers and district officials to deliver school based CPTD?
4. How do schools and departmental officials monitor and support teachers to ensure proper implementation of school based CPTD?
5. What good practices are evident in the implementation of school based CPTD

1.6 Purpose of the Study

This study assessed how school based CPTD programmes are implemented in the Fort Beaufort education district.

1.7 Objective of the Study

The main objective of this study is to examine how school based CPTD programmes for teachers are being implemented. Hence, this study sought to:

1. Verify what training SMTs and teachers received to implement school based CPTD.
2. Assess the support and monitoring measures provided to teachers by schools and the District Department of Education.
3. Examine the type of school based CPTD programmes that are implemented in high schools in Fort Beaufort education district.
4. Find out what good practices can be identified in the implementation of school based CPTD.
5. Suggest models for implementing school based CPTD programmes.

1.8 Significance of the Study

The findings of this study would help education stakeholders to be aware of their roles and responsibilities in the implementation of SBCPTD programmes. Hopefully, it is believed that the study might encourage all departmental officials responsible for the implementation of SBCPTD to be cognisant of their roles and importance of SBCPTD programmes at the school levels. The findings of the study would enlighten teachers, SMT members, district and provincial officials on the degree of support and monitoring desired by teachers in the implementation of SBCPTD programmes. Ultimately, it is believed the findings of this study would benefit learners, teachers, and national and provincial policy personnel on the importance of SBCPTD at the school levels.

1.9 Rationale of the Study

Many education systems worldwide have undergone major reforms over the years (Pretorius, 2004) and a paradigm shift regarding the professional development of teachers has, in recent years, become a major global concern. As a result of the complexities of teaching and learning within a climate of increasing accountability, this reform moves professional development beyond merely giving teachers new knowledge and skills (Vescio, Ross & Adams, 2008). In South Africa, Fletcher and Skerritt (2007) have argued that the greatest challenge for the education system in the post-apartheid era has been to re-educate teachers and learners. It has been observed that regardless of many professional development activities that have been conducted, many teachers' classroom practices have barely improved.

The majority of teachers still find it hard to change their classroom practices. Given such issues identified above, the researcher set out to unveil how school-based continuing professional development programmes make a difference to the teachers' classroom practices. This then was the premise that necessitated this research. Consequently, the importance of this study stems from the limited literature on SBCPTD programmes and its relevance to teaching and learning within the South African context and Africa, generally. The limited number of published studies on this field reveals an under-researched area of SBCPTD programmes in the South African education system. It has been discovered that teachers' continuing professional

development is not adequately supported and resourced. The researcher also believes that teachers find it difficult to access professional development especially in the rural areas of the Eastern Cape Province. Hence, the desired results envisioned by stakeholders of education are being compromised.

It is, therefore, necessary to ensure that the issue is addressed realistically (DHET, 2011). Furthermore, researching on SBCPTD programmes at the school levels was an attempt to add to the limited literature on SBCPTD. Consequently, the study intent to deepen knowledge to mitigate the issues of CPTD programmes. Based on this, the study is justified as it is set to pave way in making education stakeholders better aware of the importance of adequately supporting, resourcing and making SBCPTD accessible for teachers in the entire school system to ensure successful achievement of the educational goals of teachers, learners as well as the government.

1.10 Delimitation of the Study

The study was confined to ten selected rural secondary schools in the Fort Beaufort education district in the Eastern Cape. The study specifically focused on the implementation of SBCPTD programmes as well as pockets of good practice. Participants in the study included secondary school teachers, Heads of Departments, principals and district/departmental officials.

1.11 Definition of Key Terms

The terms defined below are used throughout this study.

1.11.1 Continuing Professional Teachers Development refers to any activities aimed at improving teachers' skills and knowledge which, in turn, translates to the development of quality teaching and learning. This definition is used in line with the definition of Coetzer (2001), Early & Bubb (2004) and Day & Sachs (2004) which recognised and accepted the term to mean any activities that support teachers towards developing their knowledge and skills through means of orientation, training and

development which, therefore, contribute to the improvement of the quality of the learning and teaching process.

1.11.2 Professional Development OECD (2009) defines professional development as ‘activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher’. This definition is used in line with the study.

1.11.3 Implementation refers to putting of plans and systems of CPTD into action (Kennedy, 2005). Implementation, in this study, means the way school based teacher development is put into action.

1.11.4 School based programmes Kennedy (2005) defines school based programmes as teacher development that occurs within the normal school working time, managed mainly, but not completely, by the school’s own personnel to fulfil the immediate and specific needs of the school.

1.11.5 Good practice refers to school based training programme, focusing on subject matter content and relevant pedagogical practices and providing sustainable support and formative feedback (OECD, 2005, cited in Schwille, Dembélé, & Schubert, 2007). The usage of this definition is in line with the study.

1.12 Chapter Outline

This study comprises six chapters. Chapter one: presents the background and general overview of the study. Chapter two discusses the theoretical framework and the review of relevant literature. Chapter three discusses the study’s research methodology. Chapter four lays out the presentation of findings and analysis of the data. Chapter five discusses the study’s findings in the light of the theoretical framework and current literature. Chapter six presents the summary of the findings, conclusions, recommendations and a proposed model.

1.13 SUMMARY

This chapter has given an overview of this study. It has highlighted the background and contextualised the problem that led to the pursuit of the study. It has given the

educational background of South Africa where the study is located. In addition the chapter has underscored the statement of the problem, research questions, the purpose and objectives of the study, significance of the study, the study rationale and the delimitation of the study. The definition of key terms as used in the study was also discussed. The next chapter presents a review of literature that was conducted for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to review related literature on the implementation of school based continuing professional teacher development. The focus of the chapter is to discuss the views of what various researchers and authors have written regarding the implementation of SBCPTD programmes. The chapter is divided into two sections. The first section presents the theoretical frameworks which informed the study on the implementation of school based continuing professional teacher development in Fort Beaufort Education district in the Eastern Cape. The theoretical frameworks include Wenger's social learning theory (1999), Speck's adult learning theory (1996) and Kennedy's models of CPTD (2005). The second section focuses on relevant literature based on the research questions as highlighted in Chapter one. The areas covered in the discussion include types of SBCPTD programmes, training received by facilitators, methods of implementation, support and monitoring strategies.

2.2 Wenger's social learning theory

Several learning theories have been proposed, and each one emphasises different aspects of learning. Wenger's social learning theory focuses on learning as a form of active and social participation (Wenger, 1999). The theory emphasises that learning is situated in a social contexts that cuts across the individual and other persons, thus communities of practice develop around things that matter to people (Lave & Wenger, 1991). Wenger (1999) believe that learning should form an integral part of people's participation in communities of practice and in organizations. As such, learning in this context becomes an integral part of peoples' daily activities or peoples' social activities by participating in a social organisation and forming communities of practice. Lave and Wenger (1991) indicate that learning becomes a means of individual working experience so that the context of learning is situated within their everyday practices especially at the workplace.

Wenger (1998) describes communities of practice as “groups of people who share a concern or a passion for something”. They learn how to perform their duties better as they interact regularly. The underlying emphasis on this model is the fact that teachers who want to improve and develop on their classroom practice that aligns with the demand of the quality of teaching and learning requires the engagement of teachers in a continuous learning activities. Such learning must be situated in learning process that involves a process of engagement in a community of practice (Wenger, 1998). Hence, the researcher believes that communities of practice are prerequisite for learning and are at the centre of making people capable of meaningful learning.

Therefore, communities of practice are formed when people “engage in a process of collective learning in a shared domain of human endeavour” (Wenger, 2007:1). This initiative is most likely suitable for teachers who want to improve their classroom practice. It is some understanding that it involves much more than the technical knowledge or skill associated with undertaking some task, however, members are involved in a set of relationships over time (Lave & Wenger, 1991:98).

According to Wenger (1998), communities of practice are fostered through talking within practice and belonging to a social learning system which takes various forms and at various levels of participation either at local or global interactions (Wenger, 2000). The goal of communities of practice is to give members a sense of belonging, joint enterprise and identity which are to be formed around some particular area of knowledge and activity. The present study feels that teachers need tools that would bind them together into a social entity and communities of practice are such tools (Wenger, 1998). Given the high demand of quality education, the researcher is particularly interested in how teachers’ involvement in a community of practice improves their teaching practice. Teachers are considered key figures in the implementation of SBCPTD programmes, and they deserve to form part of a wider set of activities. In other words, it involves practice, ways of doing and approaching things that are shared to some significant extent among members (Lave & Wenger, 1991).

The understanding of Wenger's social learning theory is vital to this study because it works on the premise of the kind of learning needed for the development of teachers which falls within this social model. Seemingly, teachers need to form communities of practice, be engaged and undertake some activities which would build a set of relationship over time (Lave & Wenger, 1991).

Wenger's social learning theory is, therefore, important in framing this study as it could help teachers, learners, districts and schools respond to the Department of Education requirements for standards and quality education as well as improvement in teachers classroom practice which would foster a culture of continuous professional development. For a community of practice to function, therefore, it needs to generate and appropriate a shared repertoire of ideas, commitments and memories (Lave & Wenger, 1991).

Wenger (2000) identifies three modes of social learning system: Engagement, imagination and alignment.

Engagement: Involves doing things together, talking, producing artefacts (e.g. helping a colleague with a problem or participating in a meeting). The ways in which we engage with each other and with the world profoundly shapes our experience of who we are. We learn what we can do and how the world responds to our actions.

Imagination: Constructing an image of ourselves, of our communities and of the world, to orient ourselves, to reflect on our situation, and to explore possibilities.

Alignment: Making sure that our local activities are sufficiently aligned with other processes so that they can be effective beyond our own engagement. The concept of alignment, as used here, does not connote a one-way process of submitting to external authority, but a mutual process of coordinating perspectives, interpretations, and actions so they realize higher goals (Wenger, 2000:227-8).

Central to Lave (1993) and Wenger's (1998) argument is the fact that communities of practice are formed everywhere, and people are generally involved in them, be it formally and informally, at work, school, community or in civic and leisure interest. Consequently, communities of practice are formed around a collective activity that

gives members a sense of joint enterprise and identity. Members in the community, therefore, should know each other well enough to interact productively and to identify people who may be of assistance when required (Wenger, 2000:230). As members, they are involved in joint activities and discussions; assist one another and share knowledge and skills. As such, they share competence through mutual engagement that binds members together into a social entity; the shared repertoire of communal resources can improve teachers' identity and accountability that can result in teacher/member motivation and improvement of classroom practice (Wenger, 1998:2). In this study, Wenger's social learning theory was used in assessing the implementation of SBCPTD programmes.

Wenger (2000) warns that communities of practice should not be "romanticised", because they can also not learn to learn from their experiences. According to him, there should be leadership in maintaining a spirit of learning and "pushing" the community's development (Wenger, 2000:230). Ensuring leadership attaches importance to the SBCPTD activity, which also creates good conditions for the programme to flourish (Jackson & Street, 2005a).

Research suggests that communities of practice are mostly self-sufficient, but they can also benefit from outside resources such as experts, meeting facilities and communication technology (Lave & Wenger, 1991). Communities of practice entail a high level of involvement from the aimed recipients, among which, for example, could be the Department of Education, Eastern Cape (DoE), SMTs, and teachers should form part of the support system of SBCPTD. Planning and supporting career-long development is the joint responsibility of teachers, schools and government (Day 1999).

According to Wenger (1998), one important feature of social learning theory is that adults learn better when they are in a collaborative group, and this idea is supported by Maistry (2008), who postulated that teachers learn better in group i.e. in "communities of practice". They enjoy meeting one another, learn together, sharing experiences and problems, and solving solutions to their various challenges through peer mentoring

(Doberneck, 2010). Wenger (2000) advocate the following criteria be applied to SBCPTD: opportunities for collaboration and collective learning in schools; the important role of leadership and support in SBCPTD, the duration of SBCPTD programmes; and feedback to teachers. He advocates communities of practice which are the “social containers” of competence and the basic building blocks of a social learning system (Wenger, 2000:229). It takes into consideration that collective learning is required where the acquired knowledge and skills are shared with colleagues through joint activities and discussions (Wenger, 2007).

Lave and Wenger (1991:50) succinctly support this view: “In contrast with learning as internalisation, learning as increasing participation in communities of practice which concerns the whole person acting in the world.” It remains, therefore, the responsibility of each staff member, however, to continually experiment, deliberate and reflect on what has happened as a result of the individual and team effort, and to reflect with others on the action of the whole system to learn how to improve practice (Boyle, Lamprinou, & Boyle, 2005:5; Dymoke & Harrison, 2006:78).

In collaborating schools, teachers are actively engaged in complementing and developing each other’s knowledge and skills, which provides ample opportunities for teachers to work together and learn from each other. Collaboration among teachers utilises their strengths, knowledge and skills, while also stimulating reflection and broadening perspectives – this gives rise to more effective teaching and ownership of their professional learning (Dymoke & Harrison, 2006:80; Boyle et al., 2005:4; Lee, 2005:40; Blackmore, 2000:3).

This theory of communities of practice falls under the school-based CPTD within the school and among schools of common interest. Schools can be communities of practice both for teachers and learners because they offer opportunities for collaboration with colleagues. According to Falk and Dierking (2000), the process of interpreting information and making meaning of it can result in mediation of new knowledge within the community (Falk & Dierking, 2000). Hence, the current study seeks to understand how communities of practice work, and how they are being fostered through SBCPTD programmes. Furthermore, this understanding is vital in the

investigation of how school based CPTD programmes are implemented in Fort Beaufort Education District.

In this study, social learning theory by Wenger has been adopted to look at the implementation of SBCPTD programmes because the study sought to investigate the pockets of good practice believed to exist in secondary schools. The model is based on the premise that everything acts within a certain domain. Members in that domain are in relationships and have to work together as communities of practice. For example, in school, teachers, learners, school principals, SMTs and subject advisors from the districts have to work as a team for proper implementation of processes.

This model is suitable for the study because in this case, principals, Heads of Departments, SMTs and as well as district officials (subject advisors) act as the core structure of the implementation programmes. Hence, they play a major role in facilitating and coordinating the implementation of SBCPTD programmes in schools. This study explored how this is taking place in the schools. The theory not only supports people working together towards common goals and offering opportunities for collaboration with colleagues, it also explores the ways in which members can transform the education system. The researcher intends to make use of what is advocated in this model to explain the data gathered in this study and specifically to determine whether the situation existing in the schools is aligned to the tenets of the model.

2.3 Speck's adult learning theory

Speck's theory (1996) emphasises that adult learners need to consider that their professional development learning and their day-day activities are related and relevant. The theory explains further that adults will only commit to learning when the goals and objectives are considered realistic and important to them (Speck, 1996). This notion applies to CPTD programmes which is frequently criticized on the assumption that the activities are disconnected from one another and thus do not form part of a coherent programme of teacher learning and development (Ono & Ferreira, 2010). However, CPTD activity is more likely to be effective in improving teachers' knowledge and skills

if only it forms part of a wider set of activities. Various checklists were identified by the theorist that should serve as a guide in providing CPTD programmes for teacher. Speck (1996) advocates that providers of professional development be mindful of adult learning theory when designing programmes for teachers and urges them to use the "checklist" as both a guide when formulating professional development activities and as evaluation tools prior to actually conducting training with adults.

In summary, the "checklist" could be expected to exert a significant positive effect on adult learning. It is primarily through the following list that adult learning will be significantly developed: A core theory of action for adult learning would most likely follow these steps (Speck, 1996):

- Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learners' personal and professional needs;
- Adults want to be the origin of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning;
- Adult learners need to see that the professional development learning and their day-to-day activities are related and relevant;
- Adult learners need direct, concrete experiences in which they apply the learning in real work;
- Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning;
- Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback.
- Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences;

- Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the professional development planning; and
- Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained (Speck, 1996:36-370).

Accordingly, this 'checklist' guided the researcher in examine how SBCPTD programmes are implemented in the Fort Beaufort Education District. It also guided the researcher in the interpretation of data as it provides valuable information as to how adults learn. There are two widely applied theories of adult learning. One is "Andragogy" by Knowles (1980) and the other is "Characteristics of Adults as Learners model" by Cross (1981).

2.3.1 Knowles' Andragogy Theory

Knowles' theory of Andragogy (1980) was based on a revolutionary theory which, according to him, was created to explain how learning in adults differed from the way in which children learn. In other words, more emphasis is on adult learning strategies. Thus, adults are motivated to learn, are self-directed, responsible, and use prior experiences as a template for learning. Knowles (1980) elaborates further that adult learning is based on the assumption that:

- Adults tend to become more self-directed as they mature;
- Have had rich life experiences;
- Want to learn and are internally motivated to do so;
- Want learning to be purposeful, practical, relevant, and immediately applicable;
- Are more problem-centred than content-centred; and
- Adults need to understand why they are learning a particular topic.

Knowles' Andragogy theory complements Speck's theory of adult learning by also contrasting with pedagogy. Literally, the differences relate to an adult learner being more self-directed, having a wealth of experience and being internally motivated to learn subject matter that can be applied immediately – learning that is especially, closely related to the developmental tasks of their social role (Merriam & Caffarella, 1999: 272). Andragogy contrasted with pedagogy is the art and science of helping adults learn based on five Andragogy assumptions of the adult learner (Knowles, 1980:43) which are: self-concept, experience, readiness, problem-centred and motivation

Each of these assumptions supports methods about how adults learn. Knowles (1984) rightly stated that adults are autonomous and self-directed, that is, they need to be free to provide some direction for themselves. Knowles (1984) concluded that adults, as learners, have accumulated a mass of wealth in relation to life experiences and knowledge that includes career activities, family experiences, and previous education. As such, adult learners need to connect current learning situations to their experience/knowledge base. Another factor identified is adult learners as practical and goal-oriented.

At this level, teachers, as mature individuals, have already moved from dependency to self-directedness and can direct their own learning. With regard to this study, teachers, at this stage, are aware that they are autonomous; they do not resist any form of learning activities. They consider their active involvement in the learning process as very significant to their development. Teachers also perceive their learning as having a positive effect on their personal and professional development.

According to Knowles (1984), this assumption is based on the fact that when adults enroll in a course or programme, it is of utmost importance to them to know the purpose for which they enrolled and the goal they want to achieve at the end of the day. Essentially, teachers like all adults must see a reason for learning something new and putting the new knowledge into practice. Similarly, the experience of the adult learners and their knowledge is very vital. Learning has to be applicable to the teachers' daily work and or other responsibilities for it to be of value to them (Knowles,

1984). Since learning for the adult teachers is an on-going lifetime experience, most adults continue to learn and develop throughout the course of their careers.

Finally, adults are relevance-oriented, meaning that the real world application and relevance of learning is important to the adult learners' personal and professional needs. This means that theories and concepts must be related to a setting familiar to participants. Katz and Earl (2010:29-30), Katz, Earl, Jaafar, Elgie, Foster, Halbert and Kaser (2008:118) and Supovitz, Sirinides and May (2010:35) support and share the importance of fostering an environment that is conducive to learning because through suitable professional relationships, teachers create a sense of shared responsibility and a common language, and are able to create the necessary channels for communication. This need can be fulfilled by letting participants choose projects that reflect their own interests. Programmes that are organised according to the participants' requests are mostly well attended because the adult learners are aware that their needs will be met. Therefore, professional development for adults need to give learners some control over the what, who, how, why, when, and where of their learning situation (Speck, 1996). Adults learn best when they feel a need to learn and when they feel they have a sense of responsibility and their active participation in the learning process improves content retention (Ross, 2008).

The above fact is supported by the United State National Staff Development Council (NSDC) (2001) stating that human learning is based on a common set of principles regardless of the age or time the learning takes place. While adults have more life experience to draw on and are often clearer about what they want to learn and why it is important, the means by which the learning occurs is remarkably similar. Consequently, it is important that the learning methods used in professional development mirror as closely as possible the methods teachers are expected to use with their students. They must relate theories and concepts to the participants and recognise the value of experience in learning.

It appropriately follows that adult learning, under any circumstances, must promote deep understanding of a topic and provide variety of opportunities for adult teachers and administrators to practice new skills with feedback on their performance (NSDC, 2001). Such deeper understanding typically requires a number of opportunities to interact with the idea or procedures through active learning processes that promote reflection such as discussions and dialogues, writing, demonstrations, practice with feedback, and group problem-solving (NSDC, 2001).

Apparently, people have different learning styles and strengths, and the experience of adult learners and the kinds of weaknesses and strengths they have are vital. A number of factors aid adult learners' approach to learning and reactions to change, hence professional development must include opportunities to various activities in relation to the content. It is also important that teachers are able to learn alone and with others and, whenever possible, and have choices among learning activities.

Honey and Mumford (2000) identify four types of adult learners who prefer to learn in different ways. The relevant ones to this study are the activists who learn better by using concrete experience and active experimentation. This enhances their ability to develop by practising the skill, problem-solving, small group discussions and peer feedback. These can be better developed through communities of practice which afford various opportunities to collaborate with others. Similarly, there are activists who learn better if exposed to concrete experiences because they have the ability to exercise using reflective observation. As a result, they enjoy being lectured on a particular concept which they can reflect on. Thus, it is applicable to school-based development programmes in which they have the opportunity to observe and reflect on the facilitators who will be demonstrating a lesson to them while they observe.

Many professional development programmes fail to consider adult learners' prior experiences as a template for learning and also all the characteristics involved in the process of designing teachers' learning programme, although activities are frequently designed to improve certain aspects of teaching or learning. Speck's learning theory (1996) was adopted in this study because the theory takes into consideration the rich and diverse experiences of the adult learners. There are various adult learners with different learning styles who learn at different stages in life.

These different groups of adult learners come to school and engage in professional development given their mass experiences with the anticipation to improve their teaching and learning practice. Hence, to implement SBCPTD programme, the needs of adult learners must be considered. They must be willing to engage in learning, be exposed to concrete experiences, and explore new territories (Ornstein & Hunkins, 2004). This theory, in conjunction with other theory mentioned above, have been found to be suitable for use in this study as lenses through which SBCPTD for teachers can be understood.

2.3.2 Cross' Model- Characteristics of Adults as Learners (CAL)

Adults as learners, according to Cross (1981), focus on the differences in adult's personal characteristics (physical, psychological, socio and cultural), situational characteristics (part-time versus full-time attendance), and voluntary versus compulsory participation. Cross (1981) identified four basic factors that characterise adult learners:

- participation is motivated by both positive and negative factors;
- participation is correlated to anticipated learning outcomes;
- a sense of security precedes the need for achievement; and
- expectations of rewards affect motivation.

Cross' model (CAL) emphasises that for adult learners, personal characteristics come into play in the process of learning. Such personal characteristics play a major role in redefining the relationship between what teachers learn and the settings in which they learn. This personal characteristic represents the factors that are able to support or hinder the implementation of new practices in the school, such as the willingness to learn, background and the kind of strengths and constraints that adult learners might bring to the learning situation.

Situational characteristics express the extent to which the adult learners intentions and ideals are put into practice, be it is part time or full time, voluntary or compulsory (Cross, 1981). According to this perspective, teacher professional learning is known as "a process of increasing participation in the practice of teaching, and through this

participation, a process of becoming knowledgeable in and about teaching” (Adler, 2000:37). There is an understanding in contexts in which teachers interact as sites where learning takes place such as their own classrooms, schools and in their professional learning communities. Another factor is the socio-cultural background outside the school that interacts with the school in the implementation programmes.

The situational characteristics emphasise the importance of creating the opportunities for teachers to engage with their colleagues in their contexts to improve their practices. Professional development in which participants are given the opportunity to learn new classroom practices in the contexts within which those practices will be used is far more effective than more traditional methods of professional development. CAL model was adopted in this study to examine the implementation of school based CPTD because it puts into consideration realities that exist in individual adult learners as well as different institutions of learning. The theory advances in progressive steps. It offers a number of paths that could be taken in the implementation process.

There is diversity, in adult learners, created by different reasons such as physical, psychological and socio-economic conditions that exist in different communities. The theory builds on the strengths of various educational components present in the education system, such as teachers, learners, SMTs, resources and the school environment in the implementation process. These are some of the issues that were investigated in this study. Hence, the study explored whether this is taking place in the schools within the covered study. The researcher made use of what is advocated in the model to explain the data gathered in this study and specifically to see whether the situation prevailing in the schools is aligned to the tenets of the model.

Each of these features supports the assumptions about how adults learn. Adult learning theories emphasize the importance of experience and self-directedness in adult learning and imply that adult learners benefit most from experientially-based constructivist learning (Yi, 2005). Literature also suggests that adult learners who are actively engaged in the learning process will be more likely to achieve success (Dewar, 1995; Hartman, 1995; Leadership Project, 1995). Once adult learners actively engaged in their own learning process, they feel empowered; have a sense of ownership, and

their personal ambition and self-motivation levels rise. Research indicates that the key to getting and keeping adult learners actively involved in learning lies in understanding learning style preferences, which can positively or negatively influence performance (Birkey & Rodman, 1995; Dewar, 1995; Hartman, 1995).

The study, therefore, propose an active learning theory of teacher learning that would frame the current study. This study therefore, employed the framework (mentioned above) to have a deeper understanding of the implementation of school based continuing professional teacher development (SBCPTD). The checklist mentioned above served as a guideline for the researcher in assessing how SBCPTD programmes for teachers are implemented in Fort Beaufort Education District, especially in the design of the programmes.

Although, Huberman (1993) notes that not all of these features highlighted earlier are conducive to teacher development and learning, as much as the stage theory tends to constitute the teacher as passive in the development process. To be effective, developmental programmes such as SBCPTD programmes should consider the fact that teacher professional development is a process that is inseparable from the construction and expression of the teacher's personal identity. It also suggests that teachers' backgrounds and their various professional stages, learning styles and learning cycles should be acknowledged as they might impact either positively or negatively on teacher development processes (Ntapo, 2009).

As such, Kolb (2001) has identified four learning cycles that organisers of CPTD should bear in mind. These learning cycles complement Speck's theory of adult learning in that Kolb (2001) advocates the need to plan for different stages and styles of learning and to make sure that they are related. As with Wenger's theory of communities of practice, Kolb (2001) also emphasises learning rather than teaching, unlike Honey and Mumford's (2000) theory that focuses on the individual having one style of development. These learning styles/circles are explained below:

i. Concrete experience

Concrete experience is a process which involves a learner interacting with other learners in the context of their daily events in a particular given environment or setting. The learner demonstrates an awareness of the people with whom he/she interacts, and their emotions and learning occurs as a result of certain experiences and interactions with one another. This learning style points out that learning takes place through interaction with other people. Through the social contact with other people, the individual acquires knowledge and skills that he/she uses to enhance their practice. Hence, the ability to be flexible to changes and be open-minded in the learning environment is of significance for the individual learner. For this stage of the cycle or style of learning, anything that encourages independent discovery is the most desirable because learners learn by relying on their feelings; both individual experiences and interaction with other people is important. The learner is not seen as a passive recipient of experiences but as someone who helps to construct meaning from the gained experience. At this level, facilitators need to make sure that there is consistency between what they are engaged in and their classroom practice to foster new experience, that is, by using personalised and individualised teaching activities.

ii. Reflective observation

At this stage of learning style, individual learners' thought and ability to evaluate events or activities from different perspectives varies. Hence, it is central for the learner to possess variation of thoughts and ability for learning to occur. Individual learners are to be objective in making choices about their learning because they often rely on their own thoughts and feelings when making decisions. For instance, the learner tries to link and processes what takes place between two or more settings, which could lead to their development as learners. It is, therefore, important for learners to observe and reflect deeply on their learning engagement within a setting to obtain a more complete picture of the individual's development. Importantly, looking at issues from different perspectives helps to examine the meaning of events. As a result, an opportunity for reflective testing would be provided to the individual learners.

iii. Abstract Conceptualisation

At this stage of the learning circle/styles, an individual learner preferred to be logical and uses ideas rather than used emotions to understand problems and events. It is more important at this stage of the learning circle for the individual to develop theories to solve problems based on systematic planning. Learners prefer accurate, organised delivery of information. This means that Individuals analyse ideas, make systematic plans and actions in relation to the situation based on their own intellectual understandings. Hence, time is paramount importance for the individuals to examine the information presented in this style of learning.

iv. Active Experimentation

At this stage of learning circle/style, the individual attempts to involve him or herself in activity that they can practically do. They engage in certain initiatives and attempt to change situations. They also possess the ability to produce work. For this type of learning, application and usefulness of information is stressed. As a result, learners enjoy being creative, and seeing the positive effect of their creativeness is vital for individuals. Hence, they are more likely to taking risks to achieve something and they affect people and events with their actions. Kolb Learning Styles/Circles is illustrated in the figure below.

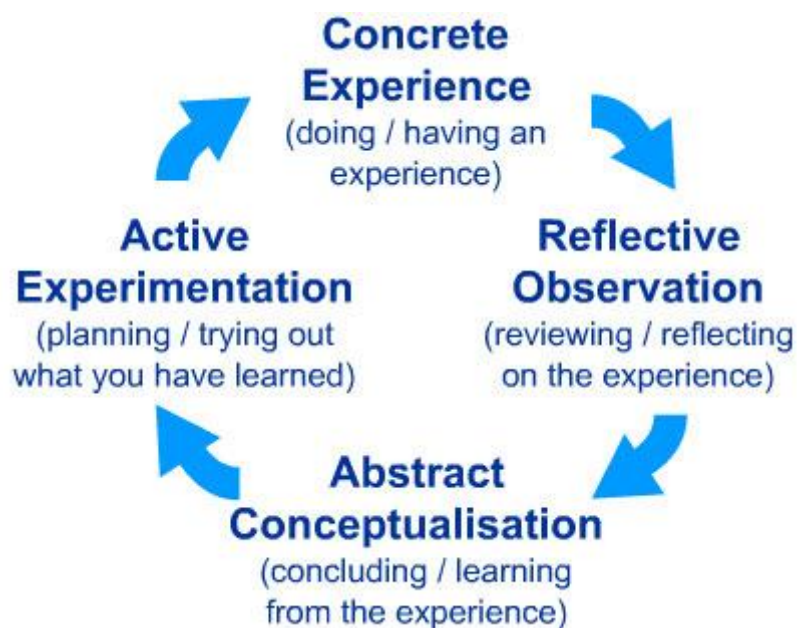


Figure 2.1: Kolb Learning Styles/Circles

Kolb Learning Styles/Circles. Adapted from McLeod, S. A. (2013).

Kolb (2001) suggests that learners perceive and process information in a continuum from concrete experience; reflective observation; abstract conceptualisation and active experimentation. Although Kolb (2001:2) perceives these styles/cycles as a continuum that one moves through over time, people usually come to prefer and rely on one style above others, and it is these styles that facilitators need to be aware of when creating instructional materials. Kolb (2001) further stressed that attempting just one of these styles/circles of learning would be enough for learning to take place, but attempting all of them would help the best learning to occur according to the situation or the environment.

Facilitators need to prepare their development activities such that they cater for different teachers' learning styles and for those whose learning depends on the cycle from the first stage to the last one. Facilitators should consider these adult learning theories as both different styles and stages of a development process when planning, designing and implementing CPTD programmes. Feiman-Nemser (2001:1048) also proposed a continuum of professional learning and highlighted the need to be attentive and responsive to teachers' needs at different stages based upon key learning tasks. This has informed the researcher on how SBCPTD programmes should be structured; teacher professional development is a process that is inseparable from the construction and expression of the teacher's personal identity.

2.4 Kennedy's Models of CPTD

Kennedy discussed a spectrum of CPTD models in a comparative manner and identified nine CPTD models. These are: the training model, award-bearing, deficit, cascade, standards-based, coaching/mentoring, community of practice, action research, and transformative model. According to Kennedy (2005), the first four were essentially transmission methods whereby teacher development is conducted by an external expert focusing mainly on imparting skills to teachers, and the cascade model of implementation is often used (Sprinthall, cited by Fraser, Kennedy, Reid & McKinney, 2007). Simply put, it means teacher development activities or programmes are conducted or delivered by experts outside the school and is oftentimes called

workshop model. This type of CPTD does not support professional autonomy; rather, it supports replication and, arguably, compliance (Kennedy, 2005).

While on the other hand, transitional strategy of implementing CPTD programmes falls between the transmission and transformation models, the model has the capacity to support either transmissive agenda or transformative agenda, depending on its form and philosophy (Frazer et al, 2007:159). Implementation strategies that fit under this category include coaching or mentoring and communities of practice. This can be done through experimentation; observation; reflection and exchange of professional ideas and shared problem-solving (Zwart, 2007). At the other end of the spectrum is the transformational model of CPTD professional learning which suggests strong links between theory and practice, that is, internalisation of concepts, reflection, construction of new knowledge and its application in different situations, and an awareness of the professional and political context (Sprinthall et al. cited by Kennedy, 2005).

The Transformational model gives an increasing capacity for professional autonomy at both individual and profession-wide levels in determining their own learning pathways. The Transformative model uses action research model, school-based CPTD models and teacher networks. These strategies aimed at addressing the needs and expectations of the teachers, occur continuously and give teachers the opportunity for professional development and growth (Avalos, 2004; Kennedy, 2005; Steyn, 2009).

2.4.1 Training Model

According to Kennedy (2005), the training model of CPTD is a process of teachers training that can take place within the institution where the participant works, but in most cases, it is often and commonly delivered off-site. This model of CPTD supports a skills-based, technocratic view of teaching whereby CPTD provides teachers with the opportunity to update their skills to be able to demonstrate their competence (Kennedy, 2005:237). He further asserts that this training model is generally driven by 'experts', with the agenda determined by the deliverer, and the participants are oftentimes placed in a passive role (Kennedy, 2005). This model is accustomed to maintaining a

narrow view of teaching and education in the sense that the standard set for the training opportunities overshadows the need for teachers to be proactive in recognising, identifying and meeting their own developmental needs.

Despite its shortcomings, the training model is acknowledged as an effective means of introducing new knowledge, though in a decontextualised setting to teachers (Hoban, 2002). However, what the training model fails to impact upon in any significant way is the manner in which this new knowledge is used in practice. Hence, the researcher in this study felt that this model focuses more on skills development rather than the practical side of teaching, which places teachers in a passive role as recipients of specific knowledge rather than being proactive. Perhaps, it seems the model is not in a position to provide for teachers various developmental needs and goals. Thus, this points out the need for SBCPTD programmes for teachers, which are core anchors of the present study.

2.4.2 The award-bearing model

An award-bearing model of CPTD is one that relies on, or emphasises, the completion of award-bearing programmes of study – usually, but not exclusively, validated by universities (Kennedy, 2005:238). Though all teachers are meant to receive or be awarded certificates at the end of their initial training, it is not mandatory for them to continue with further education training. It is believed that there is an emphasis on professional action, which is not always supportive of what is perceived to be ‘academic’ as opposed to ‘practical’ (Kennedy, 2005). According to Solomon and Tresman (1999), pressure for award-bearing courses in education is emphasised, especially with regard to classroom practice. The above stance is echoed in this study because the study focuses on implementation of SBCPTD programmes for all teachers in the context of developing their classroom practice.

2.4.3 The deficit model

The Deficit model, according to Kennedy (2005), is one of the CPTD models used in addressing teachers' specific or perceived performance deficits. This may well be set within the context of performance management, which, itself, is subject to debate over its fundamental purpose. Rhodes and Beneicke (2003:124) point out that performance management can be viewed as a means of raising standards or 'as an element of government intervention to exact greater efficiency, effectiveness and accountability'. This model requires somebody (Principals, SMTs) to manage and take charge of the distribution of knowledge and learning across the people (teachers). It requires the evaluating and managing of changes in teachers' performance by so doing, addressing and remedying weaknesses, if any, in individual teacher performance.

However, this model has been criticised for focusing only on teachers' poor performance which has great influence on teaching and learning practice (Rhodes & Benecike, 2003). Nonetheless, it was suggest that focusing on organisational and management practices as well would enhance the development of teacher classroom practice. Unfortunately, a model whereby collective responsibility is not considered assumes that the system itself is not considered as a possible reason for the perceived failure of a teacher to demonstrate the desired competence (Kennedy, 2005).

Boreham (2004:9) discusses this issue of individual and collective competence, arguing that in the school context, effective collective competence is dependent on leadership, which promotes three particular conditions, namely: making collective sense of events in the workplace; developing and using a collective knowledge-base; and developing a sense of interdependency. Despite, the highlighted shortcomings, the model remains relevant to the study because of its emphasis on collective competence. Hence, the study used this model's perspective to view the literature on the implementation of SBCPTD programmes within a South African context.

2.4.4 The cascade model

The cascade model involves individual teachers attending 'training events' and then cascading, or disseminating, the information to colleagues (Kennedy, 2005:240). It is mostly used in situations where resources are limited. In the cascade model, training is usually conducted in different levels, national, local, or district level and is facilitated by external experts. Here, fewer participants are trained at the top and later convene down to the larger people at the school level (Ono & Ferreira, 2010). This method is considered a top-down approach to training. However, the model has been criticised for failing to be an effective mode of training for teachers (Dichaba & Mokhele, 2012) when looking at how crucial information is being lost or misinterpreted as it is taken from top to bottom by different key leaders.

Solomon and Tresman cited in Kennedy (2005:240) suggest that "one of the drawbacks of this model is that what is passed on in the cascading process is generally skills-focused, sometimes knowledge-focused, but rarely focuses on values". This is an argument which is also articulated by Nieto (2003:395) when she claims that teacher education 'needs to shift from a focus on questions of "what" and "how" to also consider questions of "why"'.

Kennedy (2005) argued that the cascade model supports a technician view of teaching, where skills and knowledge are given priority over attitudes and values given individual teachers' difference in ability and experiences. The cascade model is widely employed, especially in developing countries however, little or no effective follow-up is done (Rieser cited in Lewis & Bagree, 2013). Within the South African context, it is presumed that the model neglects to consider the complexity involved in implementation programmes. Hence, the study investigated how important the SBCPTD programmes models are to teachers.

2.4.5 Standards-based model

The standards-based model of CPTD belittles the notion of teaching as a complex, context-specific political and moral endeavour; rather it 'represents a desire to create a system of teaching and teacher education that can generate and empirically validate

connections between teacher effectiveness and student learning' (Beyer, 2002:243). This model is scientifically grounded and focuses more on rewarding individual teacher competence rather than on collaborative and collegiate learning. The standards-based approach to teacher education is most used by policy makers in education. Nonetheless, Kennedy (2005:242) points out that:

There is clearly capacity for standards to be used to scaffold professional development and to provide a common language, thereby enabling greater dialogue between teachers, but these advantages must be tempered by acknowledgement of the potential for standards to narrow conceptions of teaching, or indeed to render it unnecessary for teachers to consider alternative conceptions out with those promoted by the standards.

The model is not without shortcomings, for example, it is scientific based. However, it can still be adopted to promote collaboration and collegiate learning, and for this reason, communities of practices among teachers are formed. Hence, the model remains relevant to the study of implementation of SBCPTD programmes because it advocates for teachers to be rewarded for taking part in developmental programme and at the same time allowing for collaboration among teachers and also promoting collegial learning to take place as this would develop the school holistically.

2.4.6 The coaching/mentoring model

Kennedy (2005) defined coaching/mentoring model of CPTD as practices which are based on a range of philosophical premises, while Rhodes and Beneicke (2002:301) state:

The defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPD. Both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills based and that mentoring involves an element of 'counselling and professional friendship'.

Here, the notion of an expert and novice teacher is brought to the fore. The expert or experienced teachers initiates the novice teacher into the teaching profession (Kennedy, 2005). The novice/experienced teacher model is akin to

apprenticeship, and their relationship can be collegiate, for example 'peer coaching'. According to Rhodes and Beneicke (2002), quality of inter-personal relationships in coaching and mentoring is crucial to teacher professional development. It is imperative, therefore, for the coaching/mentoring model of CPTD to be successful, participants must have well-developed interpersonal communication skills.

It is noteworthy that this model of CPTD is often used by teachers and for teachers. The model enables new teachers to gain and use appropriate skills and knowledge, and also conveys messages to them about the social and cultural norms within the institution. It also involves a more equitable relationship between both the new and experienced teachers.

The model allows the discussion of possibilities, beliefs and hopes in a less threatening manner among and between teachers. This model is crucial to this study because the study was set out to an in-depth understanding of how both new and experienced teachers support each other within the context of SBCPTD programmes towards promoting good relationships among themselves and also develop their teaching practices.

2.4.7 The community of practice model

Kennedy (2005) defines community of practice as a model which involves more than two people. Wenger (1998:95) contends that while we are all members of various communities of practice, learning within these communities involves three essential processes: evolving forms of mutual engagement; understanding and tuning [their] enterprise; and developing [their] repertoire, styles and discourses.

Central to Wenger's thesis is a social theory of learning, recognising that learning within a community of practice happens as a result of that community and its interactions, and not merely as a result of planned learning episodes such as courses (Kennedy, 2005:244). For this reason, there is need for each and every individual teacher's to interact with each other, seeking and sharing information with one another. The model is relevant to this study because it takes into cognisance individual viewing,

the existence of individual knowledge and the combinations of several individuals' knowledge through practice. Hence, it becomes a powerful site for the creation of new knowledge such as SBCPTD.

2.4.8 The action research model

Somekh (cited in Day, 1999:34) defines action research as 'the study of a social situation involving the participants themselves as researchers, with a view to improving the quality of action within it'. The 'quality of action' can be perceived as the participants' understanding of the situation as well as the practice within the situation. When action research model is used as CPTD for the development of teachers, it tends to have greater impact on teachers' practice and even more so when it is shared in communities of practices (Burbank & Kauchack, 2003; Weiner, 2002).

Accordingly, Burbank and Kauchack (2003) argue that teachers' passive roles imposed on them by the traditional models of professional development can be alternated by collaborative action research. Hence teachers are encouraged to view research as a process, as opposed to merely a product of someone else's endeavours (Burbank & Kauchack, 2003) consequently, limiting teacher dependency on externally produced research, and shifting the balance of power towards teachers themselves through their identification and implementation of relevant research activities. Teachers are supposed to be self-organising, proactive, self-reflecting and self-regulating rather than passive. It is, therefore, important for schools to consider the implementation of SBCPTD programmes in the context of teachers' practice so that schools may design strategies that would encourage teachers' development at all the time.

According to Kennedy (2005), action research model of CPTD may, arguably, be one of the most acknowledged and successful models as it allows teachers to ask critical questions of their practice. However, the extent to which this model allows teachers to ask such critical question is understood (Sachs, 2003). Nevertheless, research has shown that the action research model clearly has significant capacity for transformative practice and professional autonomy.

2.4.9 The transformative model

Hoban (2002) defines transformative model of CPTD as a means of supporting educational change. Hoban (2002) suggests that the most important aspect of any CPTD is bringing about better balance between the transformative model and other types of models. In this sense, bridging the gap between this model and other models is imperative. Kennedy (2005) points out that the central characteristic of this model is the combination of practices and conditions which support a transformative agenda. Hence, the strength of this model lies in its effective integration of other range of models discussed above. The model remains relevant to the study because of its emphasis on balancing the transformative model and other types of models. Hence, the implementation of SBCPTD needs to incorporate all the types of CPTD for proper and effective teacher development.

The categorisation of Kennedy's (2005) nine models of CPTD into three groups is illustrated in the table below.

Table 2-1: Kennedy’s CPTD models and their purposes

Model of CPD	Purpose of model
The training model	Transmission
The award bearing model	
The deficit model	
The cascade model	
The standards based model	Transitional
The coaching /mentoring model	
The community of practice model	
The action research model	Transformative
The transformative model	

Adapted from Aileen Kennedy’s (2005) framework

This categorisation and organisation of CPTD models, as presented in Table 2.1 above suggests increasing capacity for teacher autonomy as one moves from transmission, through transitional to transformative categories.

However, Burbank and Kauchak (2003) argue that even within many collaborative forms of CPTD, which might be represented in the ‘transformative’ category above, the parameters of the activity are defined by some external party, usually in a position of power. Therefore, while the capacity for professional autonomy is greater in transformative models, this does not in itself imply that the capacity will necessarily be fulfilled. Nevertheless, transformative and transitional models such as action research

and communities of practice, respectively, have much potential in empowering and liberating the teachers as well as developing the teachers into reflective practitioners.

Kennedy's model of CPTD was adopted by the researcher because it deals with issues of implementation programmes which are vital to this study. The researcher notes that the combination of all the models, as advocated by Kennedy (2005), takes into consideration the complexity of CPTD programming which cannot be achieved by use of any one model exclusively, hence the integration of other models is crucial. In any evaluation of SBCPTD programmes, one has to consider how issues of teachers' sense of belonging, joint enterprise and identity, were integrated into the design of the programmes. Wenger's social learning theory (1999) can give guidance on this. Again, in the evaluation of SBCPTD programmes, one has to consider the kinds of learning opportunities provided for adult teachers by SBCPTD implementers. Speck's adult learning theory (1996) can facilitate this process. Lastly in the evaluation of SBCPTD programmes, one has to focus on the process of delivering SBCPTD and how the programmes ensure transformative practices in the teachers. Kennedy's (2005) framework for studying SBCPTD is well placed to give guidance on this aspect.

All the three theoretical frameworks mentioned earlier in the chapter are very significant in this present study in that the researcher was interested in finding out how SBCPTD programmes are implemented and how the communities of practice are being nurtured at school levels. The researcher was also interested in knowing whether teachers' learning is related to their day-to-day classroom practices in the design of SBCPTD provided by implementers of the programmes including how teachers link theory and practice (translate theory into practice).

Kennedy's (2005) framework for analysing CPTD was of great value to this study in that it enabled the researcher to judge which models are often used in SBCPTD implementation in the Fort Beaufort Education District, how they are used, and their impact. Indeed, it guided the researcher in determining the implications of the models for teacher development and learners' performance. Lastly, the three frameworks were of paramount importance in this study in that they guided the researcher in determining how different professional learning experiences in different settings offer varying opportunities for teacher development. More importantly, theories discussed in this

chapter are relevant to the study which focuses on the implementation of strategies used in secondary schools to improve teaching and learning practices. The theories were suitable in the development of holistic models for implementing school based CPTD programmes.

2.5 PART TWO: STUDIES CONDUCTED TO EXAMINE THE IMPLEMENTATION OF SCHOOL BASED CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMMES

To develop an in-depth understanding of school based continuing professional teacher development (SBCPTD) programmes for teacher development, it is crucial to first explore the concept of continuing professional teacher development (CPTD) and its importance.

2.6 Concept of Continuing Professional Teacher Development

These are changing times in the education system around the world with changing educational reforms, new ways of practice, change in instructional practice demands new knowledge, new skills and increasing commitment to lifelong learning. This has led to a significant increase in the level of interest in CPTD for the teaching profession in most countries throughout the world (Fraser, Kennedy, Reid & Mckinney, 2007; Mestry, Hendricks & Bisschoff, 2009:476; Murtaza 2010:215; Nehring & Fitzsimons, 2011:515; Supovitz, Sirinides & May, 2010:34; West, 2010:95).

According to Steyn (2004), all professions require a continuous update of knowledge and skills, and teaching is no exception. Steyn (2004) further states that it is universally acknowledged that teachers' knowledge and skills are subject to weakening. New developments in educational thinking and content render teachers' skills and knowledge outdated and inefficient. Emphasis on quality demands that education opportunities and development depend on the ability to secure services of qualified, competent and committed teachers. This leads to the introduction of CPTD to revitalise the teaching profession (DoE, 2007, 2008). On the other hand, the legacy of the apartheid regime that led to many teachers' poor content knowledge and social inequality, urgently demands that South Africa generates more and better teachers'

(Centre for Development and Enterprise 2011:4). According to Mestry, Hendricks, and Bisschoff (2009:476), the legacy has severely affected the culture of continuing professional development in schools.

However, improvement, in terms of formal qualifications, has been reported, but many South African teachers are still 'poorly trained and utilised', and this poor performance is the main reason for the bleak performance by many schools in South Africa (Centre for Development and Enterprise 2011:4). Therefore, the need for development in knowledge, skills, and qualifications provides the background against which the need for professional development has to be understood (Gray, Griffin & Nasta, 2000). In this regard, CPTD is needed to keep teachers up-to-date on developments in their subjects' knowledge, pedagogy skills, content knowledge, technology, and teachers' efficacy in the general education system. Hence, countries worldwide are seriously engaging in CPTD programmes to improve teacher quality, thereby enhancing teachers' knowledge of the subjects they teach and their pedagogical strategies and understanding (Darling-Hammond & Baratz-Snowden, 2005). Steyn (2008:16) writes that teachers are being pressurised to perform in their classrooms, and this justifies the need for professional development of teachers.

South Africa is no exception to this scenario. The South African government also has begun to acknowledge the fact that teachers are crucial to the educational reform if any changes or reform are to be effective and successful (DoE, 2006). CPTD has been given many different interpretations by scholars, and each author often uses a different term when referring to this concept. According to Villegas-Reimers (2003), CPTD is referred to a person's development, regardless of his or her professional role. In her review of international literature regarding teacher professional development, teachers are considered as one of the key elements in most of the educational reforms currently in progress in the world. She emphasizes the relationship between educational reform and professional development of teachers and further states that most societies in the world are presently engaging in some form of serious educational reform.

With respect to the scope of the reform, the relationship between educational reform and teacher professional development is a two way relationship. Thus, according to Villegas-Reimers, (2003), educational reforms that do not include teachers and their professional development, and have not been embedded in some form of structures and policies cannot be regarded successful. In other words, there is a great level of interplay between education reform and teacher professional development. In a broader sense, CPTD is acknowledged as a systematic and on-going process of education. It also involves in-service training, learning, and support activities that builds on initial education and training, in order to ensure continuing competence and extended knowledge and skills to new responsibilities or changing roles, and increasing personal and professional effectiveness [Giri, Frankel, Tulenko, Amanda, Puckett, Bailey & Ross, 2012; United State Agency for International Development (USAID), 2012].

The definition put forward by USAID (2012) is more holistic in that CPTD avails teachers the opportunity to learn on a continuous level; develop the knowledge as well as their competences in the rapidly changing system of education. The Organisation for Economic Co-operation and Development (OECD) (2009:49) based their definition of professional development as 'activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher'. This view was supported by Avalos (2011) who adds that professional development is about teachers learning and developing their knowledge and skills. It requires that teachers be supported and be fully and sufficiently equipped to meet the needs of the growing 21st century of a globally competitive education.

Some scholars also perceive CPTD as "activities that increase the skills, knowledge and understanding of teachers, and their effectiveness in schools and promote continuous reflection and re-examination of professional learning" (Hustler, McNamara, Jarvis, Londra & Campell, 2003). Hustler et al. (2003) further assert that CPTD for teachers goes well beyond ordinary training courses and a wide variety of other on and off the job activities. Rather, it embraces the concept that individuals aim at improving their professional skills and knowledge required of them to carry out their duty.

Accordingly, Bubb and Early (2004:3) assert that CPTD:

encompasses all formal and informal learning that enables individuals to improve their own practice. Professional development is an aspect of personal development and, whenever possible, the two should interact and complement each other. The former is mainly about occupational role development; whereas personal development is about the development of the person, often the 'whole' person, and it almost always involves changes in self-awareness.

In other words, the core component of this definition is that learning experiences can either be planned or unplanned. Thus, teachers' learning can take place in an organised settings or otherwise.

Scholar like Gray (2005) describes professional development as In-Service Education for Teacher (INSET) and defines INSET as, 'planned activities practiced both within and outside school, primarily to develop the professional knowledge, skills, attitude and performance of professional staff in schools'. In addition, Guskey (2002) describes professional development programmes as systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students. Similarly, Desimone, Porter, Kwang Suk Yoon and Birman (2002) concur with Guskey (2002) in defining professional development as an essential mechanism for deepening teachers' content knowledge and developing their teaching practices. In addition, Fraser et al. (2007:156) identify a series of competing claims for professional development that are evident in literature such as:

lifelong learning for professionals; a means of assuring a wary public that professionals are indeed up-to-date, given the rapid pace of technological advancement; a means whereby professional associations can verify that the standards of their professionals are being upheld; a means for employers to garner a competent, adaptable workforce.

According to King and Newman (2008:86) cited in Steyn (2008), teachers are considered to have the most direct, sustained contact with learners as well as considerable control over what is taught in the classroom and the climate of learning. It is reasonably assumed that improving teachers' knowledge, their teaching skills and disposition is one of the most critical steps towards improved learner performance and

outcome. This suggests that teachers have to be empowered to be competent according to the new demands, as far as classroom practice is concerned, through the process of engaging in professional development (du Preez & Roux, 2008).

In the South Africa context, CPTD has also received a considerable amount of attention since the dawn of democracy. The National Department of Education regards CPTD as a fundamental aspect that would help improve learner performance by developing teachers so that they learn new roles and ways of teaching (DoE, 2006; Maistry, 2008; Chisholm, 2004; Ramparsad, 2001). The CPTD programmes in South Africa have been specifically designed to equip teachers in the teaching profession to meet the challenges and demands of a democratic South Africa in the twenty-first century (DoE, 2007: 1). This entails a large percentage of teachers who need to strengthen their subject knowledge, pedagogical content knowledge as well as their teaching skills. According to the Department of Education (DoE, 2007:26), the new CPTD system will, amongst other things:

Ensure that current initiatives devoted to the professional development of teachers contribute more effectively and directly to the improvement of quality of teaching; emphasise the professional status of teaching; provide teachers with clear guidance about which professional development activities will contribute to their professional growth; and expand the range of activities that contribute to the professional development of teachers.

This is in accordance with the Skills Development Act of 1998, which encourages employers “to use the workplace as an active learning environment” and “to provide employees with the opportunities to acquire new skills” (DoE, 1998:2). The above stance is the premise of this study whose intent is to examine the implementation of SBCPTD programmes for teachers at the grassroots levels (school). In this regard, DoE (2006) and Hustler et al. (2003) noted that teachers’ development is an essential element which could bring good quality education.

Therefore, the CPTD programmes in South Africa are designed to transform teachers so that they fulfill their set roles specified in the curriculum policy (DoE, 2006, 2007). Hence, CPTD programmes arise from an interest in lifelong learning, a sense of moral

obligation, a felt need to enhance professional competence and to keep abreast of recent developments in the field of work, the need to comply with mandatory government requirements, or for career advancement (Golding & Gray, 2006; Jasper, 2006; DoE, 2006, 2007). Thus, it is evident from the literature that CPTD is essential for individual teachers as well as for the whole school development and improvement.

Another view of CPTD is that it is often conceived as in-service education and training or staff development and has been conducted in different forms for different purposes. Regardless of the purpose, the programmes are delivered in the form of workshops, seminars, conferences or courses (Ono & Ferreira, 2010:60). According to Ono & Ferreira (2010), these programmes have been criticised as being brief/short, fragmented, incoherent, de-contextualised and isolated from real classroom situations.

Nevertheless, central to CPTD is the acknowledgement of the fact that teachers' specific needs should be addressed (Bredeson, 2003; Muijs, Day, Harris & Lindsay, 2004). Once these needs have been identified, activities need to be properly planned to support teachers in applying the knowledge and teaching methodology creatively and confidently (Anderson, 2001). Collinson (2000) states that the best results are obtained if the programme is formally and systematically planned and presented with the focus on enhancement of personal and professional growth by broadening knowledge, skills and positive attitudes.

Given the different perspectives and philosophies on CPTD, a number of types and models of teacher professional development have been developed and implemented in different countries. The goal has been to promote and support the professional development of teachers, improve teachers' knowledge, skills and commitments so that they are more effective in their lesson plans, in using variety of approaches in their teaching, and monitoring students' learning as well as in their endeavours to undertake other school and community responsibilities (Muzaffar & Rahim, 2011).

Recent research throughout the world widely recognises the growing shift in professional development that considers the contexts in which teaching and learning takes place (Putnam & Borko, 2000; Borko, 2004; Jita & Ndjalane, 2009; Opfer & Pedder, 2011; Steyn, 2013). However, the challenges of inadequate professional

development that often yield unsuccessful results in bringing about changes in teachers' practices led to researchers exploring other strategies that would bring change to teachers' practice. Hence, alternative approaches to professional development started gaining attention towards teachers' classrooms, schools and any situation that afford teachers the opportunities to discuss their practice. Leu (2004) reiterates the above point that many models of professional development have been developed, but their effectiveness is often questioned because they are yet to achieve their desired learning goals. In many developing countries, teachers' pre-service education is heavily emphasised, but when the programme is provided, the cascade model is often used in reaching many participants in a short time (Leu, 2004).

The cascade method of training is believed to be cost-effective and less time consuming because those who have been trained can then train others. Hence, CPTD programmes arise from an interest in lifelong learning. For many years, this same cascade approach has been adopted by the South African Department of Education for the training of teachers with regard to the new curriculum (C2005) (Ono & Ferreira, 2010). The researcher in this study is not sure whether the intended information does reach people at the grassroots levels with appropriate mechanisms and support to ensure multiplication. If eventually the message is cascaded, how much of that information was received? According to Fiske and Ladd (2004), when information is being transmitted to the next level, chances are high that the crucial information might be lost, watered down or misinterpreted (Fiske & Ladd, 2004).

The concept of CPTD has brought to the fore the idea that the phenomenon under study is crucial to this study. In addition, the implementation of the SBCPTD programme is designed to contribute to the teaching and learning practice in school. Considering the issues of continuing ineffectiveness of numerous intervention in promoting teachers' professional growth, research work on context-based professional development started emerging in South Africa. Scholars (Jita & Mokhele, 2013; Jita & Ndlalane, 2009; Steyn, 2008, 2009) are paying serious attention to the professional learning communities (PLCs), usually known as teacher clusters in South Africa or communities of practice (Graven 2002; Maistry, 2007, 2008) mentoring (Ramnarain & Ramaila, 2012) and study groups (Ono & Ferreira, 2010; Posthuma, 2012).

2.6.1 Importance of Continuing Professional Teacher Development

The importance of CPTD has never been as crucial as it is today, considering the introduction of the New Curriculum (C2005, NCS) system in South Africa which has consequently given teachers enough reason to seek opportunities for development (Chisholm, 2004; DoE, 2011). This has influenced the calls for new teaching content and new styles of teaching, which means that teachers are now expected to teach in ways that they themselves were never taught (Hargreaves, 2002). It became imperative considering the transformation of the education system in South Africa whereby teachers need to be appropriately equipped to meet the challenges and needs of the country.

In the researcher's view, teachers' development needs to move in line with the rapidly changing world because whatever knowledge and skills teachers might have acquired in their pre-service training would become stale quickly as new challenges and realities are emerging in the socio-economic and political environments. The insufficient training, resources, poor working conditions and de-motivated staff and the fact that teacher professional development activities fail to address teachers' subject matter knowledge and their instructional practices (Lumby, Middlewood & Kaabwe, 2003; Ndlalane, 2006). Despite teachers engaging in an array of professional learning opportunities, these opportunities still seem to have less impact on their professional learning (Ndlalane, 2006). In the light of the ensuing challenges is the call on the international arena whereby teachers are being pressured to engage in CPTD programmes to enhance their classroom practices (Arthur, Marland, Pill & Rea cited in Tantranont, 2009).

Bubb and Early (2007) note that CPTD is vital for organisational growth and school improvement. Luke and McArdle (2009) agreed that CPTD is grounded as the foundational element in teachers' development. Steyn (2008:15), on the other hand, is of the opinion that CPTD's aim is to improve the quality of education by focusing on teacher professional development. According to Hargreaves (2002), there is a growing consensus that many countries are engaged in major educational reforms to meet the needs of their economy and society. Villegas-Reimers (2003) also notes that teachers need professional development opportunities, not only because these opportunities

promote the recognition of their work as professionals, but also because as is the case in all professions opportunities, to learn, grow, explore, and develop new innovations always encouraged. The professional development of teachers does not differ from other professions; teachers need to acquire both subject matter and pedagogical knowledge and also develop skills and techniques for teaching, and this can only be achieved through guided practice. In addition, Borko et al., (2002) emphasise their view when they acknowledge CPTD as an essential component to the successful implementation of the various educational reform initiatives at all levels in the educational system.

Research has reiterated that the quality of professional interaction, the focus on staff development and the relentless pursuit of improved teaching and learning are key characteristics of successful school improvement (Gray, 2000; Harris, 2002; OFSTED 2000). Subsequently, the importance of teachers engaging in continuing career-long development that meets their own personal and professional needs should be accorded priority so as to enable them build capacities in their occupation. Personal development is also enhanced by the diversity of the teaching corps regarding training, background, and needs. Professional development does not only require informal and spontaneous learning of teachers from one another (Day, 1999; Kaagan, 2004) but also relies on the prior knowledge of teachers (Bredeson, 2003) and experience of each and every participant. In addition, it is about obtaining and sharing existing knowledge and skills with others for change and improvement (Kaagan, 2004). Programmes for CPTD and workshops must, therefore, cater for this diversity so that the needs of all participants can be met (Anderson, 2001).

According to Savolainen (2009), CPTD embraces the idea that teachers play an essential role in the quality of education provided for learners across all levels. Studies also expresses similar views that high quality CPTD could facilitate improvement of teaching practices and the long-term benefits in transforming this practice into higher levels of students' achievement (Borko, Jacobs, & Koellner, 2010; Richter, Kunter, Klusmann, Lüdtke, & Baumert, 2010; Darling-Hammond & McLaughlin, 1995; Desimone, 2009; Supovitz, 2001; Van Veen, Zwart, & Meirink, 2011).

Evidence also suggests that where teachers are able to access new ideas and share experiences more readily, there is greater potential for school and classroom improvement (Goodall, Day, Lindsay, Muijs & Harris, 2005). One of the core components of CPTD is believed to be the foundational element in teachers' development (Luke & McArdle, 2009). However, for many years, the only form of professional development available to teachers was staff development or in-service training which usually consisted of workshops or short-term courses that would offer teachers new information on a particular aspect of their work (Villegas-Reimers, 2003). While this was often the only type of training teachers would receive, it was usually unrelated to the teachers' work in the classroom.

International teacher development practices emphasise that professional development for teachers will only boost student achievement if teachers engage in long-term in-depth learning opportunities that address the content and pedagogy relevant to the curriculum (DHET, 2010; Villegas-Reimers, 2003; Timperley, Wilson, Barrar & Fung, 2007; Bernes & Verwey, 2008). Only in the past few years has the professional development of teachers been considered a long-term process which includes continually up-dating their knowledge, skills and attitudes in every aspect of their work as a teacher or an instructional leader. Thus, it is important that teachers undergo effective professional development to move with the times.

Consequently, many countries are also shifting to more-active forms of learning and emphasizing critical, analytical, and problem-solving skills. Such reforms can only be successful if all teachers, regardless of the nature of their initial pre-service training, have the understanding, knowledge, and skills to implement new practices in the classroom (Barrow, Boyle, Ginsburg, Leu, Pier, & Price-Rom, 2007; Ginsburg, 2010).

In South Africa's context, the government has come to the realisation that staff development or in-service training, which usually consisted of workshops or short-term courses or programme alone, cannot make a teacher effective in his or her classroom practice, thus, the government has put in place structures to facilitate any types of SBCPTD activities for secondary school teachers. However, there are emerging

issues such as HIV/AIDS, sex education, life skills, amongst others. In addition is the new curriculum for which teachers are not thoroughly trained or prepared for during their pre-service training, which has cut across as a major concern for the South African government. Therefore, there is a need for effective and sustainable CPTD to equip teachers with knowledge and skills on how to handle such issues. Consequently, the importance of CPTD to this study stems from the fact that CPTD has been implemented and is on-going. This has motivated the researcher in this study to look into the implementation of the SBCPTD programmes with a view to making sense of it and bringing this to light.

To strengthen the importance of CPTD programmes for teachers in this study, the United States Agency for International Development (USAID) (2005:8-9) states that:

Educational quality is a matter of the skills and knowledge that learners gain through schooling ... In general, quality is improved when the teacher understands the subject matter, knows how to teach it effectively, and is motivated to come to school every day and work to help children learn ... Improving instruction is a complex task that entails a wide range of interventions, including supporting improved pre-service and in-service teacher training toward adoption of teaching methods that involve students in the learning process. (USAID, 2005:8-9).

This study heeds the above views expressed by USAID (2005) that teaching is a rigorous exercise which requires teachers to be well informed and knowledgeable and needs to engage in CPTD, especially SBCPTD which is the focus of the present study. This would result in a successful implementation of SBCPTD programmes for secondary school teachers at the school level.

2.7 School Based Continuing Professional Teacher Development Programmes (SBCPTD)

There is a growing body of research that advocates the adoption of school-based activities to encourage teachers to improve their teaching practice (McLaughlin & Talbert, 2006; Engelbrecht, Ankiewicz & Swardt, 2007). The basic purpose of adopting a school-based model was to get a model that would accommodate the needs of a particular group of professionals, for example, teachers (Gettly, 2002). Its aim is to

focus on the development of teacher professional teaching and learning communities (Stoll, Bolam, McMahon, Wallace & Thomas, 2006). As noted in Chapter one, SBCPTD refers to activities that often take place in schools, resource centres or teachers' colleges in which teachers/colleagues engage in gradual processes of learning, building mastery of pedagogy, content and technology skills (Gaible & Burns, 2006). School based CPTD often focuses on the specific, situational problems that individual teachers encounter as they try to implement new techniques in their classroom practices (Gaible & Burns, 2006).

Back, De Geest, Hirst, and Rosamund (2009) explain that in SBCPTD programmes, teachers within a school (or within several schools) come together to engage in professional development. Gray (2005) asserts that these engagements take relatively little time out of the teachers' working schedules; the teachers find the programme stimulating and uplifting, and the programme assists their overall professional development. This argument links to the argument made by Wenger (1998) that engagement in social practice is the fundamental process by which we learn and gain a sense of identity - in this case, professional identity.

This professional development may sometimes be led or initiated by teachers themselves (Engelbrecht, Ankiewicz & Swardt, 2007). This model of learning activities is locally driven and self-directed, placing responsibility in the hands of educators and situating SBCPTD in the daily realities of site/school or classroom life. This approach exposes teachers to both formal and informal programmes such as cascade and the centralised models (MacNeil, 2004). Accordingly, Avalos (2004) process of school based CPTD programmes is not a once-off activity. It is a continuous, never ending developmental process which acknowledges that teachers learn all the time.

International research acknowledges the value of school-based CPTD with senior coaches/mentors modelling good practices to their colleagues (McLaughlin & Talbert, 2006). Both authors considered school based CPTD to be much more effective than previous CPTD activities, which were based on 'outside of classroom' practices and criticised for providing teachers with ideas which could not easily be translated into

teachers' own practices (McLaughlin & Talbert, 2006). Mizell (2010) explains that school-based CPTD helps teachers analyse learners' achievement data during the school year to identify learning problems, develop solutions, and promptly apply those solutions to address learners' needs.

Opfer, Pedder, and Lavicza (2011:210) claim that there is merit in individual learning, but argue that 'teacher learning is a dynamic process and cannot be understood by separating the professional development of teachers from the environments in which teachers undertake their learning' (Opfer, Pedder, & Lavicza, 2011:196). This argument was supported by Nehring and Fitzsimons (2011:526) that isolated teaching practices are counterproductive for improving teaching practices, while interdependency is a requirement for teachers' collaborative learning and more effective teaching practices.

Further, in a study conducted by West (2010:101), the study found that teacher collaboration assists in reducing polarisation within the school system, which is particularly beneficial to students who are not performing positively well and who are on the edge of the school system. Hence, school heads/principals, teachers, supervisors and facilitators need to participate collaboratively in providing guidance and pedagogical support to teachers as they implement reforms or improve practice within their schools (Barrow et al, 2007; Ginsburg, 2010). Activities include direct classroom support by the facilitators and supervisors and staff meetings within the school where the teachers share ideas on areas of concern.

In countries like the United Kingdom (UK), United State of America (USA), Australia, Hong Kong, the trend is increasingly shifting towards school initiated and school based professional development (Hargreaves, 2002). Scholars, like Fullan (2003), Reitzug (2002), Elmore and Burney (1999) and Lieberman (1995, 2001) argued that professional development through modeling, mentoring, inter-class/school visitations and observation is an effective way forward for teacher development. Guskey (2002) researched on various CPTD models and argues that teachers are likely to stick to old practices when CPTD focuses on changing their values and attitudes with orientation/advocacy workshops.

However, they are more likely to change practices when they experience these changes positively in real classroom contexts. In considering the views noted by the various authors, the study drew extensively from literature and data collected in the course of this study, namely: improved teacher commitment and sense of professionalism could be better achieved through the implementation of SBCPTD programmes. Hence, SBCPTD should be emphasised because the teachers themselves will be able to help each other to facilitate their own developmental needs.

This trend is not far from the South African situation, for instance, the Eastern Cape Provincial Department of Education support, school-based developmental programmes, especially in the rural schools. This was based on the fact that many teachers believe that their best development opportunities come through learning from and with other teachers (Kelly, 2007). Lieberman and Wood (2002) argue that the best way for teachers to learn is through their own involvement in defining and shaping the problems of practice in the school context and with the support of their colleagues. As such, school-based curriculum support programmes, from Head Office to districts and from Districts Offices to schools and teachers, have been put in place; these programmes are intended to enhance on-going continuous growth and development of teachers (ECDoE, 2007).

Inter class/school visitations and observations are also part of the on-going development support process. This involves supporting teachers in a transparent manner at school and classroom level. These have been essential components for ensuring effective implementation of what has been learnt in the SBCPTD programmes (ECDoE, 2004). The school support programmes that are conducted by the department officials are an attempt to standardise and deliver quality assurance service at school level (ECDoE, 2004).

Research confirmed that teachers are seen as agents of change, thus they must be encouraged to become reflective practitioners by working collegially in professional learning communities (PLCs) (Dufour, Dufour & Eaker, 2009; Nehring & Fitzsimons

2011:515; Sigurðardóttir, 2010:397). As noted by Christie, Harley and Penny (2004) engaging in collegial activities helps to develop creative responses to various teaching and learning challenges (Christie, Harley, & Penny, 2004). Such school based CPTD activities would be beneficial for teachers by being continuous, collaborative and based on shared, reflective practices. The study of Katz and Earl (2010:43) supported the above fact by showing conclusively that schools are the places where 'new knowledge and conceptual change takes place to change how teachers and Head teachers/principals think and act', thus improving student performance.

Subsequently, Sigurðardóttir (2010), Moloj, Grobler, and Gravett (2002) argue that the school social climate, school structures should promote collaboration, shared leadership, and mutual support for continuing professional teacher development. However, cultural factors such as the beliefs of staff and leadership in schools might pose as a hindrance to professional learning. Nevertheless, it was envisaged that collaborative strategies would be used by teachers to contextualise their professional development activity and to fulfil their needs (Birman, Desimone, Porter & Garet; 2000; Harris, 2003; Guskey, 2002). According to McLaughlin and Talbert (2006), evidence exists suggesting that teachers gained new information, reconsidered previous knowledge and beliefs, and built on their colleagues' ideas and experiences within the school context.

That is why Hunzicker (2011:178) and Pedder and Opfer (2011:754) suggest that continuing professional teacher development programmes should be mainly school based and focus on teacher learning processes towards improved teachers' practice. In such cases, learning should be embedded in teachers' daily work where they could obtain new knowledge and skills, apply them into classroom practice and from their experiences, acquire more knowledge (Sigurðardóttir, 2010:397). This teacher collaboration took from what Lave and Wenger (1991) argue on learning (in corporate settings), namely, that it does not occur in isolation but is socially constructed and specific to the situation in which it is learned. This view explains why the theory pushes for teachers participating in a collegial learning to improve learners' achievements by reflecting on and comparing their practices in a real classroom

situation and by examining, concretely, areas that work and those that need changes within the school (Lave & Wenger, 1991).

Hence, emphasising teachers' development, schools need to guide teachers to participate in appropriate continuing professional development programmes and provide access and support to such programmes as in the case of SBCPTD (Opfer et al. 2011:196; Pedder, Opfer, McCormick, Storey, 2010:389). Darling-Hammond et al (2009:10) note that teacher development programmes require rigorous, job-embedded, 'hands-on' opportunities to build their knowledge of the subject content and skills to teach students in collaboration with colleagues.

Furthermore, such continuing professional development opportunities should also provide for active learning with the necessary follow-up as well as feedback, supervision to promote change in teachers' practice (National Comprehensive Centre for Teacher Quality, 2011:6). From the above discussion, it would appear that the significance of effective continuing professional development and teachers' active involvement in PLCs lies in teachers' sincere commitment and willingness to participate and learn in learning communities (National Comprehensive Centre for Teacher Quality 2011:5; Mestry et al. 2009:488; Moloji Grobler, & Gravett, 2002:93; Ntapo 2009:43). According to Koehnecke (2001), SBCPTD is one model that does provide professional development for teachers from the beginning to the end of their careers at the school level.

School-based CPTD programmes have limitations. While they may be effective at encouraging teachers to improve their practices through sharing and reflecting on their knowledge and practices, they also depend on the collective professional expertise of its members (Marneweck, 2004). To generate new conceptual knowledge around curriculum and learning orientation, non-school-based educationists or experts are usually needed to assist in that respect as partners (Maistry, 2008). More or less, abuse by district officials could also occur, especially with officials who were not qualified or committed but more interested in delegating to clusters so as not to visit their schools and teachers.

In this study, it is important to know that teachers, school administrators, supervisors and district officials are involved in the planning and implementation of SBCPTD programmes so that their and their students' needs are addressed. School leaders, with the assistance of district officers responsible for supervising, supporting, and evaluating teachers should take full charge and be part of program planning to enhance their knowledge of the programs for which they are being tasked and in which they play a key role.

2.8 Methods and types of implementation of School-Based Continuing Professional Teachers Development Programmes

Emanating from the different perspectives and philosophies on CPTD, a number of schools based continuing professional teacher development programmes have been developed and implemented in different countries in the world (Jita & Ndlalane, 2009). Back et al (2009) identified several examples of school based CPTD programmes. These include: coaching; mentoring; study groups; communities of practice; and action research. These models can be seen to share a common trend in their approach. Teacher networking is another form of professional development whereby learning opportunity is encouraged. Teachers from different schools network and help each other grow professionally. According to Gray (2005), professional learning opportunities take relatively little time out of the teachers' working schedules, and the teachers still find them inspiring and stimulating, and aid their overall professional development. The above view links to the reports made by Wenger (1998) that engagement in social practice is the fundamental process by which we learn and gain a sense of identity – which in this case, refers to as professional identity.

2.8.1 Coaching

The coaching/mentoring model covers a variety of CPTD practices that are based on a range of philosophical premises (Kennedy, 2005). However, there has been an extensive interpretation of definitions around coaching/mentoring. Nonetheless, the defining characteristic of this model is the importance of the one-to-one relationship, generally between two teachers, which is designed to support CPTD (Kennedy, 2005:

242). According to Galanouli (2010), coaching and mentoring are approaches to professional development that are well established as well as documented.

Simkins, Coldwell, Caillau, Finlayson and Morgan (2006) describe coaching as a narrower concept compared to mentoring that involves skills development or job-specific tasks rather than the broader career development. Rhodes, Stokes, and Hampton (2004) emphasise that coaching is a short-term relationship, which can be used to help embed change, raise the level of performance and assist in the skills development process. It may be reasonably argued that coaching could be said to be a special case of mentoring (Rhodes, Stokes, & Hampton, 2004).

The Department for Education and Skills in England (DfES/CUREE, 2005) describes coaching as a structured process for enabling the development of a specific aspect of a professional learner's practice. The adoption of the coaching model is based on the premise to support teachers as they strive for effective implementation of school based programmes (Li & Chan, 2007). For effectiveness and efficiency, coaching as one of the school-based development models, can be used in various contexts, for example, some particular aspect of a teachers job that needs to be developed, and this could involve either curriculum implementation or pedagogy skills.

One example where the coaching model was employed to run a programme conducted by the National College for School Leadership in England was reported by Simkins et al (2006). The programme focused on developing leadership in school middle managers. Although the study was reported as successful, certain factors inhibited the overall success despite coaches that were selected from within the school. Li and Chan (2007) noted the use of coaching method to deliver a new English language curriculum implementation in Hong Kong school; the method was reported as effective in developing teachers' skills in the implementation of curriculum. Similarly, Li and Chan (2007) suggested that coaches need to fully understand their role and responsibility and be properly trained as many of the coaches' lack appropriate training. This model is crucial to this study because the study intended to investigate

whether the coaching methods was used in the implementation of SBCPTD programmes.

2.8.2 Peer coaching

This is another dimension of a coaching method. It is viewed as a teacher professional development programme in which pairs of teachers work together to support each other's professional growth through experimentation, observation, reflection, exchange of professional ideas and shared problem-solving (Engelen, 2002; Loucks-Horsley, Hewson, Love, Stiles, & Mundry, 2002; Robinson, 1999; Joyce & Showers, 2002). Robbins (cited in Rhodes & Beneicke, 2002:298) defines peer coaching as:

A confidential process through which two or more colleagues work together to reflect upon current practices; expand, refine and build new skills; share ideas; conduct action research; teach one another, or problem solve within the workplace (Rhodes & Beneicke, 2002:298).

Peer coaching has been found to work extremely well when used in conjunction with classroom observation, with the coach either teaching and being watched, or observing (Spencer & Logan, 2003). Peer coaching is significant to this study due to the opportunities it provides teachers to engage in various activities such as experimentation, observation, reflection, exchange of professional ideas and shared problem-solving with their peers.

2.8.3 Mentoring

Mentoring basically involves the idea that an experienced teacher and a beginner teacher learn, to a great extent, from each other (Loucks-Horsley et al., 2002). In other words, mentoring as a professional development tool, involves both new and experienced teachers (mentees/mentors), the experienced teachers mentor the novice teachers into the profession; they do this by gaining and using appropriate skills and knowledge, and at the same time, conveying messages about the social and cultural norms within the institution to the teacher to improve both mentoring practices and classroom teaching practices (Hudson & McRobbie, 2004).

The novice/experienced teacher model, according to Kennedy (2005), is similar to the apprenticeship system, where the experienced teacher initiates the novice teacher into the profession. Broad and Evans (2006) advocate that mentoring, as a development opportunity, provides experienced teachers an act of mentoring-like role (e.g. working with new teachers, associate teacher working with initial teacher candidates). This model supports both the transmission and transformative view of professional development for teachers. In the transmissive view of professional development, teachers are initiated into the status quo by their more experienced colleagues while in the transformative view; the relationship provides a supportive, but challenging forum for both intellectual and affective interrogation of practice (Kennedy, 2005). This school based professional development is an essentially supportive process, which can be employed to support teachers through a combination of coaching and counselling (Rhodes, Stokes, & Hampton, 2004).

Mentoring, as a process, can be used to guide teachers in their drive for professional development. Bubb (2005) describes mentoring as a process of assisting beginner or inexperienced teachers, affording them access to a range of professional learning opportunities, including coaching. Mentoring is a form of coaching that tends to be short-term (for beginner teachers or teachers new to a school or education system) but which can also be on-going and long-term (Holloway, 2001). Several studies including those of Feiman-Nemser, (2001), Sanders, Dowson and Sinclair (2005), Workman (2005) and Weasmer (2003) have pointed out that mentoring indicates the value of the process in terms of learning for the mentor as well as for the protégée. As a result, mentors were able to articulate that the development of the skills required analysing and reflecting upon their own practice, responding to the insightful questions and concerns of protégées and the skills of listening, questioning and offering suggestions, all provided tremendous growth.

Bleach (1999:34) reiterates the above view by supporting and emphasizing the importance of interpersonal skills and describes a mentor as someone who is people-oriented, nurturing, insightful, protective and knowledgeable, a good role model with

sound subject knowledge, challenging teaching style, sympathetic but firm manner, high standards, and loyalty, commitment in time and effort, and good communication and counselling skills. It is evident from the above definition that mentor/s need/s to possess a wide range of mastery skills, competence and experience in teaching. Therefore, the necessity for a 'high quality' and trained mentor is required for effective mentoring as teachers are prepared to improve on their teaching and classroom practice. Field and Field (1994) add that the training of mentors should be within the context of what they want to achieve, as mentors often have to liaise with teams of subject tutors working with the less experienced teachers. Hence, the training for mentors is crucial for a good mentoring relationship with mentees (Forsbach-Rothman, 2007).

Indeed, mentoring often implies a good and strong relationship between mentors and mentees. Elliot and Calderhead (1995) state that mentors gain from the mentoring relationship and experience personal growth related to the development of the mentees. This view is also shared by the General Teaching Council for Northern Ireland (2005) that describes "receiving and /or giving on the job coaching, mentoring or tutoring" as part of the CPTD repertoire (GTCNI, 2005:28). Mentoring is considered a way to reform education, as it provides opportunities and structure for teachers' professional development (Briscoe & Peters, 1997). According to the document prepared by Ministry of Education (MoE, 2010:3),

Mentoring is a process by which experienced teachers give support, motivation and any other help when necessary to someone less experienced. It is also a method that helps Newly Deployed Teachers (NDTs) to set goals and strive for their success by having the necessary knowledge, skills and attitudes. A mentor is therefore an experienced practitioner who provides professional guidance and support. (MoE, 2010:3).

One example from South Africa that is discussed by Wilmot (2004) is the situation in which a university tutor identifies and approaches experienced teachers to act as tutors. Gradually, teachers recognise the pedagogical benefits of mentoring Postgraduate Certificate in Education (PGCE) students who have fresh, innovative ideas and a thorough knowledge of curriculum changes (Mokhele, 2006). More recently, mentoring has been used as a strategy to improve teacher retention (Ingersoll

& Smith, 2003). For instance, Ingersoll and Smith (2003) report on some studies that between 40% and 50% of new teachers leave the profession in their first few years. Both authors explain further that teachers who had received mentorship from their mentor from the same field were more likely to stay in the teaching profession (Ingersoll & Smith, 2003 cited in Ingersoll & Kralik, 2004).

Hawkey's (1998) cited in Freeman (2008) studied two different mentoring styles (one that focuses on providing multiple opportunities for the student teachers to learn and one that focuses on particular teaching experiences of student teacher) that affected the learning process of their students. Hawkey (1998) cited in Freeman (2008) reported that both mentoring styles were found to be effective, and when the style corresponded with that of the student teacher, the experience was positive.

In addition, Holloway (2001) reports on some studies that show that mentors who have received some form of mentor training are often more effective in their roles. Another example from the Scottish perspective is the new induction process affirming the success of mentoring/coaching relationship (General Teaching Council for Scotland, 2002). In this case, every new teacher is guaranteed a 'supporter' who supports the CPTD process and is involved in the assessment of the new teacher's competence against the Standard for Full Registration. However, recent research into the experiences of probationer teachers in the new induction scheme in Scotland suggests that 'for optimum relationship, the supporter must want to do the job and should be trained' (Draper, O'Brien, & Christie, 2004).

The GTCNI (2005) stressed that being a mentor can contribute to one's own professional development through 'receiving and/or giving on-the job coaching, because mentoring or tutoring form part of teachers' professional development repertoire (GTCNI, 2005:28). This continues to be the case with researchers calling for professional development programmes for mentors to upgrade their skills (Jones & Pauley, 2003; McCann & Johannessen, 2009). Jones, Doveston and Rose (2009) highlight that teachers are only motivated to prepare for new formal mentor-teacher roles primarily because these afford them the opportunities for their own professional development and act as an avenue for encouragement by observing innovative

practices from mentees. Research evidence confirms that new teachers who received intensive mentoring had a significant effect on learners' achievement after as little as two years (Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999).

According to Loucks-Horsley et al (2002), mentors have many responsibilities, for example: acting as content specialists, sharing information, providing access to resources, being a role model, counseling, coaching, encouraging reflection, providing career advice and supporting new teachers, and there is inadequate education to prepare mentors on how to develop effective primary teachers. Hence, mentors need guidance and training as they develop the skills necessary to become effective mentors (Upson, Koballa, & Gerber, 2002:4). Many studies have shown that, with training for mentors, this type of process can be effective in improving practice for both the coach /mentor and the coached / mentored (Cordingley, 2003, 2005a; Jones & Moor, 2005; Joyce & Showers, 2002). As indicated in the studies reviewed, there is no doubt that mentoring is paramount in the implementation of SBCPTD programmes in schools, hence its relevance to this study.

2.8.3.1 Commonalities between Coaching and Mentoring

Coaching and mentoring have much in common and overlapping of both is inevitable, especially when planning either activity in a school. Ellis (2005) points out that no one instructional method can be referred to as "best practice" as there are many ways of conducting professional development activity to assist teachers with their teaching practice, as they acquire new knowledge, skills, strategies, attitudes and values across the curriculum (Westwood, 2007). Therefore a teacher's choice to make use of a particular model at a particular time must be determined by the nature of the lesson content, learning objectives and the characteristics of the students in the group. Inappropriate teaching practice or method can hinder teaching and learning (McBer, 2000).

Mentoring/coaching are two ends of the same coin that indicate professional learning can take place within the school context and can be enhanced by sharing dialogue with colleagues (Kennedy, 2005). Both can be collegial in nature, which can be used by

teachers and for teachers (Smyth, 1991). This adds a very significant factor to coaching/mentoring model because for the coaching/mentoring model of SBCPTD to be successful, participants must have well-developed interpersonal communication skills (Rhodes & Beneicke, 2002).

Riggs and Sandlin (2002) note that the key characteristic of the coaching/mentoring model is its reliance on a one-to-one relationship and more high-level training needs to occur for the mentor to develop expertise (Riggs & Sandlin, 2002). Furthermore, Rhodes, Stokes and Hampton (2004) suggested that both coaching and mentoring have proved very effective in helping new teachers make sense of their teaching profession, develop specific skills and dealing with specific classroom problem and also settle into their new environment. Determining the aims of the programmes as clearly as possible will assist the coach or mentor for the implementation process to be successful in as much as the scheme of the programmes and the expected outcomes depends on the need of the mentee. In other words, they need to give attention to the mentee needs. However, while coaching or mentoring, as a method, can benefit teachers and facilitator of school based professional development, the scheme usually demands a degree of structure in the process (Galanouli, 2010).

2.8.4 The Community of Practice

Communities of practice are viewed as a prerequisite for learning and are at the centre of making people capable of meaningful learning (Wenger, 2000:229). Such communities of practice form when people “engage in a process of collective learning in a shared domain of human endeavour” (Wenger, 2007:1). This initiative can be suitable for teachers who want to improve their classroom practice. In line with Wenger’s view, Lee (2005:40) believes that CPTD programmes designed for groups of teachers from the same school have several benefits. Teachers can share experiences, skills and problems encountered during the programmes.

In addition, this approach is receptive to teachers’ needs and goals and how they learn; it also promotes the school’s goals and has a greater impact on changing teachers’ practice (Lee, 2005). Community of practice generally involves more than

two people including members of the same communities knowing each other well enough to interact productively and to identify people who may be of assistance when required (Wenger, 2000:230). Nonetheless, community of practice implies that while integrating all members of different communities of practice, it is significant that learning within these communities should include the following processes: evolving forms of mutual engagement; understanding and tuning (their) enterprise; developing (their) repertoire, styles and discourses (Wenger, 1998:95).

Furthermore, collective learning is required where the acquired knowledge and skills are shared with colleagues through joint activities and discussions (Wenger, 2007). The type of community of practice, created among colleagues, allows for participation in discussions aimed at a common consensus (Darling-Hammond, 2006; Edmonds, 2007; Zaslavsky & Leikin, 2004). Colleagues are, therefore, able to motivate, and critique informative peer assessment with examples from the colleague's practice. However, participants who engage in communities of practice should be aware that the existence of such a community must purely be central to their involvement learning. Similarly, depending on the role played by the individual as a member of the wider team within the community, it is clear that learning could be either a positive and proactive or a passive experience, where the collective knowledge of dominant members of the group shapes other individuals' understanding of the community and its roles.

Yeatman and Sachs (cited in Day, 1999, p. 183) relate the above fact to a particular case study in Australia. It was observed that a successful community of practice 'has developed as a formal and explicit relationship between practising teachers and teacher educators. A similar case was also highlighted by Boreham (2000:505):

When the professional activity is collective, the amount of knowledge available in a clinical unit cannot be measured by the sum total of the knowledge possessed by its individual members. A more appropriate measure would be the knowledge generated by the richness of the connections between individuals.

Although from the fact highlighted above the term 'communities of practice', was not used, rather a social conception of learning in relation to the medical profession was considered appropriate (Boreham, 2000). He further makes explicit the added value of

learning in communities viewing the existence of individual knowledge and the combinations of several individuals' knowledge through practice as a powerful site for the creation of new knowledge.

In theory, the issue of power is vital to the success of any SBCPTD within a community of practice since it is the responsibility of community of practice to create its own understanding of shared activity, thus allowing the members of that community to exert a certain level of control over the programmes (Wenger, 1998). Therefore, for professional learning to take place within this context, it should be neither a form of accountability nor of performance management. The advantage of this model is that it potentially serves to perpetuate dominant discourses in an uncritical manner and under certain conditions, acts as powerful site of transformation, thus enhancing individual knowledge and experience through collective endeavour, hence its relevance to this study.

2.8.5 Action Research

Action Research is another school based professional development (Cohen, Manion & Morrison, 2002). This new approach to professional development encourages and requires teachers to learn from and with their colleagues within their school communities. It requires them to reflect critically on their day-day activities; enhance their capacity to understand their complex subject matters from learners' diverse perspectives (Day & Sachs, 2004). Its purpose is to understand and to improve those actions. It is about trying to understand professional action from the inside. Hence, action research emphasizes the involvement of teachers in solving problems in their own classrooms. According to Somekh (cited in Day, 1999:34), action research is 'the study of a social situation, involving the participants themselves as researchers, with a view to improving the quality of action within it'.

The 'quality of action' can be perceived as the participants' understanding of the situation, as well as the practice within the situation. Action research can be conducted by individual teachers or by groups of teachers. Research has shown that action

research is a successful model of CPD in that it allows teachers to ask critical questions of their practice (Kennedy, 2005).

Advocate of the action research model (Weiner, 2002; Burbank & Kauchack, 2003) posits that this model has a greater impact on practice when it is shared in communities of practice or enquiry, and indeed, many communities of practice will engage in action research. In his example, Weiner (2002) discusses an agreement among partners (universities, government and professional groups), in which teacher needs to be supported in carrying action-based research. She claims that 'action research has practitioner development and transformation as its main aim.

Burbank and Kauchack (2003) argue that collaborative action research provides an alternative to the passive role imposed on teachers in traditional models of professional development. They advocate teachers being encouraged to view research as a process as opposed to merely a product of someone else's endeavours. Action research, as a model of CPTD, has been acknowledged as being successful in allowing teachers to ask critical questions of their practice. However, Sachs (2003) queries the extent to which it allows teachers to ask such critical questions of the political determinants that shape the parameters of their practice. Nevertheless, an action research model clearly has significant capacity for transformative practice and professional autonomy.

2.8.6 School Cluster

The school cluster is a process whereby teachers from neighbouring schools come together "to improve the quality of education by enabling the sharing of resources, experience and expertise among clusters and facilitating school administration by pooling resources from several schools to be shared equally" (Aipinge, 2007: ii). Such teacher clusters have pedagogical and/or administrative objectives. They encourage teachers to assist one another in understanding their practices and break teachers' isolation by experiencing a form of collaborative learning (Jita & Ndlalane, 2009). Teacher clusters provide a form of context in which teachers observe how others teach, encouraging them to try out new ways of teaching. In addition, they also

constitute a special learning community committed to discussing and planning curriculum development innovations and improving their understanding of innovations (Giordano, 2008).

According to McNeil (2004), teacher clustering as a form of development activity, is being practiced in many developing countries and usually aimed at addressing scarcity problems faced by teachers in rural areas by giving them access to better facilities and staff. This scenario is not far from the South African situation. For example, cluster meetings were used by districts faced with a human resource (HR) shortage to familiarise teachers with assessment moderation. Teacher clusters facilitates and simplifies the work of district officials as they are able to work through cluster leaders (CLs) instead of having to deal with individual schools. CLs are tasked with delegated authority from district officials to ensure timely and smooth running of activities because CLs are more conversant with their schools better than district officials and could, therefore, be more effective in making certain decisions and in planning (Giordano, 2008).

However, Jita and Ndlalane (2009:59) argue that the mere presence of cluster structures does not lead to effective CPTD as this requires certain preconditions. Effective clusters should focus on improving teacher performance for better learner achievements and need quality teacher-led interactions, based on professional knowledge and skills, and a collegial reflective culture. However, it is clear that several SBCPTD activities are needed for different teachers' needs and that these are best observed through the work and school activities teachers are required to perform, as well as their content and pedagogical knowledge, competences and professionalism.

Villagas-Reimers (2003) provides some examples whereby a project undertaken in South Africa brought together Science advisers from the Western Cape Education Department and Science teachers from both King College in London and the Peninsula Technikon (now the Cape Peninsula University of Technology) in Bellville. The project, as described in detail by Johnson, Monk and Hodges (2000), had groups of science teachers in South Africa who due to their experience of working in very poor conditions

for many years, came together for different forms of professional development, including: coaching, group discussions, and group work based on the 2005 curriculum. As described by Johnson, Monk and Hodges (2000), the project was seen as modest and effective in improving teachers' knowledge and skills and was related to the teaching of science.

In their conclusion, Johnson et al (2000) assert that the teachers who participate in all of these activities gradually change their pedagogical content knowledge. This was a resultant effect of familiarisation with new possibilities and approaches in the topic, and simultaneously developed their skills with which they could help students to learn more effectively. More importantly, the topics delivered in the project were those related directly to South Africa C2005 (curriculum 2005). Considering issues raised by literature, school clusters seem like a vital component of SBCPTD programmes. Hence, the justification of including school clusters as a feature in the current study.

2.9 Training received by Senior Management Teams and Teachers to implement SBCPTD programmes

Teachers and the quality of their teaching are now widely recognised as the most crucial of many important factors that combine to create overall quality of education (Darling-Hammond, 2000; Leu & Price Rom, 2006; UNESCO, 2004). According to Reinke and Moseley (2002); Bailleul, Bataille, Langlois, Lanoe and Mazereau (2008), no other factor - not even class composition, background or class size - contributes to learners' success as much as the quality of the teacher. Most importantly, providing, developing, supporting, maintaining and the conditions that would create effective teachers professional development has becomes crucial. Hence, most countries are rapidly reforming their education systems to meet the Education for All goals (EFA) (UNESCO, 2004). For any effective implementation of SBCPTD, the programme must be facilitated by experts and specialists in both subject content and pedagogical knowledge (Steyl, 2009).

The implementation of any SBCPTD programmes requires SMTs and teachers to be adequately and effectively trained because they are the sole facilitators of the

programmes. Unfortunately, most SMTs responsible for organising, providing and training of teachers for professional development have had no formal training. The learning experiences they create for others are similar to theirs but in some cases these learning experience were neither positive nor effective (Mizell, 2010).

Ideally, before starting to practice, SMTs are supposed to have received formal education in pre-service education or initial training programmes; however, the outcome of the National Teacher Education Audit in 1995 reports that a third of the teaching force, at that time, was engaged in qualifications-driven CPTD which had little or no impact on their classroom practice (DoE, 2005). According to Motshekga (2010), over 90% of public school teachers in South Africa have more than 3 years of training (Motshekga, 2010). Many of them have not received all the training they needed to cope with the responsibilities of teaching.

As a result, teachers' limited access to professional development has been identified as a critical area for change by The Report of the Ministerial Committee on Rural Education (2005) (DoE, 2007). Carroll, Forlin and Jobling (2003) pointed out that, of great essence is for teachers to be confident in their capacity, skills, knowledge and to be able to tackle the challenges they might encounter in the present school climate with rapidly developing fields of knowledge and approaches. Hence, the effectiveness of any professional development depends on how carefully teachers conceive, plan, and implement the programmes.

In the case of SBCPTD, it was assumed the difficulties are more pronounced with inadequate training, difficulties adapting to an individualized curriculum, lack of funding, inadequate teacher support, lack of knowledge, lack of time, and heavy workloads (Mastropieri & Scruggs, 2005; Singh, 2004; Engelbretch & Green, 2007). To meet the challenges of continuing professional teacher development, the policy framework states that CPTD must focus substantially on learning area or subject knowledge, especially in scarce skills, but not to the exclusion of pedagogical knowledge and skills in a variety of social contexts (DoE, 2005).

The requirements in all programmes developed as a result of this policy must emphasize the integrated development of learning area or subject content knowledge and pedagogical skills, together with a thorough understanding of the changing social character of schools and the skills required to manage learning in diverse classrooms (DoE, 2005). The ability of a nation to continue to exist and flourish economically depends significantly on how well the country handles its human resources.

Teachers are faced with many different duties within South African schools, duties for which the majority of them were not properly trained. Engelbrecht and Green (2007:57) concede that most teachers do not have the pedagogical knowledge and skills to handle the diverse nature of learners' needs. The Department of Education thus encounters many challenges in empowering teachers to implement CPTD at the school level of education (Engelbrecht & Green, 2007). According to Hanushek and Rivkin (2006), teachers are essential to the philosophy that drives programme creation and implementation. Individual teacher traits and collegial factors determine implementation. In other words, teachers need to be skilled, committed and caring individuals of high quality who are capable of delivering content and making learning easy for learners.

Many factors contribute to the successful implementation of SBCPTD programmes, but one major determinant is the professional experience and or qualifications of the SBCPTD programme implementers. In a study conducted by Burchinal, Cryer, Clifford and Howes (2002), it was found that quality of early education programmes is strongly associated with the qualifications of the teachers' programmes. The same applies to the quality of SBCPTD programmes for the high school teachers; the development of high school teachers can, therefore, be affected by their qualifications. Since the SMTs and teachers are the implementers of SBCPTD, their experiences/qualifications play a vital role in the delivery of lessons during the training.

In addition, a study conducted by Muijs, Geoff and Lindsay (2008) on impact of professional development on teacher knowledge and quality early language and literacy practices in centre- and home-based setting, suggested that trainers need to have a mastery skills to teach efficiently and effectively if the demands of high quality

teaching are to be met. It is the researcher's opinion that trainers responsible for the provision of skills and knowledge to trainees know exactly what is expected of them even if it means acquiring more knowledge to train the trainees.

Studies by Chisholm (2004) established that South African teachers, especially in rural communities, are poorly trained and lacked the necessary skills to implement SBCPTD programmes. Unskilled or inadequately trained teachers find implementing new curriculum and even professional development programmes challenging. According to Laukkan (2008), a teacher has to be highly educated, be an expert in his or her field, and have mastery skills to cope with student diversity. In general, teachers should be well trained, recognise value in the training they receive, be able to understand the subject matter, know how to implement it effectively, and be able to work and help learners' to learn.

South African communities need teachers who have been appropriately trained and developed to undertake the role expected of them regardless of the ever-changing education reforms and the conditions in which they work (DoE, 2007). Training of teachers is a crucial step for successful implementation so that teachers understand what the changes are and how they can put them into practice (Rogan & Grayson, 2003). The afore-mentioned statement is validated by the new Occupation Specific Dispensation (OSD) that school teachers in public education are expected to undertake several forms of training and development as part of their conditions of service (Collective Agreement 1 of 2008) as the goal of SBCPTD programmes is to improve the knowledge, skills, and commitments of teachers in their profession.

Hence, the professional development responsibilities of school-based teachers employed by PED are, thus, fully consistent with the CPTD system envisaged in the Minister's policy framework. The kind of professional learning and change of practice for SMTs and teachers should be encouraged through training because teachers learn over time since they are believed to be the main resource persons in SBCPTD programmes. As far as SBCPTD programmes are concerned especially the subject advisory section of the Education Department, they are supposed to be adequately trained and well informed about implementing SBCPTD activities (DoE, 2008).

The introduction of the new curriculum (C2005, NRC), which was vastly different from the previously implemented practices, demands both intensive and extensive training for teachers (DoE, 2007). Teacher's initial preparation programs and continuing professional development are important aspects in changing and improving instructional practices. The capacity of teachers is determined by their qualification, experience and ability to communicate (Northedge, 2003). This view is shared by Evans (1993) who argues that if there is lack of public confidence in teachers' professional knowledge, there will be a parallel crisis of confidence in teachers' professional execution of duties. Therefore, implementation of SBCPTD can be affected by a teacher's lack of skills and knowledge to deliver a given task.

Laukkan (2008) points out that to cope with student diversity; a teacher has to be a highly educated pedagogical expert. This means that for teachers to cater for students' individual needs, differences and abilities, they should be well trained. This view is reiterated by Kansanen (2003:89) when he stated that "the basic aim of every teacher education programme is to educate competent teachers and develop the necessary professional qualities to ensure lifelong teaching careers for teachers". Kansanen (2003) further elaborates that initial teacher education is of great importance and that any challenges appearing in the programme will have consequences that will be very difficult to correct in the future. The need for school based teacher education is inevitable, but the basis for professional competence is taught to student teachers in the period of initial teacher education through the cascade model of training, the idea is that top-level personnel are trained intensively; they, in turn, train the next level personnel, and so on until all available personnel have been trained by the level above them (Johnson, 2000; Hayes, 2000, Ono & Ferreira, 2010).

This was the same approach utilised for in-service training of teachers when Outcome Based Education (OBE) was introduced (Ono & Ferreira, 2010). At the top of the structure was the National Department itself which trained personnel from the provinces, who in turn trained personnel from the districts. The latter were tasked with the responsibility of training personnel from circuits and key teachers, who were then expected to train colleagues at the school level for effective implementation school reform. Apparently, the training received is yet to yield positive results because school communities are witnessing continuous decline in effective teaching and learning

activities, especially in the rural Eastern Cape which happens to be the focus of the study. In similar vein, Jita and Ndladlane (2009) note that classrooms practices remain as elusive today as they have always been.

In a study conducted by Shezi (2012) which aimed at exploring the experiences of teachers in their training and development through the cascade model for the implementation of Integrated Quality Management Systems, the study found that the cascade model failed to yield effective learning on the part of the trainees and that after the workshop trainings, the teachers still found themselves with some knowledge gaps.

In a similar study reported by Gray (2005) on subject-based continuing professional teacher development in the UK, it was brought to fore that SMTS (Head teachers) expressed difficulty in connecting the relevance of CPTD with classroom outcomes and raised the question of whether the amount of investment and resources on CPTD activities is justified. Teachers criticised the training received through the providers as they were disorganised, incoherent, lacked communication skills, and had brief/short sessions. The trainers also failed to take into account the trainee teachers' different learning styles, their levels of ability and prior knowledge (Gray, 2005). As educators themselves, teachers felt justified in demanding high standards of preparation and delivery. As Robinson (2003) argues, if the training of teachers is not yielding the desired results and the beliefs of teachers, there develops a conflict with this training and what it is trying to implement, then such training should be considered a waste of resources and manpower.

Wight and Buston (2003) concur with Gray (2005) when they assert that most of the SBCPTD programmes often fail because they are built on a 'deficit model' and therefore emphasize inadequacies rather than identifying and building on teachers' existing knowledge. In a deficit model, teachers' individual knowledge, understandings and beliefs are not sufficiently recognised by those designing the SBCPTD activities. Departmental officials, district official, school Heads; SMTs, teachers as well as programmes trainers should be involved in the implementation of SBCPTD programmes. SMTs and teachers with years of experience in knowledge and skills as

well as communication skills also need to have expertise based on practical experience for them to be able to implement SBCPTD programmes.

CPTD providers, therefore, need to be aware that professional development is more effective in changing teachers' practice when it is on continuous bases as it gives teachers more time to learn about their practice (Porter, Garet, Desimone, Birman & Yoon, 2000). Departmental officials, district official, school Heads, SMTs, teachers as well as programmes trainers should be involved in the implementation of SBCPTD programmes by serving as trainers, mentors and resource persons at school. According to Craig, Kraft and duPlessis (1998), such widespread involvement of all the stakeholders promotes ownership and continued support of the programmes as well as developing a cadre of local experts who will help create lasting innovation.

Porter et al. (2000) explain that professional development focusing on content knowledge contributes to changes in instructional practice. Therefore, SMTs and teachers need to be trained in subject content, focus on learning, and on problem-solving (Guskey, 1999). Ingersoll (2001) cited by Villegas-Reimers (2003) states that in requiring teachers to teach lessons for which they have not been adequately trained for might jeopardise teachers' professional development and learners' learning.

According to the Department of Education, SMTs and teachers that are not well trained on implementation might render the capacity of schooling and education reform ineffective and unsuccessful (DoE, 2008). Botha (2004) agrees that in a system of school-based development programmes, the principals' leadership is of the utmost importance because oftentimes, they have to play a key role in the effective and efficient functioning of the school. In many schools, the SMTs are struggling to translate changes and reform into practice, especially when it comes to providing supervision and classroom observation at schools (DoE, 2000).

Corbett (2001:56) notes that it is generally accepted that change is viewed as demanding and even threatening. Teachers are presently being expected to make key changes in their understanding of teaching and learning. It has been shown by research that teachers feel that they are compelled to make most of the changes, in

which they have 'no input' and that such changes make no significant impact on their professional development (Hay, Smit & Paulsen, 2001:215). Booth and Dyssegaard (2008) point out that change is not an event but a process. Teachers, therefore, have to be equipped to meet the challenges of this process. They must be ready to operate as change agents and understand that they possess the strength to recognize and respond to the challenges they are faced with. The South African government's initiatives since 1994 on development, for instance, Curriculum 2005 and the revised National Curriculum Statement (NCS) have added to the disempowerment of teachers (Hay, Smit & Paulsen, 2001: 215).

Factors such as inadequate resources and the absence of a culture of teaching and learning make it difficult to teach effectively (Mokgaphame, 2001). School leaders are in the front line of the struggle to develop new approaches to teaching and learning in schools. Seemingly, the SMT members are not clear on what to manage because they were not given practical guidelines for managing the implementation of curriculum, neither were they trained sufficiently on the implementation programmes at school level (Ramparsad, 2001).

Holistic training programmes should emphasise pedagogical content knowledge as this helps teachers understand curricular content better and be more effective in making a subject comprehensible to students. Further, training should also concentrate and emphasise teachers' competency in using the relevant language of instruction. That way, they will deal directly with teachers' perceived reality which will lead to permanent effect on teachers (Elmore, 2002). Follow-up support structures for teachers who have to deal with the long-term implementation of the new reforms policies should be encouraged. SMTs and teachers should be able to perceive the value of SBCPTD programme they receive. They are supposed to be introduced to research-driven classroom practice (Guskey, 1997).

Moon and Dladla (2002) suggest that school-based training is essential. Hence, implementers of SBCPTD need thorough training and development, particularly to aid their understanding of how to implement the new curriculum policies being pursued and be able to translate the new curriculum reforms into classroom practice. However,

the challenge for SBCPTD programme implementers is to tailor their training, for example, content knowledge in such a way that it takes into account input from teachers themselves; it should also meet the expectations of the teachers, otherwise content knowledge, if not well delivered, can be a challenge to the successful implementation of a SBCPTD programme.

Contemporary views of professional development frequently emphasise the importance of involving teachers in defining their needs and developing opportunities for their own professional development (National Centre for Education Statistics (NCES) (2006). Robinson (2003) highlighted the importance of personal engagement in any educational reform process. In their argument, Van Deventer and Kruger (2003:219) contend that any fundamental or complex changes to existing teaching practices and procedures are not easily accepted, especially if these changes involve disruption and additional work. In response to this, it is imperative to realise the importance of involving teachers in decision-making for professional development to be effective in educational reform and teacher professional development. It is imperative that training of teachers is indispensable if schools are to effectively improve the quality of teaching and learning. Training empowers teachers with knowledge, skills and attitudes, which foster quality teaching and learning. This, therefore, necessitates the importance of training in this current study.

2.10 Support and Monitoring Strategies for Implementing SBCPTD

The new policy for school improvement states that schools and teachers are expected to identify their own training and support needs (DoE, 2008). This implies that the move towards a new culture of CPTD (school-based) teachers will be involved in taking responsibility and accept ownership for their professional development; that it will also allow for share practice and collaboration between teachers and the school. However, this cannot happen unless teachers are provided with the necessary support and resources. According to the Department of Education (2008), support is an important element in everyday school activity which enhances its capacity to respond to diversity (DoE, 2008). However, teachers experience significant difficulties in accessing and receiving support, resources and CPTD opportunities close to where they live and work (Chisholm, 2004). Multiple challenges also arise in schools, and

teachers are held accountable for not just learners' performance but also for the delivery of the new curriculum.

Schools require positive school culture in planning for a comprehensive and successful implementation of SBCPTD programmes (Clarke & Hollingsworth, 2002). Smith and Cooper (2000) concluded that among the various factors causing serious constraints for smooth and effective running of school activities were financial support, resources materials, facilities, and equipment. It has been argued that there is no meaningful teaching and learning that can take place without adequate resource materials and funding (Johanson & Adams, 2004).

This applies to SBCPTD implementation as well. For the officially designed curriculum to be fully implemented as per plan, the government, through the Department of Education, should be actively involved in supporting the intervention programmes. Education officials can have a positive impact on schools by supplying schools with adequate finance to procure resource materials such as textbooks, teaching aids and stationery to enable teachers and learners to play their role effectively in the implementation process (Fitzsimmons, as cited in Ward, 2007). Therefore, it is the responsibility of the DoE, through the district office, to provide facilities and resources to support teaching and learning and also to ensure successful outcome through empowering, motivating, supervision and training of teachers (ELRC, 2003).

Further, SBCPTD activities are the most promising CPTD programmes that reach all the teachers at the school level and benefits both teachers and learners in schools. Thus, teachers in today's schools and classrooms should be supported to adopt and sustain cost-effective practices (Sugai et al., 2000 cited in Sprague, 2003). Hence, it is the duty of the state to provide a continuum of support services to support the development of SBCPTD at the school levels.

Many countries accommodate a variety of professional development initiatives such as international development agencies, namely: World Vision and local or international

NGOs, which often provide teachers and learners with materials like teaching kits or textbooks or donor-funded programmes, all of which are linked to schools reforms. According to Rogan and Grayson (2003), the construct “support from outside agencies” describes the kinds of action undertaken by outside organisations, such as provincial and district education offices, to influence practices, either by support or sanction, and the role of the Education District Officers (EDOs) to maintain the set out standards of education. They oftentimes act as quality assurance officers to provide schools with expertise and professional development courses.

Non-material support is mostly provided in the form of professional development. These involve in-service training where teachers’ skills can be upgraded. This is probably one of the most visible and obvious ways in which outside agencies attempt to bring change in schools (Karsten, Voncken & Voorthuis, 2000). Therefore, non-material support can also be regarded as a sub-construct of school capacity. Similarly, to bring about change, there is also a need for outside agencies to monitor the implementation process. This is mainly the duty of the district officers. They are obligated to inspect schools at least once in two years so as to give feedback to teachers on their performance. It is their duty to see that the policy is implemented according to policy documents. It is very important to think about diverse ways to support teachers in coping with school based CPTD programmes in South Africa context. Consequently, it is necessary for the current study to examine how support and monitoring strategy are made available for the implementation of SBCPTD programmes.

2.10.1 Financial and Material Support

The standards of school based CPTD lean on variety of factors that have the potential to make it effective and successful. For instance, the issues around financial support and resource materials are proving difficult for teachers to access. In relation to this, “there is proportionately insufficient investment in the development of the teacher and the educational workforce compared with that invested in changing structures and systems” (Education & Training Inspectorate, 2009:67). The need to ensure and provide an array of financial and resource materials for those who lead, manage and

teach has never been greater. Teachers are severely constrained in the availability of materials in their schools and this hinders whatever progress they intend to achieve in terms of creativity and innovation judging by the resources they have at hand. It is suggested that the central government must also provide physical facilities such as classrooms, laboratories, workshops, libraries and sport fields to create an environment in which implementation can take place. The availability and quality of resource material and the availability of appropriate facilities have a great influence on curriculum implementation (Commonwealth of Learning, 2000).

Resource materials such as teaching materials should be made available to teachers in their schools but in many cases, teaching materials are extremely scarce. According to Maguvhe (2003), the knowledge of creative activities for students is of little value if there are no materials or resources to support such activities. Many SBCPTD programmes are criticised for not being provided adequate support, let alone assist teachers in the use of new active learning approaches; such a shortfall can inhibit implementation process (Maguvhe, 2003). Maistry (2008) argues that it must be recognised that lack of high quality support teacher learning and limited long-term CPTD programmes are critical barriers to effective teacher learning. Consequently, it is important that SBCPTD resource and facilitation materials provide guidance for including reflection in teachers' approach to their practice, conducting action research, developing teachers learning communities, and including mentoring or other forms of support (Fernandez & Yoshida, 2004).

The vision of the National Policy Framework (DoE, 2006) is to support and facilitate the process of SBCPTD activities so as to revitalise the teaching profession - classroom practice. Hence, SBCPTD programme is geared towards improving schooling and the quality of learners' achievement and to coordinate professional development activities focusing on effectiveness of classroom practice, (DoE, 2006). The point is that SBCPTD programmes can be reinforced and institutionalised through adequately supporting and provision of the necessary resource for proper implementation of the programmes. It remains the responsibility of the Department of Education to make available facilities and resources to support teaching and learning and to empower, motivate and train teachers (Mathula, 2004).

Many researchers have come to the agreement that there can be no meaningful teaching and learning without adequate resource materials and funding (Johanson & Adams, 2004). This applies to SBCPTD implementation as well. For the implementation of SBCPTD, adequate financial resources are required for building realistic and sustainable programmes. The government, through Department of Education, district officials and local authorities tasked with this responsibility of supporting and monitoring SBCPTD programmes, need to consider the cost of sustaining SBCPTD programmes at the school levels and ensure that adequate funding is available for initiation and sustainability of the programmes. According to Leu and Ginsburg (2011), all SBCPTD require considerable financial resources. It goes without saying that instructional leaders (SMTs and teachers) need to be provided financial support and empowered to thrive for successful implementation of SBCPTD programmes.

SBCPTD at the school levels cannot operate adequately without learning materials, equipment and infrastructure such as classrooms, laboratories and a conducive learning environment. One of the instructional implications of Piaget's theory of cognitive development is that learners need to be kept active by providing them with rich environments that allow for active exploration and hands-on activities (Schunk, 2004). The same goes without saying for teacher professional development. However, recognising that financial and material resources for professional development will continue to be scarce, it is of utmost importance that the available resources be aligned to support the outcomes that the districts seek for their teachers and learners. If financial and materials support are made available to schools, teachers would be motivated to participate in the implementation process at the school. This, therefore, strengthens implementation of SBCPTD in schools. Consequently, this scheme is paramount in this study.

2.10.2 Administrative support

SBCPTD is an important element of decentralisation, especially when linked with school improvement activities that involve school administrators/personnel teachers as well as students in assessing, planning and supporting the schools programmes, teachers' teaching, and students' learning (Gillies & LeCzel, 2006). Accordingly, school

administrators, regional and district officials responsible for supporting, supervising and monitoring teachers professional development activities should also be involved in planning of SBCPTD programmes to enhance their knowledge and understanding of the programmes for which they, as facilitators, play a key role. Similarly, Gagnon and Leone (2001) confirm that administrative support is critical for any successful implementation programmes. Evidence also suggests that support should be visible, predictable and continuous.

According to Leu and Ginsburg (2011), school supervisors, district officials, and other local authorities that are supposed to provide support and monitoring strategies for SBCPTD programmes can be a barrier to the implementation process and quality improvement at the school level if they feel threatened by teachers' new knowledge and not included in the professional development programmes. They may attempt to hinder or stop the implementation of a new practice if they do not understand it. They might also be uncertain of their mandate and responsibility in relation to implementing reform policies and classroom practice if these policies are not endorsed widely and publicly from top of the education or government system.

Hence, this is a good argument for the inclusion and involvement of all education stakeholders (School administrators/personnel, SMTs, teachers, school supervisors, district official and other local authorities) in the planning of the structure and content of the programmes so that their and their students' needs are addressed. More importantly, political will can also play a vital role in creating an enabling environment conducive in supporting and monitoring SBCPTD programmes at the school levels. The inclusion and involvement of all in classroom practices in programme design promotes teachers' ownership of and support for the programmes. It also brings teachers closer to the realities of schools, of which teachers themselves sometimes have limited understanding (Leu & Ginsburg, 2011).

2.10.3 School Management Teams

There is no risk attached to giving teachers control over the curriculum, but the product ought to be supported and monitored. According to Carl (2005), teacher empowerment

loses its effectiveness if the instructors do not have instructional leaders to support, monitor and keep them on track (Carl, 2005). SBCPTD implementation must be supervised and monitored by those empowered to do so by the Department of Education in the case of the study area, this includes SMTs (principals, Heads of Department) and teacher themselves. The school principals act as the supervisors and instructional leaders; provide direction and guidance and ensure teachers have the skills to carry out the targeted change (Ornstein & Hunkins, 2009). Ornstein and Hunkins (2009) further argue that effective supervisors realize that they must be flexible to the situation and participants. Supervisors can give experienced teachers more responsibility. In this case, it can be observed that the school principal can delegate some duties of class observations to Heads of Departments.

The importance of instructional leadership in creating learners' success and achievements has been supported by many studies (Cotton, 2003; Jackson & Davis, 2000; Marzano, Waters, & McNulty, 2005). A study exploring the relationship between school principals and student achievement conducted by Cotton (2003) in the US concluded that principals who were knowledgeable and actively involved with their schools' instructional programmes had higher numbers of high achieving students than those who managed only the non-instructional aspects of their schools. It can be observed that there is need for principals to be knowledgeable so as to assist the teachers in terms of pedagogic skills through professional development.

The principals' leadership is critical to the success of any SBCPTD programmes and implementation. They determine organizational climate and support those people involved in change. If a principal creates an atmosphere in which good working relationships exist among teachers, and teachers are willing to take the risks necessary to create and deliver new programs, then it is more likely that program changes will be implemented (Elmore, 2000; Wong & Sunderman, 2007).

However, It is clear that principals, as instructional leaders, have been criticised by experts that they do not have adequate access to professional development that relates to their role as school leaders (Mizell, 2010), yet they have a task to monitor and supervise the implementation of its SBCPTD programmes. Portin, Alejano, Knapp

and Marzolf (2006) point out that supervisors have three major tasks: (1) helping the total school community articulate education purposes and monitoring professionals to see that they adhere to these purposes in delivering the program; (2) providing democratic instructional leadership; and (3) keeping channels of communications open within the school and between the school and the community as a whole. In this view, it is clear that SMTs (principals, Heads of Departments and teachers) have a huge responsibility of supervising and monitoring professional development of teachers.

2.10.4 Time Allocated for SBCPTD Support Programmes

Teachers, facilitators, district and local authorities and policy makers consistently indicate that the greatest challenge to implementing effective professional development is lack of time (Ismat, 1996). Finding time for the implementation of any SBCPTD poses a challenge (du Plessis, Conley & du Plessis, 2007). Teachers, as adult learners, need to set-aside time for learning (e.g. workshops and courses) and time to experience and digest new ideas and ways of working with others (Ismat, 1996).

According to Mizell (2010), professional development is at its best when it is conducted in the context of teachers' daily work. For instance, when learning is structured as part of every school day activities, all teachers will be involved in growth rather than learning being limited to those who volunteer to participate on their own. They also benefit most by learning in the setting they are familiar with and can easily and readily apply what they learn. Lessing and De Witt (2007) point out that most CPTD activities often take place after school hours, during weekends and or during school holidays. Consequently, teachers seem to resent this as they have other responsibilities outside their profession.

Regarding time allocation for SBCPTD, Smith (2003) is of the opinion that teachers need to be allocated time within their regular working milieu since the activities take place right at the school base. Regular time for teacher collaboration can help ensure that lessons are more highly polished, learners' needs are better met, and curriculum is cohesive from year to year (Maistry, 2008). The above point is echoed by Heystek, Nieman, van Rooye, Mosoge & Bipath (2008) when they suggested that the regular

school schedule be restructured to allow teachers engage in professional development. Heystek et al (2008) believe that learning opportunities such as professional development be embedded in day-to-day teacher daily teaching activities. SBCPTD is at its best when facilitated by teachers themselves, guided and supported by school administrators (principals and SMTs), local supervisors (dedicated to supporting rather than mere inspecting teachers) to provide sustained leadership and support (Ismat, 1996).

Several authors including Penuel, Fishman, Yamaguchi and Gallagher (2007) have pointed out that a common criticism of professional development activities designed for teachers is that they are too short and offer limited follow-up of teachers once they begin to teach. This results in teachers either assimilating teaching strategies into their current repertoires with little substantive change or rejecting the suggested changes altogether (Coburn, 2004). Brown (2004) argues that professional development that is spread over a longer duration and period is more likely to contain the kinds of learning opportunities necessary for teachers to integrate new knowledge into their practice. This argument was supported by Supovitz and Turner (2000) study which adopt the hierarchical linear modeling to examine the relationship between professional development and the reformers' vision of teaching practice. The study found that longer durations of professional development were needed to create "investigative cultures" in science classrooms, as opposed to small-scale changes in practice.

In addition, Armour and Yelling (2004); Connelly and James (1998) quoted in Sinelnikov (2009) argue that evidence exists suggesting that sporadic 'one-off' professional development activities are unlikely to impact significantly on teachers' practice. Ornstein and Hunkins (2009) suggest that teachers need more than one or two day skills training workshops. They need time to make sense of and adjust to changes in new curriculum. Allowing teachers to learn over time through a process that combines new learning with structured follow-up practice would lead to competency in new instructional practices that will engage students. Therefore, there is need for frequent dialogue on the curriculums for educational purposes and the conditions necessary to implement and maintain the curriculum.

2.11 Monitoring strategies

Apart from a variety of support activities, there is yet another important aspect to consider as far as SBCPTD programmes are concerned, that of monitoring strategies (Jansen & Sayed, 2001). Evidently, monitoring and support are two important aspects to be considered if any implementation of a programme is to succeed. Efforts have been made, both nationally and locally, to transform education and the training of teachers, but Jansen and Sayed (2001) suggest that no matter how crucial this professional challenge has been, it needs to be accompanied by a strategy for implementation that includes teacher training programmes and support.

Departmental officials, district officials, school administrators and supervisors need to participate in the SBCPTD programmes. This participation would afford them the same knowledge, skills, and commitment that teachers are developing through their engagement in SBCPTD programmes as they implement reform and improve their classroom practices within their schools (Barrow, Boyle, Ginsburg, Leu, Pier & Price-Rom, 2007; Ginsburg, 2010). According to Scheerens, Glas, Thomas, and Thomas (2003), monitoring refers to the gathering of information to ascertain if goals set out have been accomplished. Monitoring can include a range of time scales, depending on its purpose, focus and method. It is the direct responsibility of principals and district officials to ensure that teaching and learning take place in schools (South African School Act, 1996; Prinsloo, 2007; Christiaans, 2006).

According to the South Africa School Act (1996), the Department of Education officials and school principals are supposed to visit schools and classes to monitor teachers' progress with regard to implementation. All teachers should be involved in professional development activities on a regular basis throughout their careers. Programmes should be planned and implemented at the school levels for cost effectiveness and as well as programme effectiveness (Leu & Price-Rom, 2006). Periodic workshops can be bridged by frequent, structured, school-based activities that have teachers, try out and analyse or reflect on the new practice learned in their periodic workshops (Leu & Price-Rom, 2006). Panday (2007) claimed that implementation of SBCPTD programmes has to be monitored and supported, that is, it has to be supervised by principals and district

officials or inspectors. She acknowledges that the word “supervision” is closely related to curriculum implementation.

According to Panday (2007), it is not only the manner of teaching which needs to be monitored, but the content itself which needs to be supervised. Hellinger (2002:472) shares the same view as Nkomo (1995) when he postulates that monitoring involves principals going through teachers’ weekly plans and learning objectives, as well as their progression plans. These include reviewing learners’ assessment book, classrooms visitation on a regular basis, observing the implementation practice, learning and curricula policies, and evaluating learners, class and school levels general performance and progress.

In most Sub-Saharan African countries, educational policies suffer from a lack of qualified personnel to monitor SBCPTD programmes, as well as a shortage of management personnel qualified in SBCPTD programmes (Tiendrebeogo, Meijer & Engleberg, 2003). According to Maslow’s theory of motivation, it is not difficult to supervise individuals or teachers who are inherently motivated (Everard, Morris & Wilson, 2004). However, these teachers need professional support to keep them up to date with the ever-changing system of education developments. Feiman-Nemser (2003) shares the same view as he stresses the need for instructional supervisors such as the Education District Officers (EDOs), principals and Heads of Department to maintain the standard of education expected by the government and the society at large.

The quality of educational authorities and their monitoring scheme determines the effectiveness and successful implementation of SBCPTD. However, it has to be noted that informal monitoring strategies have not yielded the desired results, as revealed by Fullan (1992). Fullan (1992) posited that research on effective schools shows that paying detailed attention to individual and social development growth is essential for success. The above statement is validated by the findings of the U.S Department of Education (2004:11) that successful principals “analyse instructions and learners’ learning through regular classroom observations and provide constructive feedback to teachers to support instructional improvement”. Hence, teachers need continuous

support and monitoring as they learn new techniques such as those related to the new curriculum (Eleweke & Rodda, 2010). This study is concerned with the implementation of SBCPTD and believes that with the provision of necessary support, successful implementation can be achieved which, in turn, could increase teachers' teaching capacity and learners' performance specifically in Fort Beaufort education district and in South Africa, generally.

The reviewed literature, therefore, provide evidence that for SBCPTD programmes to be effective and successful, there is need for education officials, teachers, and other stakeholders to monitor and support the implementation of SBCPTD programmes in schools. Monitoring and supporting the implementation of SBCPTD programmes will empower schools with necessary tools needed for successful implementation of the programmes. This, therefore, calls for the inclusion of the two aspects in the current study.

2.12 Summary

This chapter reviewed literature that is related to the implementation of SBCPTD programmes. The theories of adult learning were explained, and the concept of CPTD, its purposes and perspectives were also examined. The literature review also demonstrated that for SBCPTD to be effective, there is need for support material and trained personnel to conduct the programmes. Studies related to the subtopics were also analysed. The reviewed related literature also assisted the research to examine how the SBCPTD programmes were implemented in the Fort Beaufort Education District. Chapter three provides information regarding the methodology employed in this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and justifies the research methodology which was used in this study. This involves: the research paradigm, research approach, research design, population, sample and sampling techniques, different data collection instruments and procedure, data analysis, validity, reliability and research ethics.

A research methodology is “the general approach the researcher takes in carrying out the research project; to some extent, this approach dictates the particular tools the researcher selects” (Leedy & Ormrod, 2005:12). Babbie and Mouton (2006:75) add that a research methodology “focuses on the individual (not linear) steps in the research process and the most “objective” (unbiased) procedures to be explored”. The research methodology for this study, therefore, in the researcher’s view, is the process of research and the implementation procedures adopted in executing the research study.

3.2 Research Paradigm

Research paradigm is described as a perspective held by groups of researchers that is based on a set of shared assumptions, concepts, values and practices (Johnson & Christensen, 2012). Similarly, Maree (2007) posits that paradigms refer to the lens or main beliefs by which reality is understood; hence paradigms are concerned with knowledge claims. Mackenzie and Knipe (2006) describe a paradigm as a theoretical framework which serves as a means through which meaning and knowledge can be constructed. This constructed meaning and knowledge cannot occur without making reference to the paradigm. Creswell (2007:19); Babbie (2010:33); Rubin and Babbie (2010:15); Babbie (2011:32) define the term paradigm as an organising framework, pattern, especially on an outstanding clear or typical example of the nature and conduct of research.

From a philosophical perspective, paradigm choices are the reflections of the researcher's views of the world around him or her (ontology) and also of the belief held that knowledge is created (epistemology). Ontology specifies the nature of social reality to be studied by researcher. Epistemology specifies the nature of the relationship between the researcher and what can be known. In other words, people's epistemological orientation enables them to either view knowledge as an absolute entity which is separated from the researcher and linked to a knowable external reality or perceive it as part of the researcher which is relative to the individual's experiences that are associated with the environment (Mckerchar, 2008). Mckerchar (2008) also stresses that methodology specifies the identification, study, and justification of research methods. Axiology pertains to the branch of philosophy focusing on values and ethics. Rhetoric specifies the art or science of language and oral and written communication (Mckerchar, 2008; Maree, 2007; Creswell, 2009).

Based on the statement and definitionS above, it is clear, that *paradigm* defines the nature of research. Therefore, the manner and way human beings act, conduct or take actions regarding the world that they live in cannot occur without making reference to the paradigms. It is the choice of a paradigm that influences or determines the researcher decision on the methodology chosen to conduct research. The methods used, phenomena observed and examined, and the interpretation of results, are all embedded on the choice of the paradigm. Hence, it was of paramount importance that the researcher chose a paradigm that guided her throughout the research process.

Several research paradigms have emerged over time and could be broadly classified as positivism; pragmatism; interpretive/constructivist, post-positivism; critical theory and postmodern, among others (Mackenzie & Knipe, 2006). In the next paragraphs, different paradigms are briefly explained as well as a detailed description of the paradigm that guided this study.

3.2.1 Positivism Paradigm

Creswell (2009) posits that positivist paradigm is one that has its roots in physical science. It uses a systematic, scientific approach to research (Creswell, 2009). Positivism paradigm mostly tends toward quantitative methodology, with the main focus being the utilisation of ontological and epistemological prescriptions that show how the methodology should be used to conduct research (Creswell, 2013). Positivistic approaches are founded on a belief that the study of human behaviour should be conducted in a similar way as studies conducted in the natural sciences (Collis & Hussey, 2003:52). In line with Collis and Hussey (2003), Mackenzie and Knipe (2006) note that social phenomena, like objects in natural science, can be treated in the same way. As a result, this scientific method, as a means of knowledge generation, is being adopted by positivistic thinkers. In this way, it is clear that positivism is understood within the framework of the principles and assumptions of science (Dash, 2005).

Collins' (2010) view of the positivism paradigm is in agreement with the empiricist view that knowledge stems from human experience. It is believed to have atomistic, ontological view of the world comprising discrete, observable elements and events that interact in an observable, determined and regular manner (Collins, 2010:38). According to this author, positivists believe in empiricism, that is, the idea that observation and measurement is the core of the scientific endeavour. The main approach of the scientific method is through experiment, that is, the attempt to discern natural laws through direct planning and observation. Positivism also holds a position that the goal of knowledge is to explain the phenomena that we experience as individuals and the reason science is being attached to what can be observed and measured. Therefore, real events can be observed empirically and explained with logical analysis.

Positivists employ a deduction-based approach and relate to the viewpoint that the researcher needs to concentrate on facts to produce the inductive generalisations (Crowther & Lancaster, 2008). This paradigm is characterised by a detached approach to research that seeks out not only the facts or causes of any social phenomena in a systematic way, but forming an explanation rather than understanding. Positivism

assumes an objective world which scientific methods can, more or less, readily represent and measure, and it seeks to predict and explain causal relations among key variables (Gephart, 1999). Associated with the above facts is that studies within positivist paradigm are based purely on facts which consider the world to be external and objective (Wilson, 2010). Hence, positivism is often known for searching for facts conceived in terms of specified correlations and associations among variables. Johnson and Christensen (2008:17) point out that a positivist researcher assumes the position to operate within agreed upon norms and practices as well as the idea that it is possible to distinguish between more and less plausible claims and that science alone cannot provide all the answers. They assume that human behaviour is predictable and explainable, thus all events are determined by more than one causes (Johnson & Christensen, 2012:17).

Research carried out within this paradigm is most often objective in nature because researchers believe that they are independent and separated from their research, basically, not having any relationships whatsoever with the area they are researching on, thus minimising any personal bias that might affect the research results (Pollard, 2002). Further, Pollard (2002) contends that the primary purpose of research, to the positivist, is purely to describe and understand the phenomena of the world. Thus, the use of positivism paradigm assisted the researcher to understand the objective nature of the phenomena under study, that is, the implementation of school based continuing professional teacher development in high schools. It is the researcher's intent to maintain a non-interactive position while looking for new knowledge to suggest reasons for the outcomes of her research. Furthermore, the researcher in this present study was interested in analysing her gathered data with the aim of developing a general understanding of the implementation of school based continuing professional teacher development in high schools in the Fort Beaufort education district that took part in the research.

Educational researchers are interested in those phenomena which are not directly observable but still add value to research, such as feelings, attitudes, interests, intentions, values, and cognitions of individual persons (Ary, Jacobs, Razavieh & Sorensen, 2006; Jan Van Rensburg, 2001; Nieuwenhuis, 2007). From social

perspectives, it is argued that many aspects of social life that cannot be determined by experiences, expectations, feelings and opinions are still relevant to research.

Positivist paradigms continue to influence educational research especially as the primary goal and method is to facilitate knowledge acquisition simply by sharing what has been understood (Pollard, 2002). Positivists emphasise data quality that is based on statistical procedures and also on reliability and validity to evaluate the quality of quantitative findings (Silverman, 2011) since data collected in positivist research is measurable, that is, numerical data which is associated with the quantitative.

This paradigm is effective due to its dependence on the accuracy and standardised methodology for the quantitative data collection; the analysis procedure also renders the paradigm effective. The surveys in the social research setting often make use of the paradigm because of the wide perception of making empirical generalisations of the social phenomenon. However, the positivism paradigm has been criticised for its insistence on divisions between objectivity and subjectivity, public and private knowledge, scientific and emotional knowledge (Ryan, 2006). Anti-positivists argue that knowledge cannot be separated from ontology (being) and personal experience. The Positivist view is questionable when studying how people live, view the world, interact with the world, and how they change it (Ryan, 2006).

Another critique is the ideal that all phenomena can be measured numerically, thus leaving out those aspects where variables are not measurable (Leedy & Ormrod, 2005). Hence, it falsely represents the object of study by reifying social reality as existing objectively and independently of the social world whose action and labour actually produced those conditions (Somekh & Lewin, 2005). Positivistic methods basically strip context from meaning in the process of developing quantified measures of phenomena. In actual fact, quantitative measures often exclude members' meanings and interpretations from data which are collected and impose outsiders' meanings and interpretations on data (Somekh & Lewin, 2005). Researchers working within this paradigm have also being critiqued for their singular view of reality that is measurable through 'objective' and 'value-free' scientific qualitative methods.

According to Cohen, Manion and Morrison (2002), there is no such thing as value-free observation, particularly in social sciences. As an alternative, post-positivistic philosophers admit that observations are always 'theory-laden' and 'value-laden' and that it is unlikely to obtain information about phenomena not directly visible through the senses. Instead of measuring, which is common in the physical sciences, in social contexts, the researcher has to relate with the phenomenon under study (Cohen, Manion & Morrison, 2002). Given the context of this study, it is unlikely that a precise measurement can be achieved given the explanatory nature of the research problem. With these assumptions, the ultimate goal of science is to integrate and systematise findings into a meaningful pattern or theory which is regarded as tentative and not the ultimate truth. Hence, theory is subject to revision or modification as new evidence is found (Cohen, Manion & Morrison, 2000). Furthermore, considering the above shortcomings as far as positivism is concerned and the context of the research problem, it is perceived that this study cannot be based solely within this paradigm.

3.2.2 Interpretive Paradigm

Interpretive paradigm is grounded within the epistemological position. This paradigm was recognised as a viable alternative to positivism paradigm following the criticism of the positivist paradigm (Mertens, 2010). Ullin, Robinson and Tolley (2005) claimed that researchers in the interpretive tradition came to the realisation that the social realm is different from that of the natural sciences and cannot be investigated in the same way. Hence, reality constructions reflect contextual meaning which is situated in natural interactions settings rather than generalised rules (Lee Abbott & Mckinney, 2013). This means that the interpretivists reflect an interest in meaning-making and/or specific context rather than arriving at law-like generalisations. Hence, the interpretivist paradigm sees the world as constructed, interpreted and made up of experiences people attach to their everyday interaction with one another and with their social systems (Ullin, Robinson & Tolley, 2005:17).

Thus, the interpretive paradigm assisted the researcher to understand the respondents' experiences on implementation of SBCPTD programmes in high schools, suggesting that reality is socially constructed in the respondents' own natural setting.

The interpretive approach aims for in-depth description in studying human beings (Maree, 2007). Consequently, social reality may be understood as the result of meanings and contexts that are jointly created in social interaction, which are, therefore, interpreted by individuals in concrete situations within the framework of their subjective horizons of relevance (Maree, 2007).

Rowlands (2005) stresses that interpretive research acknowledges the intimate relationship between the researcher and what is explored, including the situational constraints shaping this process. In agreement, Rubin and Babbie (2011) add that interpretive researchers are more interested in discovering and understanding how people perceive and experience the world on an internal subjective basis. Hence, researchers in this paradigm seek to understand rather than explain the phenomena under study (Mack, 2010). Taking the insider's view and having a close relationship with the participants enabled the researcher to have an in-depth examination of the implementation of SBCPTD programmes in Fort Beaufort high schools.

The focus of the interpretive paradigm is more on the interpretations, social actions, beliefs, knowledge, experiences and perceptions of the participations. This paradigm is subjective in nature, which allows for use of an array of qualitative research techniques such as interviews, document analysis, and focus group discussion and any form of personal narratives. According to Taylor and Medina (2013), recent developments in the interpretive paradigm highlighted the importance of the researcher's own subjectivity in the process of interpretation and emphasise its progressive development as a key part of the inquiry process, thereby adding to the emergent and reflective quality of interpretive research.

Consequently, the relevance of the interpretive paradigm to the current study was based on the fact that the researcher sought to understand the respondents' interpretation of the implementation of SBCPTD programmes in high schools for improvement in teaching and learning activities, this from the respondents' perspectives. This assisted the researcher to have a broader view of the phenomena under study. The researcher also decided to follow an interpretive approach, since her

aim was to understand people (respondents) and to discover meaning entrenched in research.

The data collected in interpretive research is believed to consist of rich descriptions of phenomenon mainly collected in a natural setting (Babbie, 2010). Interpretive researchers assess reality using different methods from those used by positivists. Interpretivists emphasise on data quality based on trustworthiness using criteria of transferability, credibility, conformability and dependability (Silverman, 2011). To the interpretive researcher, the purpose of research is to describe and interpret the phenomena of the world in an attempt to interpret the results, detail it and get to share the meaning with other people (Elliot & Lukes, 2008; Somekh & Lewin, 2005).

Emanating from this notion is that facts and values cannot be separated, and it is thus acknowledged; such an understanding is inevitably prejudiced because it is situated in terms of the individual and the event (Cousin, 2005; Elliot & Lukes, 2008). Therefore, this assisted the researcher to be open to the different attitudes, feelings, views and values of the respondents, with all prior cultural assumptions suspended (Mackenzie & Knipe, 2006). Nieuwenhuis (2007) points out that the aim of interpretivist research is to offer a perspective of a situation and to analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or the phenomena they encounter. Therefore, use of interpretive paradigm as one of the paradigms guiding this study was suitable since it allowed the researcher to interact with respondents, relying on their views, experiences and also how they make sense of SBCPTD implementation programmes in high schools.

The study acknowledges the strength of the interpretive approach in that the formation of the research is not restricted by the physical limitation of the natural sciences, but one in which a rich and detailed theory related to the individual perception of social issues may emerge (Krauss, 2005). The effectiveness of interpretive lies in the richness and depth of exploration and descriptions it yields through its qualitative approach to research. Hence, interpretivists believe that human behaviour is highly voluntary, and this affords them the opportunities to choose their paths and make their

own decisions (Denscombe, 2003). This paradigm can also be used as a lens when investigating individuals or small groups in naturalistic settings (Jan Van Rensburg, 2001:16). Thus, the interpretive paradigm assisted the researcher to understand respondents' experiences and ability to implement SBCPTD programmes in high schools, suggesting that reality is socially constructed in the respondents' own natural setting.

However, the interpretive paradigm also has its own share of criticisms. The paradigm is criticised for its subjectivity and the failure of the approach to generalise its findings beyond the situation studied (Maree, 2007). However, through the application of the qualitative research, it is possible to maintain a high degree of rigour within interpretive research (Maree, 2007). It is also argued that the detail and effort involved in interpretive inquiry allows researchers to gain insight into particular events. It also brings out a range of perceptions that may not have come to light without such scrutiny (Mackenzie & Knipe, 2006). This is said to be associated with the lack of statistical analysis and the use of emergent samples. Another critique of interpretive research seems to be the lack of widely applicable facts of the paradigm (Springer, 2010).

Despite the paradigm's short comings, the researcher in this study is of the view that this paradigm offered this study the opportunity to carryout the phenomena under study in a natural setting by probing respondents' viewpoints and understanding of the world or construction of the situation to the research.

3.2.3 Post-Positivism Paradigm

Post-positivism paradigm, is a "milder form of positivism "that follows the same principles but allows more interaction between the researcher and his/her research participants (Willis, 2007). This paradigm is the modified scientific method for the social sciences. Trochim (2006) refers to it as a wholesale eradication of the central tenets of positivism while in the same line of thinking, Creswell (2003:7) defines it as "the thinking after positivism". According to Johnson and Christensen (2012:34), post-positivist are more interested in connecting theory and practice and in understanding

multiple causalities so as to be able to connect national and local interests and policy. They also state that the post-positivism paradigm is underpinned with the pluralist ontology (Johnson & Christensen, 2012).

Ryan (2006) notes that post-positivism is a knowledge claim that challenges the absolute truth and recognises that human beings cannot be 'positive' about claims of knowledge when studying their human actions and behaviours because humans are prejudiced beings; therefore, all of our observations are affected in one way or another. The social world is a complex entity and constitutes multiple truths which depend on how human beings construct the world around them (O'Leary, 2004; Teddlie & Tashakkori, 2009). In addition, human behaviour is viewed as dynamic, complex and partially predictable.

Eriksson and Kovalainen (2008) argue that in post-positivism, the knower and the known cannot be separated, as is the case in positivism. It is further claimed that post-positivism researchers believe that human knowledge is not based on unchangeable rock-solid foundations; it is a conjectural. This means that knowledge is a human contrivance; it is subject to paradigm shifts and renewals (Zammito, 2004:146; Phillips & Burbules, 2000:57). O'Leary (2004) aligns post-positivism with constructivism paradigm, claiming that post-positivists see the world as ambiguous variable and multiple in its realities. Hence, post positivist researchers are interested in employing multiple perspectives when study a phenomenon rather than in a single reality (Creswell, 2009).

The paradigm, thus, gives room for multiple methods and diverse worldviews and for different forms of data collection and analysis to offer and validate the rigour in the process of carrying out the research. It also uses additional methods such as survey research and qualitative methods such as interviewing and participant-observation (Creswell, 2008). The quality standards of this paradigm are objectivity, validity and reliability, which can be modified with the use of triangulation of data, methods and theories (Johnson & Christensen, 2012).

Based on the benefit of obtaining multiple opinions from the research respondents, the researcher of this study decided to employ a post-positivist paradigm. In this way, she intended strengthening the data collection and analysis process. Moreover, following this paradigm allowed for the finding of information that would have been difficult to obtain with the use of the one paradigm since the researcher sought information from teachers, principals, Heads of Departments and district officials on the implementation of SBCPTD programmes. Understanding these phenomena, the researcher valued personal opinions, views, and how respondents in this study made sense of what was happening around them since all operation was done in a natural settings.

Post-positivists accept that observations are not fixed and are open to change within their contexts (Trochim, 2006). Therefore, the strength of post-positivism lies in its emphasis on the importance of multiple measures and observations, although, each may possess different types of error, but the need to use triangulation across these sources, marred with errors, avail the paradigm the opportunities to try and get a better information on what is happening in reality (O'Leary, 2004). Hence, the use of both quantitative knowledge and qualitative means of data collection in the same study is encouraged. However, Trochim (2006) argues that the post-positivist believes that all observations are theory-laden and that scientists are inherently biased by their cultural experiences and worldviews. Post-positivism reflects the relativist idea of incommensurability of different perspectives, but because perception and observation is fallible, constructions of different paradigms must be imperfect (Trochim, 2006).

3.2.4 Paradigm that informed the study

The study was guided by the post-positivist paradigm. The choice of the paradigm was influenced by the nature of the research problem/questions being investigated. According to Johnson and Christensen (2012), post-positivists focus on multiple perspectives when studying a phenomenon, thus, the main objective of the study is to examine how SBCPTD programmes for teachers in Fort Beaufort Education District in the Eastern Cape are implemented. The primary concern of the post positivist paradigm is getting a deeper understanding of both the subjective and objective world of human experience. Based on that, the study solicited information from teachers,

principals, Heads of Departments, and district officials on their views on implementation of SBCPTD programmes, models and types of SBCPTD, support and monitoring strategies and the training received to implement SBCPTD by teachers in high schools for them to improve their teaching and learning practice. Therefore, through adopting this paradigm, the study was able to get a holistic picture of how the SBCPTD programmes were implemented.

The researcher in this study remained objective as much as possible to minimize the researcher bias and, at the same time, subjective enough to have a deeper insight into the issues surrounding the implementation of SBCPTD programmes in Fort Beaufort Education District. Thus, a paradigm that adequately supports both positivistic and interpretive ideas was considered appropriate and guides the study.

The post-positivism paradigm was preferred in this study because, as noted earlier, the paradigm opens the door to multiple methods and different worldviews as well as to different forms of data collection and analysis. In this study, the researcher made use of three different data collection instruments such as questionnaire, interviews and document analysis for in-depth understanding of the implementation of SBCPTD programmes. More importantly, to understand the depth of the study and be able to make meaning of the research topic, different approaches were employed in the course of the study. Trockim (2006) supports this stance and emphasizes the importance of multiple measures and observations, each of which may possess different types of error. Hence, *triangulation* was adopted across multiple strategies so as to get the actual meaning of what is happening in reality.

Although, post-positivists acknowledge that people are all biased and all of their observations are affected (theory-laden), their best hope for achieving objectivity is to triangulate across multiple fallible perspectives (Trockim, 2006). The combination of these approaches enable the researcher to carry out surveys (questionnaire) among the research respondents and closely study individuals feelings, attitude, views and opinions through face-to-face interviews with selected respondents for in-depth understanding of the phenomena under study, that is, the school principals, teachers,

Heads of Departments, and District Officers. The questionnaire (quantitative) was used to collect data on certain aspects of the research questions while the interviews and document analysis (qualitative) were used to strengthen quantitative data to understand the issues as they relate to the implementation of SBCPTD programmes for teachers in high schools in the Fort Beaufort education district.

3.3 Research Approach

Creswell (2008) defines research approach as the plans and procedures that span the steps for research from broad assumptions to detailed methods of data collection, analysis, and interpretation. A research can be approached in the following ways: qualitative, quantitative or a mixed method approach (Creswell, 2009). Below is a discussion of each of the three approaches to the research study.

3.3.1 Qualitative Research Approach

The qualitative research approach is broadly defined as an attempt to collect rich descriptive data on a particular phenomenon with the intention of developing an understanding of that phenomenon (Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Nieuwenhuis, Pieterse, Plano-Clark & Van der Westhuizen, 2010). This approach focuses on providing comprehensive descriptions on how people view and understand the world and how they construct meaning out of their experiences and perceptions from interacting with other people and the environment (Creswell et al, 2010).

Consequently, people impose order on the world as they perceive it in an attempt to construct meaning. Qualitative research approach is basically subjective in nature. This means that in qualitative research, things are studied in their natural settings by attempting to make sense of and trying to interpret the phenomenon in terms of the meanings people ascribe to them (Denzin & Lincoln, 2011:3). Creswell et al (2010) also add that qualitative research studies people or systems by interacting with and observing the participants in their natural setting. Hence, researchers have the

tendency to become subjectively immersed in the subject matter as it seeks to understand human behaviour and the reasons behind such behaviour.

Accordingly, the researcher was able to become personally involved with research respondents through face-to-face interviews to the point of sharing experiences and perspectives on the issues of implementation programmes. Qualitative researchers are basically interested in how people make sense of the world and how they experience events. According to Denzin and Lincoln (2011:3), qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world and turn it into a series of representations, including field notes, interviews, conversations, photograph, recordings and memos.

Ryan (2006:21) gives the following characteristics of the qualitative research approach:

- It seeks to provide an in-depth picture;
- it generally deals with smaller numbers than quantitative research;
- it tries to interpret historically or culturally significant phenomena;
- it can be used to flesh out quantitative data;
- it tries to isolate and define categories during the process of research;
- it is appropriate when the questions posed by the researcher are difficult for a respondent to answer precisely;
- it tries to illuminate aspects of people's everyday lives;
- it values participants' perspectives on their worlds; and
- it often relies on people's words as its primary data.

Shah and Corley (2006) asserted qualitative research is best used as an umbrella term that covers an array of interpretive techniques that seek to describe, decode, translate or otherwise come to terms with the meaning, not the frequency, of naturally occurring phenomenon. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2007). Given its flexibility, it is well suited for studying naturally occurring real-life situations. According to Creswell (2003), qualitative research uses strategies of inquiry such as narratives, phenomenologies, ethnographies, grounded theory studies or case studies.

Qualitative research uses inductive reasoning and aims to acquire an in-depth understanding of human behaviour and the reasons of occurrence of that behaviour particularly where the objective is to probe human behaviours and personalities (Sekaran & Bougie, 2010). This simply means that qualitative research can be used to study the lived experience of people, including people's meanings and purposes. Qualitative research can also be called an interpretive research as its primary objective is not generalisation but to provide deep interpretation of the phenomena (Cooper & Schindler, 2006). The use of qualitative research approach in this study assisted the researcher to prepare reports that reflect both the researcher's and respondents' constructions of the information provided and awareness so that other people would be in a position to form their own construction from what is reported.

Qualitative research has its advantages and uniqueness in the sense that it allows the subjects being studied to provide better and richer answers to questions. Thus, it helps to gain effective insights that might have been ignored by any other method. Hossain (2011) argues that qualitative researchers examine the 'why' and 'how' questions and not just the 'what', 'where', and 'when' questions. For this reason, qualitative researchers demand smaller but focused samples rather than large random samples (Hossain, 2011). In line with the above statement, the study made use of a few selected respondents from the main sample for interviews to establish the meaning of phenomenon under study. Based on this research approach, the understanding and description of respondents' personal experiences of the phenomena under study was provided as it does for individual case information. It describes, in rich detail, phenomena as they are situated and embedded in local contexts.

However, the process of selecting study respondents is as important and rigorous in qualitative research as in quantitative research, but because of the smaller sample size, qualitative researchers cannot be sure that the sample is representative of the larger population. Consequently, findings from a qualitative research are, in most cases, not generalized because of the small numbers and narrow range of respondents used in the data collection process; it could thus be difficult to make quantitative predictions. Qualitative inquiry begins from a different assumption that the subject matter of the social or human sciences differs fundamentally from the subject

matter of the physical or natural sciences and therefore, requires a different goal for inquiry and a different set of methods for investigation (Creswell et al, 2010).

The qualitative methodological approach is seen to be more unstructured, with aspects of the research process subject to change in response to events as they occur (Kumar, 2005). It generally takes more time to collect data when compared to quantitative research, and data analysis is often time-consuming (Dahlberg & McCaig, 2010). It can be easy for the results to be influenced by researcher's personal biases and idiosyncrasies (Onwuegbuzie & Johnson, 2004).

3.3.2 Quantitative Research Approach

The quantitative research approach refers to "a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured through instruments so that numbered data can be analyzed using statistical procedures" (Creswell, 2008). Consequently, the final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Creswell, 2008). Kumar (2005) describes the quantitative methodological approach as being a structured approach, in which all aspects of the research process are decided upon before data collection begins. In other words, those who engage in quantitative form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings.

Researchers within the realm of quantitative methodological approach usually tend to, but not always, concentrate on the confirmatory stages of the research study, that is, the formulation of a hypothesis and the collection of numerical data to test the hypothesis. Thus, quantitative methodology aims to measure, quantify or find the extent of a phenomenon (Coolican, 2004). The three most important elements of quantitative research are: objectivity, numerical data and generalisation. According to Sekaran and Bougie (2010), quantitative research relies on deductive reasoning or deduction. Saunders et al (2009) add that quantitative research makes use of variety of quantitative analysis techniques that range from providing simple descriptive of the

variables involved, to establishing statistical relationships among variables through complex statistical modelling. The use of a quantitative research approach was deemed necessary because the intentions of the researcher were to obtain numerical data about implementation of SBCPTD programmes and then to describe the data.

According to Maree (2007), researchers within the realm of quantitative research are likely to remain objectively separated from the subject matter. This is because quantitative research is objective in its approach and only seeks precise measurements and analysis of target concepts to answer the inquiry. Quantitative research calls for typical research designs where the focus of research is to describe, explain and predict phenomena, uses probability sampling and relies on larger sample sizes as compared to qualitative research designs (Cooper & Schindler, 2006). The process for ascertaining the quality of research in qualitative research differs according to its varied purposes and methods while in quantitative research the reliability and validity of the instruments are crucial.

Within the quantitative research, studies are evaluated according to the level of reliability and validity related to the measurement procedures, the internal validity established through the design of the study, and the external validity or the degree to which the sampling procedures allowed for generalisation of the study (Creswell, 2008; Rubin & Babbie, 2010). To validate findings and recommendations that followed from evidence found in the survey about SBCPTD programmes with regards to classroom practice, the researcher decided on using a quantitative approach. Hence, the quantitative research approach was appropriate to this study so as to capture the descriptive nature of the research.

In addition, the statistical analysis conducted in quantitative research is to reduce and organise data, determine significant relationships and identify differences and/or similarities within and between different categories of data (McMillan & Schumacher, 2014; Hopkins, 2008). Hence, the biographical aspects of the questionnaire administered to respondents were captured in the texts with the aim at creating a better understanding of the descriptive nature that was obtained by the quantitative questionnaire items. The sample should be representative of a larger population size.

Consequently, comprehensive data collected by employing different methods and/or instruments should result in a complete description of the variable or the population studied. It should also provide an accurate account of characteristics of particular individuals, situations, or groups (McMillan, & Schumacher, 2014; Hopkins, 2008).

Nevertheless, quantitative research is criticized for its inability to look at individual cases in any detail while its highly structured nature prevents the researcher from following up unexpected outcomes or information (Ryan, 2006). In addition, quantitative data often fail to provide specific answers, give reasons, explanations or cite examples. Johnson and Christensen (2008:34) outline the following characteristics of quantitative research

- The confirmatory part of the research cycle is emphasised;
- Behaviour is seen to be predictable and regular;
- Common aims of research are to explain and predict;
- The researcher is interested in understanding general laws that apply to whole population rather than particular groups;
- There is an attempt to study behaviour under controlled conditions with an attempt to isolate the effect of single variables;
- An objective approach is taken, that is, different observers should be able to agree to what is being observed;
- Data is based upon precise measurement using structured and validated data collection instruments; and
- Data analysis aims to look at statistical relationships.

The strength of quantitative research lies in its ability to conduct statistical analysis to reduce and organise data, determine significant relationships and identify differences and/or similarities within and between different categories of data (McMillan & Schumacher, 2014; Hopkins, 2008). The sample should be representative of a larger sample size. Consequently, comprehensive data collected by employing different methods and/or instruments should result in a complete description of the variable or the population studied. It should also provide an accurate account of characteristics of particular individuals, situations, or groups (McMillan & Schumacher, 2014; Hopkins, 2008). Despite the setbacks of quantitative research approach, the researcher in the

present study chose to employ the quantitative research approach because she was seeking to discuss the implementation of SBCPTD programmes in high schools in the Fort Beaufort education district of the Eastern Cape Province.

3.3.3 Mixed Method Research Approach

In this study, this research focused on acquiring information regarding the implementation of SBCPTD programmes in high schools in the Fort Beaufort education district. To best understand this phenomenon, the researcher sought information from respondents, namely: teachers, principals, Heads of Departments and district officials in the selected high schools in the Fort Beaufort district. The researcher used both the quantitative and qualitative research approach. A mixed methods research approach is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell, 2012).

A mixed method is defined by Creswell (2009) as "an approach to inquiry that combines or associates both qualitative and quantitative forms". It involves the use of both qualitative and quantitative methods to achieve greater strength of a study than using a single method (Creswell, 2009). In the same line of argument, mixed methods research is defined as the use of both quantitative and qualitative methods in the same research study (Wilkins & Woodgate, 2008) where quantitative methods include the collection, analysis and interpretation of data in numerical forms; qualitative methods consist of the collection, analysis and interpretation of narrative forms of data (Polit, 2010). Johnson, Onwuegbuzie and Turner (2007:123) expanded on this definition by stating that:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purposes of breadth and depth of understanding and collaboration.

This means that the researcher might adopt mixed methods approach where both quantitative and qualitative data collection techniques and analytical procedures are

used in the same research design (Saunders, Lewis & Thornhill, 2009). According to Tashakkori and Creswell (2007b), mixed methods research is defined as research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study or a program of inquiry (Tashakkori & Creswell, 2007b:4). In the current study, both the quantitative and qualitative approaches were utilised in data collection techniques and analytical procedures so as to address the issues around implementation programmes for better teaching and learning practices (Saunders, Lewis & Thornhill, 2009).

Mixed methods research is becoming widely accepted as an emerging research approach which combines both quantitative and qualitative methods in the one study (Teddlie & Tashakkori, 2011; Creswell & Plano Clark, 2007; Green, 2007; Johnson & Christensen, 2008; Onwuegbuzie, Collins, Leech & Slate, 2009). Both approaches seek to build on the strengths and reduce the weaknesses of the each other when used together to draw inferences which can lead to an increased understanding of the topic being researched (Rauscher & Greenfield, 2009; Plankas, Horwitz, Chamberlain, Hurlburt & Landsverk, 2011). However, mixed methods research differs from traditional triangulation where both methods are used to determine the degree to which the findings are reinforcing or irreconcilable (Wilkins & Woodgate, 2008).

Consequently, this method can synthesize either strength or weakness of both quantitative and qualitative method (Fellows & Liu, 2008). The study adopted the mixed method research approach which is grounded in the post-positivistic approach as well as the pragmatic and realism ideals (Trochim, 2006). Since the research objective is to examine how school based CPTD programmes for teachers are being implemented in the Fort Beaufort Education District, the method was deemed appropriate. The use of multiple data collection instruments serves as a means of providing useful and relevant information to the phenomenon under study, hence the justification of the use of the mixed method research approach.

Mixed methods research is more suited to improving the understanding of human behaviour and experience, especially in more complex systems of integrated life processes. It is through this research approach that the researcher attempted to

understand specifically what teachers think of the school based continuing professional development programmes, as well as how it affected their classroom practices. The research methodology allowed the researcher to understand the processes involved in implementing the SBCPTD programmes and the social contexts within which the particular beliefs, attitudes and practices of the teachers were developed. Furthermore, the study, by its nature, sought to identify quantitative and qualitative aspects of the views of teachers, principals, Heads of Departments and district officials on implementation programmes, especially SBCPTD in high schools.

3.4 Research Design

Babbie and Mouton (2009:72) define design as the planning of scientific inquiry, meaning to specify as clearly as possible what you want to find out and to determine the best way to do so. According to Macmillan and Schumacher (2010:20), research design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. Creswell and Plano-Clark (2007) define research design as a structure or procedure that a researcher employs to collect, analyse, interpret, and present his/her research data. Creswell and Plano-Clark (2007:4) add that the research design is the plan of action that links the philosophical assumptions to specific methods. Simply put, research design guides the methods and decisions that researchers must make during their studies, and set the logic which they use to interpret their findings (Creswell & Plano-Clark, 2007:58).

Research design addresses important issues relating to a research study such as purpose of study, location of study, type of investigation, extent of researcher interference, time horizon and the unit of analysis (Sekaran & Bougie, 2010). For the purpose of this study, the term research design refers to the specific process of planning, arranging and executing the entire research study employed by the researcher in the study (Creswell, 2009; Creswell & Plano-Clark, 2007; Pierson & Thomas, 2010; Trochim, 2006). This involves the arrangement of procedures and methods of research such as sampling, data collection, analysis and presentation of findings. Accordingly, research design aids the researcher to plan, conduct and implement her research in a systematic way (Teddlie & Tashakkori, 2009).

3.4.1 The research design that guided the study

A range of design types are used to describe mixed methods research. Each design varies according to the implementation, priority and integration of the data collected (Cameron, 2009). Accordingly, each design is driven by the needs of the research question and thus differs in its purpose, strengths and weakness (Kroll & Neri, 2009). Creswell and Plano Clark (2007) identify two transformative mixed methods research designs namely: concurrent mixed research design and sequential mixed research design. According to Creswell and Plano Clark (2007), sequential mixed method design means that the researcher collects both the quantitative and qualitative data in phases (sequentially); while in concurrent mixed method design, the researcher collects both quantitative and qualitative data at the same time (concurrently).

The purpose of the concurrent mixed method data collection strategies is to validate one form of data with the other form to transform data for comparison, or to address the different questions types (Creswell & Plano Clark, 2007:118). Hence, both data are then presented for easy comparison while the purpose for sequential strategies is that data collected in one phase contribute to the data collected in the other phase. More so, data collected in this design provide more information about the results from an earlier stage of collection and analysis. This design also provides participants who can best give information and generalize findings by verifying and augmenting results for the study (Creswell & Plano Clark, 2007:121).

Ideally, consideration needs to be given to the dimension that pertains to whether to give both quantitative and qualitative data equal status or for one to dominate the other in the phase of data collection. Hence, one of the six modes of strategies of inquiry of the mixed methods design must be employed. This study employed a mixed method research design for the collection of data that gave useful information about the implementation of SBCPTD programmes in Fort Beaufort Education District, while the strategy that was adopted was the concurrent triangulation strategy which uses both quantitative and qualitative methods of data collection concurrently to best understand the phenomenon of interest (Creswell, 2003). Concurrent procedures entail collecting both quantitative and qualitative data at the same time during the study with the

analysis conducted separately but at the same time (Kroll & Neri, 2009). The findings are then integrated by combining both sets of results into one overall result (Gelo, Braakmann & Benetka, 2008).

Concurrent triangulation was utilized in this study because it enabled the researcher to gather both quantitative and qualitative data at the same time in the course of the research. Hence, the researcher collected and analysed the data simultaneously during the phase of the research, and the results from the two sets of data were then merged into an overall interpretation. Thus, the concurrent strategies provided the researcher an opportunity to address different types of questions and validate the findings generated by each method through evidence produced by the other through triangulation. It is useful for comparing and contrasting of quantitative results with the qualitative findings, or to validate or expand quantitative results with qualitative data (Gelo, Braakmann & Benetka, 2008).

Creswell (2003) suggests that the major strength of this approach is its familiarity with researchers; a shorter data collection time than sequential designs and results can be easily validated and substantiated. Concurrent strategies are less time-consuming than sequential procedures. Integration of the two types of data can take place at some stage in the process of research; that is, the data collection (combining open-ended questions in a survey with closed-ended questions); the data analysis and interpretation (transforming qualitative themes or codes into quantitative numbers and comparing that information with quantitative results); or some combination of stages (both during data collection and analysis).

Triangulation was employed at the data collection stage through questionnaire in the form of closed and open-ended questions, interview schedules and document analysis. The strategy also took place at the data analysis and interpretation stage where data were presented in numbers, tables, graphs and figures, and qualitative data were coded transformed into themes. The weaknesses of this design includes the difficulty involved in collecting data on the same phenomena at the same time with two separate methods and difficulty comparing results using two different methods and addressing

discrepancies that may arise in the results (Creswell, 2009). However, Halcomb and Andrew (2005) claim that the use of multiple data sources and methods to cross-check and validate findings increases the depth and quality of the results and also provides valuable guidance SBCPTD practice.

Triangulation provides in-depth data, increases the confidence in the research results as well as enabling different dimensions of the problem to be considered (Barbour, 2001; Jones & Bugge, 2006). The combination of different methods is to improve the consistency and accuracy of data by providing a more complete picture of the phenomenon, as supported by various authors (Roberts & Taylor, 2002; Halcomb & Andrew, 2005; Williams, Rittman, Boylstein, Faircloth & Haijing, 2005; Jones & Bugge, 2006). In this study, the researcher used both quantitative and qualitative methods in an attempt to confirm, cross-validate and corroborate the findings. The quantitative approach used in the study afforded the researcher an opportunity to generate a large amount of data within a short time through questionnaires, thus facilitating the conduct of the study within the time limits of the study programme. Furthermore, it was envisaged that this approach gave all the teachers in Fort Beaufort Education District adequate opportunities to air their opinions on the implementation of SBCPTD programmes in the district, thereby increasing the reliability and generalisation of the results.

The mixed method research design is considered appropriate for the study since the main goal of the study was to get a deeper understanding of how SBCPTD programmes are implemented in Fort Beaufort Education District. According to the researcher, mixing both qualitative and quantitative methods in the data collection process as well as the use of multiple sources of information allowed her to seek enough information and views from different data sources that were relevant to the issue of implementation of SBCPTD programmes. Noteworthy is the fact that both the quantitative and qualitative methods view reality differently. The quantitative method provides an objective measure of reality, while the qualitative method allows the researcher to explore and probe deeper to better understand the complexity of a phenomenon under study (Williams, 2007).

Nonetheless, the quantitative and qualitative research methods were employed to investigate and explore the different claims to knowledge, and both methods were designed to address a specific type of research question/s in this study. The use of mixed methods research design in this study provided the researcher with the ability to design a single research study that answered questions about both the complex nature of research questions/topic from the respondents' point of view and the relationship between measurable variables (Williams, 2007).

Regardless of the criticisms levelled against the mixed method research design, the design was regarded as appropriate for this study in view of its ability to allow the researcher to use both quantitative and qualitative research instrument. This design was also used since it allowed the researcher to conduct the research close to the respondents as the information was solicited from the respondents (principals, HoDs, teachers and district officials) in their own natural settings about their experiences, perceptions, attitudes and feelings on the implementation of SBCPTD programmes in high schools in the Fort Beaufort education district to improve on their teaching and learning of their classrooms practices. This helped the researcher to gain more insight into the phenomenon under study.

3.5 Population, Sample and Sampling Techniques

3.5.1 Population

The population for this study consisted of all high school principals, Heads of Departments (HoDs), teachers and district officials. Macmillian and Schumacher (2010) define population as a group of elements or cases, be it individuals, events or objects that conform to specific criteria and to which results can be generalised. Welman, Mitchel and Kruger (2005) state that a population refers to all the cases upon which the study intends to base a scientific conclusion with respect to certain attributes. According to the 2009 Education Management Information Systems (EMIS), there are 46 high schools in the Fort Beaufort District where this study took place.

3.5.2 Sample

To get information about population of interest and to draw inferences about the population, researchers use a sample which is a sub-group of the population (Lind, Marchal & Wathen, 2008). According to Barker, cited in Strydom (2011:224), a sample is the element of the population considered for actual inclusion in the study. It is a small portion of the total set of objects, events or persons, which together comprise the subject of a study. The sample for this study was derived from the population and consisted of ten school principals, forty teachers including, principals and Heads of Departments (HoDs) and two district officials from ten selected high schools in Fort Beaufort education district, Eastern Cape. The district is preferred due to its close proximity to the researcher's place of study. Selection of the schools is, therefore, justified in this study because there was a set of criteria that was followed in the selection. In summary, the schools which qualified for the study had to:

- i. Implement SBCPTD programmes and, at the same time, have pockets of very good practice of inclusive education; and
- ii. Have teachers who are actively involved in the implementation of SBCPTD programmes and with pockets of very good practice;

3.5.3 Sampling techniques and procedures

Sampling techniques are the processes of selecting a few (samples) from the larger group (population) to become the basis of estimating or predicting the prevalence of an unknown piece of information, situation or outcome regarding the bigger group (Welman, Mitchel & Kruger, 2005). This study used the simple random sampling technique for the quantitative approach wherein 40 teachers including principals and HoDs were randomly selected. The reason was to give every respondent an equal chance of being selected (Babbie, 2010). Fellows and Liu (2008) asserted that there is an equal chance of selection for each member of the population in random sampling. These authors pointed out, however, that this definition, although it is easily understood, is limited. A more holistic definition would be that simple random sampling is the method of drawing a sample of a population so that all possible samples of a fixed size have the same probability of being selected. Simple random sampling

requires the researcher to select a sample at random from the sampling frame using either a random number table manually or on computer, or by an online number generator (Saunders, Lewis & Thornhill, 2009).

Purposive sampling is defined by Creswell et al (2010:79) as the sampling approach whereby participants are selected because of the data they hold, or represent; this data is needed for the study and, thus, the sampling decisions are made for the explicit purpose of obtaining the richest possible source of information to answer the research questions. Macmillan and Schumacher (2010:138) assert that in purposive sampling, the researcher selects particular elements from the population that will be representative or informative about the topic of interest, on the basis of the researcher's knowledge of the population; a judgement is made about which subjects should be selected to provide the best information to address the purpose of the research.

In this study, the researcher purposively selected 10 teachers, including HoDs, 2 district officials and 5 principals for the qualitative data. The researcher also used purposive sampling to identify and select the schools based on a set of criteria that were followed in this study. The Fort Beaufort District was chosen purposely because of the diversity of its schools from among urban and rural areas. The researcher also choose this district because the schools in this area are easily accessible, especially those in the rural areas. Ten high schools were purposely selected from forty six high schools. The schools were purposively selected by the research based on the assumption that the schools are implementing SBCPTD at the school level and, at the same time, have pockets of good practice of SBCPTD programmes. From Creswell and Plano Clark's (2007:112) points of view, it becomes apparent that purposive sampling occurs when researchers deliberately choose those respondents for their research who are familiar with the phenomenon that is being investigated.

Samples for both quantitative and qualitative respondents were selected. In the case of quantitative data, forty teachers (four from each school) were purposely selected as respondents from the 10 schools. For the qualitative data, ten teachers, including

HoDs, were purposively selected out of the forty teachers from the quantitative samples. The selected respondents were believed to be responsible for the implementation of SBCPTD programmes at the school. They were, therefore, assumed to be conversant with issues regarding the research question. These are teachers believed to have had greater experience in the teaching field and who showed good practice in implementing programmes. Five high school principals from the ten selected schools principals were also selected and interviewed as well as two education district officials. These respondents were purposely sampled for in-depth interviews because of their support and monitoring role, including their key positions as far as the implementation of SBCPTD programmes in the district and province is concerned.

3.5.4 Negotiating Entry

According to Dahlberg and McCaig (2010), gaining entry into a 'field' can be a difficult task, especially when trying to secure respondents for a particular research. Therefore, to gain access to conduct this study, the researcher acquired an introductory letter from the University of Fort Hare to confirm the intention of the researcher to conduct this study. This was done after she had complied and completed all the necessary ethical clearance forms. An ethical clearance certificate was, thereafter, issued to the researcher from the University of Fort Hare to confirm the intention of the researcher to conduct a study in the Fort Beaufort education district high schools. The researcher then applied to the Fort Beaufort District Director for permission to conduct the study in ten selected high schools within the district.

The researcher's request was granted. A letter of approval was issued to the researcher to confirm the authenticity of the research from the Fort Beaufort Education Director. Although the district director had granted the researcher permission, the researcher had to secure the permission from the principal of each school to start collecting data. The researcher visited the ten selected high schools' principals for permission, which was also granted. The signed letter from the district office department was shown to all the principals in the schools visited before engaging the respondents in the study to authenticate the research. This was also in compliance with rules and regulations governing public schools with regard to access to conduct

research. Before commencing on the exercise, the researcher introduced herself, welcomed the respondents, and presented a brief introduction to the study. Respondents were informed about the purposes of the study, conditions/requirements of respondents, respondents' voluntary participation, and respondents' right to confidentiality and anonymity (Denzin & Lincoln, 2000). At the end of the data collection exercise, respondents were thanked for their time and cooperation.

3.6 Data collection instruments and procedures

According to Creswell (2009), a data collection instrument is a research instrument used to compute, examine or report data. Data collection in mixed methods entails the use of multiple strategies, approaches and methods to solicit for information. As a result, data were obtained in this study by means of interviews, questionnaire and documents analysis. Below are brief descriptions of the research instruments that were used by the researcher to gather information from respondents in the present study.

3.6.1 Questionnaire

A questionnaire is one of the most widely used data collection methods from a larger audience due to its practicality and ease to administer and analyse, with insurable comparability. Questionnaires can be used to gather both quantitative and qualitative data from a large number of people in survey designs. According to McNabb (2004) a questionnaire is used to generate answers to specific questions about knowledge, attitudes, demographics, and other categories of data. Payne and Payne (2004) assert that a questionnaire provides less personal involvement, thereby reducing researcher influence and bias. In this study, semi-structured questionnaires were used to obtain information from teachers regarding their views and understanding on SBCPTD implementation programmes.

The questionnaire designed comprised open-ended and closed- ended questions so that contextual details about the study were captured. The closed-ended questions were relatively easier and quicker to design and complete while the open-ended ones were longer as they sought the participant's perceptions. Generally, respondents prefer

to choose from pre-determined responses than to write their own answers. However, the researcher made sure that the questionnaire had clear and concise information on how respondents should complete them.

The wording of the questionnaire was simple and direct. The reason was to ensure that questions were clearly understandable and had the same meaning both for the researcher and respondents. This was done by providing respondents with a variety of items and by varying the questioning format. The researcher also communicated some guidelines about the process of answering the question to the respondents by providing them with the necessary procedures. The researcher's presence was helpful in that it enabled queries and uncertainties to be addressed with regard to the research study.

The questionnaires had a wide and inclusive comprehensive coverage of the experiences and perceptions of teachers, principals, and HoDs in the implementation of SBCPTD in high schools. The questionnaire began with respondents' personal details so as to put the respondents at ease, followed by the issues of SBCPTD implementation related to the study. Questions on the same topic were put together. To ensure that the questionnaire were returned, the researcher personally delivered them and entrusted the principals to collect them so that the researcher could collect them from the school office. The researcher gave the respondents one week to complete the questionnaire, and collected immediately after completion. The questionnaire return rate was accurate. The use of questionnaires benefited this study in that the researcher was able to collect a large quantity of data over a relatively short period of time from a large geographically dispersed population.

The use of open-ended questions enabled the researcher to gain access to data which were sometimes buried deep in the minds and attitudes, feelings and reactions of respondents while the closed-ended questions provided for a set of responses from which the participant had to choose one. The data obtained from the administration of closed-ended questions is easier to analyse than the data obtained from open-ended

questions. However, the questionnaire boosted the validity of the data: statistical conclusion of the data.

The researcher chose to use a questionnaire as one of the data collection instruments due to the following advantages:

- It enabled the researcher to get a wider view on the implementation of the SBCPTD programmes in Fort Beaufort education district;
- The questionnaire was used to collect information on the biographical profile of respondents, implementation of SBCPTD, the methods used, the training of facilitators, as well as monitoring and support mechanisms provided for SBCPTD in Fort Beaufort education district;
- Respondents were given an opportunity to respond to questions anonymously. The anonymity of the questionnaire encouraged openness and honesty (Cohen, Manion & Morrison, 2007:15);
- Respondents completed the questionnaire in a short space of time;
- The method was relatively easy to carry out;
- Respondents were reached across long distances; and
- Response rates were optimal.

However, the researcher acknowledges the disadvantages of the questionnaire to this study. Respondents were unable to ask questions, therefore leaving out responses or simply refraining from completing the questionnaire. In addition, respondents were unable to be probed beyond the given answer to clarify ambiguity and to assess the non-verbal behaviour of respondents. Despite the setbacks, the benefits of the questionnaire, from a positive point of view, are that respondents responded confidentially within a known environment. There were no feelings of anxiety or pressure that the researcher's presence could have caused. The level of anonymity was higher when the researcher was absent, and this could be seen as providing for truthful data (Cohen, Manion & Morrison, 2007:344).

3.6.2 Interviews

An interview is a two-way communication which involves both the interviewee and the interviewer; the interviewer asks respondents questions to gather information; learn about their ideas, beliefs, views, opinions, behaviours and also tell their story through their voices and to see the world through the eyes of the respondents (Creswell et al, 2010). Maree (2007) identifies three types of interviews. These are open-ended interviews; semi-structured interviews; and structured interviews. The semi-structured interview type was deemed appropriate to this study. Thus, semi-structured interviews were used to collect data that gave useful insights into the implementation of SBCPTD programmes in Fort Beaufort high schools. Information was obtained from two district officials, ten teachers including HoDs, and five principals on their views on the implementation of SBCPTD programmes, particularly regarding the capacity of facilitators, types and methods used for implementation, training received as well as support and monitoring mechanisms in Fort Beaufort education district.

The interviews were conducted in the respondents' natural settings (schools) so that respondents were more comfortable and at ease. This was in line with David and Sutton (2004) who suggest that the researcher needs to identify a time and a safe place where interviews can be held without interruption and where the interviewee will feel comfortable. At the end, interviewees were thanked for their time and cooperation. All respondents in this study were receptive and eager to participate, and this was reflected in the results, as all the questions asked were completed in a timely way. The researcher listened closely to how respondents responded to the questions by stating their views, expressed their feelings, opinions and experiences on the implementation of SBCPTD programmes.

A tape recorder was used to capture the data during interviews. Permission was sought from respondents before recording began (Hancock et al., 2007; Nieuwenhuis, 2007). Besides the tape recording, written notes were also taken in the course of the interview by the researcher for the purpose of data analysis and verification (Wahyuni, 2012; Nieuwenhuis, 2007). Immediately after the interviews ended, the researcher listened to recorded interviews and reviewed notes; raw data from the interviews were

then transcribed *verbatim* by the researcher. Emerging themes were noted and coded systematically.

Semi-structured interviews, according to Wahyuni (2012), reflect a process whereby interviewers have their “shopping list” of topics to be addressed and are free to arrange the questions in their choice of wording, as well as in the amount of time and attention given to different topics. In this study, a semi-structured interview was utilised with the help of a protocol of pre-determined categories of questions. Using a list of pre-determined themes and questions and keeping enough flexibility to enable the interviewee to talk freely about any topic raised during the interview assisted the flow of the interview with the interviewee (Wahyuni, 2012). Interviews allowed more in-depth information, and allowed respondents to freely express what they intended to say (Kumar, 2005; Fellows & Liu, 2008).

Semi-structured interviews were preferred in this study because the researcher planned on exploring the respondents own views, ideas, beliefs and attitudes concerning the implementation of SBCPTD programmes; based on that, the researcher viewed the world (implementation process of SBCPTD programmes) through the eyes of the respondents (Maree, 2007). Basically, the purpose of the interview in this study was to collect rich descriptive data that would help the researcher to understand the respondents’ construction of knowledge and social reality. This was done, as the researcher aimed at gaining a deeper understanding of respondents’ viewpoints and understanding regarding the implementation of SBCPTD and how the programmes have changed teachers’ classroom practices.

The study found use of interviews as one of data collection instrument appropriate because the researcher was able to obtain information on how respondents conceived their world and how they explained or made sense of the important events in their lives (McMillan & Schumacher, 2010). The use of interviews enabled the researcher in this study to probe for views and opinions of the interviewees (Trochim, 2006). In addition, the researcher explained and rephrased the questions whenever respondents were not clear about the questions (Trochim, 2006).

Consequently, there was room for flexibility in using semi-structured interviews regarding the restructuring of questions. This enabled the researcher to obtain in-depth information about the implementation of SBCPTD Programmes in high schools. Another benefit of using an interview, as identified by Kothari (2004), was that the language of the interview could be adapted to the ability or educational level of the person interviewed; as such, misinterpretations concerning questions could be avoided. In this case, the researcher used clear and concise English. This helped the interviewees to understand the questions and provided information that was relevant to the study.

Despite the highlighted strengths interviews as a data collection instrument, Yin (2009) identifies quite a number of weaknesses associated with interviews. Respondents may feel uncomfortable to discuss their views and feelings with a complete stranger (Yin, 2009). Tamassia (2005) and Yin (2009) further warn that interviews are time-consuming, rigorous and expensive to carry out in terms of implementation and analysis. Data collection is determined by respondents' willingness to be interviewed (Cohen, Manion, & Morrison, 2013). The instrument was a complex exercise which involves comprehensive training of an interviewer and the complexity in transcribing and coding the responses into a comparable format (Tamassia, 2005).

3.6.3 Document analysis

Document analysis is a form of secondary data that are available from other sources. These sources may consist of records kept and maintained on a regular basis by the institution where the research study intends to take place. The study of these documents is believed to provide some relevant information on the phenomenon under study. According to Strydom and Delpont (2011), document study involves the study of existing documents such as letters to friends or family, diaries, confessions, autobiographies, minutes of meetings and the mass media, while secondary analysis, on the other hand, refers to the reworking of already analyzed data in which the current researcher had no direct control over nor involvement in.

According to Henning, Van Rensburg and Smit (2004), documents (either old or new, in print format, handwritten or in electronic format) that relate to the research question may be of value. In this study, the researcher focused on all types of written documents that shed light on the phenomenon that the researcher is investigating (Maree, 2007). This included published and unpublished DoE and SACE documents on the design of CPTD; The National Policy Framework for Teacher Education and Development in South Africa (NPFTED), school records and education department records (archives) on support provision.

The researcher analysed CPTD implementation reports from the Head of the curriculum section, Policy documents and other documents relating to implementation programmes, training material and reports on the progress of CPTD programme facilitated in Fort Beaufort education district. The aim of the documents analyses was that the researcher intended to investigate which policies and provisions were in place pertaining to the SBCPTD. These documents, to Johnson and Christensen (2004), are referred to as official documents, for the purpose of this study. Document analyses in this study were crucial to the study based on the fact that the questions the interviews and questionnaires could not address were answered through analysis of documents. In this research, documents were analysed, partly to fill gaps that were left by the interviews and questionnaires, hence it complemented the interviews and questionnaires in the data collection process.

However, several criticisms against document analysis methods have been raised Creswell (2003). The researcher has to be cautious of the authenticity and accuracy of the records before using them (Ary, Jacobs, Razavieh & Sorensen, 2006). Documents were generally not produced for research purposes and would, therefore, be incomplete or unrepresentative. Despite limitations, documents are a substantial source of data. They can provide good descriptive information, are stable sources of data and can help ground the study in its context (Ary et al., 2006).

3.7 Data Analysis procedures

Data analysis is the procedure whereby data are broken down into smaller units to reveal their characteristics, elements and structure (Babbie, 2008). Mixed methods data analysis entails analysing both qualitative and quantitative data concurrently (Teddlie & Tashakkori, 2009). Maree (2010) states that data processing means editing, coding, classification and tabulation of collected data. In this regard, qualitative data were analysed by means of codes and themes to address the research question. Thereafter, descriptive statistical analysis approach was adopted and where necessary, tables and figures were used to sum up the indicators. Thereafter, the researcher compared the information from the interviews with that of document analysis. Creswell (2009) identified three main steps involved in qualitative data analysis:

- Preparing and organizing the data;
- Reducing and summarising the data, possibly through a process of coding; and
- Presenting the data, in narrative form, figures, and/or tables.

Qualitative data collected through interviews, with the use of tape recorder, were transcribed verbatim immediately after the interviews were completed. Hancock et al. (2009) describe transcribing as the procedure for producing a written version of an interview or conversation. During transcription, the researcher played and carefully listened to the recorded interviews and then transcribed the data. The familiarity with data and attention to what was actually there or what was expected facilitated realisations or ideas which emerged during data analysis (Bailey, 2008). The quantitative data collected through questionnaire were coded and entered under the Statistical Package for Social Science (SPSS).

The SPSS was used to produce descriptive statistics. Descriptive statistics refer to information that can be organised, summarised and presented in rather simple and direct ways (Shepard, 2002). These include statistics such as percentages, frequencies, figures, charts, and tables. Both qualitative and quantitative data were then put together as findings of the study. The quantitative and qualitative data were

complimented by data from document analysis. Based on this, a model establishing the pocket of good practices was developed.

3.8 Validity and Reliability

3.8.1 Validity

The issue of validity and reliability is an important process in a social research. According to Leedy and Ormrod (2009), validity is the extent to which a measuring instrument measures what it is intended to measure while Babbie (2010) describes validity as a measurement technique that accurately reflects the concept it is intended to measure. Validity is the degree to which a particular instrument is used to ascertain the accuracy, meaningfulness, and credibility of the research study. Hence, the application of validity, irrespective of the methodology, is vital in the social sciences world. To ensure the validity of the research study, the researcher used, tried and tested measures to certify that the results gathered were meaningful and accurate conclusions could be drawn from results (Babbie, 2010). Validating the research study is paramount because it tells people whether an item describes what it should (Maxwell, 2008; Kasanga, 2007).

3.8.2 Reliability

According to Leedy and Ormrod (2009), reliability refers to the consistency with which a measuring instrument yields a certain result when the entity being measured has not changed. Babbie (2010) describes reliability as a particular technique, which when applied repeatedly, yields the same result each time. Fundamentally, reliability is the ability of a particular research instrument, when used, provides results that are consistent over time, given that the same results of the study can be reproduced under similar conditions repeatedly using the same technique. More logically, reliability refers to stability, accuracy and precision of measurement. According Babbie and Mouton (2005), factors such as ambiguous questions, respondents' moods, a change in the physical setting for data collection and the nature of the interaction between interviewer and interviewee can influence the reliability of a research instrument.

To ascertain the validity and reliability of the study, the research instruments were *Pilot-tested* (questionnaire, interviews). The instruments were pilot-tested on non-respondents of the same population so that conclusions drawn are warranted. *Triangulation*; Patton (2002) advocates that triangulation strengthens a study by combining various methods. This simply means using multiple methods of data collection techniques. The present study used more than one data collection strategy, and these included interviews, questionnaire and document analysis to create more than one form of data so as to measure a more holistic picture of the study. According to Robson (2005), the use of different strategies to collect data enhances the opportunity to corroborate findings, validate data and provide an in-depth understanding of the researcher's problem, thus confirming that the meaning and interpretation of data across methods is consistent and accurate.

A number of participants from the relevant population were interviewed, and the questionnaire was also administered to evaluate the efficacy of the research instruments. Thereafter, the actual research instruments were adjusted and refined. The researcher ensured that questionnaires and interviews were conducted and administered in a consistent manner. The researcher ensured that respondents who responded to the questionnaire were well sampled and that the sampled respondents were appropriate for the statistical processing of the data. The validity and reliability of the research instruments was developed during the course of the conducted pilot study. Omissions, repetitions of questions, ambiguities and difficulties in instructions were rectified. Simple and direct instruction language was incorporated within the instruments following revisions.

3.9 Ethical Considerations

The term "ethical" refers to conforming to the standards of any given profession or group (Babbie, 2008). According to McMillan and Schumacher (2010), research ethics is based on what is morally right or wrong when engaging with participants or accessing archival data. It was appropriate, therefore, that this research study abided by the necessary and relevant ethical issues. Issues of informed consent, honesty, respect for the integrity of the individual, confidentiality of certain information and

anonymity were adhered to in the course of the study (Creswell, 2009; Silverman, 2011).

3.9.1 Informed consent

Babbie (2010) explains informed consent as a means of standard procedure that the researcher follows to make sure that participants understand potential hazards of the research study. Gray (2009:75) offers further insight into this by stating that informed consent entails given participants sufficient and accessible information concerning the research study so that they can make an informed decision about whether to take part or not in a study. In the context of this study, the researcher ensured that respondents were given all the necessary details about the nature of the study and the procedures involved, such as its risks and benefits, and they were asked for consent to participate without coercion. The researcher explained the whole process of the administration of questionnaires, as well as the need for the interviews to be recorded, and their consent for tape recording was sought. The researcher also made sure that participants had the option of withdrawing at any time, should they feel like doing so, hence indicating their consent in writing by signing a document that the researcher had prepared to that effect (Wassenaar, 2006).

3.9.2 Confidentiality and anonymity

Babbie (2010:67) explains confidentiality as being guaranteed in a research study when the researcher is able to identify participants' responses, but decides not to do so publicly. On the other hand, anonymity implies that the researcher cannot name a certain response as belonging to a specific participant (Babbie, 2010:67). Hence, research participants have the right to remain anonymous. The researcher in this study used pseudonyms to anonymise the participants to ensure their privacy. The participants were assured that any information provided regarding the study would be used mainly for academic purposes.

3.9.3 Protection from harm

The most basic concern in all research is that individuals should not come under undue stress, harm or inconvenience (Welman, Mitchel & Kruger, 2005:182). It, therefore, follows that researchers should conduct the research in a way that participants never feel threatened, and their integrity and personal safety need to be reserved. Leedy and Ormrod (2005) explain that researchers should not expose participants to undue danger or injury. In this study, the researcher assured the participants that their involvement in the study would not result in them getting injured, threatened nor would their integrity and personal safety be compromised. In this study, the researcher made sure that individuals' rights were not infringed by observing the rights of participants, their values and desires when carrying out research (Creswell, 2009).

3.10 Summary

The methodology adopted by the study was discussed in this chapter under various sub-headings that included the research paradigm that directed the focus of the study. The paradigm followed was the post-positivism whose strengths and weaknesses were expounded and justification for the choice of the paradigm given. The research approach, which was mixed methods research, was delineated explaining its features and deficiencies. The research design chosen was the concurrent triangulation which was clarified, justified and its shortcomings highlighted. The chapter also discussed the population, sample and sampling procedures followed. The sampling procedures were clearly defined, and the sampling technique was explained qualifying its choice for the study. Data collection techniques that include questionnaire, face-to-face interviews, and document analysis were discussed. The data analysis, validity and reliability of the study and ethical considerations were also discussed in this chapter. The next chapter focuses on data analysis and presentation.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter focuses on the presentation and analysis of data collected on School Based Continuing Professional Teachers Development programmes for high school teachers in the Fort Beaufort Education District in Eastern Cape, Province. The main purpose of this chapter is to present and analyse the collected data to align this with the research questions which guided the study. Data were collected through questionnaires, interviews and document analysis from high school teachers in the Fort Beaufort education district. Quantitative data were collected through self-administered questionnaires presented through frequency tables, figures and charts. Qualitative data collected through semi-structured interviews and documents are presented according to different themes. Quantitative and qualitative data were collected from Principals, HoDs, teachers and district officials. The issues arising from the questionnaires, interviews, and the document analysis, were then put together as findings of the study.

Given the research ethics explained in Chapter Three, participants were identified through pseudonyms. The identification of respondents in this study is as follows:

School Teacher (ST1-ST10)

School principal (SP1-HSP10)

Heads of department (HoD1- HoD10)

Education district officials (EDO 1 and EDO 2)

High schools (HS1-HS10)

The following section presents the biographical profile of the respondents who participated in the study.

4.2 Biographic Information of Respondents

The biographical information of all the respondents in this study showing their distribution by gender, age, qualifications, experience and post of responsibility is presented. The respondents' biographic profile assisted the researcher to understand respondents' position and ability to provide vital and relevant information to this study. This information is a useful tool for understanding respondents' views and responses. It was also necessary, as some of the duties they perform require some level of expertise, skills or capacity that are essential for them to function effectively to achieve the objectives of SBCPTD.

Respondents' profiles portray the level in which these respondents are likely to understand the implementation of SBCPTD programmes as their perceptions of SBCPTD implementation are influenced by their educational backgrounds. Profiling of respondents' teaching experience also assisted in determining whether their views were congruent with their knowledge of the job at hand as well as the art of implementing SBCPTD programmes in high schools. It is assumed that having a complete understanding of respondents' attributes would make it easier for people to understand why certain practices prevail in the implementation of SBCPTD programmes.

4.2.1 Gender of Respondents: Teachers

The researcher sought information on gender of respondents (teachers). This is an imperative aspect of the study since the researcher wanted to find out whether the views solicited from teachers were a true reflection of both male and female sexes in the present study. The gender of respondent teachers is presented in Figure 4.1.

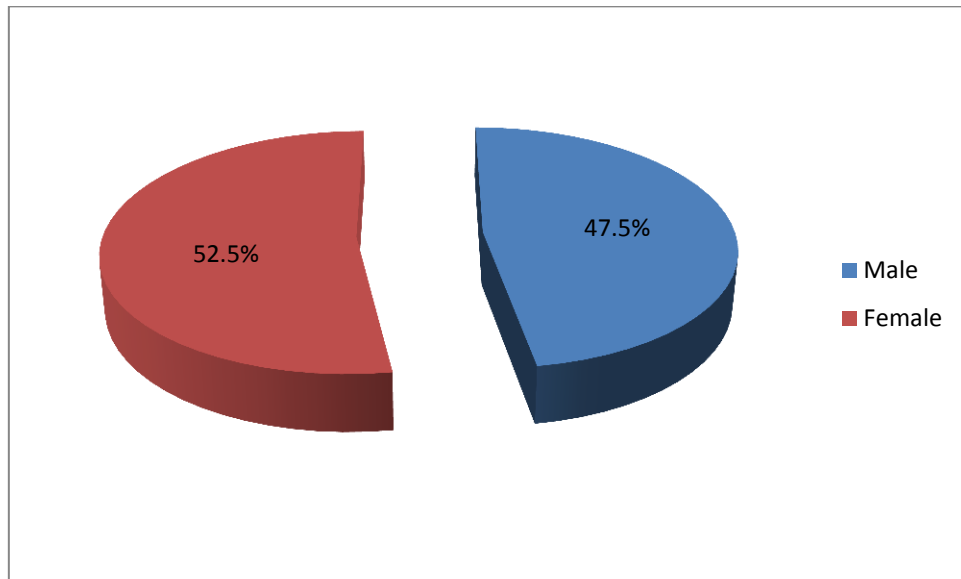


Figure 4.1: Gender of teacher respondents

Figure 4.1 indicated that 19 (47.5%) respondents teachers were males while 21 (52.5%) were females. Acquiring information from both sexes was necessary for this study so that the views of both males and females pertaining to implementation of SBCPTD programmes in high schools were captured.

4.2.2 Age of teacher respondents

The teaching profession requires mature minds to understand and be able to comprehend what is involved in the teaching process. Age is one such indicator of readiness for the teaching profession. Figure 4.2 illustrates the age categories of the respondents.

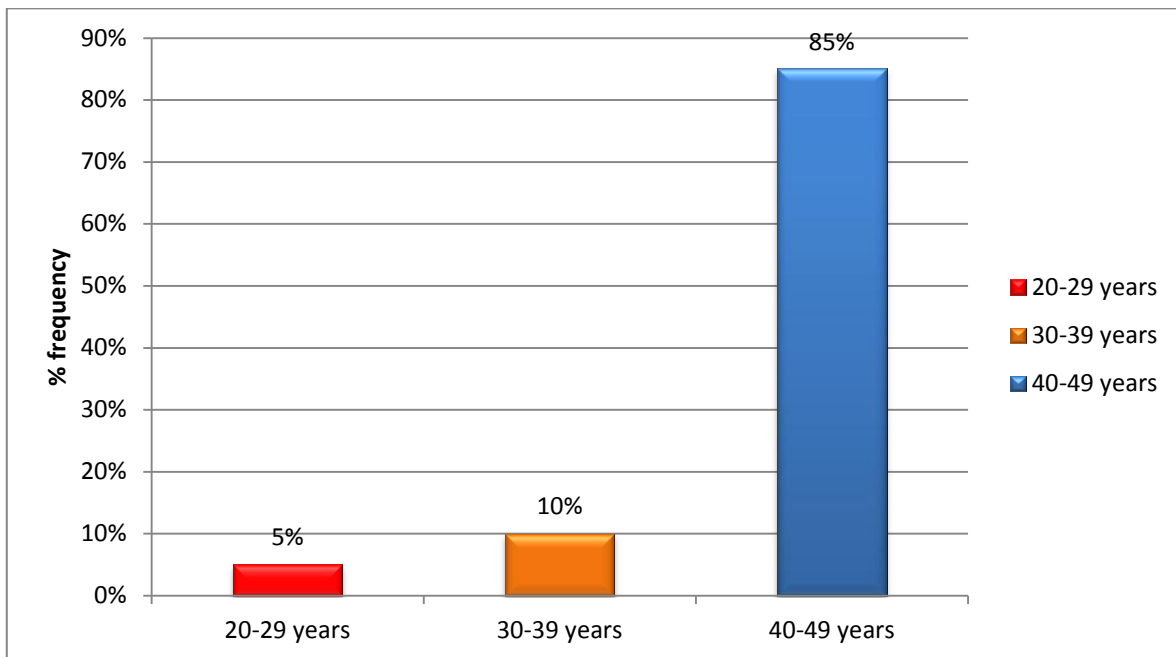


Figure 4.2: Age of teacher respondents

As shown in Figure 4.2, 2 (5%) of the teachers were between age 20-29 and 4 (10%) fell in the 30-39 age group range. On the other hand, 34 (85%) were in the 40- 49 age group category. The age range of all teachers (respondents) indicated that respondents were mature individuals. In most cases, there are certain expectations that come with some age groups. For instance, from the age range of the respondents, it could be assumed that they are familiar with all the developmental programmes in high schools. Hence, it is presumed that implementation of SBCPTD programmes to enhance improvement of teaching and learning in high schools should not be much of a difficulty to these teachers.

4.2.3 Years of teachers teaching experience

SBCPTD programmes are activities conducted at the school meant to involve all the teachers, regardless of years of service in the profession. Hence under normal circumstances, it is expected that the more the years of experience in the service, the more experienced and well informed teachers would be with the SBCPTD implementation programmes. Hence, the study sought to find out the respondents' years of experience in the teaching profession because it is believed that the length of service of the respondents in the teaching service has a direct bearing on their knowledge, skills, and ability to facilitate and implement SBCPTD programmes. The

researcher assumed that high school teachers, who have been in the teaching service for a long time, have more knowledge and expertise to facilitate SBCPTD activities than those with relatively fewer years in the teaching profession. Figure 4.3 presents the years of experience of the teachers in this study.

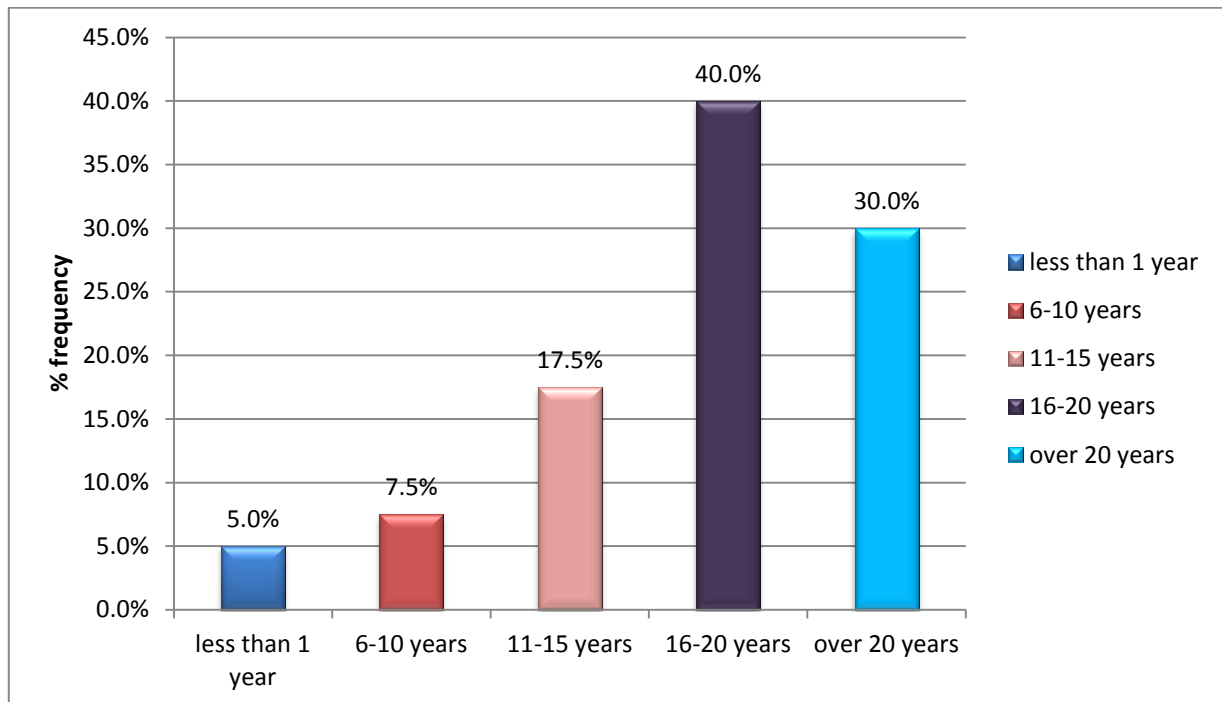


Figure 4.3: Years of Experience of teacher respondents

Figure 4.3 above shows that 2 (5.%) of the respondent teachers have had less than 1 year teaching experience; 3 (7.5%) of them had 6-10 years teaching experience; 7(17.5%) have had 11-15 years teaching period; 16 (40%) of the respondents had 16-20 years, and 12 (30%) of the respondents had over 20 years teaching experience. The information above reveals that the majority of respondents under the present study had vast experience in the teaching profession in high schools. Respondents' experience assisted the researcher to source relevant information for the study on the implementation of SBCPTD programmes in high schools.

4.2.4 Nature of appointment of teacher respondents

The nature of appointment of respondents can influence their perceptions of SBCPTD programmes since a respondent on permanent employment will be more willing to participate in professional development compared to those appointed on temporary basis. The appointment status of the sampled respondents, and the data were presented in Table 4.1 below.

Table 4-1: Nature of appointment of teacher respondents

Nature of appointment	Frequency	Percentage
Permanent	40	100
Temporary	0	0
Total	40	100

Table 4.1 reveals that all the teacher respondents sampled in the selected high schools were permanently employed. More permanent staff members lead to stability at school. Learners also need time to get used to the style of a teacher. Professional development programmes offered to permanent staff members lead to progress at school. This is an indication that teachers will be committed to participate and be involved in SBCPTD programmes, which is a positive reflection of SBCPTD implementation in high schools in the district. This is because all respondents are in a position to fully understand and implement SBCPTD programmes.

4.2.5 Qualifications of teacher respondents

According to the requirements of the South African Council of Educators (SACE), and the Norms and Standards for Educators (DoE, 2000), one should either possess an Advanced Certificate in Education (ACE) or a Diploma in Education (Dip.Ed) to be considered a professionally qualified teacher in South Africa. A Bachelor of Education Degree (B. Ed) has been identified as the minimum entry requirement for someone to qualify as a teacher as from January 2011. This professional qualification is attained after three (full time) to four years (part time) of training.

In the study, the qualifications of respondents was deemed necessary by the researcher since their qualifications had a direct bearing on the topic under study, which focuses on implementation of SBCPTD to improve teaching and learning practices. The researcher sought to ascertain the qualifications of respondent teachers to establish whether they were well trained and qualified to be in the teaching profession. Figure 4.4 presents the academic and professional qualifications of teachers.

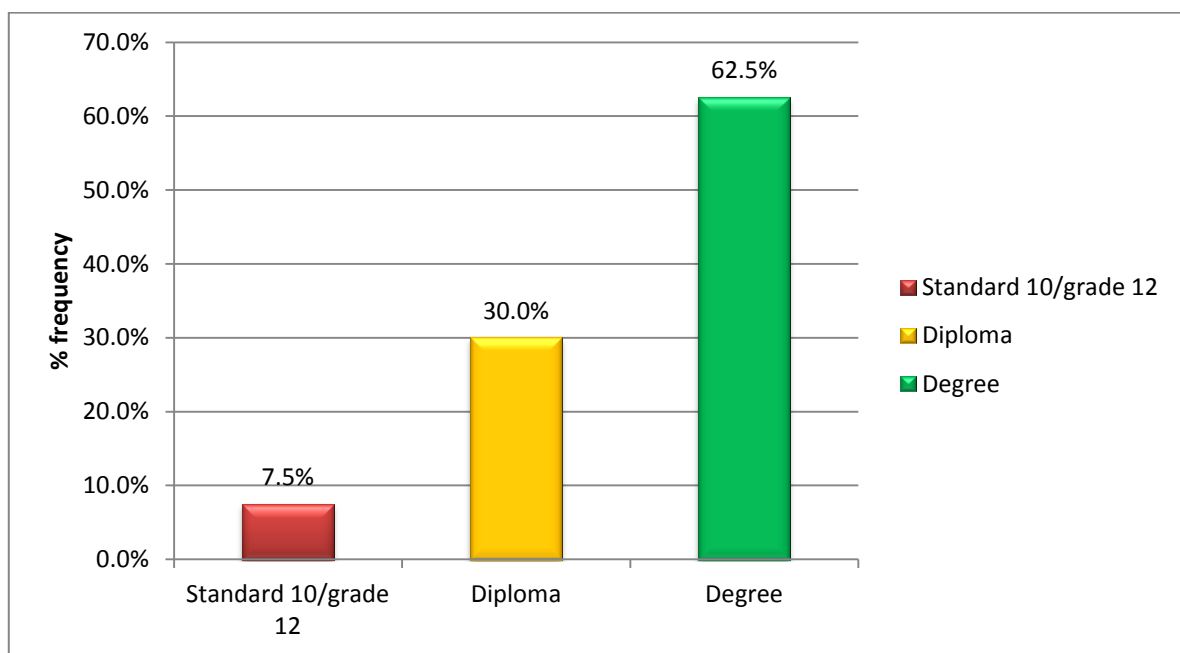


Figure 4.4: Academic qualification of teacher respondents

The questionnaire item sought to establish the highest academic qualifications of the respondent teachers and the data in the figure reveal a range of qualifications held by the teachers. The figure above shows that 3 (7.5%) of the respondents had standard 10/ grade 12 as their highest academic qualification; 12 (30%) of them had Diploma and 25 (62.5%) of the rest of the respondents had B.Ed./BSc/BA Degrees as their highest academic qualifications.

4.2.6 Professional qualification of teacher respondents

To get further insight about the capacity of teachers to implement SBCPTD programmes in high schools, the researcher sought their professional qualifications.

The qualifications of respondent teachers were presented and analysed according to the highest professional qualifications had as shown in Figure 4.5.

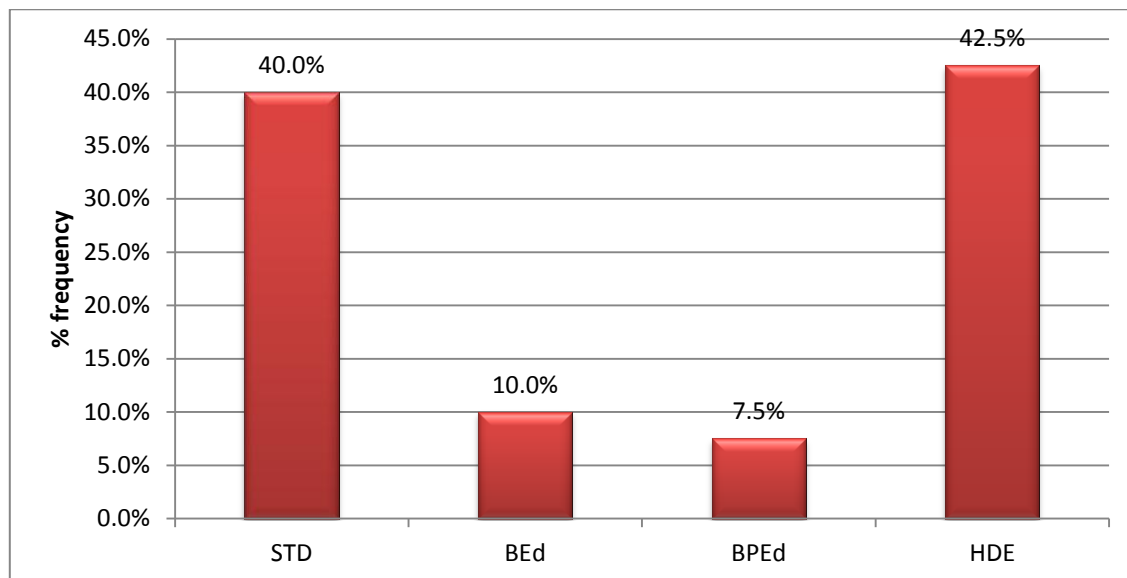


Figure 4.5: Professional qualifications of teacher respondents

Key/Legend:

Senior Teachers' Diploma (STD)

Bachelor of Education (B.Ed)

Bachelor of Pedagogy in Education (PGDE)

Higher Diploma in Education (HDE)

The figure above indicates that 16 (40%) of the respondent teachers had STD professional qualification; 4 (10%) of them had B. Ed professional qualification; 3 (7.5%) of the respondents had BPEd as their qualification, and 17 (42.5%) of the respondents had HDE professional qualification. The data indicate that all the school teacher respondents were professionally qualified teachers who had undergone training in teacher education colleges. The data also confirmed that the above qualifications obtained by all the respondents are recognized as legitimate qualifications in the teaching profession in South Africa.

4.2.7 Actual job description of the Respondents

The researcher also sought to determine the level of appointment of all the respondents in their various schools. The information in Figure 4.6 indicates that 6 (15%) of the respondents are principals; 28 (70%) of the respondents are teachers and 6 (15%) are others.

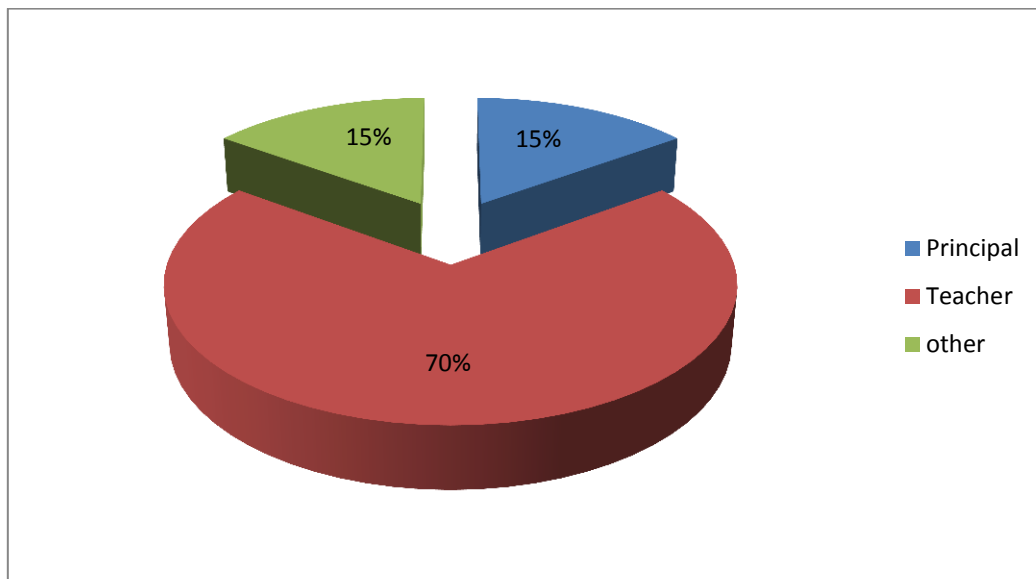


Figure 4.6: Actual job description of the respondents

Having presented the respondents' biographical data, attention is now given to responses pertaining to research questions based on the implementation of SBCPTD programmes. However, before addressing the research questions, the researcher considered it necessary to find out from respondents whether they understood the term "School Based Continuing Professional Teacher Development Programmes".

4.3 Implementation of School Based Continuing Professional Teacher Development programmes

This section focuses on the presentation of data on the implementation of school based continuing professional teacher development in high schools. In addressing the research questions, the researcher deemed it necessary to first find out from respondents if there are SBCPTD programmes held or conducted in their schools. This

was deemed necessary as the findings would give insight into whether SBCPTD programmes are conducted in the schools.

4.3.1 The term “School Based Continuing Professional Teacher Development Programmes”

The study sought respondents’ understanding of SBCPTD programmes. This was meant to establish whether respondents were aware of implementing SBCPTD programmes in their schools. It, therefore, emerged from the data gathered that most of the respondents understood SBCPTD programmes. They had no trouble providing the meaning of SBCPTD programmes. The respondents had narrow but very significant understanding of SBCPTD. They viewed SBCPTD programmes as an important and necessary tool for the development of teachers. Respondents gave the following responses:

ST1 expressed:

I think SBCPTD is like a programmes held in school in form of assistance for teacher. Taking the new curriculum for example, teachers’ need to be helped because not many teachers know how it works, what to do and how to go about it. I believe SBCPTD programmes in school are important and necessary.

ST5 highlighted:

SBCPTD refers to activities held in schools for the improvement of teaching and learning through engaging in workshops, for example, the education in our country is always changing and teachers have to align themselves to these changes and this is better achieved at the school.

ST2 commented:

SBCPTD programmes have to do with the improvement of the understanding of the teaching and learning areas in school as well as the teaching methods. I viewed it as a must have programmes in schools.

ST10 said:

SBCPTD is good, it happens at the school and it attends to all the difficulties areas teachers are facing immediately. For instance, any time am having challenges with my subject/topic I go directly to my HOD who is my senior as well as subject adviser and she will assist me and this help me a lot in my teaching.

However, it also came out that some respondents had no idea of what the SBCPTD programme is all about. Among them was ST3, ST6 respectively.

ST3 responded:

... I am not sure, but we do attend workshops at the district level.

ST6 alluded:

I am not sure, I don't know anything about SBCPTD programmes but we are always called to the district for workshops.

Most of the principals and Heads of Department respondents also showed an understanding of SBCPTD programmes. Their responses were as follows:

SP1 explained:

SBCPTD programmes is a process whereby teachers are empowered with regard to the new curriculum as well as new methods of teaching, techniques and approaches that are learnt to assist teachers in their teaching and learning practice.

SP5 highlighted:

We normally have learning area meetings, these meetings facilitate discussion on issues such as planning, ways of assisting teachers and learners with teaching and learning difficulties even personal problems, assessment problems as well. I think SBCPTD programmes are a tool that can be harnessed to help and assist both teachers and learners at the same time.

SP4 said:

According to my understanding of SBCPTD, it is the all activities that take place in the school environment and are channelled towards the development of teachers and learners. Be it teaching, learning, sport, and extracurricular activities.

HOD1 said:

I believe the main objective of all SBCPTD activities is to improve teaching and learning in schools.

HOD5 explained:

Any activities that is meant to develop teaching and learning in schools can be refers to as SBCPTD. For instance here at my school we have computer training for all teachers because most of us teachers don't know how to operate the computer and even typing is very difficult for us. Every now and again we invite computer experts to take us through the process of computer training.

On the same issue, EDO1 and 2 responded as follows,

EDO1 highlighted:

SBCPTD programmes are programmes whereby help is brought closer to the teachers, given example of new teachers in the teaching profession or those that just graduated from the university, as a result of subject or information gap which need to be updated hence they need development to perform better in the classrooms and as a result of that the department of education was able to identify such gap and come up with programmes to help in the context of SBCPTD.

EDO 2 had this to say:

SBCPTD are programmes that are supposed to be conducted at the schools by teachers themselves to assist in the development of teachers.

The data gathered revealed that most of the respondents had an understanding of SBCPTD programmes, except for a few who did not have in-depth understanding of the term "SBCPTD programmes".

4.3.2 SBCPTD programmes conducted at the school level

The researcher sought to establish whether SBCPTD programmes are conducted in school. Figure 4.7 below presents the findings.

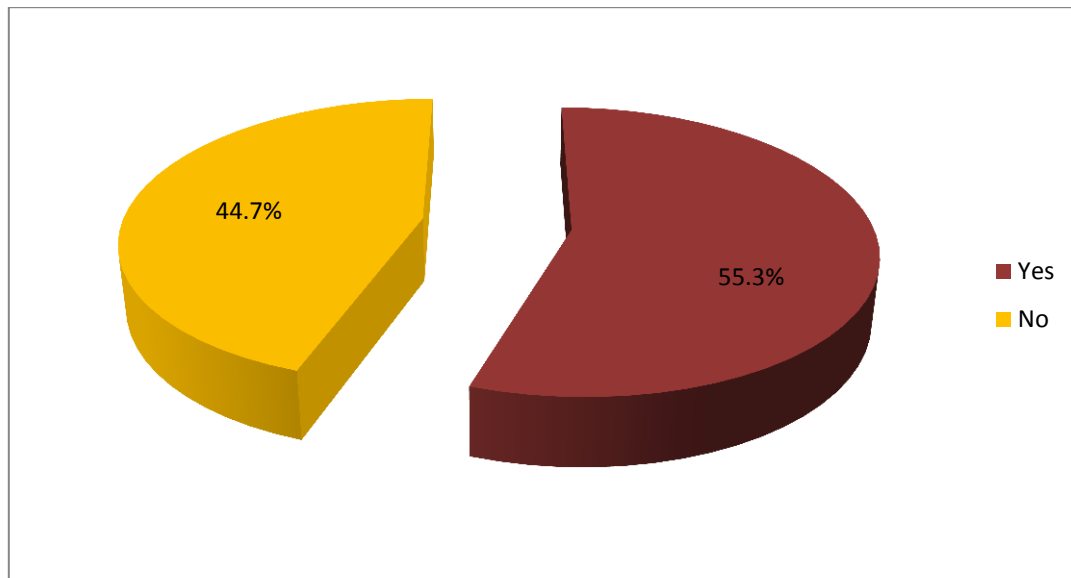


Figure 4.7: SBCPTD programmes conducted in schools

The information presented in Figure 4.7 above indicated that 21 (55.3%) of the respondents responded that SBCPTD programmes are conducted in their schools, while 17 (44.7%) of the respondents indicated that no SBCPTD programmes are held or conducted in their schools. An analysis of the quantitative data collected for this question shows that more schools within the selected high schools in the study had SBCPTD programmes conducted in their schools. However, the responses of teachers, principals, Heads of Departments (HODs) (SMTs) and district officials were further sought on whether there are SBCPTD programmes conducted in schools.

Teachers acknowledged that SBCPTD programmes were held and conducted in their schools but were quick to point out that these programmes were usually held informally. The following are some of their responses.

ST5 responded:

Yes ... but it is not properly planned; it happens when a particular teacher has a problem, you just go to your subject adviser or an experienced teacher, it is not scheduled. It is a good action both teachers learn from that activity, one gets observed and the other one becomes an observer. But you can't just go to another teacher's class without such teacher seeking for help, because they might feel you are trying to intimidate them.

ST4 agreed:

Yes we do have a tool called IQMS. It is more of an appraisal programme for teachers. We also have a system whereby teachers accompany one another to the classroom and give feedback on areas that need improvement. This is usually done on a friendly basis because you choose someone who is more experienced and honest. If this was scheduled and planned by the school it would be much better for teachers.

ST2 reiterated:

Actually, the only support we have here at my school is when an experienced teacher assists a junior teacher in the same subject area. It is spontaneous. If I could call that SBCPTD then yes we do have it here at my school.

ST10 explained:

Yes, but it is mostly conducted informally. We teachers assemble together, encourage one another about the teaching and learning practices within the school and we also discuss how to identify and further our developmental goals.

However, ST6 refuted the claim saying: *"we don't have this programmed at my school but once in a while we attend workshops organised by subject advisors at district level not at school"*.

All respondent school principals and Heads of Department (SMTs) interviewed concurred with the responses of the teachers. They echoed the same sentiments that

school-based development programmes were conducted informally in their schools. Their responses are as follows:

SP2 responded:

...SBCPTD programmes are good; yes we do conduct the programmes here in this school and are very helpful. I am not saying that workshops conducted at the district level are not good but looking at the activities we held here at the school it addresses the problems directly. It is with these programmes that you are able to know and get a direct result whether the teacher has being helped or not. It could be better if the department of education could give us enough time to conduct SBCPTD programmes. With so much workload it becomes difficult.

SP1 explained that:

.....Indeed yes, we usually get together to help and assist teachers and this is done at the school. In fact most of these school programmes are facilitated by the school principal and HODs. We usually have these team-teaching programmes for our teachers. We choose a teacher to partner another teacher in this way he/s accompany the other teacher to the class and give feedback on areas that need improvement. This has really helped a lot there is improvement in learners performance even teachers are always available to help one another.

SP4 agreed:

The school based programmes held in my school were useful in that when a teacher is partnered with another teacher it is based on honesty and openness. So the partnership at school helped us to learn from each other what we did not clearly grasp at the district workshops. Teachers are able to cover the syllabus on time.

SP5 has this to say:

...Yes in a way. I encourage SBCPTD programmes to be conducted here at the school, it's done. It's working and it is helping teachers because when they meet as teachers alone they discuss their challenges and at times I

even allow for instance if a particular teacher don't understand a topic Teacher A is free to assist and teach that topic, we do such things.

However SP3 commented:

The fact is that we did have what we called subject committees where teachers were to come together, for instance at a certain period you call your subject teachers and they form a committee where they would share their problems. We used to have those subject committees but it is no longer functioning at the moment and I suppose that is where teachers were to be assisted and empowered with their daily teaching and learning activities. Right now there is no SBCPTD programme.

Heads of departments concurred with the school principals that SBCPTD programmes are conducted in their schools. The HODs gave the following sentiments:

HOD6 noted:

Yes.... we started by having subject committees. We sit down as teachers of that particular subject and discuss areas of concern. When we are having problems we help each other. As I am teaching grade twelve and eleven at times I even go to grade ten and teach for those teachers but the teacher is supposed to be there when I am teaching.

HOD 1 explained:

We do have SBCPTD programmes conducted in this school. The issue here is time, with so much workload it really becomes difficult at time because you have your class to teach at the same time you have to create time for other teachers too. As one of the implementer of SBCPTD in my school what I normally do is to oversee that every teacher is following the syllabus.

HOD4 stated that:

In our school we have policies which are already crafted. Any new or inexperienced teachers coming to our school for the first time will be accompanied by either their subject adviser or experienced teacher to the classroom. We explain the policies to them and this has really helped the teachers.

HOD3 asserted:

am not sure, not really, but the one support given at this school is the one given by me since am the only HOD and an experienced teacher in Language and Life Orientation, I do support my fellow teachers in this area especially the junior teachers

Responding to this same question EDO1 and EDO2 had contrary comments:

EDO1 stated that:

SBCPTD programmes are not conducted at the schools. Not at the moment, still in pipe line.

EDO2 stated that:

Not in ways that we the district officials would want it to be done. I think we don't actually call it SBCTPD, instead it is on-going development we call it on going developmental support because almost every day, we visit schools. As district officials and subject adviser we visit schools to support, give advice and supervise the teachers. We also conduct workshops for them at the district office.

The responses of the two EDOs are confusing because these are the people who are expected to be in the forefront in explaining to the teachers at the school level how to organise, conduct, facilitate and implement SBCPTD programmes for the development of teachers. From these indications, one gets the impression that district officials are not conversant with what is happening at the school levels. There is no policy benchmark as to how to implement SBCPTD programmes in schools, yet from the responses of most of the respondents, it was indicated that SBCPTD programmes are conducted in their schools but not formally conducted.

Interestingly, there is no document or policy benchmark to guide the implementation of SBCPTD programmes, yet in the selected schools; they still manage to implement this programme for the improvement and progress of the schools. Theoretically, the Department of Education (2007) lists SBCPTD as one of the initiatives and programmes for teachers' development, but in reality, there is neither document nor

guidelines supporting the implementation process. Despite that, the researcher found pockets of good practices as the data revealed SBCPTD programmes being conducted in schools so that teaching and learning could improve.

4.4 Types of SBCPTD programmes implemented in School

Teachers were asked to indicate the types of SBCPTD programmes conducted in their schools. A total number of 14 (35%) of the respondents mentioned mentoring as their SBCPTD programmes; 15 (37.5%) of the respondents said peer review constituted their SBCPTD programmes. On the other hand, 2 (5.0%) of the respondents indicated coaching, and 1 (2.5%) indicated communities of practice as their SBCPTD programme. However, 8 (20%) had no response about the type of SBCPTD programmes implemented in their school. The results are shown in Table 4.2 below.

Table 4-2: Types of SBCPTD programmes implemented in school

Types of SBCPTD	Frequency	Percentage
Mentoring	14	35.0
Peer review	15	37.5
Coaching	2	5.0
Communities of practice	1	2.5
Others specify	8	20.0
Total	40	100.0

The school principals and HODs (SMTs) were asked to give an insight on the types of SBCPTD programmes conducted in their schools for teachers' development. The respondents unanimously agreed that mentoring and peer review is their SBCPTD programme. Respondent principals gave the following responses:

SP2 remarked:

We mostly engage in mentoring, where an experienced teacher mentors new or less experienced ones.

SP5 elaborated:

...We use mentoring and peer review to develop and empower our teachers.

SP4 concurred:

...We use mentoring to assist our teachers who are having difficulty with teaching. We also encourage peer review as a form of development for teachers.

HOD1 declared:

Basically, we agreed as SMTs that the mentoring and peer review would be the best way to assist teachers. We do group works of course but with group work you know it is always like a discussion. When it comes to the actual challenges faced by teachers where we have identified a need then we assign an experienced teacher to assist the teacher.

However, it was made clear to the researcher that there is neither document nor records to actually indicate the types of SBCPTD programmes offered at the selected schools since the SBCPTD is not formally planned; it is spontaneous. Nevertheless, it was evident from the responses that mentoring and peer review were identified as the SBCPTD programmes held in their schools. This is an indicator that SMTs employ mentoring and peer review as their SBCPTD programmes because it actually addresses the needs of individual teachers as well as collectively. Such a practice has a positive effect on the implementation of SBCPTD programmes for the development of teachers' teaching skills and learners' learning. Hence, evidence of good practices.

4.4.1 Organisers of SBCPTD programmes

Organisers are, basically, the facilitators of the SBCPTD programmes. The study sought to establish who the organisers for SBCPTD programmes were. This variable was necessary as it determined the level of importance attached to SBCPTD programmes by those that were mandated to facilitate SBCPTD programmes for teachers.

School principals, Heads of Departments and teachers acknowledged that SBCPTD programmes were usually organised and facilitated by principals and Heads of Departments (SMTs) and in some cases, teachers themselves, after identifying a gap they wanted to fill at their schools. Some of the responses from the school principals on who organises SBCPTD programmes, were as follows:

SP2 highlighted:

We the SMTs facilitate and conduct these activities informally after we discovered that some teachers are facing challenges regarding their subject areas/topic..... So we decided to conduct this programmes for them.

SP10 agreed:

Principal and HODs conduct SBCPTD programmes especially on subject content and curriculum implementation. Sometimes they also include assessment and evaluation.

SP5 said:

Besides being the school principal, the HODs and senior teachers are also involved in the organisation processes of SBCPTD programmes.

Heads of Departments also acknowledged being organisers of SBCPTD activities. HOD1 for instance, gave the following response

As one of the HOD, we sometimes organise SBCPTD with other teachers' on subject/topic and also on teaching and learning especially in my area of speciality.

HOD 4 highlighted:

Part of my duties is to supervise and see to it that teaching and learning is smoothly taking place at the school, I also follow up and attend to issues which require my inputs at the school. I more or less conduct this activity for the teachers at the school.

HOD 2 has this to say:

The programmes are implemented by the principal as well as the SMTs and as teachers we form ourselves into groups where a teacher will decide who to be partnered with.

The responses of HOD3 deviate from the responses given by the other respondents. This is how she responded:

We do conduct training programmes mostly during school holidays through workshops. This is usually done at the cluster level whereby three or four neighbouring schools form a cluster from which a trainer head and a mentor teacher are selected. After the training of trainers are done the trainer head and the mentor teacher train teachers at the school level.

Interviewed teachers also alluded to the views given by the principals and Heads of Departments that SBCPTD organisation is the responsibility of the school principals, HODs and in some cases, senior teachers.

ST1 explained:

The principal and HODs conduct SBCPTD programmes to assist teachers and find solutions to the problems we are facing. We face a lot of challenges regarding the implementation of the new curriculum. But the HODs are always available to help us. The teachers they assist end up being effective in their teaching and learning practice.

ST5 said:

The school principal and HODs supervise the implementation of SBCPTD programmes and conduct training sessions for the teachers.

ST6 concurred:

The HODs have been implementing, organising and conducting this SBCPTD programmes for a long time.

ST2 added:

The principal and HODs conduct most of the school activities. As the school leaders I believe it is their responsibility to assist and lead us in the right direction. They conduct training sessions, discussion on issues and challenges we face at the school and they also teach lessons to demonstrate new methods.

ST4 highlighted:

My principals and HODs are always available to help us whenever we go to them for assistance. For instance my principal who is also my subject adviser always organise training sessions for me and the other language teachers and encourages other subject advisers to the same.

However, the study further learnt that in some cases, the education district officials organise workshops for teachers. They gather a few teachers from surrounding school for workshops, where similar problems in the schools are addressed, for instance, how to implement the new curriculum; or the introduction of a new method of teaching a particular subject. SP3 pointed out that in such cases, few senior or key teachers were selected to organise and facilitate such workshops at the school level after receiving training from the district office.

SP3 said:

SMTs are invited to attend workshops organised by district officials. After the training we are required to organise teachers at school level and train them on what we learnt from the workshop.

Further, the teachers, through the questionnaire, were asked to indicate who organises the SBCPTD programmes in their schools. Teachers were asked to choose from a list of options provided in the questionnaire. Contrary to the qualitative data, the quantitative data showed that district officials are the main organisers of SBCPTD programmes as presented in Table 4.3.

Table 4-3: Organiser of SBCPTD programmes

Organiser	Frequency	Percentage
school principal	7	17.5
SMTs	6	15.0
District officials	20	50.0
Cluster leader	2	5.0
No responses	5	12.5
Total	40	100.0

From Table 4.3, 20 (50%) of the respondents indicated that the district officials organise SBCPTD programmes while 7 (17.5%) affirmed that the school principals organise the SBCPTD programmes. Moreover, 6 (15%) mentioned SMTs as the organisers of SBCPTD programmes while 2 (5%) mentioned cluster leaders as organisers of SBCPTD programme. However, 5 (12.5%) did not respond to the question. There seem to be a contradiction between the quantitative data and the qualitative data on the main organiser of SBCPTD programmes. The quantitative data pointed to district officials as the main organisers while the qualitative data pointed to principals and HODS (SMTs) as the main organisers of SBCPTD programmes. In spite of this revelation, it is obvious that both data is an indication of good practice because all the organisers at the school and district level were devoted to bring about changes to the teaching practices to enhance quality and improved teaching and learning activities in the education sector.

4.4.2 Efficiency of facilitators (SMTs) in conducting SBCPTD programmes

Teachers were also asked to express their views on the efficiency of facilitators in conducting SBCPTD programmes. The responses are presented in Table 4.4.

Table 4-4: Efficiency of facilitators in conducting SBCPTD programmes

Efficiency	Frequency	Percentage
Very efficient	27	67.5
Not efficient	8	20.0
No responses	5	12.5
Total	40	100.0

Table 4.4 revealed that most of the teachers 27 (67.5%) find SBCPTD facilitators efficient in conducting the SBCPTD programmes at the school. Furthermore, 8 (20%) of teacher respondents indicated that facilitators were not efficient in facilitating SBCPTD programmes while a total number of 5 (12.5%) did not respond to the question regarding the efficiency of facilitators in facilitating SBCPTD programmes.

4.4.3 Reason for facilitators' efficiency in conducting SBCPTD programmes

The researcher further sought teachers' opinions to establish reasons for efficiency of facilitators in conducting SBCPTD programmes. The results are given in Table 4.5 below.

Table 4-5: Reason for facilitators' efficiency in conducting SBCPTD programmes

Reasons	Frequency	Percentage
Good learners' performance	32	80.0
Improves learners' behaviour	2	5.0
Not effective	1	2.5
The discussion is educative	2	5.0
Supportive	3	7.5
Total	40	100.0

In Table 4.5 above, the majority of teachers revealed that as a result of facilitators' efficiency, there is increase in learners' performance. A total number of 32 (80%) respondents indicated improvement in learners' performance was as a result of facilitators' efficiency in conducting SBCPTD programmes. The improvement in learners' performance is an indication of the importance of SBCPTD programmes at the school. This shows that schools work together to implement SBCPTD. The qualitative data also concurred with the quantitative data on improvement in learners' performance as a result of facilitators' efficiency. Other reasons include: changes in learners' attitudes towards their learning, teachers reported that the discussions with SMTs were very educational and beneficial in improvement of their practices.

4.4.4 Focus of SBCPTD programmes

School based CPTD programmes are meant to address certain gaps that teachers are lacking in the teaching and learning process. In the questionnaire used for the collection of quantitative data, teachers were asked to indicate the focus of SBCPTD programmes they had attended. Areas of focus that were identified included orientation to new curriculum; methods of teaching; teaching / learning resources; and subject contents. Analysis of the quantitative data on SBCPTD programmes shows that 20 (50%) of the teachers had attended SBCPTD programmes focusing on the subject content. A total number of 7 (17.5%) said they focused on methods of teaching while another 7 (17.5%) said they focused on orientation to new curriculum. Only 2 (5%) said they focused on Teaching and Learning resources (See Table 4.6 below).

Table 4-6: Focus of SBCPTD programmes

Programmes focus	Frequency	Percentage
Subject content	20	50.0
Methods of teaching	7	17.5
Orientation to new curriculum	7	17.5
Teaching and learning resources	2	5.0
Others specify	4	10.0
Total	40	100.0

The data shown in Table 4.6 above indicated that most SBCPTD programmes focused on subject content, while few SBCPTD programmes were about the orientation to the new curriculum as well as on methods of teaching and learning resources. When principals, HODs (SMTs) and teachers were asked about the focus of the SBCPTD programmes, a variety of responses were given. Subject content were mentioned as the major focus of the SBCPTD programmes. Methods of teaching and orientation to new curriculum were also among the areas of focus of SBCPTD programmes mentioned by the SMTs. The following are some of the responses of the teachers on the focus of SBCPTD programmes.

ST6 explained:

Basically the SBCPTD focus on subject content and also on method of teaching and learning to perfect teachers teaching and improve learners' performance.

ST2 added:

Usually SBCPTD focus on subject content. Sometimes they may focus on other areas like assessment and evaluation but their main focus is on subject content.

ST5 elaborated:

Subject content is the major focus of the SBCPTD programmes in my school. With the change in curriculum, the method of teaching has also changed. So it is necessary that teachers acquire knowledge and skills on subject content as well as the method of teaching in line with the new curriculum.

ST1 concurred:

In addition to subject content SBCPTD programme also focuses on, assessment teaching methods and occasionally on syllabus coverage.

Principals also confirmed having facilitated SBCPTDB programmes on subject content on the areas teachers found challenging. Some mentioned that their schools organized training for teachers on assessment and moderation. Below are some of the responses from the principals:

SP1 has this to say:

I sometimes organize training for my teachers on subject/topic they find difficult to teach.

SP 5 added:

With the new curriculum, teaching method has also changed. So I sometimes update my teachers on the new methods of teaching.

SP6 concurred:

The new curriculum has brought with it some new assessment methods which teachers find it very difficult to use. So I sometimes organize training on how to use the assessment methods.

SP3 explained:

The scarcity of teaching and learning materials in schools has left us with no choice but to improvise with locally available teaching resources. Hence we only depend and attend workshops organised at the district to equip ourselves with the necessary skills.

Almost all the HODs confirmed they had participated in SBCPTD programmes on the above-mentioned areas; for example, HOD 5 and HOD 4 gave the following comments:

HOD5 acknowledged:

We organize SBCPTD programmes on subject content, methods of teaching, assessment, and other areas.

HOD4 elaborated:

I have on some occasions, organised SBCPTD programmes on subject content especially on topics that are new or challenging for teachers to teach including assessment after I observed that teachers were having problems on these aspects.

From the data, SBCPTD programmes appear to basically focus on subject content; methods of teaching and learning; assessment; among other areas. The data gathered revealed that facilitators of SBCPTD programme assist teachers with their subject

content gap. The responses also reveal that teachers were also helped regarding the teaching and learning methods as well as implementing the new curriculum. This is an example of a pocket of good practice in the implementation of SBCPTD programmes to enhance teaching and learning in schools. The practice encourages teachers to expose their problems and areas of difficulties to the facilitators so that they get immediate assistance.

4.5 Training received by SMTs and teachers to implement SBCPTD programmes

Teachers play an active role in the implementation of SBCPTD programmes. They need to be empowered and equipped with the necessary skills and knowledge. The training of teachers to effectively implement SBCPTD programmes in high schools is very crucial. Thus, for any SBCPTD programmes to run efficiently and be effective there is need for teachers to undergo training. Hence, the researcher sought respondents' views on whether they receive training to enable them implement SBCPDT programmes in their various schools. Teacher respondents, as well as principals and Heads of Departments (SMTs) were asked to give information on whether they had received training to enable them to implement SBCPTD programmes, and the responses are shown in the table 4.7 below.

Table 4-7: Training received to implement SBCPTD programmes

Training received	Frequency	Percentage
Yes	20	50.0
No	18	45.0
Total	38	95.0
No response	2	5.0
Total	40	100.0

Table 4.7 indicates that 20 (50.0%) of the teacher respondents confirm that they received training which enabled them implement SBCPTD while 18 (45.5%) respondents indicated that they did not receive training on the implementation of

SBCPTD programmes. Instead, the information was revealed through interviews conducted with SMTs and teachers; they further revealed that what they were exposed to was training on the new curriculum and orientation, not on SBCPTD programmes.

Responding to the question on training received by teachers, principals, and HODs (SMTs) to implement SBCPTD programmes, the respondents mentioned that principals and HODs (SMTs) were not formally trained to implement SBCPTD programmes. It emerged that the school principals supervise and support the implementation of SBCPTD programmes by providing some of the needed assistance and resources. The teachers who need individual support are identified and assisted. The responses are captured as follows:

SP1 stated:

All the teachers were trained at the district office, we were called to attend workshops organised at the district office, and teachers from the various schools were all there at the workshops. I cannot say I am trained to implement SBCPTD programme. But being a qualified and experienced teachers as well as the principal it is my responsibility to see to it that teachers are assisted whenever they encounter challenges in any areas of their teaching profession.

SP2 elaborated:

Actually all the teachers were trained in all the subject areas. But not particularly trained to implement SBCPTD programmes. The only training we received was the ones conducted by district office regarding subject areas and CAPs. Nevertheless by virtue of my years of experience I believed I am trained to implement any activities in my school.

SP3 added:

Yes we were trained on the new CAPs policy but not on SBCPTD programmes. All the various subject teachers were involved in a four days training session.

SP5 agreed:

We have attended teachers' development training and some workshops have been conducted. As school principal, we have also attended a number of workshops. Most of the workshops were conducted at district level.

However, SP4 had this to say:

Not many teachers were trained especially on the new curriculum. There is content gap.

The HODs echoed the same sentiments with that of the principal respondents. They said teachers have been trained. HOD1 stated that *...they have all attended training courses and workshops*. HOD3 alluded *...they have been empowered during staff meetings, workshops and training courses*.

As they responded to the same question, the HODs also gave evidence of how they were trained as teachers but not trained to implement SBCPTD programmes.

HOD1 said:

I was trained for three years as a teacher, but didn't receive any training on SBCPTD implementation.

HOD2 indicated:

We participated in the training organised by district officials. But this training was not on SBCPTD programmes.

HOD4 alluded:

In a way yes I know that I am trained teacher. I received training during my INSET, and throughout the year, teachers have always been called to central venue where workshops were conducted both at the national level and district level. So as an experienced teacher coupled with the INSET training I should be able to assist my colleagues when approached for help or assistance.

HOD5 illustrated:

In a way I am trained because I always accompany my subject adviser to workshop whenever there is any workshop regarding my subject area.

Therefore I considered myself fully trained and well equipped to implement any activities in my school.

HOD 7 has this to say:

Actually we did not receive training on how to implement SBCPTD but by virtue of my position and years of experience I believe am well versatile to assist my fellow teachers and also supervise them whenever the need arises. Though we also attend training at the district office.

The researcher noticed that SP4 acknowledged that teachers in their school were not trained while HOD4 from the same school claimed that teachers were empowered ...*through supervision and workshops conducted at the district office.*

On the same issue, some teachers also confirmed that they had received training while other teachers indicated that they had not received any training to implement SBCPTD. For example

ST1stated:

I think being a teacher means one has received training ...we are always called upon to attend workshops and courses on staff development. But the training was never on SBCPTD.

ST10 supported:

After receiving higher diploma certificate I consider myself trained as a teacher.

ST4 added:

The school system is very supportive; all the teachers were involved in training at the district office.

ST3 substantiated:

What is usually done is that, teachers are usually encouraged to attend every workshop conducted at the district level. This is done to keep teachers abreast of changes in the school curriculum. The school also equips members of staff through training courses, and also during staff meetings.

ST6 stated:

There was no training whatsoever on implementation of SBCPTD. Teachers only receive training in form of support whereby experience teachers assist those who are less experience.

EDOs were also asked whether SBCPTD facilitators received training on how to implement SBCPTD programmes. EDO1 and EDO2 stated that teachers need training on continuous bases; it does not have to be on SBCPTD programmes alone but on every sphere of their professional career. Hence, the Education district Officers confirmed that teachers were empowered through training.

EDO2 explained:

Anyone who practices as a teacher is expected to be able to implement any activities at the school. Nevertheless we the education district officials always call teachers up for workshops on various programmes. We workshop the teachers and also give guidelines on how to implement what was taught at the workshops into classrooms practices. .

EDO1 commented:

Like I said earlier there is no SBCPTD programmes at the school level, but I can assure you that all teachers have definitely undergone training some times during their professional career and are still being trained. What I can actually tell you is that teachers are usually called upon time and again to attend workshop here at the district level. These workshops are conducted to address the needs and challenges teachers are facing in their various schools.

However, most of the respondents bemoaned that transportation and the distance they cover before getting to the district office were part of the challenges they encountered in attending some of the workshops organised at the district level. For instance,

ST3 complained:

Lack of transportation and the distance from my school hinders most of the teachers from attending the training at the district office. It also affects the

number of teachers attending the workshops. Same goes for other teachers within this area.

The responses revealed that in the selected schools, SMTs and teachers implement SBCPTD programmes without prior training on how to implement them. The data show that despite the fact that teachers were not formally trained on or equipped with knowledge and skills, they still implemented SBCPTD programmes in their schools to enhance improvement of teaching and learning practices. Opportunities for positive teaching and learning were created for teachers' devolvement to take place at the schools. SMTs' creating space and time for teachers' development is an indication of total commitment on the part of the schools towards better learning and quality of teaching practice. This is an indicator of a pocket of good practice in selected schools.

Teachers were asked to indicate whether they are satisfied with the SBCPTD programmes in their schools. Table 4.8 presents the findings.

Table 4-8: Teachers satisfied with the SBCPTD training

Satisfied	Frequency	Percentage
Yes	27	67.5
No	8	20.0
No response	5	12.5
Total	40	100.0

Quantitative data on whether teachers are satisfied with the SBCPTD programmes shows that 27 (67.5%) were satisfied. Only 8 (20%) indicated that they were not satisfied while 5 (12.5%) did not respond to the question. Teachers were further asked to rate their level of satisfaction which is shown in Table 4.9.

Table 4-9: Average levels of satisfaction to the school based CPTD training

Level of satisfaction	Frequency	Percentage
Less than 25%	4	10.0
Between 25% and 50%	10	25.0
Between 51% and 75%	13	32.5
over 75%	5	12.5
No responses	8	20.0
Total	40	100.0

As the data in Table 4.9 displays, 10 and 13, respondents respectively (25% and 32.5%) rated their satisfaction levels for SBCPTD programmes as between 25% and 75% while 5 (12.5%) rated their satisfaction as over 75%. Only 4 (10%) rated their satisfaction as below 25%. However, 8 (20%) did not respond to this question. Despite this, a good number, if not majority, of respondents were satisfied with the SBCPTD programmes held in their schools. This is an indication that teacher respondents were involved in the implementation process. Apparently, the implementation of SBCPTD programme depended heavily on teachers' participation which, in turn, resulted in their level of satisfaction with the programmes.

Teachers need to continue to learn about how to teach effectively and also be satisfied with their teaching and learning activities (NSTED, 2007). This could be easily realized through SBCPTD programmes. It was noted that teachers were not satisfied with 2-3 day workshops that they usually attended. Hence, this study sought respondents' views on the levels of satisfaction with the SBCPTD programmes held in their schools.

The interviews with teachers indicated that they were satisfied with the SBCPTD programmes conducted in their schools. The following were some of the teachers' responses.

ST2 stated:

I am satisfied with the SBCPTD programmes held in my schools. Whenever I encounter problem with my subject my mentor who is my principal immediately attend to me time permit. In some case she teaches the topic while observe her. She is really helping us a lot. Unlike the subject adviser from the district office, they take a very long time to come and even tell us to attend workshops which in actual fact do not speak to your real problem.

ST5 explained:

I am happy and satisfied. Had it not been for the SBCPTD programme, where the new curriculum was properly introduced to some us at the school, was very difficult to grasp it at the workshop. Some of us don't even like to attend the workshop because we don't understand it fully.

SMTs (principals and HODs) also concurred with the teachers that they were satisfied with the SBCPTD programmes conducted in their schools. Some school principals gave the following responses:

SP2 stated:

I cannot express my feeling... you see as the school principals so much expectation is placed on you by everybody ... society at large. To know that all effort pays off is extremely good. We try so much to assist our teachers and from all indication both the teaching and learning has improved tremendously here at my school. Thanks to SBCPTD programmes because all the teachers are very cooperative, willing to assist and be assisted which is very good for the school. There is so much team effort.

HOD4 concurred:

I am happy with this programme. Do you know why? Because it is difficult to help your fellow teachers' without them feeling that you are trying to belittle them before others. With the SBCPTD in my school, all staff members are involved and very cooperative. No feeling of intimidation or seniority everybody is willing to learn which is very encouraging and I am satisfied. You can even see improvement in learners' performance.

However, this study established that there were some teachers who indicated that they were not satisfied with the SBCPTD programmes in their schools. Among them are ST3 and ST6, respectively.

ST3 said:

I am not in the least satisfied. How can I be satisfied when the subject adviser takes their time to respond to calls by the school principal? Whenever you call the district subject advisers for help, they always give excuses. For instance the other time I was stuck with this new topic in my subject area I approached my principal.... he called the district office immediately but was told the subject advisers were on field work. In the end no one responded or came to see if I eventually get helped. The principal usually assist me where he can but it is not enough.

ST6 lamented:

I am not satisfied at all not even close. The teachers here are so few, every teacher to his or her subject area. If you do not understand a particular topic or want clarity regarding your subject area there is practically no body at the school to assist you.

On the same question, the Education District Officials had this to say:

EDO1 said:

.....There is no consistency on our part so I would not say that I am satisfied.

EDO 2 explained:

Yes of course I am satisfied. I do my work. I visit schools regularly, check on teachers, advised them, show them what to do and how to go about any challenges they might face especially in their subject areas. The district office also provides schools with resource materials such as textbook, equipment, which I supervised and made such it reaches the designated schools. So I am really happy with my efforts so far.

The above evidence suggested that most respondents were satisfied with their SBCPTD programmes. Usually, satisfaction is a measure of how a programme achieved its intended goals. It appeared that the SBCPTD objectives were achieved,

to some extent. There was an indication that teachers were kept abreast with their professional development regarding their subject areas, teachers' showed positive improvement in their teaching practice which was an indication of good practices. Further, communities of practice in which teachers came together and helped one another at school level seemed to be nurtured, as opportunities for such gatherings in the form of SBCPTD programmes at school level, were made available for teachers.

4.5.1 SBCPTD programmes which one would attend

The researcher found it necessary to further seek information from respondents regarding the SBCPTD training, that is, areas they would attend given a choice. Teachers were presented with a list of suggested areas worthy of SBCPTD training and asked to indicate the SBCPTD that they would attend if given a choice. The highest rating was given to SBCPTD focusing on subject content 18 (45%) followed by one focusing on teaching and learning strategies 9 (22.5%) then by one on classroom management 5 (12.5%) while 4 (10%) indicated methods of teaching. The table below highlights the respondent teachers' priority areas for SBCPTD.

Table 4-10: SBCPTD programmes which participants would attend

SBCPTD programmes attended	Frequency	Percentage
The one focusing on subject content	18	45.0
The one focusing on methods of teaching	4	10.0
The one focusing on Teaching and learning strategies	9	22.5
The one focusing on classroom management	5	12.5
Others specify	4	10.0
Total	40	97.5

The data gathered portrays various aspects of training that teachers indicated as their areas of focus to attend SBCPTD training as this could enhance their teaching and learning practice. It emerged that most teachers preferred training that focuses on subject content as well as teaching and learning, which is necessary for schools to effectively implement SBCPTD programmes. Hence, the study found it necessary that respondent teachers indicate their reason for their choice of training.

4.5.2 Reason for preferred SBCPTD programmes

The researcher found it necessary to further seek information from respondents regarding reasons for their preferred SBCPTD training programmes. Their responses were presented in table 4.11 below.

Table 4-11: Responses of teachers on reasons for preferred SBCPTD programmes

Preferred SBCPTD	Frequency	Percentage
Improve learners performance	23	57.5
Increase subject knowledge	10	25
How to manage large classes	4	10
Learners' rights to education	1	2.5
Language barriers	2	2.5
Total	40	100.0

As can be seen in Table 4.11 above, that the majority of the teachers, 23 (57.5%) indicated that their main reason for attending SBCPTD training, given a choice, would be the programmes that focused on subject content as it increased learners' performance while 10 (25%) indicated increase in the knowledge on subject content. Increasing learners' performance as well as knowledge on subject content was a crucial aspect of education. It encompassed all aspects of the teaching profession. Hence, this expectation by the teachers simply indicated the value that teachers attach to SBCPTD programmes as well as the subsequent value that SBCPTD could add to the quality of education offered to the learners. The qualitative data also concurred with the quantitative data on increasing learners' performance as the main reason for

attending SBCPTD programmes. Other responses that were given by teachers as reasons for attending SBCPTD training included: how to manage large classes and discipline of unruly students.

4.5.3 School based training programmes useful for classroom practice

The researcher sought to establish whether SBCPTD training programmes were useful to teachers' classroom practice. The results are shown in table 4.12 below.

Table 4-12: School based training programmes useful for classroom practice

SBCPTD useful	Frequency	Percent
Not helpful	4	10.0
Slightly helpful	4	10.0
Helpful	21	52.5
Very helpful	7	17.5
No response	4	10.0
Total	40	100.0

Quantitative data on whether SBCPTD programmes were useful for teachers' classroom practices indicated that 21 (52.5%) respondents affirmed that SBCPTD training were useful to their classroom practice; 7 (17.5%) indicated that SBCPTD programmes were very helpful to their classroom practice; on the other hand, the same number of respondents 4 (10%) respectively indicated that SBCPTD training programmes were slightly not helpful to their classroom practice. However, the same 4 (10%) did not respond to the question regarding SBCPTD programmes being useful to their classroom practice. This implies, therefore, that a total number of 28 (70%) respondents affirmed that SBCPTD training programmes were useful to their classroom practice while 8 (20%) respondents declared SBCPTD training programmes as not useful to their classroom practice.

The qualitative data made similar revelations. Most of the interviewed teachers' responses were in the affirmative that the SBCPTD programmes were useful to their classroom practice. Some of their responses were as follows:

ST 1 asserted:

I can confidently say that SBCPTD programme is very useful to my classroom practice because after being helped with difficult topic it becomes easier for me to put it into practice and I noticed that my learners understood the topic well through their test marks.

ST5 agreed:

This SBCPTD programme is very good and useful to my classroom teaching because before I go to class I revise the topic before hand and if there is any aspect I find difficult to grasp the full understanding, I approach my fellow teacher that teaches the same topic and we both go through it and it becomes clear and I am able to go to class well equipped and fully prepared.

On the same question, SMTs (principals and HODs) concurred with their teachers regarding the usefulness of SBCPTD programme to classroom practices. These are their responses.

SP2 stated:

From my opinion I think the SBCPTD programme is very helpful after noticing the improvement in the teaching and learning of both the teachers and learning in school.

HOD 5 elaborated:

The SBCPTD programme is good and very useful to the teachers. From my experience and involvement with the teachers through SBCPTD activities I noticed that teachers confidence levels has improved, they are not shy nor feel intimidated to speak out whenever they don't understand some aspect of their subject areas very well. Even with the preparation of their lesson note/plan. For instance, here at the school some of the teachers had to teach some subjects that are not their area of specialisation due to shortage of teachers in the school. As this become a challenge for them.

The education district officials expressed the same sentiments with the SMTs regarding the usefulness of SBCPTD programme to teachers' classroom practices.

EDO1 explained:

As I had mentioned earlier, during my years with FET colleges, there is what we called “college based” assistance within the college context, same applied to SBCPTD programmes. When a teacher receives help and assistance directly from school through his/her colleague in the same working environment one can be 100% certain that the help will be very useful and relevant to classroom practice.

EDO2 agreed:

I believe SBCPTD programmes are very useful. However, it depends on how teachers are able to apply it to their classroom practice. What I am trying to say is that if teachers put into practice what they learnt at the training programme definitely it will be very helpful and useful to them.

From the data above, it is evident that most of the respondents were positive regarding the usefulness of SBCPTD programmes to their classroom practices except for a few respondents who claimed otherwise. However, it is apparent that when a programme is useful, positive results are inevitable. This is an indication that government, through the Department of Education, should be fully involved in all implementations of SBCPTD programmes for teachers since there is a positive response gathered from the information on usefulness of SBCPTD programmes for high school teachers.

4.5.4 Reasons for SBCPTD programmes' usefulness

Teachers were further asked to give reasons regarding the usefulness of SBCPTD programmes to their classroom practices. The data is presented in table 4.13.

Table 4-13: Responses of teachers on reasons for SBCPTD programmes' usefulness to classroom practices

Reason for SBCPTD	Frequency	Percentage
Able to address challenges and easy to approach the content	30	75.0
gain knowledge from each other	3	7.5
Haven't attended any training program	5	12.5
learners are very slow in their learning, some are not able to cope	2	5.0
Total	40	100.0

As can be seen in Table 4.13 above, the data 30 (75%) revealed that the reasons for SBCPTD programmes being useful to classroom practices was based on participants' ability to approach challenges with ease as well as the subject content without any difficulty. This implies, therefore, that teachers were able to apply the knowledge and skills received from SBCPTD programmes to their classroom settings because lessons learnt from SBCPTD programmes were related to their day to day activities.

4.6 Methods used by SMTs to deliver SBCPTD programmes

Teachers, as well as SMTs, were asked to indicate methods that were used to deliver SBCPTD programmes in their schools. Table 4.14 shows the data of teachers' responses as collected through the questionnaire.

Table 4-14: Methods used to deliver SBCPTD programmes

Methods	Frequency	Percent
Lectures	1	2.5
Demonstration	11	27.5
Workshops	16	40.0
group discussions	9	22.5
Total	37	92.5
Other methods specify	3	7.5
Total	40	100.0

As can be seen in Table 4.14 above, the data 16 (40%) revealed that workshops were the most commonly used method of delivering SBCPTD programmes. Moreover, 11(27.5%) described the method used to implement school based programmes as demonstration; 9 (22.5%) of the respondents described it as group discussion and 1(2.5%) of the respondents described it as lecture method, while 3 (7.5%) opted for other methods.

An investigation of the methods used to deliver SBCPTD programmes was carried out through interviews. The choice of methods might depend on the experience of the teacher and what he/she wanted to achieve. The information obtained from the interviews indicated the following responses:

SP1 said:

We usually use group discussion and in some cases depending on the topic we combine teaching methods to implement any SBCPTD activities we decide to engage upon to facilitate teaching and learning. We also

collaborate with other neighbouring schools; brings some resources that we can use in class for that particular phase. This is two or more teachers sharing practices through collaboration.

SP4 agreed:

Teaching has changed a lot, coupled with the presence of technology into classroom setting, teachers have to keep abreast with the changing context of education and the only way to do that is by assisting and helping each other develop through discussions. We also observed one another to identify strengths and weakness and give back in areas that needed strengthening.

SP6 concurred:

We usually work together as a group to solve any specific instructional challenge amongst ourselves. We use these methods because these methods have helped teachers a lot. Teachers' confidence level has increased.

SP5 explained:

We use demonstration; group discussion to implement SBCPTD in our school. In some cases, highly skilled teachers in specific areas work and develop other teachers along the line.

Heads of Departments (HODs) also concurred with the principals about the methods they used in delivering SBCPTD programmes in their schools.

HOD1 stated:

As one of the SMTs we usually work in groups according to our subject areas. We discuss issues and challenges. We also address certain identified needs and give skills to teachers to deal with the challenges so as to improve learner performance.

HOD5 concurred:

We usually work together as a group to solve any specific instructional challenge amongst ourselves

Interviews with respondents' teachers supported the above information regarding the methods used to deliver SBCPTD programmes. The following is what was said in this regard:

ST5 stated:

We use the partnership methods whereby one chose a teacher to accompany him or her to the class and give you feedback on areas that need improvement. This method is very effective and it is a continuous process.

ST2 agreed:

We work together as teachers, give advice where necessary. The use this method is very effective because every teacher is involved and is able to share their ideas and experience.

ST4 said:

Qualified and experienced teachers make sure that every teacher in the school well equipped in their subject matter and because there are new content that needs to be unpacked they assist us through demonstration and observation.

From the interviews with education district officials, the following are their responses regarding the methods used to deliver SBCPTD programmes:

EDO2 pointed out:

The choice of methods or strategies often depends on the learning outcomes or objectives one wants to achieve. It also depends on the training and the experience of the teacher. However, from my interaction and engagement with teachers in their various schools, teachers were expected to use teaching strategies that would enable learners to attain the learning outcomes envisaged.

EDO1 agreed:

I am sure that teachers use different teaching methods due to the new curriculum. Any method that brings about changes and improvement is

necessary like individual and group discussion, methods for teaching. The challenges lie in the mainstream schools in term of experience. That is why workshops are conducted to empower teachers.

Contrary to the quantitative data that indicated workshops as the most common methods used to deliver SBCPTD programme, the information presented in the qualitative data suggested that SMTs used various methods to deliver SBCPTD programmes. From the data gathered, it is evident that observations, demonstrations, group discussions and workshops were used to deliver SBCPTD programmes for effective teachers' development. Another method included schools collaborating, whereby teachers' integrate their skills and experience for the development of teaching and learning in schools.

It is evident that the use of different methods to impart skills and knowledge to teachers and the partnerships and collaboration of schools by which practices, activities and resources were shared contributed to the development of teachers and schools in general; this is an indication of good practice.

4.6.1 Consultation for input in SBCPTD programmes Designs

The researcher deemed it necessary to investigate whether teachers from the selected schools were consulted in the design of SBCPTD programmes since the programme was meant for the teachers at the school levels. Table 4.15 shows the responses.

Table 4-15: Consultations in the design of the SBCPTD programmes

consultations	Frequency	Percentage
Yes	17	42.5
No	20	50.0
No responses	3	7.5
Total	40	100.0

Quantitative data on whether teachers were consulted for their input in the design of SBCPTD programmes show that 17(42.5%) indicated that they were consulted while 20(50%) of the teachers said they were not consulted. Only 3(7.5%) did not respond on whether they were consulted or not consulted.

All the interviewed respondents, who included SMTS (principals and HODs) as well as teachers, revealed that teachers were not consulted in the design of the SBCPTD programmes. Their responses are captured as follows:

ST5 stated:

Teachers are not consulted in SBCPTD programme designs.

SP1 explained:

There is neither particular design nor format to follow regarding SBCPTD programme. Therefore the idea to consult teachers never arises.

HOD1 elaborated:

SBCPTD programme organizers do not consult teachers. There is no need for consultations because it is not a programme that is coordinated based on policy. It happens that when a teacher needs help we reach out to the teacher.

The responses from the interviews are in contrast to those of the quantitative data, where mixed responses were identified. However, the majority of respondents claimed that they were not consulted in the design of SBCPTD programmes.

4.7 Support and monitoring mechanism provided for the implementation of SBCPTD programmes

Support and monitoring mechanisms are very significant aspects in the implementation of SBCPTD programme. Structurally, school principals and Heads of departments (SMTs) are tasked with the responsibility to support and monitor the implementation of SBCPTD programmes.

Hence, the researcher sought information from teacher respondents whether their SMTs provide teachers with the relevant support and whether the support was adequate. Table 4.16 presents teachers' responses.

Table 4-16: Responses on support provided by SMTs in the implementation of SBCPTD programmes

	Frequency	Percentage
Yes	21	52.5
No	15	37.5
No response	4	10.0
Total	40	100.0

The table shows that respondents 21(52.5%) acknowledged that SMTs supported them in the implementation of SBCPTD programmes, while 15 (37%) refuted the claims that SMTs supported during the implementation of SBCPTD programmes. However, 4 (10%) did not respond to the question of whether SMTs supported them or not in the implementation of SBCPTD programmes.

Further, the researcher asked the teachers to indicate how SMTs provide support towards the implementation of SBCPTD programmes. The responses are shown in Table 4.17.

Table 4-17: Support provided to implement SBCPTD programmes

Support provided	Frequency	Percentage
Class visitation	27	67.5
Attending subject meetings	5	12.5
Provide resource materials	5	12.5
No assistance	3	7.5.
Total	40	100.0

As shown in Table 4.17 above, 27(36.7%) of the teachers affirmed that principals supported them through constant class visitation. A total number of 5 (12.5%) received support from their principals by attending subject meetings. The same number of

teachers 5 (12.5%) was supported by providing resource materials, while 3 (7.5%) of respondents teachers stated that they had little or no assistance.

This question was confirmed by the interviewed respondents. The majority of the teachers commented that their principals supported them by visiting their classrooms regularly to encourage teachers as well as learners with regard to teaching and learning. Principals visited classrooms to teach or demonstrate; they called the district office, particularly the subject advisers, when the need arose. The following are responses which were indicated by some of the teachers:

ST2 pointed out:

The principal is supportive. She organises workshops for us. She often looked at your lesson plan and advice you when necessary. She always conduct class visitation. She goes to the class to help. She calls the department to come when we have problems with some new or difficult topic and at times provide materials. She is trying her best; but the department seldom visit us even if we call them.

ST5 remarked:

My principal is very supportive. When we needed assistance the principal and even the HODs always avail themselves to help. They always visit us in the classroom to give feedbacks where necessary. They also make sure the department officials are here on a regular basis. Unfortunately that is not the case with them; they rarely come to our school.

ST6 stated:

The principal and HODs are supportive, they always encourage us to give more time and attention to teaching and learning of the learners because of their background.

ST8 commented:

The principal is supporting me and being my subject adviser as well whenever I call for a meeting, she avail herself and assists me, and she is very cooperative. She also informs me about workshops and meetings at the district that I am not aware of. She also does the same with other teachers in the school. She also helps in calling and informing the department officials to visit our school whenever we asked for help from the district officials.

Some of the respondent principals interviewed agreed that they supported their teachers by visiting them in their various classrooms and rendering advice, encouragement, and motivation with regard to teaching and learning practices. SP2, SP5, SP1 and SP10 had the following to say:

SP2 explained:

As the school principal together with my deputy and HODs, we organize meetings in form of workshops especially at the beginning of each academic term. We convene at the staffroom; notify every member of staff what was required of them with regards to the teaching as well as administrative duties. This is the only way we know best how to help each other in the school. In some cases we do help from the neighbouring schools through cluster meetings and also from the district office in form of resource materials but were never enough.

SP5 agreed:

We usually assist one another here at the school. The HODs and I normally craft the school academic and improvement plan for the year. We assist teachers who are having difficulties with their subject content. The teacher has to tell us the area with which is having problem will come in to assist such teachers. At times it might be lack of teaching materials and if we do not have them at the school we improvise

SP1 added:

I try my level best to motivate teachers in their teaching and learning and also to build up good relationships with their learners, motivate them by

encouraging good rapport because that is the only way teaching and learning can go smoothly. It can be difficult for a teacher and learner if there is no understanding between them the poor background of these learners.

SP10 concurred:

I support my teachers in any way possible. I would have loved to support them even more but due to heavy workload, and my schedule is always tight I find it difficult to support them as much as I would have to. To make the whole situation worse we are very few here at the school. As the principal I find myself basically doing all the administrative duties as well as teaching, attending meetings at the district office, and workshops amongst other things.

The responses given by all respondents indicated that the school principals actively supported their teachers in implementation of SBCPTD programmes regardless of challenges they encountered. The data revealed that the school principals had a good working relationship with teachers since the principals organise discussion meetings and training courses whenever they identified a need from a teacher.

Document analysis confirmed the responses of the principals that before the start of the academic year, principals and HODs crafted the school calendar. What was expected of individual teachers was visible in the school improvement plan. Goals and objectives were stipulated and what they were able to achieve at the end of the day was also recorded in the improvement plan book. There was written evidence to that effect; the researcher was presented with an academic year plan, performance record sheets of learners where it was found that learners' performance had improved positively with teachers who followed the stipulated programme accordingly. There was evidence of good practice in this section as teachers were able to work effectively, and this was evidence of learners' performance due to commitment and close supervision.

Another good practice that emerged from the data was that the majority of the interviewed respondents testified to the support provided by the principals regarding

the implementation of SBCPTD programmes. This support took the form of classrooms visitation, giving feedback, resource materials, as well as motivation and encouragement to teachers. Principals were also said to support teachers by organising meetings that took the form of workshops at the school, group discussions as well as individual meeting with teachers. They also involved the district office where it was necessary.

4.7.1 Adequacy of the support provided by SMTs

Teachers were further asked about the adequacy of the support given to them by their SMTs in implementing SBCPTD programmes. Most of the teachers indicated that the support provided by their school principals was adequate but it would be appreciated if the principals could do more in their support towards the implementation of the SBCPTD programmes. Table 4.18 below presents the findings.

Table 4-18: Responses on adequacy of the support provided by SMTs

Adequacy of the support by SMTs	Frequency	Percentage
Yes	25	62.5
No	15	37.5
Total	40	100.0

From the above Table 4.18, most teachers 25 (62.5%) indicated that the support received from their principals is adequate while 15 (37.5%) revealed that their principals' support was not adequate. The findings indicated that most teachers received support and assistance from their SMTs, and this indicated good practice on the part of the SMTs despite challenges they encountered such as time frames and heavy workloads.

4.7.1.1 Support provided by the education district officials for the SBCPTD programmes

Information on how the education district officials support the implementation of SBCPTD programmes and the adequacy of the support was solicited from teachers. Table 4.19 presents the summary.

Table 4-19: Responses of support provided by education district officials

Support provided	Frequency	Percentage
Yes	14	35.0
No	23	57.5
No response	3	7.5
Total	40	100.0

Table 4.19 above shows the support provided to teachers by district officials. The majority of teachers 23 (57.5%) stated that district officials did not provide support for the implementation of SBCPTD programmes at the schools, while 14 (34%) claimed they were supported by district officials. However, 3 (7.5%) of respondents did not indicate Yes or No to the question.

The researcher sought further from respondents the ways in which the district officials provided support for the implementation of SBCPTD programmes. Table 4.20 presents the forms of support provided for teachers towards the implementation of SBCPTD programmes.

Table 4-20: Forms of support provided by the education district officials

Forms of support provided	Frequency	Percentage
Little support	11	27.5
Organise workshops, school visitation	20	50
No response	9	22.5.
Total	40	100.0

Table 4.20 above reveals data received regarding the support from the department district officials. The majority of respondent teachers 20 (50%) indicated that they received support through school visits and workshops organised by district officials. A total number of 11 (27.5%) teachers stated that they received little support from the district officials while 9 (22.5%) of the teachers did not respond to the question about the support provided by the district officials for implementing SBCPTD programmes.

4.7.1.2 Adequacy of the support provided by district officials

The researcher was interested in establishing the adequacy of the support provided for teachers by the district officials in the implementation SBCPTD programmes. The results are presented in Table 4.21 below.

Table 4-21: Responses on adequacy of the support provided by district officials

Adequacy of the support	Frequency	Percentage
Yes	9	22.5
No	14	35.0
No responses	17	42.5
Total	40	100.0

Table 4.21 above shows the adequacy of support from the district office for the implementation of SBCPTD programmes. A total number of respondent teachers, 14

(35%) indicated that the support they received was not adequate, 9 (22.5%) felt they had enough support from the district while 17 (42.5%) of the teachers did not respond to the question regarding the adequacy of support from the district office for the implementation of SBCPTD programmes in high schools.

From the qualitative data, there are indications that support mechanisms provided by district officials for the implementation of SBCPTD programmes were not given the necessary attention they deserve. Hence, teachers felt that the number of visits to the schools was not enough to provide the needed support and monitoring that could guarantee proper implementation of SBCPTD programmes. Below are some of the responses given from the interview conducted with respondent teachers, principals and Heads of Departments whether they received support from the education district officials.

ST4 commented:

We get support in forms of workshops and textbooks. The support is not enough neither are they adequate. We attend workshops just for a day or two and this is not helpful. We missed out on classroom duties only to attend workshops that are not beneficial.

ST7 commented:

I think the district officials are trying, we do workshops from time to time, for example I am a mathematics subject teacher and I attend workshop every second Monday at the district office. I observed that it is difficult to get all the teachers together on at the same time due to the fact that some of them travel far distances to come there. The workshops are short session and for someone to travel such distance, the district officials will have to make it worthwhile for teachers. Another problem is organising workshops for different subjects at the same time and same place. What happen to teachers that teaches at least two different subjects. You attend one and miss out on the other.

However, ST5, ST1 and ST6 claimed that the district officials did not support them. These are their comments:

ST5 said:

No support or follow-up from education district officials regarding implementation of SBCPTD programmes. Implementing SBCPTD is because we are committed and dedicated to the teaching profession and wants the best for both teachers and learners.

ST1 agreed:

No support from them. They are there as subject advisers but never showed up when you needed them or when asked to come to our school.

ST6 said:

I am not pleased at all it is difficult to get hold of the district officials even though my school is not far from the district office. They expected you to come down to district office when you are supposed to be in class teaching. Their duties are to visit schools not the other way round.

From the interviews with the principals and HODs, most of them disclosed that schools received support from the district office, but the support was not adequate. The following are some of their comments in this regard:

SP2 allured:

The district can still do more but I understand that there are lot of schools in need; in fact we are fortunate to get the support we are receiving from the district.

SP1 said:

The officials are trying; they do come to the school to visit and discuss any new changes or development. Their support is not adequate though because they only come when they are invited and at times it takes them longer time to respond to the invitation.

SP5 stated:

We depend on the department of education for their support in many ways for example, provision of materials, funding among other things. They visit schools only when they are requested to. We only get to meet them during workshops organised by them. Basically they support us but it is never enough.

SP4 said:

We get text books, workshops for teachers and the workshops are fruitful because we gain more information from them on how to help both teachers and learners. However, the district can do more, they should give more text books, stationeries, computers, internet etc. They should visit school to see our challenges as individual school because schools don't have the same problems.

Heads of departments also gave similar sentiments. For instance some HODs gave the following responses:

HOD5 added:

We get to be workshops by the district officials and the workshops are tangible because we received more information from them on how to help both teachers and learners. However, the district can do more, they should give more text books, stationeries, computers, internet etc. They should visit school to see our challenges as individual school because schools don't have the same problems.

HOD6 acknowledged:

The district officials do support. sometimes they comes to supervise implementation of the new curriculum and give assistance or support on areas that teachers are not clear about.

HOD2 agreed:

Support from district officials is not common. District officials only provide support to teachers during supervision visits.

From the responses of the respondents, it appears that district officials took advantage of supervision visits to the schools and render support to teachers facing challenges with the implementation of new curriculum. As a matter of policy, district officials had to make regular supervision visits to each and every school in their jurisdiction (NSTED, 2007). One wonders if their few visits to a school could substantially support a teacher in the implementation of SBCPTD programmes.

The district officials, in their interviews, disclosed how they provided support for schools and the adequacy of the support they provided. They provided support in the form of workshops and conducted onsite visits to schools. The district officials gave their opinions of the issue as follows:

EDO1 explained:

We conduct workshops for the school. We do onsite visits. We conduct workshops according to circuits and then we follow up by visiting each and every school especially the subject advisers. We also provide resource materials in various forms. There is a lot to be done, I cannot say that the support is enough because teachers are always facing challenges, but we are trying to support them as best as we can.

EDO2 said:

We organised workshops on a regular basis. We do a lot of activities; provide schools with resources, funds textbooks, send on training courses in different areas. We go round the schools and we give support. We can always do more from our side.

It emerged that there were some forms of support from the district offices for schools but not specifically on the implementation of SBCPTD programmes. The support included school visits, materials, information, and workshops.

4.7.2 Monitoring strategies used by SMTS to implementing SBCPTD programmes

Monitoring is a process of ensuring that plans and policies are being implemented. It is also a process of examining and ensuring progress or quality of plans and policies over a period of time. School principals and district education officers had the responsibility to monitor the implementation of the curriculum in schools and gave relevant support to teachers. “It is the direct responsibility of the principals and the District Officials that teaching and learning take place in schools” (Elmore, 2000). Information on monitoring strategies was sought from respondent teachers as shown in Table 4.22 below.

Table 4-22: Monitoring strategies used by SMTs for the implementation of SBCPTD programmes

Monitoring strategies	Frequency	Percentage
Non response	31	77.5
cluster meetings	2	5.0
Class visits	7	17.5
Total	40	100.0

Table 4.22 shows that the majority of the teachers, 31(77.5%) did not respond to the question while 7 (17.5%) claimed that their principals monitor the implementation of SBCPTD programmes through class visitations; 2 (5%) responded that the principals monitored by having cluster meetings in the district office.

4.7.2.1 Benefits of monitoring strategies used by SMTs for the implementation of SBCPTD programmes

The researcher further sought the views of respondent teachers on whether the monitoring strategies used by principals for the implementation of SBCPTD programmes was beneficial. The results are shown in Table 4.23.

Table 4-23: Responses on the benefits of monitoring strategies

Benefits of monitoring strategies	Frequency	Percentage
Yes	11	27.5
No	19	47.5
No response	10	25
Total	40	100.0

The results in Table 4.23 revealed that the majority of the teachers, 19 (47.5%) agreed that the monitoring strategies used by their principals were beneficial while 11 (27.5%) indicated that the monitoring were inadequate and non-beneficial. The other respondent teachers, 10 (25%) did not respond to the question regarding the benefits of monitoring strategies used by their principals.

4.7.2.2 Reasons why monitoring strategies used by SMTs for the implementation of SBCPTD programmes are beneficial or not beneficial

The study further asked questions regarding the reason why the monitoring strategies used by SMTs for the implementation of SBCPTD programmes were beneficial or not beneficial. The results of the finding are presented in Table 4.24.

Table 4-24: Responses on reasons of the monitoring strategies used

Reasons for monitoring strategy	Frequency	Percent
Non response improvement in the learning and teaching	21	52.5
No response	9	22.5
no monitoring	10	25
Total	40	100.0

The results in Table 4.24 revealed that most of the teachers, 21(52.5%) confirmed that the monitoring strategies helped in the improvement of teaching and learning practices; 10(25%) of respondents teachers were of the opinion that there were never any monitoring strategies used in the implementation of SBCPTD programmes. However,

9(22.5%) did not respond to the question regarding the reason why the monitoring strategies used by the principals for the implementation of SBCPTD programmes were beneficial or not beneficial.

Information on monitoring strategies and their benefits/non benefits was also sought from respondent teachers, principals and Heads of Departments. Respondents' responses revealed that there were different ways in which the SMTs monitored the implementation of SBCPTD programmes; ST4, ST1 and ST6 respectively commented on this:

ST1 explained:

The principal always conducts class visits... I believe that was also part of monitoring our progress. I do think that it is beneficial because the mechanism is not practically for SBCPTD programmes rather for general school improvement.

ST4 said:

Sometimes the principal monitor by assessing our lesson notes and sometimes the district officials come to visit our school. This monitoring mechanism is not regular though but we still got to be monitored.

ST6 remarked:

There is no rule and guidelines to follow. We engage in SBCPTD programme whenever any teacher encounter difficulty it not a formal activities so to me that is support and monitoring at the same time.

On the other hand, ST5 disclosed:

The principal doesn't monitor the implementations of SBCPTD programmes due to heavy workloads. The principal does all the administrative work. So there is no time for monitoring.

Some of the principals concurred with the responses of respondents teachers that the methods they used in monitoring the implementation varied. They made the following comments:

SP2 remarked:

In my school, I have got the management file which we crafted at the beginning of the year for all teachers to follow as a guide. The monitoring tools assist each and every staff members of the duties. This strategy makes everyone work harder to complete their work.

SP7 disclosed:

We do class visits, observed a teacher while teaching and give feed backs on areas that needed improvement. The strategy is beneficial partly but not much because of time management workloads because we are mandated to complete the syllabus.

SP5 said:

From time to time I do engage the teachers in discussions; do follow up to see what improvement can be done, what assistance they need. I try where I can to assist. But it is time consuming I have my own class to teach, other administrative work to do. It is very challenging.

HOD4 and HOD2 respectively also shared the same sentiments with some of the interviewed teachers and principals. The following are their comments:

HOD4 stated:

We don't really monitor because most of the time we are busy in our classes. We only monitor when we conduct class visitation.

HOD2 commented:

It is difficult to monitor because as HOD we are not trained neither are we giving any guidelines to follow on how to monitor the implementation SBCPTD programmes. You cannot monitor something you don't know but we look at some challenging issues facing teachers and we do our best to assist

Evidence of school management file and assessment of teachers' lesson notes mentioned as a monitoring strategy used by SMTs were analysed during the data

collection process. Information found in the file and lesson notes corroborated the responses of respondents interviewed.

Despite the quantitative data, the qualitative data showed that there were different ways in which principals monitored the implementation of SBCPTD programmes. Monitoring was done through class visits and holding of staff meetings to discuss issues related to teaching and learning. This was also confirmed through the documents analysed of teachers' files. This is confirmation that some selected schools had good practices of implementation of SBCPTD programmes. However, in some of the selected schools, it was also found from the information gathered that they lack adequate monitoring. Despite the varied responses, evidence of pockets of good practice was revealed in this section.

4.7.3 Monitoring mechanisms used by district officials for the implementation of SBCPTD programmes

It is the responsibility of the Department of Education to ensure smooth running of all schools in South Africa. It necessarily follows, therefore, that the study sought information from the respondents on how the Department officials monitor the implementation of SBCPTD programmes in high schools, and the benefits of the monitoring mechanisms in the implementation of the programmes. Table 4.25 below reveals teachers' responses in this regard.

Table 4-25: Monitoring mechanisms used by district officials

Monitoring mechanisms	Frequency	Percentage
No monitoring	16	40.0
Visiting schools	15	37.5
Non response	5	12.5
Only during class moderations	5	12.5
Workshops	2	5.0
Total	40	100.0

Table 4.25 above indicates the monitoring mechanisms by the district officials for the implementation of SBCPTD programmes. Responses revealed that 16 (40%) of the teacher respondents maintained that district officials did not monitor SBCPTD programmes conducted in schools; 15 (37.5%) of teachers affirmed that monitoring was done during school visits by district officials; 5 (12.5%) claimed district officials monitor during class moderations, 2(5%) said this was done through workshops.

However, 5(12.5%) of the respondent teachers did not respond to the question regarding monitoring mechanisms used by district officials for the implementation of SBCPTD programmes. The study further investigated whether the monitoring mechanisms used by the district officials for implementing SBCPTD programmes were adequate or not. Teachers' responses are presented in Table 4.26 below.

Table 4-26: Responses on adequacy of monitoring mechanism used by the district officials

monitoring mechanism adequate	Frequency	Percentage
Yes	9	22.5
No	22	55.0
No response	9	22.5
Total	40	100.0

Table 4.26 above indicated that 9 (22.5%) of the teachers responded in the affirmative when asked whether the monitoring mechanism was adequate for implementing SBCPTD programmes at the school level. Furthermore, 22 (55%) indicated that the monitoring mechanism was not adequate for implementation programmes while 9 (22.5%) did not respond to the question. This reveals that some SBCPTD programmes were unmonitored.

Information from the interviews revealed respondents' responses when asked to shed light on whether the monitoring strategies were beneficial or not beneficial to the implementation of the SBCPTD programmes. The following are some of their

responses. ST3 and ST4 revealed that teachers were not adequately monitored by district officials and as a result of this, the monitoring strategy was not beneficial.

ST1 stated:

If only SBCPTD can be monitor and supervised it will be good because personally to monitor and supervise a programme is very necessary it makes the programme more effective. Monitoring is effective; I think it is very good. The challenge here is that the district officials don't monitor nor supervises teachers. We call to tell them about our challenges, when they arrive stay in the staff room and talk about the problems. They don't visit the class to see what we are doing because we need to align teaching and learning appropriately. So I don't think it is beneficial at all.

ST3 pointed out:

The officials don't monitor, monitoring is quite good. I think we really need the services of the district officials. District officials should effectively monitor and participate in school programmes.

This was also confirmed by some of the respondent principals interviewed, as indicated by their comments below.

SP1 said:

What I can really say is that the district officials do come to the school on visitation but in terms of monitoring it is difficult to say. We don't get any feedback from them. The monitoring mechanism is not effective..... It's not really beneficial.

SP6 disclosed:

They don't monitor because they don't come here, if they come at the beginning of the year, we will not see them again until the next academic year. We try to go to them but they tell us about the problem they are having too. Transportation, distances etc.

On the other hand, ST5 and ST8 respectively pointed out that the monitoring strategy was very beneficial. The district officials visited schools, gave advice, went through

teachers and learner lesson notes and also gave comment where necessary. The following are their comments.

ST5 commented:

The officials come to listen to our problems they sometimes go through the lesson notes, teacher's files, and gives relevant feedback on areas that needs strengthening.. The monitoring mechanism is beneficial because it helps to know what to do and even work harder.

ST8 said:

The district Officers do conduct workshops, they also advise us on how to deals with challenges regarding the implementation of the new curriculum. Sometimes the subject advisers visit our school and put us through some difficulty areas and also follow up on the progress we've made. I think the monitoring mechanism is beneficial because it makes us sit up as teachers and always ready to put in our best at the school.

The above statements show that some EDOs were doing the required monitoring, as well as providing some support which was evidence of good practice. In response to the same question, some of the school principals' answers were in consensus with those given by other respondents. Their responses are presented below:

SP5 revealed:

I think they monitor by visiting the school. They come to check on the teachers, but don't actually go to the class to observe. District officials don't go to class to see teachers because the union doesn't approve of it. So they stay in the office and send for teachers and give the information they need. They inform us about any workshops being organise, what is required of us at the workshops. The monitoring mechanism is beneficial in the sense that it keeps you well informed.

SP2 confirmed:

District officials go around seeing how teachers are implementing new curriculum. I think it will be beneficial if monitoring is done on a regular basis.

In response to the same question, the education district officials acknowledged that at the time, the implementation of SBCPTD programmes in schools was still in the pipeline. Nevertheless, they still monitored and supported teachers in their respective schools as well as at the clusters and district level. Their responses are presented below.

EDO1 explained:

We the education officers organises workshops for teachers, invite expert from outside the province to facilitate some of these workshop. The department of education through the officials provides materials which assist in the smooth running of school. Time and again our officials especially the subject advisers visit school regularly and give feedback to teachers as well as report back to the education director. Though we do have our challenges as well especially transportation issues and the distance the officials travels to get to some of the schools which make it difficult to actually say the monitoring is effective or beneficial but I can assure you we are trying our best.

EDO2 elaborated:

We have substantive EDOs who are mentors to the teachers in the district. We monitor their progress and give feedbacks. We convene information regularly to teachers. The district officials organises workshops for teachers, facilitates by giving permission to schools to organise programmes at the school level for the improvement of teaching and learning activities. We visit schools, even at cluster levels get teachers together to share their experiences and challenges. We provide policies as guidelines and also supervise any implementation programmes and advise accordingly.

Contrary to the data from the quantitative findings that showed that the monitoring strategies used by district officials were not adequate, the responses from the qualitative data gave evidence of monitoring strategies being beneficial. Despite these mixed responses, evidence of good practice was apparent because of the responses that the district officials did monitor teachers in their various schools using different monitoring mechanisms. The district officials seemed to be committed to monitoring

and supporting schools irrespective of the implementation of SBCPTD programmes in schools. This is an indicator that the district officials realised the importance of monitoring and supporting teachers in their teaching and learning practices even though there were some challenges that limited effective monitoring and support process. Hence, a pocket of good practice was evident.

4.8 Structure at the school level to ensure the implementation of SBCPTD programmes

The researcher sought to establish the structures available at the school level to ensure proper implementation of SBCPTD programmes. Table 4.27 below presents the structure available at the school level.

Table 4-27: Structures available at the school level

Structures at the school level	Frequency	Percentage
Structure available	14	35.0
No structure available	19	47.5
No response	7	17.5
Total	40	100.0

As indicated in Table 4.27, 14 (35%) of the teachers responded in the affirmative when asked whether there is a structure at the school for proper implementation of SBCPTD programmes. In addition, 19 (47.5%) of teachers indicated that there was no structure in place while 7 (17.5%) of teachers did not respond to the question regarding the issue of availability of structures at the school level to ensure proper implementation of SBCPTD programmes.

Information from the interviews with teacher respondents showed that there was a structure at the school level for proper implementation of SBCPTD programmes.

However, they were quick to point out that the structure was not effective since it was not properly implemented. The following is some of what was said in this regard:

T6 pointed out:

There is a structure at the school level. It is in a file, all the paper works are done but the practical aspect is missing.

ST5 and ST8 remarked respectively,

Yes there is a structure both at the school and district level. This structure is basically for IQMS but not properly implemented

On the other hand, teacher ST3 stated that there was no structure for SBCPTD programmes in their school while ST4 claimed they had, but it was no longer functioning. Below are their comments in this regard...

ST4 explained:

We do have this structure some few years back but due to some teachers relocating and others due to transfer it becomes difficult to continue the process. As a result the structure is now disorganised.

ST3 disclosed:

No, we don't have any structure in place in this school what so ever.

In their interviews, most of the principal respondents concurred that they had a structure in place in their schools to support the SBCPTD programmes. Some of their comments included the following:

SP4 disclosed:

There is a supporting system at the school. We don't have a formal structure we only have a school management team which is a general team which deals with a variety of things. When a teacher has a problem, we try as much as possible to help and assist such teachers.

SP5 said:

Actually yes there is a structure. We have the subject committees that look into issues relating to subject matter. It is very well organised and having positive effect on learners because it caters for all the learning areas. Even the school governing bodies (SGBs) are also helping by employing teachers to fill the vacant gap of any streams that is lacking.

4.8.1 Structures available at the district level to ensure proper implementation of SBCPTD programmes

The study sought to establish whether there was a structure at the district level to ensure proper implementation of SBCPTD programmes to enhance teaching and learning activities. Table 4.28 presents the information from teachers.

Table 4-28: Structure available at the district level

Structure at the district level	Frequency	Percentage
Yes	20	50.0
No	14	35.0
No response	6	15.0
Total	40	100.0

Table 4.28 above shows that 20(50%) teachers responded in affirmative that there was a structure made available at the district level for the implementation of SBCPTD programmes. Moreover, 14(35%) indicated that there was no district-based structure for the implementation programmes while the remaining 6(15%) did not respond to the question of the structures available at the district level. This study sought views from teachers on the benefits of the structures available at the school level to ensure the implementation programmes of SBCPTD. The results are presented in Table 4.29 below.

Table 4-29: Benefits of the structure at the district level

Benefits	Frequency	Percentage
Yes	20	50.0
No	14	35.0
No response	6	15.0
Total	40	100.0

The data in Table 4.29 above showed that the majority of teachers, 20(50%) claimed that the structure at the district level was beneficial while 14(35%) disagreed; 6 (15%) did not respond to the question.

4.8.2 Reasons that the structure available at the district level is beneficial or not beneficial

Teachers were asked about their reasons for stating that the structures available at the district level were beneficial or not beneficial to ensure the implementation of SBCPTD programmes. In their responses, respondent teachers and SMTs pointed out that structures are available at the district level. Most of the respondent teachers were of the opinion that the structures were beneficial. Following are some of their responses.

ST6 asserted:

The structure is beneficial in the sense that it allows teachers from different schools to come together at the district for workshops or training. By doing that we gave to know one another. However the time frame and workloads make it difficult for most teachers to attend.

ST5 said:

I'm not familiar with the structure at the district, but I know there is a structure but I don't know the name, one of the district officials was here to visit our school. The district officials organise workshops to equip teachers on new curriculum. They teach us how to diversify by adapting the curriculum. The officials also supply us with teaching and learning materials

School principals also concurred with the teachers on the benefits of the structure available at the district office.

SP 3 explained:

Yes, there is a structure at the district level, educator developing officials, curriculum officials, and subject advisers. They are working with us they visit the schools, organises workshops, curriculum adaptation and so on. It is beneficial but not 100% because there is shortage of human resources, transportation challenges.

SP2 stated:

I do know there are structures at the district level because officials from the district do visit the school, engage teachers in discussion and also provide teaching resources for us. They organise workshops for teachers. They teach us how to test and assess learners and develop intervention programmes to assist us. We benefit a lot from their visit.

District officials showed conflicting responses regarding the availability of structures for the support of teachers in their development. The following are some of their comments in their interviews on the question.

EDO1 disclosed:

Presently there is no structure at the district level for SBCPTD programmes; we are trying to devise a mechanism in that regard to will cater for the programmes. But we have office based subject advisers, curriculum section within the department. The subject advisers visit schools to check up on the subject teachers and where there is a gap they intervene. I believe it is beneficial in the sense it does improve classroom practice through visit to schools by subject advisers.

EDO2 explained:

We have structures that are put in place such as IQMS, office based subject advisers section, field workers, curriculum section, transportation department. All of these structures are there to support teachers. We do

onsite visits to schools. The major challenges we encounter is that travelling to schools is very difficult; at times one get to travel more than 20km to a particular school and coming back is another over 20km from that school in a day and so sufficient means of transportation, fewer field workers which leads to inconsistency on our side.

The indication, as expressed by respondents, is that there are structures at the district level though not specifically for SBCPTD programmes. Nevertheless, the available structures are in place to assist and support schools. These structures are beneficial in spite of the difficult working conditions and shortages of personnel. There is clear evidence that indicates pockets of good practice from the structural support rendered by district officials for teachers' improvement.

4.9 Preferences of teachers on how SBCPTD programmes should be implemented

This section presents and analyses data on general preferences of teachers with regards to how SBCPTD programmes should be implemented to enhance effective teaching and learning practices. The respondents' views were solicited on variables such as venue, time/duration, form of recognition, and nature of the SBCPTD programmes. These views on preferences were mainly collected through the questionnaire that captured both quantitative and qualitative data on the variables. The interviews held with teachers also supplemented the data on preferences, as teachers were asked to give their suggestions on how SBCPTD programmes should be implemented for high school teachers in Fort Beaufort District so that they result in teacher change as well as improved learners' performance. The data on the preferences are highlighted below.

4.9.1 Preferred venue for conducting SBCPTD

In this study, teachers were asked to indicate their preferences for venues for conducting SBCPTD programmes. Options were given: school; cluster, district, and zonal level. Table 4.30 details the preferences of the teachers.

Table 4-30: Preferred venue for conducting SBCPTD

Venue	Frequency	Percentage
At school level	14	35.0
At cluster level	16	40.0
At district level	10	25.0
Total	40	100.0

The data in table 4.30 showed that teachers in the district, 16 (40%) prefer the venue of SBCPTD programmes to be at the cluster level while 14 (35%) of teachers were of the opinion that SBCPTD programmes venue should be at the school level; 10 (25%) of teachers preferred the venue to be at the district level.

The responses of teachers from the qualitative data that preferred the venue at the cluster level with the same option from the questionnaire to give reasons for their choice by stating that cluster meetings or engagements provide good opportunities for teachers from different schools to integrate and share experiences and ideas. Teachers that opted for school venues as a place to conduct effective SBCPTD programmes gave reasons of schools being a convenient, conducive and enabling environment for successful delivery of the SBCPTD programmes. Most importantly, teachers also explained that their needs were identified, dealt with and feedback were given immediately, which made the programmes effective. Teachers that opted for districts as venues also justified their choice with reasons of good management, skilled facilitators, and availability of good facilities as well having all the school teachers participating in the programmes.

From these findings, the majority of teachers (35%) and (40%) respectively opted for SBCPTD programmes to be conducted both at schools and clusters level. Hence, it can be concluded that teachers in the Fort Beaufort District preferred SBCPTD programmes to be conducted both at the school level as well as the cluster level.

4.9.2 Preferred SBCPTD to Non SBCPTD programmes

The researcher was also interested in getting views from the teachers on preference of SBCPTD to off-school site based in-service training. Hence, teachers were given options to choose by ranking: Strongly Agree (SA), Agree (A), Strongly Disagree (SA) and lastly Disagree (D). Table 4.31 displays the findings.

Table 4-31: Preferred SBCPTD to Non-SBCPTD programmes

Preferred SBCPTD	Frequency	Percentage
Strongly agree	6	15.0
Agree	25	52.5
Disagree	9	22.5
Total	40	100.0

Results from Table 4.31 showed that most teachers, 25 (52.5%) agreed that they preferred SBCPTD programmes, 6 (15.0%) strongly agreed while 9 (22.5%) disagreed on the preference of SBCPTD programmes.

4.9.3 Preferred time for SBCPTD programmes

The researcher also established from the teachers their preferred length of time for conducting SBCPTD programmes. Table 4.32 highlights the findings.

Table 4-32: Preferred times for SBCPTD programmes

Preferred time	Frequency	Percentage
During the short term holiday	8	20.0
during the longer term holiday	9	22.5
during school week days	15	37.5
during week ends	6	15.0
Other specify	2	5.0
Total	40	100.0

Results from Table 4.32 indicate that most teachers 15 (37.5%) would prefer SBCPTD programmes to take place during the school weekdays. From their views, teachers explained that attending SBCPTD training during the week provides them opportunities to incorporate new knowledge and skills into their classroom practices immediately. Consequently, such change would result in improved classroom practice and better learning outcomes for the learners. Moreover, 9 (22.5%) preferred during the longer term holiday; 8 (20%) preferred during the short term holiday while 6 (15%) preferred weekends.

However, information from all the respondent teachers, including SMTs, indicated that SBCPTD programmes were held whenever teachers encounter difficulties or challenges. There is no specific time or duration; it depends on the subject/topic that is giving problems.

SP3 stated that:

Time or duration allocated for SBCPTD programmes depend on subject matter to be covered but we make sure that the teacher receives enough assistance to enable the implementation of what was learnt into classroom practice.

All the interviewed respondents concurred with the views of the school principal and indicated that the content to be covered dictates the time and duration of the SBCPTD programmes.

4.9.4 Preferred form of recognition for attending SBCPTD programmes

As a source of motivation or incentive and recognition for attending SCPTD programme, the present study sought teachers' views on the form of recognition they would like to be offered after the training. They were given options to choose from, rating from award; certificate of attendance / participation; monetary; promotion and certificate of attendance/participation and monetary reward. Table 4.33 depicts the ratings from the teachers.

As can be seen in Table 4.33 below, 18 (37.5%) of the teachers that responded to this question opted for being given certificates of attendance/participation, and 8(20%) of the teachers wanted promotion to be the form of recognition after attending a SBCPTD training. In addition, 5 (12.5%) opted for certificate of attendance/participation and monetary reward. The same number of teachers 5 (12.5%) indicated that teachers should not be awarded any recognition after attending SBCPTD programmes. On the other hand, 3 (7.5%) preferred certificate of attendance/participation and promotion, while 1(2.5%) indicated monetary reward.

Table 4-33: Form of Recognition for attending SBCPTD programmes

Form of recognition	Frequency	Percentage
No award	5	12.5
Certificate of attendance/participation	18	37.5
Monetary reward	1	2.5
Promotion	8	20.0
Certificate of attendance/participation and Monetary reward	5	12.5
Certificate of attendance/participation and Promotion	3	7.5
Total	40	100.0

The information from the qualitative data revealed that teachers emphasised that the certificates should be of significance to them.

ST 6 asserted:

As a form of recognition, teachers should be awarded certificates. The certificates should be of value so as to motivate and encourage participation from all teachers.

ST2 agreed:

I think teachers should be rewarded accordingly after attending any programme and seeing improvement in the teacher's work. This could further motivate the teacher. The reward must be concrete so that other teachers who failed to attend will know and come to understand why they have to participate in the programme.

Principals and HODs also concurred with the teachers in recommending certificates of value after attending a SBCPTD programmes.

SP3 noted:

Teachers could be encouraged to participate in SBCPTD programmes; it is a programme that unifies teachers. That is the only way we can develop and assist ourselves, we get to learn from one another, respect one another ideas and opinions.

SP4 declared:

Certificate of attendance and participation in SBCPTD should be awarded and be part of the criteria for promoting teachers. This would be one efficient way of encouraging SBCPTD in schools.

It is evident from the respondents' responses that recognising participant through certificate of attendance and participation is a key to the implementation of SBCPTD programmes in schools. The responses also indicated that given this award, teachers would be motivated and encouraged to tackle any challenges or difficulties regarding the issue of teaching and learning activities even going further to solve any situations

in the school. Thus, the award would assist teachers to be confident in their teaching skills and knowledge acquisitions under any given circumstance.

4.9.5 Preferred nature of SBCPTD programmes

The researcher deemed it necessary to seek teachers' views on whether SBCPTD programmes should be voluntary or compulsory. The findings are presented in Table 4.34.

Table 4-34: Preferred nature of SBCPTD programmes

Nature of SBCPTD	Frequency	Percentage
Optional	17	42.5
Compulsory	23	57.5
Total	40	100.0

As has been highlighted in Table 4.34 above, 23 (57%) of the teachers who responded to this question preferred compulsory SBCPTD programmes while 17 (42.5%) preferred that the SBCPTD programmes should be made optional.

Pertaining to the issue of whether to make SBCPTD programmes voluntary or compulsory, the respondents' responses revealed that SBCPTD programmes were meant to improve professionalism that promotes and improves teaching and learning which, in turn, results in good quality of education. There was some degree of consensus in that all the respondents concurred that every teacher must attend SBCPTD programmes so that the quality of education in Eastern Cape, especially in the Fort Beaufort education district is improved.

SP1 stated:

Involvement of teachers in SBCPTD programmes should be made compulsory because if you give teachers choices of whether to attend or not to attend, the majority will not attend. Teachers in most often don't want to leave there comfort zone.

ST4 agreed:

Compulsory SBCPTD programmed encourages greater participation and cooperation because every teacher will be involved in the whole process knowing that the programme is not just for some specific subject teachers or school leaders as in most cases.

The responses from the HODs on the same issue concurred with other respondents.

HOD1 indicated:

When SBCPTD programme are made compulsory and there are guideline and processes to follow, SBCPTD programmes becomes effective hence uniformity across schools is guaranteed.

HOD4 agreed:

I believe making SBCPTD compulsory is very essential as this encouraged full participation of each and every teacher in the school. No teacher is left out in the progress of the school.

However, few of respondent teachers that opted for voluntary SBCPTD programmes had their own reasons. They are of the opinion that SBCPTD programmes that take place during the school days disrupt teachers' teaching time as it takes them out of their classrooms. Teachers also felt that with voluntary SBCPTDs, they should be allowed to decide whether to attend or not to attend as they have their own schedules and other engagements.

ST2 argued:

SBCPTD programmes should be voluntary so that teachers can have the opportunity to participate in programmes that they need and have interest in. This would ensure full participation and commitment to such SBCPTD programmes.

Nevertheless, evidence from the above data indicates that SBCPTD programmes could either be offered compulsorily or voluntarily. It emerged from

the respondents' responses that most teachers prefer compulsory SBCPTD programmes. This implies that pockets of good practices are evident when SBCPTD programmes are made compulsory in the sense teachers will be committed to implement what was learnt into their classrooms practices.

4.10 Recommendations on how SBCPTD programmes should be implemented

Teachers were asked to suggest how SBCPTD programmes should be implemented. Suggestions were offered by respondents on how teachers should implement SBCPTD programmes effectively. The data is presented in Table 4.35 below.

Table 4-35: Recommendations on how SBCPTD programme should be implemented

Recommendations	Frequency	Percentage
Introduce programmes properly	22	55.0
by involving community	2	5.0
Proper monitoring	5	12.5
organize workshops during holidays	3	7.5
regular visits to clusters	4	10.0
Proper training of teachers	4	10.0
Total	40	100.0

As indicated in Table 4.35 above, 22 (55%) of respondents suggested that SBCPTD programmes should be properly introduced to schools as well as teachers. Teachers must be made aware and be taken through all the necessary requirements of the programmes. Moreover, 4 (10.0%) stated that teachers should be properly trained on how to implement SBCPTD programmes in schools while 5 (12.5%) recommended that the programme should be properly monitored. Other suggestions included involvement of community in the programmes 2 (5.0%), organisation of workshops

during holidays to further boost the implementation process 3 (7.5%) and lastly, regular visit 4 (10.0%).

The interviewed respondents' responses were that the programmes should be made formal and that teachers need to be trained on how to implement SBCPTD programmes at all levels. The following are the respondents' responses:

ST2 had this to say:

From my understanding SBCPTD programmes are meant to be carried out in school but most of us teachers don't know how it works, what it entails. So I say the programmes must be made formal, there should be documents and guidelines that must be followed.

ST3 disclosed:

Teachers should be formally trained on how to implement SBCPTD. The department of education only informs us about new development regarding school activities but nothing in practical just theory.... an advocacy if you asked me. If teachers should be well informed and be trained as well it will be very good.

ST1 said:

There should be more workshops to formally introduced teachers to SBCPTD programmes. If they can organize more workshops, provide materials and guidelines and also visit schools on a regular basis to give support, and monitor our progress.

The SMTs expressed the same sentiments with teachers' respondents saying they wanted greater participation and involvement of the Department of Education in the implementation process of SBCPTD.

SP5 commented:

The office of district department needs to committee to SBCPTD programme as this is the only way the programmes will have positive effect. As an experienced teacher, most of us teachers only get committed to

programmes if the department is fully involved and all the necessary information, policy and guidelines are well laid down. Once they see that the department is fully committed and involved, teachers get motivated to do same. But the reverse is the case. They roll out programmes but never follow it up. No proper guidance or supervision.

In the interviews with district officials, their suggestions revolved around good leadership and management in the implementation of SBCPTD programmes.

EDO1 commented:

Firstly, I need to remind you that SBCPTD programme is something the department is planning on introducing to the teachers in the nearest future. Secondly, for this programmes to work effectively, we need to make sure that there is a very strong leadership at the school level because SBCPTD programmes won't be effective if the leaderships are weak; for instance when I was heading the FET colleges, the support was home based "college based" one is sure of the support of the leaders. They do what were required of them according to the expectations. Currently, we don't have a very good and strong leadership that can guarantee positive results.

EDO2 explained:

SBCPTD programme is about bringing support closer to both teachers and learners at the school level. But looking into the programme, it entails a lot of commitment and man power. Employing relevant staff members, filling of vacant post, well-resourced offices are required amongst other things. Hopefully if future plans can be implemented it will make a very big difference for all of us. I can assure you things are looking up.

4.11 SUMMARY

The results of both quantitative and qualitative data that were collected for this study are presented in this chapter. The researcher has, in this chapter, highlighted and analysed the findings as they emerged from the data. Biographic information of the respondents and issues of implementation of SBCPTD programmes in Fort Beaufort Education District were presented. The biographic data examined the profiles of the

respondents in terms of gender; age; years of teaching experience; academic and professional qualification; and actual category of the respondents. All these were felt to have an effect on the interpretation of the data collected for the study.

The data collected on the implementation of SBCPTD programmes in Fort Beaufort Education District examined variables such as the concept of SBCPTD programmes, types of SBCPTD programme, organizers of the SBCPTD; focus of the SBCPTD; training of SMTs; methods used by facilitators; support and monitoring mechanisms that are put in place for the implementation of SBCPTD programmes in high schools. There were mixed reactions from the findings regarding the implementation of SBCPTD programmes.

Despite that, there is evidence of pockets of good practice found in some selected schools. These good practices include implementing SBCPTD programmes informally to assist and develop teachers in their teaching and learning practice and the use of different teaching methods to effectively empower teachers in their subject content and also the new curriculum. The findings also revealed support, both at school and district level, especially classroom support which was virtually unanimous among the respondents. Monitoring strategies were also found to be in place to monitor teachers' progress for effective teaching and learning in schools.

The chapter further presented and analysed data on preferences of teachers on how best to implement SBCPTD programmes in high schools in the Fort Beaufort Education District. Their views have provided the researcher with an insight into what contributes to effective SBCPTD programmes in their schools that may result into teacher change and consequent improvement in classroom practice and learner performance. Hence, pockets of good practices are inevitable.

The main findings of the study are discussed in the next chapter.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the data presented in chapter four regarding the implementation of School Based Continuing Professional Teacher Development Programmes for high school teachers in Fort Beaufort Education District. The discussion is grounded on the main themes that formed the foundation of the study. The concepts of SBCPTD programmes are highlighted in the chapter. The discussion also takes into consideration the theories and models that guided the study. The chapter further examines and discusses aspects of SBCPTD implementation, support and monitoring strategies available for proper implementation of the SBCPTD programmes. Attention is also drawn to teachers' preferences on how SBCPTD programmes should be implemented to result in teacher change. Detailed discussions on each of these thematic areas are given below.

5.2 The Concept of School Based Continues Professional Teacher Development

The first most important component which seemed to make a significant difference in the implementation of SBCPTD programmes is the understanding of the programmes. It is essential to examine how respondents understood or conceived SBCPTD programmes and their importance to teachers' development. Many CPTD programmes have been developed without taking into consideration teachers' understanding of their professional development (Mokhele & Jita, 2010). As a result, they have been ineffective and inefficient. The research findings indicated that most of the respondents understood the concept of SBCPTD and its importance to teachers' development. The findings of the study further revealed that there appeared to be a general agreement regarding the term "SBCPTD programmes" by respondents in the study. It further emerged from the study that their conceptions were similar due to their experience as teachers. The findings of the study revealed that SBCPTD programmes

that lead to progressive development of teachers through deepened understanding and improvement of practice are processed.

The study noted that SBCPTD programmes are an opportunity created to assist teachers to cope with their teaching and learning and as such, focusing on the holistic development of both teachers and learners. The Department of Education (2007) concedes that SBCPTD are initiatives that allow teachers to share their experiences in solving the problems they face in teaching and learning activities within the school. Hence, teachers are expected to take charge of their development, engage themselves in planning and executing their professional development on a continuous basis to cope with the continuous changes in their profession (DoE, 2007). It is essential to realise that an effective school environment which promotes quality teaching and learning is crucial. Hence, the guiding principle of the National Policy Framework for Teacher Education and Development (NPFTED) is that the National and Provincial Education Departments are obliged to provide an enabling environment for the preparation and development of teachers to take place in schools. However, the effectiveness of SBCPTD depends substantially on strong and good management in schools and in the support systems from district, provincial and national offices (DoE, 2007:3)

The findings of the study are consistent with views by McLaughlin and Talbert (2006) and Engelbrecht, Ankiewicz and Swardt (2007) that SBCPTD programmes help teachers in modelling skills and knowledge and have contributed to the improvement of teaching and learning. Similarly, Lieberman and Wood (2002) observed that SBCPTD are thought to be the best way for teachers to learn through their own involvement in defining and shaping the problems of practice within the school context and with the support of their colleagues. According to Guskey (2000), teachers' understanding of SBCPTD could be linked to learning sought and experienced by teachers themselves in an induced learning environment under conditions of complexity and dynamic change. However, it is to be noted that it is not always enough to just articulate what SBCPTD programmes entail rather, the practice of the programmes is of significant to the study. Thus, the act of saying and putting it into practice could give a good sense of depth in the understanding of SBCPTD programmes.

In addition, the importance of SBCPTD programmes is supported by the National Policy Framework for Teachers Education (NPFTD) (DoE, 2007) that teachers who upgrade their qualification through/by engaging in further CPTD will earn professional development point. This, therefore, implies that teachers need professional development to keep up with continuous changes within the context of education. The importance of SBCPTD was also echoed by Chikoko (2008) stating that the top-down and cascade approaches to teachers' professional development seems to be overused. Hence, the need for home breed development that is SBCPTD.

In Kenya, school-based teacher development programme was funded by the United Kingdom Department for International Development and designed as a quality support mechanism, amongst others, for the improvement of teachers' competencies (Akyeampong, Pryor, Westbrook & Lussier, 2011:52; Bunyi, Wangia, Magoma, Limboro & Akyeampong 2011:10; Hardman, Abd-Kadir, Agg, Migwi, Ndambuku & Smith, 2009:66; Otieno & Cocclough, 2009:41,65). Similarly, the research evidence acknowledges the importance of teachers engaging in continuing career-long development that serves their personal and professional needs (Goodall, Day, Lindsay, Muijs & Harris, 2005).

According to Guskey (2002), despite the general acceptance of professional development as essential to improvement in education, reviews of professional development research consistently point out the ineffectiveness of most programmes. It has also been suggested that the majority of teachers' professional development programmes fail because consideration was not given into what motivates high school teachers to engage in professional development and the process by which change occurs in teachers' practice (Guskey, 1986). Guskey (2002) stated that although teachers are generally required to take part in professional development, most reports revealed that they engage in these activities because they want to be better teachers.

However, it further emerged from this study that few respondents have limited understanding of school-based development programmes and its importance. In spite of this limited understanding of what SBCPTD entails, respondents in the selected

study supported the notion that SBCPTD programmes are crucial to the success and effectiveness of teaching and learning in high schools.

5.3 Implementation of SBCPTD Programmes in Fort Beaufort Education District

This section discusses the findings of the study on the implementation of SBCPTD programmes in schools, which is the central theme of this study. As earlier noted, this study focused on SBCPTD programmes. The researcher discussed the organization of SBCPTD programmes in relation to the venues for the SBCPTD programmes, the organisers of SBCPTD, efficiencies of the facilitators; and the focus of the SBCPTD programmes. Further, the section discusses, in general, the methods used in delivering the SBCPTD programmes; the types of the SBCPTD programmes; the training of the facilitators; and lastly, the monitoring and support mechanisms for the SBCPTD programmes as well as the structures that were put in place for the implementation of SBCPTD programmes. Below are the discussions of the findings on each of these sub-topics as they relate to the implementation of SBCPTD programmes in Fort Beaufort Education District.

5.3.1 Organisation of SBCPTD programmes

A well-coordinated and planned programme is the foundation for the success of its implementers and beneficiaries (Westbrook, Shah, Durrani, Tikly, Khan, & Dunne, 2009). Planning for SBCPTD is important and ought to be done in accordance with the stipulated policy (Lawlor, 2014). Such planning enables principals and teachers to proactively and successfully steer through the challenges created by the changing context of education. According to Lawlor (2014), SBCPTD programmes may not achieve holistic school improvement without any strategic planning. Lawlor (2014) asserts that creating a vision, values and a strategic plan may be a daunting task for school principals due to time, energy, commitments and lack of experience (Lawlor, 2014).

However, the study found that SBCPTD programmes were mostly carried out at the schools. This could be due to the understanding that SBCPTD activities held in school assist teachers in developing their skills and knowledge to improve their teaching and learning practice. This, therefore, implies that SBCPTD programmes ought to be aligned to the specific needs of both teachers and learners such that they need to be constantly in a transformational status (Middlewood, Parker & Beere, 2005). The findings of the current study are consistent with the views by Gaible and Burns (2006) that SBCPTD are activities that take place in schools in which teachers/colleagues engage in more gradual processes of learning, building master of pedagogy, content and technology skills. Similarly, in other studies McLaughlin and Talbert (2006) and Engelbrecht, Ankwicz and Swardt (2007) observed that the adoption of school-based CPTD activities assisted teachers to improve their teaching practice.

According to current literature on effective organisation, teachers believe that school-based development programmes should be organised by the school and its personnel (Day & Sachs, 2004). Literature also articulates the qualities of a SBCPTD model as one of the best teacher development programmes that schools need to implement for effective teacher development (Gettly 2002; Edward, 1991). Edwards (1991) elaborated further that a school-based model occurs within the school, planned, organised and managed by the school personnel with or without the departmental officials to fulfil the needs of the school. Therefore, the organisation of SBCPTD programmes in school indicated that teachers' professional development is taking place in a setting familiar and easily accessible to them, which apparently could lead to greater participation and involvement on the part of the teachers.

Studies conducted by Moore and Shaw (2000), cited in Wan Wai Yan (2011) found that teachers value professional development that is directly relevant to their practice. The study emphasised teacher professional development through SBCPTD. It was revealed in their studies that the transmissive model of professional development was inadequate to meet teachers' needs and growth. Therefore, SBCPTD programmes could be an ideal alternative approach for teachers' professional development that would allow them to inquire, share and reflect on their practice in the schools and classrooms setting. Similarly, Robinett and Nisbett, cited in Wan Wai Yan (2011)

focused on teachers' professional development needs in specific subjects. The studies indicated that teachers preferred classroom-based (SBCPTD) professional development. This finding concurred with Wenger's (1999) social learning theory which guided the study as this theory emphasises that learning should be situated in a social contexts that cuts across the individual and other persons, thus communities of practice are formed and developed.

This finding also resonated well with Wenger's (1998) framework for social theory of learning where learning is evidenced by increased participation, mutual engagement and meaningful activities. It is further posited that any effort that would involve teachers in a joint enterprise, mutual engagement that bind members together into a social entity and the shared repertoire of communal resources can improve teachers' identity and accountability, and that can result in teacher/member motivation and improvement of classroom practice (Wenger, 1998:2). The findings of the study support the information found in reviewed literature that it is important that learning bring people together and organize a point of contact that allows for particular pieces of information to take on relevance; without the points of contact, without the system of relevancies, there is no learning, and there is little memory.

A research study carried out by Mokhele (2013) in Mpumalanga Secondary Science Initiative in South Africa provides evidence that intensive school-based professional development programmes can enable teachers to increase their knowledge and improve their teaching. The programme was reasonably successful in changing in some ways the teachers' knowledge and approaches to the teaching of Science and Mathematics in many of the schools. This applied to the current study which focused on SBCPTD for the improvement of teachers' knowledge and skills.

In addition, teachers need concrete experience, which is possible in a SBCPTD activity as it was observed that implementation of this training programme at the school is participative, and teachers were able to apply it to their classroom practice. This is in agreement with what has been indicated by Speck (1996) that adults need direct and concrete experiences in which they apply the learning in real work. For adult learners

like teachers, a school-based model creates an environment that fosters learning by creating natural learning processes because adults will commit to learning when the goals and objectives are considered realistic and important to them. In other words, application in the 'real world' is important and relevant to the adult learners' personal and professional needs (Speck, 1996). It is further acknowledged that adult learners grasp information best in situated learning environments (Wenger, 1998). Furthermore, teachers' attitudes and beliefs towards a new strategy will only change once they realised these changes have positive impact on student learning (Guskey, 1986). Significantly, changes in teachers' beliefs and attitudes are likely to take place only after a teacher has experimented and seen evident changes in student learning outcomes. This was visible in learners' improved performance.

The study further found that in some cases, SBCPTD programmes take place at the school cluster whereby teachers from neighbouring schools come together for workshop programme/training at a particular venue or at the district level. When this happens, the cascade model of approach was employed. The findings of this study are consistent with the information found in reviewed literature that in SBCPTD programme, teachers within a school (or within several schools) come together to engage in professional development and learning experiences, and these learning activities could either be planned or unplanned (Back, De Geest, Hirst & Rosamund, 2009). Similarly, MacNeil (2004) observed that SBCPTD programmes expose teachers to both formal and informal programmes such as cascade and the centralised models of CTPD.

It is the duty of the Department of Education, through district officials, to get SMTs informed and supportive of the model and also take care of aspects like lack of financial support and continuity. That may, however, be problematic because of continuous change of personnel or leadership management. This was in disagreement with what was found in the findings of the study as it was established by the findings of the study that the District Officials were not cognisant of SBCPTD programmes being conducted at the school but agreed that teachers' development is an on-going process. Data reveals that education district officials were never part of SBCPTD, although, according to CPTD Task Team document (DoE, 2008), teacher priority, school priority

and profession priority activities are to be initiated by teachers; other CPTD activities are to be offered by education officials and other providers.

Nevertheless, they pointed out that they kept teachers informed of the latest development regarding changes, ideas, new methods and strategies within the education system. The lack of awareness by the District Officials pertaining to the implementation of SBCPTD programmes at the schools could be that they are not in touch with the day-to-day activities of schools within their jurisdictions. This apparently shows their lack of commitment and involvement in teacher professional development at the local level despite being custodians of all the schools. This finding, therefore, deviates from Lomofsky and Lazarus (2001), Mastropieri and Scruggs (2005) and Engelbretch and Green (2007) that district officials should coordinate and support the implementation of SBCPTD programmes in schools.

To ensure the success of any programmes, organisations or systems usually put policy documents to guide the accomplishment of such programmes. The main purpose of any policy is to move from a state of disorientation of the present to an ideal future, in which everything works in accordance, with stipulated (Ball, 2013). However, the study noted that there is no policy document to confirm or guide the implementation of SBCPTD programmes at the school level. The study assumed that this could be as a result of the programmes being held haphazardly. The findings of the study revealed that SBCPTD programmes were not planned according to their categories. It was noted that facilitators were not well-informed about the fact that SBCPTD programmes need to be planned according to their purpose.

SBCPTD programmes for teachers only succeed when they are guided by clear and concise policy frameworks designed at the school level, with the guidance of National policies. According to European Commission (2013), European education systems have developed compulsory professional development through school principals and school management teams which were obligatory to coordinate the implementation of SBCPTD activities in schools. In the same vein, Steyn (2010) stated that for effective SBCPTD, there is need for the establishment of guidelines and support mechanism, a

regular and sustained monitoring and evaluation framework and a quality assurance mechanism to ensure meaningful professional learning to take place in schools.

The study supports the information found in reviewed literature that it is important that policy framework should be broadly made available through a variety of systems. The policy document should be prominently distributed to teachers throughout the schools in the district and Department of Education officials. In this way, teachers will always be aware of the SBCPTD policy, which will guide the implementation process (Ball, 2013). The Department of Education (2007) listed SBCPTD as one of the initiatives and programmes for teachers' development, but in reality, there is no document or guidelines supporting the implementation process. It appropriately follows that when policy documents are made available and are well prepared to guide a programmes, then chances are that the programmes would thrive exceedingly well.

Bamber (2009) suggested that a good policy framework guides teachers to engage in more formal and informal learning in a bid to broaden their knowledge and improve their performance in the classroom. Hence, using the framework for discourse with colleagues promotes collaborative learning. Importantly, positive learning can only occur if clear structure and opportunities are actively designed. It was established from the findings that despite the fact that not all SBCPTD programmes were held at all selected schools to assist teachers in their professional development, still, the majority of the SBCPTD programmes were conducted at the schools. Regardless, it was found that there were pockets of good practices in this section. The sharing of experience and collaboration amongst teachers that brings effectiveness and success in the implementation of SBCPTD programmes, and teachers' continuous learning and developing within the school context are evidence of good practices in organisation of SBCPTD programmes. Another pocket of good practice was evident in leadership practice in that SMTs make sure that teachers are continually learning and developing within the school context.

5.3.2 Organisers of SBCPTD programmes

Any policy endeavour requires responsibility from people at all levels within an organisation. Effective management of SBCPTD at school level is crucial to the continuous growth and development of teachers because teachers' professional development serves various purposes within and beyond the classroom. It was evident from the analysis that SMTs play an essential role in managing SBCPTD programmes at the schools. These include organising, encouraging, supporting, motivating and sharing information with teachers during SBCPTD implementation process. Hunzicker (2010) observed that commitment and motivation towards teachers' learning is the keyboard to effective professional development.

According to Du Plessis, Conley and Du Plessis (2007), the principal is responsible for the development of staff training programmes, especially at the school level such as SBCPTD programme and to assist teachers, especially newly appointed and inexperienced teachers, in developing and achieving educational goals in accordance with the needs of the school. Du Plessis et al., (2007:115) stated that the purpose of SBCPTD activities, carried out through SMTs, is to encourage innovative teaching, model an array of instructional strategies and help educators expand their ability to implement a variety of instructional methods. It is through the SBCPTD models of development that SMTs can afford to provide opportunities for teachers to acquire the syntax and process components related to various teaching models.

The present study found that SBCPTD programmes were facilitated by SMTs (principals and Heads of Departments) and in some cases, teachers themselves. It was revealed as a team effort, thus the SMTs worked as a team to ensure the provision of SBCPTD activities. The study acknowledges that there is a wide range of opportunities for professional development within the context of school environment (Middlewood et al., 2005). The findings are consistent with the view made by MacNeil (2004) and Department of Higher Education and Training (DHET, 2011) that SBCPTD programmes are organised by teachers themselves or cluster leaders, depending on specific needs they want to address at their schools.

This finding is consistent with Steyn's (2012) advocacy that principals are responsible for working with staff to determine their needs, and then to propose activities to meet those needs. If the purpose of professional learning is attitudinal development, meaning changes in intellectual and motivational aspects as well as functional development, the facilitators need to consider how that could be conducted. Thus, the different purposes of training programmes to be undertaken as specified by Kennedy's (2005) framework for analysis of CPTD models should be known and carried out accordingly. This framework categorises the CPTD models as 'transmissive, transitional or transformative.

The findings of the study are aligned with what was found in literature that principals play a major role in life-long learning and development of staff which involves practices such as informing teachers of current trends and issues and providing resources to promote development (Steyn, 2007). The findings also revealed that effective communication among teachers at all levels in school enables on-going SBCPTD. This effective communication was fostered through good leadership practice by the principals. This finding is consistent with the notion that effective communication is the focus of leadership procedures within the school (Steyn, 2007). This sharing of information was revealed in the study through documents analysed (minutes of staff meetings).

Data generated from documents in some selected schools established that teachers were given opportunity to share information that pertained to the development of the entire school. This finding of the study is similar to a study conducted by Moswela (2006:628) in Botswana on CPD programmes for teachers. The study revealed that teachers preferred training conducted by colleagues in the same school over those by outsiders or consultants, since the latter may not be familiar with the actual problems the teachers experience. It is evident that there is more effectiveness and success in learning from one another within the context of the school. Hence, if every member of the school community develops a sense of ownership of the SBCPTD programmes and support, the chances of succeeding in developing teachers, teaching and learners' learning in schools would be high.

On the other hand, the findings of the study contradict results of studies in Pakistan which revealed the absence of school-based professional development programmes for teachers (Westbrook et al., 2009:439). As a result, school principals and SMTs were neither providing opportunities nor creating space for teachers to share good practices or improve on their pedagogical content knowledge. Teachers who try to improve on their practice by attending programmes offered outside the school premises did not receive support from the SMTs. The SMTs claimed that the SBCPTD approach was disturbing the calm and might promote ill-discipline. Rote learning and traditional methods of reading the textbook and memorisation still took centre stage (Westbrook et al., 2009:439).

In addition, the studies in Pakistan also show that there has been a lack of engagement of principals in the professional development of teachers (Khamis & Shammons, 2007:579), causing tensions as they are the accounting officers responsible for the day-to-day running of schools. According to Khamis and Shammons (2007:579), study also revealed that there was misuse of powers vested in principals, since the power gives principals the autonomy to give or not give space for teachers to share practices that would improve their practices and content knowledge. Hence, teachers who attended professional development programmes could not share the theory they learnt as they needed the go-ahead from the authority (Murtaza, 2010:214). For those who did succeed in sharing of practice to other teachers, the result was minimal. It was further noted that the minimal success of sharing best practices was caused by a lack of overt support from the principals and as a result, the sustainability and continuity of professional development in Pakistan remained at stake.

The findings of the current study further indicated that the success of school-based professional development programmes depends on the principal creating space for teachers to share good practices and content knowledge. It still remains the responsibility of facilitators to make sure that teachers are involved in collaborative activities. Learning in and from other practice allows other important components of effective professional development to occur, other than those organised by the facilitators of teacher development (Webster-Wright, 2009).

On the contrary, the quantitative findings on this variable showed that district officials were the main organizers. The district officials organised workshops for teacher professional development. Nevertheless, the implementation of SBCPTD programmes for teachers' development through workshops is confirmed by the study as an indication of the level of commitment and involvement by district officials towards the improvement of teaching practices as well as whole school development.

This study established that strategic planning, especially for SBCPTD programmes, has seemingly not been considered. Structural and systemic planning and implementation, initiated by SMTs to enable implementation SBCPTD programmes were not evident at the selected schools. The evidence of strategic planning, specifically for SBCPTD, which is a process of setting goals, setting criteria for measuring those goals, planning to achieve the set goals and ensuring that the process, are evaluated in an on-going manner (Davidoff & Lazarus, 1997), and this did not emerge in the findings of the study. SMTs' workloads and insufficient time limited the implementation of SBCPTD programmes. However, despite lack of planning, time and workloads, SMTs, within their capabilities, created opportunities for teachers' development through SBCPTD programmes in schools. There is evidence from the findings of the study that there are pockets of good practices in the implementation of SBCPTD programmes such as dedicated teams (principals/SMTs) who spearhead the process of implementation of SBCPTD programmes as an important development that showed the intention to broaden participation and to make the process sustainable.

5.3.3 Efficiency of facilitators (SMTs) in conducting SBCPTD programmes

Successful SBCPTD programme depends largely on facilitators' experiences, qualification or expertise due to wealth of experience gathered over the years as teachers, which is crucial to implementation exercise. Facilitators' preparedness, their confidence level during presentations and how they engage the teachers in the process of SBCPTD training are paramount in making SBCPTD achieve its goals and have a positive impact on the teachers. This is also supported by Rogan and Grayson (2003) who posit that the implementation of any programme dictate facilitator's confidence level. Rogan and Grayson (2003) further state that capacity of teachers

includes variables such as one's specialization and experience. The teacher's own background, training and level of confidence as well as his/her commitment can affect the implementation of a programme. Accordingly, Darling-Hammond and Bransford (2007) reiterate the above fact that teachers' commitment level, confidence, background and training affects the implementation of a programme (Darling-Hammond & Bransford, 2007).

Similarly, Carroll, Forlin and Jobling (2003) observed the essence for teachers to be confident in their capacity, skills and knowledge for them to be able to implement SBCPTD programmes. Similarly, facilitators should possess considerable command of the subject content in question, the pedagogical content knowledge and the facilitation skills (Borko, 2004). Considering the crucial role SMTs play in SBCPTD, facilitators' qualifications have a bearing on the knowledge of subject matter. The study found that facilitators (SMTs) were very efficient in implementing SBCPTD programmes for their teachers. The study established that facilitators are qualified as a result of their academic and professional qualifications. This was established through the data analysis regarding teachers' academic and professional qualification. Coupled with that was their years of experience in the teaching profession. One major determining factor to high standards of CPTD programmes is the professional experiences/qualifications of the CPTD programme facilitators. The reviewed literature, therefore, provides evidence that SMTs are better placed to facilitate SBCPTD programmes for their teachers because of their position and qualification. Importantly, they are directly linked and closer to the teachers as well as the teaching and learning activities that take place in schools.

Sall, Ndiaye, Diarra and Seck (2009) asserted that quality of skills and knowledge imparted to learners could be compromised if facilitators are not well qualified. In the same vein, Fraser, Killan and Nieman (2005) concurred that it is most likely that low levels of knowledge will contribute to poor performance. According to the American Association of Physics Teachers, the growing expectation of the public is that qualified teachers are expected to understand what constitutes effective teaching (Sinelnikov, 2009). To achieve this, teachers should, at a minimum, have had appropriate experiences leading to an understanding of pedagogical knowledge in the teaching

profession. The findings of this study are in line with the findings of other researchers such as Muijs, Geoff and Lindsay (2008) who found that professional development impacts on teacher knowledge and quality based on early language and literacy practices in centre- and home-based settings. Hence, trainers need to have mastery skills to teach efficiently and effectively if the demands of high quality teaching are to be met.

Similarly, a study conducted by Bothuis (2006) confirms that quality of early education programmes is strongly associated with the qualifications of the teachers' programmes; the same applies to the quality of SBCPTD programmes for high school teachers. Thus, the development of high school teachers can be affected by the qualification of SBCPTD programmes facilitators (Borko, 2004). They need to know what individual teachers bring to the training, their cultural histories, thereby building upon their prior knowledge in a way that engages the teachers' understanding of the concept at hand (Day & Sachs, 2004).

It emerged from the findings of the study that facilitators performed their duties well enough to bring about change to classroom practice. In the case of this study, the findings show the actualisation of the contribution of facilitators in the implementation process. It emerged from the study that as part of facilitators' efficiency in conducting SBCPTD programmes, the school SMTs (principals and Heads of Departments) visited and observed teachers in their classroom, gave feedback where needed and also encouraged and motivated teachers; this probably increases teachers' confidence level. The findings revealed that the school Heads are visible in the classrooms, talking informally with teachers and learners, expressing interest in their activities and being supportive. School principals assisted teachers in improving their teaching and learning skills and also in some cases, management skills by arranging for staff development activities as needed. These findings are evidence of good practices of facilitators' efficiency in implementing SBCPTD programmes.

In accordance with the findings of the current study, it was established that SMTs assisted and equipped teachers so as to increase their knowledge on their subject

areas as well as other areas. SMTs ensured that sufficient and apt advice was provided to teachers so that the teachers would effectively implement SBCPTD programmes. This finding aligned with Wenger's (1998) social learning theory that teachers share competences through mutual engagement. Mutual engagement among communities of practice helps teachers to know each other fully well and interact productively. This also helps them to build trust among members as they are comfortable addressing real problems together and communicating truthfully and honestly. Wenger (2000) observed that for SBCPTD to be effective, there should be leadership in maintaining a spirit of learning. Similarly, Botha (2004) agrees that the principal leadership is of the utmost importance because oftentimes they have to play a key role in the effective and efficient functioning of the school. The findings are in line with views by the Department of Education (2007) that the effectiveness of SBCPTD programmes depends substantially on strong and good management in school.

The findings also affirm what has been found in literature that before the implementation of SBCPTD programmes, facilitators thoroughly view the professional development cycle and recognise how adults learn and also consider the six stages of a professional development cycle, as specified by Earley and Bubb (2004) and Honey and Mumford (2006). According to them, any professional development programme that does not follow these stages is likely not to be effective (Earley & Bubb, 2004) and a sign of incapacity. These stages encompass identify and analyse needs, design professional development, implement professional development, monitor and evaluate impact. The finding is also in line with Wenger's (1998) assertion that CPTD facilitators need to know more about social practice theory that provides a framework for useful and meaningful insights and as such, offers much potential for CPTD.

The study established that the significance of SBCPTD programmes at the school, through improvement in teaching and learning, is an indication of facilitators' efficiency. This shows that schools work together to implement SBCPTD. The findings are also in agreement with what was found in literature that teachers need to be committed, establish ownership and be actively involved in the formulation of policy regarding their development (Steyn, 2009). This finding is consistent with the views by Mertens (2010) that teachers themselves should take ownership of the SBCPTD programmes by being

involved and determining how best they could deliver lessons and also fulfil their other roles as teachers. There is evidence from the findings of the study that there are pockets of good practices through SMTs efficiency in implementing SBCPTD programmes such as the establishment of a common vision, which served to bring teachers together and direct ideas to the achievement of objectives of the implementation of the SBCPTD programmes.

5.3.4 Focus of SBCPTD programmes

Emerging from the finding was that several inherent SBCPTD focus areas were established. The study found that SBCPTD programmes focused on various teachers' needs, but the main focus was subject content due to the new curriculum which laid more emphasis on content knowledge wherein teachers must have mastery of pedagogy. The finding revealed that the focus on content knowledge comes also as a result of teachers' difficulty in grasping their subject area knowledge due to the changing education system. The present study revealed that teachers identified their needs, and then approached the SMTs for assistance and support. Thus, teachers' needs were made known through staff meetings; informal discussions; class visits and observations; and supervision of teachers and learners' work. This enabled the SMTs to focus precisely on the identified needs. Such identified areas of focus include subject content; teaching and learning strategies; classroom management and methods of teaching. The study established that focusing on subject content increases teacher expertise and knowledge because most often, content and pedagogy overlapped, particularly in the context of subject-area. Thus, teachers were able to develop both their content knowledge base and pedagogical skill as well.

The findings of the study are consistent with Speck's (1996) adult learning theory in that teachers construct knowledge of their own by deconstruction, interpretation and reconstruction when engaged in activities and in social discourse that takes place in a certain context-schools (Speck, 1996). The findings of the study revealed that teachers chose their own classroom problems to solve, and nobody dictated to them which problem to solve; and as such, they were committed and ensured that the projects they initiated worked. This was in line with Speck's (1996) theory of adult learning that

adults want to be the originators of their own learning and will resist learning activities they believe are an attack on their competence. Thus, professional development needs to give participants some control over the what, who, how, why, when, and where of their learning (Speck, 1996).

Similarly, Knowles (1984) stated that adults are autonomous and self-directed. In addition, Garvin (1993) supports and shares the importance of fostering an environment that is conducive to learning by allowing teachers to choose projects that reflect their own interests. Programmes that are organised according to the teacher requests are mostly well attended because the adult learners are aware that their needs would be met. Adults learn best when they feel a need to learn and when they feel they have a sense of responsibility and their active participation in the learning process improves content retention (Ross, 2008). This was evidence in the findings of the study because the focus of SBCPTD programmes for teachers reflected on their interest and was applicable to them.

This finding is aligned with the views of Department of Higher Education and Training, (DHET), (2011), Maistry (2008) and Chisholm (2004) that teachers need to strengthen their subject knowledge-base, pedagogical content knowledge and teaching skills. It is necessary follow that teachers are required to have good subject knowledge (James & Pollard, 2006; Day, Sammons, Kington, Regan, Gunraj & Towle, 2008; Ofsted, 2009a; DfE, 2010) as well as possess a good understanding of how to teach the subject, termed “pedagogical content knowledge” (James & Pollard, 2006:8) combined with a solid sense of professional values (Day, Sammons, Hopkins, Harris, Leithwood, Gu, Brown, Ahtardou & Kington, 2009).

The findings of this study concurred with Speck’s (1996) theory which is the theory used in this study that teachers’ professional development and their day-to-day activities should be related and relevant. The study also found that teachers participated in the implementing process when teaching their subject area, hence greater participation and involvement in the implementation of SBCPTD programmes at the school level. Furthermore, the findings of the study revealed that focusing on all

the areas of teachers' needs, especially the subject content which was effective as it assisted teachers and learners in their learning activities in the school.

However, the findings of Selemani-Meke (2011) and Mashologu (2012) revealed that facilitators do not plan their development programmes with teachers and schools; they randomly call the teachers for meetings. This results from limited information about professional development roles. Notwithstanding the reason for teachers not being part of the designing and planning of SBCPTD programmes, professional development has long been recognised as the integral part of the core duties and responsibilities of school-based educators employed by the Provincial Education Departments (PED) (ELRC Resolutions Nos. 7 and 8 of 1998).

Moreover, the programme is conceived as a matter of individual and collective responsibility. Principals are required to take responsibility for the development of staff training programmes which are school-based and school-focused and externally directed; Heads of Departments are required to guide their staff members on the latest ideas and approaches to teaching; and teachers are required to apply new approaches to their own teaching and to contribute to the professional development of their colleagues (Resolution No.8) (ELRC, 1998). However, Selemani-Meke (2011); Mashologu (2012) mentioned in their study that teachers clearly expressed that they were not part of the designing and planning of their professional development programmes. They agreed that they get involved to a certain degree, but that the activities do not deal directly with the teachers' perceived reality. The findings of the studies are in line with Elmore's (2002), observation that if activities do not relate directly with teachers' expectations, those activities will have little permanent effect on the teachers who can easily get disoriented, thus indicating facilitators' incapacity. According to Day and Sachs (2004), facilitators of teacher professional development should design and plan with teachers because they (the teachers) know their needs.

This approach gives opportunity for the facilitators to be aware of the fact that the advocated professional development should be focused on learning than teaching, on problem solving than acquiring new techniques and on embedding change within the programme than the individual (Guskey, 1999; Sparks, 1995). The current study also revealed that through professional development, facilitators introduce teachers to

research on how students learn various subject concepts and how they think about those subjects, but do not give teachers specific teaching techniques. Hence, teachers are able to implement their own strategies for teaching the subject (Ross, Bruce & Hogaboam-Gray, 2006). Similarly, teacher priority activities do not have the same form as school priority activities (Elmore, 2002).

Selemani-Meke (2011) and Mashologu's (2012) research findings differed from the findings of the current study in the sense that teacher priority activities were designed and determined by the teachers. Teachers' own needs and views were taken into account in terms of what was relevant to them in process of implementation. As mentioned by Hargreaves (1995), teachers can be quick learners and can master just about any kind of teaching strategy or implement almost any technique as long as adequate training is provided. This indicated therefore, that teachers will be successfully developed if the capacity of facilitators could be up to the expected standard. According to Guskey (2002), teachers participate in professional development because of the understanding and belief that it will expand their knowledge and skills, contribute to their growth, and enhance their effectiveness with learners. Teachers also hope to gain through professional development, specific, concrete and practical ideas that directly relate to their day-to-day activities. Professional teacher development activities are designed to initiate change in the classroom practices of teachers, change in their attitudes and beliefs, and change in the outcomes of learners (Guskey, 2002).

It emerged from the study that all aspects of professional teacher development sustaining change were included in the implementation of SBCPTD programmes. It is apparent that to be successful, professional development must be perceived as a process, not an event. Learning to be proficient at something new or finding meaning in a new process is difficult and sometimes painful (Loucks-Horsley, 2003). Hence, the content of the training should be in accordance with the needs of the teachers. This idea was also outlined by the relationship between the choices of topics and duration of the development programmes. It was noted from the findings of the study that it was teachers' obligation to identify the areas in which they needed to grow professionally. Data also reveals that it was mostly teachers that chose the areas of development.

The findings of the study indicated that there are some pockets of good practices in the implementation process. This encompasses opportunities given to teachers to identify their areas of professional development such as collaboration between SMTs and teachers in planning, designing and implementing teachers' professional development through SBCPTD programmes. This gave teachers the opportunity to take ownership of their learning, and allowing them to identify their needs directly leads to accountability and thus reduces resistance to learning, hence evidence of another pocket of good practice. Thus, these are the good practices which should be upheld.

5.4 Types of SBCPTD Programmes

The study found that various types of SBCPTD Programmes were implemented in the selected high schools in Fort Beaufort Education District. These include mentoring, coaching, peer review and community of practice. It emerged from the findings that mentoring and peer review is the dominant SBCPTD programmes. It was revealed that mentoring was used by schools to assist inexperienced teachers in their teaching and learning activities, which resulted in development of knowledge and skills. It also emerged from the findings that mentors assume the position of "experts," and orientate novice teachers into the status quo of the school. It further emerged that when new members joined the schools, they were inducted through mentoring. Bleach (1999) emphasizes the importance of interpersonal skills through mentoring.

The findings are consistent with the view by Hudson and McRobbie (2004) that mentoring involves both new and experienced teachers. The experienced teachers mentor the novice teachers into the profession by gaining and using appropriate skills and knowledge. They also convey messages about the social and cultural norms within the institution to improve classroom practice. It was established by the study that the process of mentoring and peer review was enabled through the willingness of teachers to learn and accept to be mentored and reviewed by their peers. However, the study found that mentoring required much effort from the mentors because it requires possessing a wide range of mastery skills, competence and experience in teaching. Subsequently, the study found that interactive activities at school were highly encouraged as teachers of the same subjects work together to solve a specific

instructional challenge (Clawson, 2009). This becomes a socially oriented learning theme that could grow into a fully-fledged mentoring relationship. This implies, therefore, acquiring new knowledge and skills through talking with and working with other people (Clawson, 2009).

This study also found that in some cases, SBCPTD programmes in selected schools incorporate two different SBCPTD types. It was established that the combination of two or more SBCPTD types enhances improvement of teaching and learning. The findings of the study indicated that mentoring and other kinds of follow-up support such as schools cluster and school networks were conducted and encouraged in selected high schools. These were needed to help teachers transfer learning into daily practice so that it is sustained. The findings are in line with Kennedy's (2005) model that transitional strategy of implementing CPTD has the capacity to support either transmissive or transformative agenda, depending on its form and philosophy.

There is no single method or programme that is complete and fits all. Hence, teachers have the ability to develop their own programmes, methods, skills and knowledge for SBCPTD programmes. This, therefore, implies that teachers are in a better position to determine the model or combination of models necessary in enhancing their professional development. The effectiveness of using different models for SBCPTD programmes has been widely encouraged (DoE, 2007). Emphatically, using different methods to develop teachers in the course of training depends on principals and SMTs' initiative and innovation. Hoban (2002) contends that the transformative model is a means of supporting educational change. Hence there is need to balance between these types of models to enhance teachers' change.

Professional development must be structured to provide support from peers so as to reduce the fear of judgement during learning (Speck, 1998). Peer review and coaching are beneficial to adult learning as there could be adult learners who prefer to learn in different ways. For example, pragmatists can better be developed by peer feedback and activities that apply skills. It is quite demanding for a pragmatist to be engaged in a development approach that requires one to sit in a lecture (Honey & Mumford, 2000).

In other words, mentoring/coaching and peer review is needed to strengthen teachers' learning after a centralised teacher development approach. This could be of help to most teachers at school because teachers are in a career stage of serenity and disengagement which need situated learning (Wenger, 1998).

Findings that further emerged from this study were partnerships in terms of experienced and skilled teachers accompanying inexperienced teachers to class, which played a pivotal role in the success of SBCPTD programmes. The study also indicated that there were some teachers who informally organised communities of practice as their own way of assisting each other. This was done on the basis of friendships and honesty. This finding is in line with Wenger's (1998) theory that teachers share competences through mutual engagement that binds members together into a social entity, and the shared repertoire of communal resources can improve teachers' identity and accountability that can result in teacher/member motivation and improvement of classroom practice (Wenger, 1998:2).

Wenger's (1998) theory of communities of practice refers to groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A community of practice has an identity defined by a shared domain of interest and the membership, therefore, implies a commitment to the domain. In trying to pursue their interest in their domain, members engage in joint activities and discussion, help each other, and share information. They build relationships that enable them to learn from each other. It is further argued that a community of practice is not merely a community of interest but communities whose members are practitioners and develop a shared repertoire of resources, like experiences and ways of addressing recurring problems (Wenger, 2004).

In this study, it was established that teachers informally established communities of practice by organising a get together outside the school premises during weekend or holidays. This offers them opportunities to openly voice their concerns, opinions and share their knowledge with other teachers in an informal context. Informal discussions also take place at staff meetings, during break time and in some cases, in classrooms.

The openness of SMTs encourages teachers to approach them to discuss their needs and concern. To a greater extent, the findings of the study revealed that informal communities of practice take place on a daily basis anywhere within the school where teachers come together to support encourage one another. The findings of the study established that in pursuing their interest in their domain, teachers engaged in joint activities and discussions, helped one another and shared information informally as members in a community of practice need to interact and learn together.

This current study confirmed that teachers in the selected study interact with one another through staff meetings, learn together through sharing of practice, engage and participate in SBCPTD programmes; they are commitment in helping and assisting each other and share the domain of interest. According to the study, they demonstrated their being practitioners and developed a shared repertoire of resources: their experience, stories, tools, ways of addressing recurring problems-in short a shared practice. These were carried out informally because that is the only way they know how to assist each other and the members of the communities as a whole. This study reveals that the collaborative activity in the studied area is in line with Wenger's (1998) theory of practice as it qualified a community of practice that it must show evidence of a shared domain, engagement of joint activities and discussions and development of a shared repertoire of resources.

However, as noted in the reviewed literature, not all groups or communities can be identified as communities of practice. Wenger (1998) expressed that for a group to be a community of practice, it needs to have an identity defined by a shared domain of interest. Membership implies a commitment to the domain and a shared competence that distinguishes members from other people. In pursuing their interest in their domain, members engage in joint activities and discussions, help each other and share information. Members interact together on a daily basis, and they are practitioners who develop a shared repertoire of resources. It is a combination of these three elements that constitute a community of practice. In the end, it is by developing these three elements in parallel that members cultivate such a community (Wenger, 1998).

It emerged from the study that as part of teachers' development, teachers from one school or a few schools can come together and jointly develop their professional growth through several activities such as peer review, coaching, mentoring, study groups, communities of practice and teacher networking. Through such activities, teachers can shape their professional experiences and improve their classroom practice (Back, De Geest, Hirst & Rosamund, 2009). Gray et al. (2005) reported that although these opportunities take relatively little time out of the teachers' working lives, the teachers find them stimulating and refreshing, and this assists their overall professional development.

The findings revealed that teachers are also into teacher networks without knowing as they, on their own, get involved in teacher networking. It is not quite clear whether teacher networks are encouraged by the facilitators or the district office. Teachers are not very much aware of such an activity. The study indicated that there are some teachers who informally organise communities of practice, not because they know it to be one of the development programmes, but as their own way of assisting each other.

Day and Sachs (2004) argue that the professional development activities of teacher networks cultivate collaborative inquiry to increase teachers' individual capacity to learn, manage knowledge and value diversity, thereby increasing both individual and organisational capacity to manage continuous teacher improvement and development. Collaboration amongst teachers embodies the principle of moral support. It strengthens resolve, permits vulnerabilities to be shared and aired and carries people through those failures and frustrations that accompany change (Day & Sachs, 2004:29). In communities of practice where collaborative activity occurs, it is likely to improve teacher effectiveness since it also encourages teachers to take risks and to engage with different methodologies. In communities of practice teachers are likely to feel a greater sense of efficacy since collaboration allows for positive encouragement and feedback to teachers. These models of development enable individual subject teachers to be involved in collaborative activities that would address challenges of their classroom practice, and these were noted in the study.

The study found that most of the professional learning opportunities advocated by Kennedy (2005) were noted in this study. Communities of practice, mentoring, coaching, peer review among other transitional models of learning, are advocated as one way forward to enhance professional learning and development (Lave & Wenger, 1991). Schools are potential communities of practice both for teachers where opportunities for collaboration with colleagues abound and where interpreting information and making meaning can result in the mediation of new knowledge within the community (Falk & Dierking, 2000). Wenger's (1998) social learning theory recognises that learning within communities of practice is a result of interactions among members of the same social context. Teachers are, therefore, urged to take advantage of the existence of communities of practice within their various schools because communities of practice formed around collective activity gives members a sense of joint enterprise and identity.

The findings of the study revealed that the willingness of teachers to share experience and information engenders trust and mutual respect, flexibility (where appropriate), builds positive relationships with other teachers (relationships for learning), self-reflection through communities of practice, mentoring, coaching, peer review and clustering of schools. All this enhanced good practice, which was an indication of pockets of good practice amongst teachers. SMTs leadership practices, in enabling implementation of various types of SBCPTD, created a supportive learning environment for teachers and learners were a clear indication of pocket of good practice. The pockets of good practice evidence in this section were the Interactive activities at schools where same subject teachers and others worked together to solve a specific instructional challenges.

5.5 Methods used to deliver SBCPTD programmes

An effective and relevant foundation in education can be created and maintained through effective practices that give teachers the opportunity to plan and deliver lessons that meet the needs of all learners and result in positive learning outcomes (Theron & Dalzell, 2006:399). The findings of this study established that various methods were used to empower teachers in their teaching and learning practices. The

study found that during the implementation process, demonstrations, group discussions, observations and in some cases, workshops were mostly used to strengthen teachers in their classroom practices. Methods used in SBCPTD programmes were very important as far as the effectiveness and success of SBCPTD delivery was concerned. Through group discussions, teachers were able to explore new ideas with co-teachers in their own schools. Asikhia (2010) alludes to this and partly attributes academic achievement to the methods used by the teachers, in this case, the facilitators. It is essential that the learning methods used in professional development mirror as closely as possible the methods teachers are expected to use with their students to really produce the desired result envisaged by teachers.

Ultimately, methods used by facilitators of SBCPTD programmes to train teachers should be adequate and effective as there is a strong correlation existing between student achievement and the extent of development and level of knowledge of teachers. On the same issue, James and Pollard (2006) argued that as well as being provided with useful strategies, teachers also need to understand the principles that underpin their practice so that teaching does not run the risk of becoming “ritualised” (James & Pollard, 2006:8). Equally, it has been observed that different schools have different expectations and operate in very different educational contexts (Mourshed et al., 2010). Hence, each approach towards effectiveness is essentially different. What is, therefore, of prime importance is that any repertoire of methods be tailored and developed to suit the particular needs, context and experience of the school, its teachers and its students (Emery, 2011).

The findings of the study indicated that the methods adopted for the SBCPTD programmes were practical in the classroom situation; as a result, success was evident. This implies that the methods used in SBCPTD programmes were designed and adapted specifically to address perceived deficit in teachers’ performance (Rhodes & Beneicke, 2003). Performance management is an attempt to standardise and deliver quality assurance service at school level. This intervention strategy brings about greater efficiency, effectiveness and accountability (Eastern Cape DoE, 2008). This finding is consistent with the views by Armour and Makopoulou (2006) that when

teachers are involved in active learning during their professional development, they are more likely to increase knowledge and change classroom practices.

This confirms Speck's (1996) theory of adult learning that adults as teachers participate in small-group activities during the learning to move beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize the learning experiences and practices that teachers find useful in helping students attain desired learning outcomes. Hence, Speck (1996) advocates direct and concrete experiences in which the teachers can apply the learning in their day-to-day activities. Susan, Rastegar and Malekan (2007) argue that methods suitable for interactive learning provide opportunities for the teachers to be active producers of knowledge and allow them to reflect on their own learning experiences. Therefore, they are able to understand the contradictions between their existing understandings and new experiences, and to consider alternative understandings.

The study further found that facilitators incorporated different methods in every SBCPTD programme that they conduct. It was found that the use of different methods enabled the facilitators to take into consideration individual teacher personal characteristic, situational characteristic and socio-cultural background. It emerged from the findings that knowing these characteristics helped the implementation process. Accordingly, the use of different methods confirms Cross' Model- Characteristics of Adults as Learners (CAL) (1981). The model postulated that personal characteristic are factors that either support or hinder the implementation of new practices in school, such as willingness to learn, background, and the kind of strengths and constraints that adult learners might bring to the learning situation. Situational characteristics emphasises the importance of creating the opportunities for teachers to engage with their colleagues in their contexts to improve their practices. In this case, schools collaborated with other schools and integrated their skills and experiences for the development of teaching and learning in schools.

It also emerged from the study that the schools also used group discussion during implementation sessions. The findings of this study are in line with evidence given by literature that group discussions allow common problems to be handled at once and provide a safe environment for teachers to express their feelings, concerns and challenges. In addition, it emerged from the study that facilitators (SMTs) had an open door policy that encourages teachers to approach them on a one-on-one basis to discuss their needs or concerns. Teachers used this opportunity to share their knowledge and experiences with other teachers in this informal context. Subsequently, the study found that interactive activities at school were highly encouraged as teachers of the same subjects worked together to solve a specific instructional challenge (Clawson, 2009).

However, data from the quantitative study revealed that workshops were mostly used to train and develop teachers. The workshop trainings are usually conducted at the national and district levels due to availability of experts and resource materials at the district level. This method is presumed to reach many teachers at a short period of time due to the cascading method of sending information. Ono and Ferreira (2010) agree that in workshop trainings, the cascade model is employed through a top down approach which is used in transmitting knowledge or information from upper to lower groups of teachers. This method has been widely criticised as an inadequate model for delivering effective training because the result is the watering down of information (Dichaba & Mokhele, 2012).

The study found that education District Officials, confirmed that different teaching methods were necessary and should be used to impart knowledge skills to assist teachers in the SBCPTD activities. It emerged from the study that as part of the changing context of education system, the use of varied methods that would bring about changes and improvement necessary for the development of teachers. In addition, it was found from the study that almost all the methods mentioned earlier were used by facilitators of SBCPTD programmes during the implementation process, and teachers incorporated the methods in their different classroom practice.

The study established that during the training sessions, teachers are equipped with knowledge and skills on how to implement varied teaching and learning strategies in their teaching activities. The study findings, therefore, indicated pocket of good practice SMTs leadership practices in enabling the implementation of various types of SBCPTD; creating a supportive learning environment for teachers and learners is a clear indication of pockets of good practice. Another pocket of good practice found in the findings of the study was the purposeful, stimulating, and relevant information displayed by SMTs to teachers through the implementation of different methods of SBCPTD programmes which led to good subject knowledge and self-efficacy/belief in teachers. They were able to recommend the appropriate teaching models for various teaching contexts to the teachers.

5.6 Training of teachers and SMTs for the implementation of SBCPTD programmes

According to the Education Labour Relation Council (2003a), the role of leadership and management is to ensure that teachers are developed to address growth at four areas: self-improvement; development support group provides guidance; areas for which the department provides development and cases where the teachers are unqualified or under qualified and need re-skilling. Similarly, Vermeire (2010) expresses the significance of training when he stresses that training is an essential element needed for the success of any professional development. International and European studies also acknowledged that adequate teacher training is an essential pre-requisite for effective development of teaching and learning (OECD, 2005). The new Occupation Specific Dispensation (OSD) re-affirms that school teachers in public education are expected to undertake several forms of training and development as part of their conditions of service [Education Labour Relation Council (ELRC), 2003].

Regarding training received by teachers and SMTs for the implementation of SBCPTD programmes in selected schools, the study found that the teachers and SMTs in the selected schools had attended workshops and staff development courses organised at the district office. However, it emerged from the findings that the training was not on how to implement SBCPTD programmes at the schools but rather on the whole school

evaluation. This was an indication that although both teachers and SMTs (Principals, Heads of Departments) had undergone initial training in colleges and had also attended workshops training programmes, they needed to be trained on how to implement SBCPTD programmes in schools. The findings of the study also revealed that a few respondents were not satisfied with the training of received because not everyone was appropriately trained, and without training, it would be difficult for selected schools to implement SBCPTD programmes effectively.

Hence, training is crucial for successful implementation of SBCPTD programmes in the high schools under study. Further training with a particular focus on SBCPTD would empower teachers effectively in discharging their teaching and learning activities in the classroom setting. According to Rodriguez and Mckay (2010), teachers gain new knowledge continuously as far as they remain in the teaching profession. In such a case, teachers continue to update their knowledge and skills and are able to attain a standard of the current educational reforms needed to improve their practices.

It seems most of the literature reviewed advocated for the training of principals (Akyeampong et al., 2011:52; Christie, Harley & Penny, 2004:177-178; Employment of Teachers Act, 1998:sub-section 4.2; Hardman et al., 2009:67; Mathibe, 2007:523; Moswela, 2006:625; Pansiri, 2008:473; Republic of Botswana, 1994:47). Thus, the training of principals in this case might result in the effective implementation of SBCPTD programmes for teachers who have not been directly involved in training, but through the principals' application of the knowledge and skills acquired during training; the teachers will be positively affected. Accordingly, the concurrence of the findings indicates that there is emphasis on the training of principals and teachers in various countries. This suggests that schools situated in different areas were moving towards a better and progressive attainment of effective professional development for all teachers through SBCPTD programmes.

On the contrary, Van Deventer and Van Niekerk (2008:135) found that teachers often seem to be placed in situations where they lack expertise or find themselves "out of their league", which creates stressful situations for the teachers. Further, the study

established that in the selected schools, SMTs and teachers were not formally trained or equipped with knowledge and skills on how to implement SBCPTD programmes, yet they initiated the implementation SBCPTD programmes in their schools to enhance improvement of teaching and learning practices. The findings of the study revealed that SMTs were able to implement SBCPTD due to their years of teaching experience and their position in the teaching hierarchy. The study noted that SMTs conducted SBCPTD by virtue of a mandate placed on them as leaders in the school. It is the SMTs' responsibility to train, assist and initiate activities that would lead to teachers' professional development. They are mandated to carry out supervision by observing teachers while they are conducting lessons and give feedback afterwards, pointing out their strengths and weaknesses.

The findings are consistent with the view by Chisholm (2000) that teachers especially, in rural communities, are poorly trained and lack the necessary skills to implement SBCPTD programmes. Unskilled or inadequately trained teachers find implementing a new curriculum and even professional development programmes challenging. Similarly, Hawkins (2009) in his study found that insufficient and in some cases, lack of teacher training and development contributed to classroom disruption in schools. In a research study carried out by Kempton (2013) in Ireland, classes where the teachers had participated in high quality professional development training were found to improve dramatically. Proper training of teachers for the implementation of SBCPTD training programmes was one way to ensure high quality of teachers in regular schools. Naker and Sekitoleko (2009) also support and stress that for training programmes to be successfully implemented; resources should be available for teachers during training as well as after training.

Accordingly, the findings of the study indicated that teachers should be well trained and should recognise value in the training they receive. Teachers should be able to understand the subject matter, know how to implement SBCPTD programmes effectively, and be able to work and help learners' learn. The findings concurred with literature that as far as SBCPTD programmes were concerned, especially the subject advisory section of the Education Department, teachers should be adequately trained and well informed about implementing SBCPTD activities (DoE, 2008). From the

literature reviewed, it was indicative that training was essential for high school teachers to effectively implement SBCPTD programmes (Moon & Dladla, 2002).

However, the findings of the study established that through the SBCPTD programmes, untrained teachers were equipped with knowledge and skills through its implementation in selected schools. The findings concurred with literature that it is not simply enough to tell teachers to perform their duties without empowering them with skills and knowledge (Joyce & Showers, as cited in Ward, 2007; Peters & March, as cited in Ward, 2007). There are indications that no matter how good and effective teachers were in implementing SBCPTD programme, it was better if they were properly trained on how to implement SBCPTD programmes with the necessary guidelines.

Similarly, Naker and Sekitoleko (2009) claimed that for training programmes to be successfully implemented, it necessarily follows that resources should be provided in the course of training exercise. Thus, lack of training for teachers could have a negative effect on the implementation of SBCPTD programmes in schools. The study noted that if only teachers were trained to implement SBCPTD programmes through active learning, they could enjoy and understand the activities even better. The significant of training would enable teachers to facilitate their teaching and learning effectively, thus leading to improved learner performance and classroom practice. Training empowers teachers with knowledge, skills and attitudes which foster improved teaching and learning in schools through participation of all stakeholders. As a result, training was relevant to this study.

The findings of the study confirmed what was found in literature that the sustainability of any school programme could be a challenge due to some factors such as time, funds, resources and trained staff members (principals, HoDs and SMTs) could negatively affect the implementation of the programmes (The Michigan Department of Education, 2010). Thus, the consensus of findings with literature suggested that the problem of lack of time and insufficient resource materials were challenges experienced by selected schools in the study.

Although time is an essential component for teaching and learning to occur, there is never enough time in the school day (or year) for teachers to do all of the normal academic year plans (Supovitz & Turner, 2000). The findings of the study indicated that involvement in SBCPTD programmes was a huge commitment on both teachers and SMTs. Nonetheless, data revealed that teachers wanted to keep on improving because they could, on their own, organise their collaborative activities. Therefore, it required extended time to implement changes in classroom practice and classroom culture. However, by making professional development efforts align, and by including job-embedded time, improvement became possible (Supovitz & Turner, 2000).

The study found that SBCPTD programmes were not conducted at convenient times; the time spent on the training was inadequate even though the content of their training was decided upon by the teachers. This clearly supported the notion that teachers participated in the decision-making of issues related to time allocated for their development programmes; partaking in the decision-making would ensure that they chose convenient times for their development activities. The content of the training would be according to what teachers needed. This idea was also outlined by the relationship between the choice of topics done during the SBCPTD programmes, duration of the programmes, and the fact that it was the duty of teachers to identify the areas they needed to grow professionally.

Data indicates that the teachers and the SMTs only engaged in training for a short period of time to discuss issues of concern. It has also been revealed in the finding of the study that in some cases, teachers used few hours after school for collegial learning and planning. Teacher development activities that were in the form of brief meetings held before, during or after the school day were insufficient for the collegial learning and planning activities. Similar findings were reported by Sparks (1994) that international teachers in countries like China, Japan and Germany spend more hours in school, but they spend less time actually instructing learners. Sparks (1994) asserts that providing time for teacher development poses a barrier to teachers' development because of the uncertainty of what to do with learners while teachers are away from

their classrooms. This is not surprising as time for consultation, observing colleagues or engaging in SBCPTD professional activities was not incorporated in the school schedule. This is in contrast to what was observed in reviewed literature whereby in countries like China, Japan and Germany, time for interaction was integrated into the school day (Ismat, 1996). In each teacher's school day, therefore, there is a set-aside time which is used for collegial collaboration and other professional work.

Despite the setback and challenges experienced in the selected schools, the findings of the study revealed that there is evidence of pockets of good practice. The SMTs were able to train and empower their colleagues in spite of not having formal training on SBCPD programmes at the school. They facilitated and conducted SBCPTD programmes for the progress and development of all members of the school community. SMTs exhibit their leadership position, and through experience, facilitated and supervised the implementation of SBCPTD training programmes for teacher development. Another pocket of good that was depicted through time management by SMTs was that teachers were assisted, regardless of time or place.

5.7 Support and Monitoring mechanisms for SBCPTD programmes

5.7.1 Support mechanisms for SBCPTD programmes

The most important factor which seems to make a significant difference in the effective implementation of the SBCPTD programmes is the monitoring and support mechanisms put in place to ensure implementation of the activities of the programmes. According to Ervin and Schaughency (as cited in Feuerborn & Tyre, 2012), adoption of any programme initiative requires the support and active participation of stakeholders within the school system to restructure current school-wide practices. Seemingly, SBCPTD programmes for teachers need to have a monitoring and support component in their design to ensure that teachers are putting into practice what they learnt from the programmes.

At school level, the study found that principals and Heads of Departments (SMTs) play a significant role in supervising and supporting the implementation of SBCPTD programmes through what teachers learn at SBCPTD training. The study found that there was some degree of support provided for the implementation of SBCPTD programmes in the selected high schools. The study established that principals supported teachers in their professional development through class visits; conducted lesson observations, provided teaching and learning resources where possible and also motivated and encouraged their fellow teachers. It emerged also from the study that principals supported teachers by initiating and organising mini-workshops at the school level and also by involving the district office/subject adviser when the need arose.

According to Gagnon and Leone (2001), administrative support is paramount for successful programmes, and evidence suggests that support should be visible, predictable and continuous. This view is supported by the findings of the current study which have shown the important role played by SMTs in supporting the implementation of SBCPTD programmes at the schools. The study further revealed that the SMTs supported teachers through one-on-one discussion. Teachers were given a chance to sit down with their subject advisers, and time was created for teachers to work on the issues raised. The findings of the study are in accordance with the observation by Ervin and Schaughency (as cited in Feuerborn & Tyre, 2012) who stress that the key component to achieving support and active participation in the implementation process is to ensure that school leaders have the knowledge and skills necessary for the full implementation of the school-wide innovation. Thus, if teachers are supported in the implementation of SBCPTD programmes, they would have the capacity to effectively apply the training into their day-to-day activities in schools.

Similarly, the findings are consistent with views by Rogan and Grayson's (2003) theory on curriculum implementation which emphasizes the need for external support in the implementation of a programme. The external support comes in the form of subject advisers/curriculum officials from the district office. However, the study noted that the support provided by the principals were minimal and inadequate. This is because principals and SMTs also have their own classes to teach; heavy workloads such as

administrative duties also constrained them from supporting teachers to the best of their ability. Insufficient time management posed a challenge for principals in discharging their duty of supporting teachers through SBCPTD programmes.

At the district level, the study established that the district officials' neither support nor monitor SBCPTD programmes at the school level because they are unaware of such programmes taking place at the school level. However, the study found that the support mechanisms provided by the district officials were in the form of training/workshops; funds; resource materials; school visits; provision of information to enlighten teachers about the new developments concerning schools activities and other emerging issues that have a bearing on school programmes. They also provided policies which guided schools on the smooth running of the school academic year, although these support strategies were not for SBCPTD programme but for purposes of sustainability.

The findings of the study deviated from the observation by the Department of Education (2008) that capacities to respond to diversity rely heavily on supporting all activities in schools, including SBCPTD programmes. This implies that without support, it could be that the implementation of what teachers learnt at SBCPTD programmes is being compromised. Guskey's (1986) theory also supports the need for supporting teachers during the development process, especially when trying out what they learnt at SBCPTD training into their classroom settings. Guskey (1986) advocated that SBCPTD programme organizers and facilitators need to recognize that change is a gradual and complex process for teachers as it sometimes brings in uncertainties. Thus, close collaboration between program developers and teachers can greatly facilitate this process and help reduce teachers' challenges.

5.7.2 Monitoring mechanism for implementing SBCPTD programmes

Monitoring is a more immediate and continuous process meant to keep things on track and ensuring that the right inputs are included for successful implementation of a programme (UNICEF, 2009). According to the Department of Basic Education (2010),

monitoring is the regular collection and analysis of information relating to a programme or intervention. Progress is usually monitored in relation to goals, objectives and activities of the programme or intervention. The purpose of monitoring is to track the progress of activities during implementation and be on guard for shortfalls and deviations to take early corrective action. The process of monitoring must lend itself to making a comparison between the actual achievement and the targets. Differences between the target and the achievement are used as feedback to modify the policy (Shrestha, Koirala, Bajracharya, Shrestha, Dhakal, Subedi, & Basnet, 2004).

Regarding the monitoring of SBCPTD programmes in the schools, the study found that there were some levels of monitoring conducted during the implementation of SBCPTD programmes by principals and SMTs. The study found that monitoring was done through class visits and observation. It emerged from the study that school principals and SMTs monitored teachers to see if they were able to apply what they learnt from the SBCPTD training programmes into their classroom practice. The findings are consistent with the view by Hellinger (2002) that monitoring involves principals looking at teachers' weekly plans and learning objectives, and at the plans teachers are working towards.

However, it was found in this study that there was no monitoring of SBCPTD programmes in some selected school in this study. This was as a result of unavailability of monitoring systems to guide the implementation process. This simply means that the SBCPTD programmes were not given the necessary attention which they deserved by the SMTs tasked with the responsibility of making sure that the SBCPTD programmes is fully implemented. According to literature, it is the direct responsibility of the principals, Heads of Departments and the district officials to support and monitor the implementation of SBCPTD programme (DoE, 2007, 2008). The district/local office has the overall responsibility of advocating, training and proper implementation of SBCPTD programmes (DoE, 2003). According to the Teacher Development Summit (2009), monitoring procedures in relation to teachers' professional development are weak in the great majority of the schools. Monitoring activities rarely extend to verifying that newly acquired skills, and knowledge from SBCPTD is applied successfully in classroom settings. Similarly, Davies (2009) stated

that evaluation strategies for assessing the effect of professional development activities are generally weak.

At the district level, it emerged from the findings of the study that there was no monitoring carried out on the implementation of SBCPTD programmes at the school level. The study found that there was some monitoring carried out by the district officials/subject advisers/curriculum officials through schools visitations and rendering advice to teachers who encountered difficulty on how to implement the new curriculum as well as the subject content. In addition, it emerged from the findings of the study that district officials conducted workshops and convened information on regularly basis to teachers. However, the study found that the monitoring was not on SBCPTD programmes.

Monitoring the implementation of SBCPTD programme ensures that the challenges encountered by teachers are properly dealt with together with the implementers. In addition, the results of the study revealed that SBCPTD programmes organizers should put in place monitoring mechanisms for the implementation of what teachers learned at SBCPTD programmes because without monitoring and support, teachers find it difficult to try out new things in their classrooms. This could be the reason teachers partly attributed their lack of implementation of what they learned from SBCPTD programmes to the lack of monitoring. The findings are consistent with the revelation of reviewed literature that SBCPTD programme organisers needed to provide continued follow-up, support and monitor for teachers to put into practice what they learn from SBCPTD programmes (Guskey, 2002) This, therefore, implied that the support and monitoring allowed teachers to cope with occasional setbacks.

Although Maslow's theory of motivation indicated that to supervise intrinsically motivated individual or teacher is effortless (Everard, Morris & Wilson 2004), the findings of this study revealed that teachers need professional support and monitoring to keep them abreast with new developments.

5.8 Structure at the school level for the implementation of SBCPTD programmes

Regarding the structure at the school level for the implementation of SBCPTD programmes, the study found that there was no structure put in place for the implementation of SBCPTD programmes. Evidence of strategic planning specifically for SBCPTD programmes, which is a process of setting goals, setting criteria for measuring these goals, planning to achieve the goal set and ensuring that the process are evaluated in an on-going way seemingly did not emerge. However, the study found that despite lack of planning, specifically for SBCPTD, opportunities for development of teachers were created at schools.

The study found that due to lack of structures, SBCPTD programmes took place unsystematically without any planning. The finding of the study is inconsistent with the view of Guskey (2009) that professional development is planned haphazardly, stating that school principals tended to rush through the planning process. This is also acknowledged by Young and King (2002) who advances that instructional quality can be enhanced when principals create structures within the schools to promote teacher learning. The study also found out that due to lack of structures, there appeared to be inconsistency in planning and process of implementation of SBCPTD programmes.

Hence, structures need to be set up in schools through which teachers could express their views, ideals and also have some influence on school policies and guide them in providing relevant SBCPTD programmes for their teachers. The study noted that all teachers in the selected study were qualified and on permanent appointment. Thus, effective structures for SBCPTD programme should be well implemented in a manner that reflects good practices.

5.8.1 Structures at the district level for SBCPTD programmes

The study found that there were structures at the district level that catered for teachers' development. However, the study found that these structures were not specifically for

SBCPTD programmes. Nevertheless, these structures were there for teachers. It was also established that the structures available at the district level were IQMS, office-based subject advisers' section, field workers, curriculum section, and transportation departments, and all these structures were there for teachers to harness, and also to assist and support teachers in their professional development. The district officials also organised workshops/training programmes for teachers and provided resource materials to teachers. The subject advisers visited schools to check up on the subject teachers and where there was a gap, they intervened. This study revealed that the structures were beneficial in the sense that they did improve classroom practice through visits to schools by subject advisers.

To ensure quality school-based continuous teacher development that will culminate in quality teaching and learning, according to international evidence, teachers should be integrally involved and reflecting on their own practice. This requires a strong school-based component, well-coordinated activities and above all, a provision of sustained leadership and support (DoE, 2007). Teacher Professional development should not be taken as an event that occurred on a particular day of the school year; over a one-two-week school holiday or a half-day workshop. Rather, it should become part of the teacher's daily routine. Teachers, administrators and other school system employees needed time to work in teams, conduct action research, participate in seminars, mentor/coach one another, plan lessons together and meet for other purposes (du Plessis et al., 2007).

5.9 Summary

This chapter discussed the findings of the study based on the implementation of SBCPTD programmes in high schools in the Fort Beaufort Education District. It discussed findings pertaining to the organisation of SBCPTD programmes in the district, types and methods of SBCPTD programmes, support and monitoring mechanisms for SBCPTD implementation and the structures available both at school and district level for proper implementation of SBCPTD programmes in the district. Having discussed the findings of the study, the succeeding chapter gives a summary of the study, major conclusions and suggests recommendations prompted by the findings

of the study. The chapter also proposes a framework that could be adopted for effective implementation of school based continue professional teacher development (SBCPTD) programmes.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents a summary of major findings from the study, taking into consideration the study research objectives and questions. This chapter also discusses the relevance of the theories that guided the study and conclusions based on the findings from the study. Finally, an alternative framework for implementing SBCPTD programmes in schools is proposed. The chapter concludes with recommendations for further study.

6.2 Summary of research findings

The purpose of the study was to examine the implementation of School Based Continuing Professional Teacher Development programmes for high school teachers in Fort Beaufort Education District. The thrust of the study within this purpose was to examine the implementation of SBCPTD programmes and also to identify the pockets of good practice that enriched the implementation of SBCPTD programmes in selected high schools in the Education District.

6.2.1 The concept of School Based Continuing Professional Teacher Development programmes

One finding of the study was that most of the respondents understood the term “SBCPTD programmes” and its importance to their professional development; except for a few respondents who had a limited understanding of the concept.

6.2.2 Implementation of SBCPTD programmes in high schools

6.2.2.1 Organisation of SBCPTD programmes

The study established that SBCPTD programmes do take place at the schools. The study revealed that SBCPTD programmes also take place at cluster levels where teachers from one to three or four schools come together to share and improve their professional growth. Findings from the study revealed that SBCPTD programmes expose teachers to both formal and informal development programmes. Regarding the education district officials, it was found that they were not aware of SBCPTD programmes being held in schools. The district officials acknowledge that teachers' professional growth is an on-going process within the education context. However, the findings of the study revealed that the implementation of SBCPTD programmes held at the school portrays pockets of good practice at schools as teachers enthusiastically participated in the programmes. The study noted that teachers' participation and involvement brought positive changes to their teaching and learning practice. Since SBCPTD programmes are understood as developmental programmes, this gave teachers opportunities for positive change and also optimising the effectiveness of the system.

6.2.2.2 Organisers of SBCPTD programmes

On the organisers of SBCPTD programmes, the study established that SMTs (principals and heads of departments) were the main organisers and facilitators of SBCPTD programmes at the schools. The study also notes that teachers participated in implementation of SBCPTD programmes. However, from the quantitative data, the study found that district officials organise as well as facilitate workshops to develop teachers. Nevertheless, the practice of conducting SBCPTD at the school and organising workshops at the district to assist and develop teachers in their quest for better teaching and learning activities shows that both the SMTs and the district officials were committed and dedicated in bringing about changes to teachers practices. This is an indication that the SMTs and district officials took teachers' professional development seriously.

6.2.2.3 Efficiency of Facilitators in Conducting SBCPTD Programmes

The study established that facilitators (SMTs) of SBCPTD programmes were very efficient in implementing programmes at the schools. Professional experiences and qualifications of SBCPTD programme facilitators in this study basically referred to the expertise of the facilitators and their accompanying qualities, including the qualifications that make them deliver an effective SBCPTD. Professionally, SMTs are qualified high school teachers who ascend to the position through promotion based on satisfactory achievements and experience as principals, Heads of Departments and senior teachers respectively. The study established that teachers were satisfied with how the programmes were conducted and found facilitators (SMTs) capable of conducting teacher development programmes.

Facilitators' efficiency was affirmed through learners' positive attitudes towards their learning which translated into improvement in learners' performances. Teachers also showed positive improvement in mastery of their subject content and pedagogy skills.

6.2.2.4 Focus of SBCPTD programmes

With regards to school based CPTD programmes, the study noted that much of the focus was on subject content due to the new curriculum followed by orientation to new curriculum; methods of teaching; and teaching / learning resources. The study further noted that these were teachers' own areas of priorities on which SBCPTD programmes prominently focused on. The study found this to be contrary to what most CPTD programmes in the district focused on. In view of the revelations on the subject content as the main focus of SBCPTD programmes, it ensued that the SBCPTD programmes reflects the need of teachers and assisted them in ownership of the SBCPTD programmes, thereby guaranteeing its translation into positive practice at classroom level.

The study established that the focus on subject content was very effective because teachers were empowered in mastery of the content knowledge and pedagogical skills

in solving the problems they encountered in their teaching and learning areas in school. The findings also revealed that the focus of subject content was effective because it gave teachers the opportunity for ownership of their SBCPTD programmes. The findings of the study indicated that there was evidence of pockets of good practices in the implementation process. The good practices included focusing on what was related to teachers' day-to-day activities thus allowing teachers to take charge of their learning priorities.

6.2.3 Types of SBCPTD Programmes

The study established that various types of SBCPTD Programmes were implemented in schools. These include mentoring, coaching, peer review and community of practice, amongst others. The study found that mentoring, peer review and communities of practice were predominantly used in the implementation of SBCPTD programmes in schools. It was established that mentoring was used to assist inexperienced teachers in their teaching and learning activities. Mentoring was found to be effective because the experienced teachers mentor novice teachers into the profession by: gaining and using appropriate skills and knowledge; conveying messages about the social and cultural norms within the school; and induction of new members of staff. The findings of the study indicated that school teachers regularly reviewed their work through peer reviews. It was further established that mentoring and peer reviews were effective through the willingness of teachers to learn and accept to be mentored and reviewed by their peers.

The study revealed that communities of practice allowed teachers to learn from and with their colleagues within their schools. Teachers received exposure to a common class of problems, common pursuit of solutions and by, themselves, embodied a store of knowledge engaged in a shared repertoire within the school context. In addition, there was integration of schools in professional growth through clusters, hence formulation of communities of practice.

The findings of the study also indicated that during the implementation process of SBCPTD programmes, there were pockets of good practices in the implementation process with teachers constantly learning from each other through various channels. Moreover, different types of SBCPTD programmes such as mentoring, peer review, group discussion, and communities of practice were integrated. The use of different types of SBCPTD programmes in the process of implementation in schools was quite effective because all members of staff were involved and played a vital role in assisting and encouraging one another in the quest for development. The strategy made it easy for both skilled and unskilled teachers to learn from one another towards achieving the expected goals. This is an indicator of a pocket of good practice in the implementation of SBCPTD programmes.

6.2.4 Training of SMTs and teachers

The study established that teachers had attended workshops and staff development courses but were not trained specifically to implement SBCPTD programme at the school levels. The study also revealed that SMTs took the initiative to organise and implement SBCPTD programmes for teachers without any formal training on SBCPTD programmes. They were able to organise SBCPTD programmes based on their capabilities. Teachers were exposed to different forms of activities at the school through staff meetings, class visitations, observations and discussions. The SBCPTD training strategy initiated by the SMTs, therefore, was effective because unskilled teachers were equipped and empowered with knowledge and skills.

6.2.5 Methods Used to Deliver SBCPTD Programmes

Under this-sub heading, the study was interested in the methods that the SBCPTD programmes facilitators (SMTs) used in imparting knowledge and skills to the teachers during the SBCPTD training. Under these methods, the study revealed that demonstrations, group discussions, and observations were mostly used to strengthen teachers' skills in their classroom practices. Other methods included discussions, visitations and workshops. Most of these methods are interactive methods and encouraged a higher level of participation from teachers in the course of learning.

Participatory learning facilitates the acquisition of knowledge and skills thereby enhancing the achievement of SBCPTD programmes' goals and objectives. However, the effective use of methods also depends on the availability of material resources. It was reported that materials are usually available at SBCPTD training. Further, it was also noted that there was much variety in the use of the methods during SBCPTD training and that teachers applauded the use of methods that are practical in real classroom situations. It was noted that SMTs supervised and coordinated the use of these methods during the implementation process which made it easy for teachers to apply these methods within the classroom context.

It was also revealed that the adoption of different SBCPTD methods had really developed teachers' confidence in their teaching skills and has reflected positively on learners' performance at school. The findings of the study revealed that there were pockets of good practices in the implementation process. The good practices encompassed the applicability and suitability of the different methods in the classroom practice. This helped both teachers and learners to be active producers of knowledge and allowed them to reflect on their own learning experiences positively.

6.2.6 Support and Monitoring Mechanisms

Monitoring and support mechanisms are very crucial to the success of any SBCPTD programmes. The study revealed that not much attention was given to monitoring and support mechanisms for the implementation of SBCPTD programme organizers and facilitators. This was due to lack of a policy framework to guide the implementation programmes, transportation challenges, distances between schools and district offices, and insufficient personnel.

However, it was also established by the study that there were some forms of monitoring and support rendered for the implementation of SBCPTD programmes. These included SMTs organising and conducting SBCPTD training at the schools as a form of support and assistance, conducting staff meetings and staff development courses; liaising with the district offices for workshops when the need arose. In

addition, the SMTs facilitated the visit to classrooms, observed teachers and gave feedback where necessary especially in areas that needed improvement. Support was through: improvised resource materials, engaging in one-on-one discussions/meetings with teachers and also creating space for learning among and between teachers in the schools.

The study established that the district officials neither supported nor monitored SBCPTD programmes at the school level because they were unaware of such programmes taking place at the school level. However, the study revealed that they supported and monitored schools, generally, through the district subject advisers who visit schools to supervise and advise teachers who might be having problems with the subject matter. The district officials supported teachers through training programmes such as workshops, provides messages/information, funds, and resource materials. This support, however, was reported to be inadequate.

According to the study, most of the respondents felt that there was not enough training to begin with, and that the training organised by the Department was not effective. Teachers also felt that the number of visits is not adequate to sustain the teachers' morale in the teaching profession. However, the District officials indicated that they had transportation problems and insufficient personnel, which hindered them from discharging their duties effectively.

6.2.7 Structure at the School Level

The study found that there was structure put in place for the implementation of SBCPTD programmes at the school level. However, the study found that despite the structure, planning specifically for SBCPTD programmes was haphazard. On the other hand, the study found that there are structures at the district level that cater for teachers' development. However, the study found that these structures were not specifically for SBCPTD programmes. Nevertheless, these structures at district level were there for teachers to make use of for their professional development.

6.3 Implications for Theory

The study was guided by Wenger's social learning theory (1999), Speck's adult learning theory (1996) and Kennedy's models of CPTD (2005).

6.3.1 Wenger's Social Learning Theory

The findings of the study support the three theoretical frameworks which informed this study. The study used Wenger's Social Learning Theory which focuses on learning as a form of active and social participation. The theory is based on the premise that learning is situated in a social contexts that cuts across the individual and other persons, thus communities of practice develop around things that matter to people. The theory was relevant to the study since it enabled the researcher to comprehend how schools implemented SBCPTD programmes based on the understanding that learning should form an integral part of people's daily activities or peoples' social activities by participating in a social organisation and forming communities of practice. Thus, the organisation of SBCPTD programmes at the schools takes into account teachers' professional development in terms of developing their teaching skills, knowledge on content and pedagogy.

The social learning theory involves a process of engagement in a community of practice, engagement in a collective learning and in a shared domain of human endeavour. The goals of communities of practice are about giving teachers a sense of belonging, joint enterprise and identity which are to be formed around some particular area of knowledge and activity. Hence, it was found in the study that teachers engage in SBCPTD programmes conducted in schools to assist them in developing their knowledge and skills. The relevance of the theory lies in its ability to show how interactions between staff members who are the immediate communities of practice are able to impart knowledge and skills in the implementation of SBCPTD programmes in high schools. It was demonstrated in the study that the organisation of SBCPTD programmes in schools has basically helped in improving teaching and learning practice. Such improvement was in the form of: using different teaching methods, thus focusing specifically on the needs of teachers by initiating training for unskilled and

novice teachers. It can, therefore, be said that SBCPTD programmes has positively improved both teachers' teaching and learners' learning.

There is evidence that the social learning theory advocated by Wenger's was quite applicable to the study. Examples are *Engagement*, which involves doing things together, helping a colleague with a problem or participating in a meeting and engagement with each other and with the world. *Imagination*: This involves the way teachers create images of themselves, of their communities and of the world, to orient, reflect and explore possibilities available to them. *Alignment*: This refers to a mutual process of coordinating perspectives, interpretations and actions so that higher goals are realised. Accordingly, the learning and experiences that the teachers were exposed to, as they applied SBCPTD programmes' teachings, may be transferred to their classrooms practice; and this enhances improvement in learners' performance as well as teachers' professional development in schools.

The significance of communities of practice is that they are formed everywhere, and people are generally involved in them, be it formally and informally, at work, school, or community. The findings revealed that in pursuing their interest, teachers engaged in joint activities and discussions, helped each other and shared information. As members in a community of practice need to interact and learn together, on a daily basis, this study confirmed their commitment, membership and shared domain of interest. According to the study, they demonstrated their being practitioners and developed a shared repertoire of resources: their experience, ways of addressing problems and challenges in short - a shared practice. This study reveals that the collaborative activity in the studied area is in line with Wenger's theory of practice as it qualified as a community of practice that it must show evidence of a shared domain, engagement of joint activities and discussions and development of a shared repertoire of resources.

The findings of the study also revealed the relevance of leadership in maintaining a spirit of learning and "pushing" the community's development. Ensuring leadership attaches importance to the SBCPTD activity and also creates good conditions for the

programme to flourish, and this was manifested in the findings of the study. The significance of the theory was manifested in the findings of the study through collaboration. In collaboration, schools teachers are actively engaged in complementing and developing each other's knowledge and skills, which provides ample opportunities for teachers to work together and learn from each other, and these were evidenced in the findings of the study.

In light of the discussion above, the social learning theory was used as a framework in this study because it allowed the incorporation of several key role players in the implementation of SBCPTD programmes in high schools. Such role players were principals, Heads of Departments, teachers, SMTs and as well as district officials (subject advisors) who acted as a core structure of all the implementation programmes and played a major role in facilitating and coordinating the implementation of SBCPTD programmes in schools. This study explored how this is taking place in the schools. The theory supports people working together for a common goal, offering opportunities for collaboration with colleagues, and also exploring the ways in which members can transform the education system.

6.3.2 Speck's Adult Learning Theory

The study was also guided by Speck's adult learning theory which was based on the premise that adult learners need to see that their professional development learning and day-to-day activities are related and relevant. Hence, Speck warns professional development providers to be mindful of adult learning when designing programmes for teachers and urges them to use a checklist as both a guide and evaluation when formulating professional development activities. This was due to CPTD programmes which have frequently been criticized on the assumption that the activities are disconnected from one another and thus do not form part of a coherent programme of teacher learning and development.

Speck's checklist reveals that the implementation of SBCPTD programmes is the area of study, which is in line with the theory of adult learning. It was confirmed in the study

that most of Speck's checklist points were considered by the facilitators (SMTs) of SBCPTD. The checklists were taken into consideration in designing and implementing SBCPTD programmes for teachers, resulting in positive teacher change. Speck's adult learning theory is also complemented by Kolb's cycle of learning. Kolb advocates for the need to plan for different stages and styles of learning and to make sure that there are connections between them. This learning cycle emphasises concrete experience, reflective observation, abstract conceptualisation, active experimentation and time to reflect and discuss the concrete experience. Speck's checklist assisted the researcher in the study of implementation of SBCPTD programmes for high school teachers.

Speck's adult learning theory is also complemented by Knowles's Andragogy which emphasises that adults are self-directed, have a wealth of experience and are internally motivated to learn subject matter that are applicable to their classroom practice and which are closely related to the developmental tasks of their social role. This implies that they are autonomous and self-directed and they are actively involved in the learning process, which is very significant to their development. The relevance of the theory was exhibited in the findings of the study where teachers are actively involved in the implementation of SBCPTD programmes as well as their facilitators in showing their leadership responsibilities. The involvement of teachers and SMTs as facilitators enhanced the teachers' self-directedness and autonomy which resulted in effective implementation of SBCPTD programmes. The study also revealed that teachers' self-directedness and autonomy was developed through the implementation of their own development at the schools using methods that they could use immediately in the teaching practice.

Speck's adult learning theory is also complemented by Cross' model (CAL) which emphasises that for adult learners, their personal characteristics come into play in the process of learning. This personal characteristic represents the factors that are able to support or hinder the implementation of new practices in the school, such as the willingness to learn, background, and the kind of strengths and constraints that adult learners might bring to the learning situation. It was evident in the study that teachers were willing and ready to learn and be developed in their professional development. The findings of the study indicated that the use of these theories contributed to

effective implementation of SBCPTD programmes in selected schools. Finally, the use of the adult learning theory in this study demonstrated the realities that exist in individual adult learner as well as different institutions of learning. It offers a number of paths taken in the implementation process.

6.3.3 Kennedy's Models of CPTD

Kennedy's framework for analyzing CPTD includes the use of transmissive, transitional and transformative models. According to Kennedy's transmissive model, CPTD is conducted by an external expert, focusing mainly on imparting skills to the teachers and using the cascade model of implementation. In the transitional model, teachers work together to support each other's professional growth through peer coaching and mentoring, and through the exchange of professional ideas and shared problem solving. The transformative model involves teachers' evaluating their own performance. It aims at meeting the needs and expectations of the teachers as the activities are practical; occur continuously; and give teachers the opportunity for professional development and growth.

According to Kennedy's the CPTD transitional models have the capacity to support either a transmissive agenda or a transformative one. Peer coaching, mentoring and communities of practice are models that fit under this category and are supposed to be mostly handled at school by the support systems established by the SMTs and the departmental officials. On the basis of the findings, the study has exposed the teachers to both informal and formal professional teacher development. According to Maistry, the challenge for CPTD programmes is to create a context in which teachers and other stakeholders interact in ways that help them to overcome barriers to on-going professional development.

The theory was useful because there was evidence of the applicability of the theory in the findings of the present study. The findings indicated that teachers were exposed to SBCPTD activities both at the schools and district office through workshops and training courses conducted by experts. In this case, as suggested by the theory, the development which teachers were exposed to through the workshops determined

aspects of the professional growth, and their learning, in turn, was modified by their involvement in the programmes.

The findings also indicated that SBCPTD programmes are not planned and are continuously conducted. Teachers learn best when they are actively involved like in the case of communities of practice and teacher networks. The study found that in most cases, teachers were involved in decision-making concerning their development in the schools. SMTs and teachers worked together in identifying teachers' needs areas and worked to improve on such areas.

The study found that teachers enjoy working together as groups as it happens in the case of SBCPTD programmes. According to Edwards the most effective efforts for change to take place: are close to the action, teacher specific, classroom assistance, and having regular meetings that focus on practical problems. This also applies to SBCPTD programmes which, although occurring in between the normal working environment, comply with the needs of the school as an organisation, including the needs and expectations of the teacher as individuals.

It was noted that almost all the three models, as identified by Kennedy, i.e. transmissive, transitional and transformative models are being used in high schools in the Fort Beaufort Education District. The study noted the use of the transmissive model of implementation where the cascade model of training was used in the orientation to the new curriculum as well as in some SBCPTD programmes organised by SMTs.

The use of the transitional model in CPTD programmes in this study was noted and was conducted at cluster level where teachers from three or four schools came together for professional growth. These cluster-based workshops were mainly initiated by district officials and facilitated by subject experts, school principal or/and key leader. It was learnt that one of the main reasons for conducting the cluster based CPTD programmes was to support teachers in the implementation of the new curriculum.

This was after observing that despite teachers' attendance at the orientations to the new curriculum; they still faced difficulties in implementing the curriculum. This is in line with Kennedy's argument that within transitional models, a CPTD has the capacity to support either a transmissive agenda or a transformative agenda; in this case, a government agenda of orienting teachers on the new curriculum. In the cluster workshops, teachers shared experiences on the problems they were facing in the implementation of the new curriculum. They discussed the experiences, shared ideas and provided way forward for their professional development.

From the findings of the study on the cluster-based workshops that incorporated the transitional model, it appears their use can greatly improve teachers' professionalism in terms of classroom practice. Teachers from the schools exposed to such training reported better classroom practice after attending such workshops. The findings of the study revealed the significance of the theory when it emerged from the study that teachers from within and neighbouring schools were exposed to communities of practice through the transitional model of CPTD.

Lastly, the use of the transformative model such as the SBCPTD programmes was noted in selected schools initiated by schools themselves through the SMTs and teachers. The study learnt that the teachers that participated in the SBCPTD programmes were transformed, and their classroom practice improved as they became reflective practitioners. This was reflected in the better performance of learners, as indicated in the findings of study. It was noted by the current study that teachers appeared to have derived much satisfaction from participating in SBCPTD activities, and their classroom practice has improved significantly which could, in turn, translate to improvements in learners' performance.

This confirms Guskey's theory teacher changes that significant change in teachers' attitudes and beliefs occur primarily after they gain evidence of improvements in student-learning. This means that it is not only the professional development *per se* that changes teachers' attitudes and beliefs but the experiences of successful implementation of the SBCPTD programme. Guskey argues that the idea of school

based professional development for teachers is that educational problems and issues are best identified and investigated where the action is, that is, at the classrooms-school level. Guskey further asserts that by integrating such activities into the classroom settings and engaging teachers at the school level, findings could be applied immediately and problems resolved swiftly.

The relevance of the theory was exhibited in the findings of the study where from the transmissive, through transitional to transformative models of CPTD implementation, an increasing capacity for teacher autonomy and independence was noted. This makes the transformative models more powerful than the other models in changing teachers and improving their professionalism. Burbank and Kauchak noted the same when they write that transformative and transitional models such as communities of practice have much potential in empowering and liberating teachers as well as developing them into reflective practitioners.

6.4 Pockets of Good Practices

As indicated in the background of the study, the crux of this study was to unveil pockets of good practices that enhanced the implementation of SBCPTD programmes in high schools. From the findings of the study, it was established that during the implementation of SBCPTD programmes, some challenges were encountered, which included lack of policy guideline/framework to guide the proper implementation of SBCPTD process, no training received by teachers, heavy workloads, and no timeframe and duration for the implementation of SBCPTD programmes. Support and monitoring strategies were, basically, lacking. Despite the cited challenges, the study revealed that there was evidence of pockets of good practices in the implementation of SBCPTD programmes.

Pertaining to the organisation of SBCPTD programmes, the study found that hindrance that impeded the implementation process was limited understanding of the concept of SBCPTD. However, the study found that there were pockets of good practices as most high schools in the selected study implement SBCPTD programmes for the

professional development of teachers. Through SBCPTD, sharing of experience and collaboration amongst teachers was encouraged. Continuous learning and development within the school context are evidence of good practices in the organisation of SBCPTD programmes.

As for organisers of SBCPTD programmes at the schools, the study found the process was hindered by principals' workloads and insufficient time for SMTs to effectively facilitate the programmes. There was no policy guideline or procedure. However, it was found that in spite of the indicated challenges, there were some pockets of good practices in the implementation of SBCPTD programmes which incorporated principals and SMTs availing their time, energy and expertise to organise and conduct SBCPTD programme for the improvement of teachers' classroom practice. SMTs, within their capabilities, created opportunities for teachers' development through SBCPTD programmes in schools.

Regarding training of received by teachers, principals and SMTs to properly implement SBCPTD programmes, it emerged from the study that the principals, SMTs and teachers were not trained on how to implement SBCPTD programmes. They were not equipped with the necessary tools. Despite the challenges, SMTs still managed to assist and impart knowledge and skills to their co-teachers through SBCPTD training programmes. Teachers, on their part, willingly and confidently allowed themselves to be helped and assisted by their SMTs, regardless of training. This is evidence of a pocket of good practice by selected schools in the implementation of the training strategy of SBCPTD programmes.

Pertaining to monitoring and support, the findings of the study revealed that there was lack of support and monitoring from some of the school principals and SMTs. It was also found that Education District Officials did not monitor or support SBCPTD programmes because of their lack of awareness. However, it came out from the findings of the study that some school principals and SMTs support and monitor SBCPTD programmes through class visits, observation, and give feedback to teachers

where necessary. This, therefore, depicts a pocket of good practice in monitoring and supporting implementation SBCPTD programmes.

Hence, the pockets of good practices highlighted are an indication that selected high schools implemented SBCPTD programmes, regardless of the challenges they encountered.

6.5 Conclusion

The study sought to examine the implementation of SBCPTD programmes in selected high schools in the Fort Beaufort Education District. The findings of the study revealed that SBCPTD programmes were mostly conducted in schools. Though there were evidence from literature that the implementation of SBCPTD programmes could be conducted formally and informally to bring about change in teachers practice but in the selected high schools, SBCPTD programmes were mostly conducted informally. In the study, it was established that various types and methods of SBCPTD programmes were implemented to assist teachers in their teaching practice.

The use of various types such as exposing teachers to mentoring, coaching, peer review, and communities of practice contributed positively to teachers' professional development. The study indicated that several methods were used to impact knowledge and skills to teachers during the implementation process towards the improvement of teachers' professional development. It was noted that the use of different methods and strategies such as demonstration, group discussions, observations and workshops gave teachers the opportunity to developed and made informed decisions regarding the methods that best suit their learning and teaching activities.

The study indicated that all the teachers were involved in the implementation process in different capacities and roles. Those in leadership positions (SMTs) organised and supervised the implementation of SBCPTD programmes and also offered advice accordingly, whilst the rest of the members (teachers) actively participated in implementing the strategies. It was shown that the SMTs and district officials, to some

degree, monitored and supported schools. However, the support and monitoring were not on the implementation of SBCPTD programmes in high schools. Nevertheless, providing schools with resources, and initiating and organising workshop training programmes in high schools showed commitment to teachers' development on the part of the district officials.

Similarly, it was found that high schools experienced challenges in the implementation of SBCPTD programmes. These challenges included inadequate time, work overload for school principals, lack of training and expertise, insufficient personnel to initiate training for teachers specifically for SBCPTD, and limited transport service for the Education Officers to adequately support and monitored the implementation of SBCPTD programmes in high schools.

Despite these setbacks, the study revealed some pockets of good practices in the implementation of SBCPTD programmes in selected schools. The good practices encompassed the inclusion of all teachers in the implementation SBCPTD programmes; SMTs took the responsibility to organised SBCPTD training activities using different methods and strategies. Hence, exposing teachers to development activities through mentoring, peer reviews, communities of practice, and group discussions. Further support was initiated by the school principals; they created space for teachers to engage on one-on-one discussions with subject advisers, liaised with district officials in organising workshops for teachers, initiated and liaised with district officials, especially subject advisers, who visited schools, encouraged and motivated teachers to engage in professional development. All these are indicators of pockets of good practices which had emerged from the findings of this study.

6.6 Recommendations

Based on the presented research findings above, the study makes the following recommendations:

- ❖ The Department of Education should make all education stakeholders aware of the implementation of SBCPTD programmes and its importance to teachers' development.
- ❖ Schools and all stakeholders should be consulted in the formulation of policy regarding SBCPTD programmes so that they produce policy that is acceptable to all stakeholders. Involvement of all stakeholders will result in them developing a sense of ownership which would encourage the stakeholders to support the implementation of SBCPTD programmes. Schools should also constantly review the policy so that it is relevant to the prevailing situation.
- ❖ Since different methods were used by the facilitators in SBCPTD training, the facilitators should continue to use those methods. However, during group discussion, caution should be exercised to come up with a manageable number of participants to ensure participation of every member. Again, there should be a variety in terms of the methods used per given SBCPTD training. This is because variety in methods facilitates more active learning as it reduces monotony that leads to boredom on the part of participants. Effort should also be made to use methods that are practical which can effectively be used in classroom situations.
- ❖ The district officials should initiate SBCPTD training programmes for teachers at the school levels since SBCPTD programmes are now part of the teachers' and whole school development programmes. There is necessary for SBCPTD programmes to be effectively implemented so that teachers are developed holistically.
- ❖ There is need for the Department of Education officials to fully and adequately train all teachers on how to implement SBCPTD programmes so that teachers could be assisted immensely.
- ❖ There is need to initiate SBCPTD training programmes for all education stakeholders so that they can understand and appreciate the relevance of SBCPTD for teachers as well as for learners learning. If all stakeholders are empowered with the necessary knowledge and skills, it is hoped that they will be

motivated to actively participate in the implementation of SBCPTD programme, and this will enhance improvement in teaching and learning practice.

- ❖ There is need for the Department of Education through the district office to provide adequate transport to enable the Education Officials/subject advisers to visit schools so that they can supervise and monitor the implementation process of SBCPTD.
- ❖ Since the study found that some subject advisers do not heed teachers' calls on time due to distance and tight schedules, it is recommended that schools should widen the communication-base through modern communication channels. This would facilitate communication between the school and district officials/subject and curriculum advisers and be able to work together with the school to assist the teachers.
- ❖ Schools should intensify the SBCPTD training programmes for teachers to empower them with knowledge and skills for effective teaching and learning activities.
- ❖ Incentives should be provided to teachers who participate in SBCPTD programmes and also to encourage and motivate other teachers to harness the development opportunities offered at the school level.

6.7 The Study's Contribution to New Knowledge

This study examined the implementation of school based continuing professional teacher development (SBCPTD) programmes in selected high schools in the Fort Beaufort Education District, Eastern Cape Province. The researcher identified possible measures which contributed to effective implementation of SBCPTD programmes in high schools. Although the study focused on the SBCPD programmes at the schools, its implications and application goes beyond the school level. Where appropriate, it could be applied to any programme that focuses on teachers' professional development, which included teachers' content knowledge and pedagogical practices. However, guiding policies were not rolled out, but schools still implement SBCPTD programmes, and there is significant improvement in teaching and learning in schools through the engagement in the implementation of SBCPTD programmes by teachers. Hence, the researcher proposes an alternative framework model for implementing SBCPTD programmes in high schools in the Fort Beaufort Education District, Eastern

Cape Province. The new framework is founded on the reviewed literature and the analysis of findings on implementing of SBCPTD programmes in schools. Table 6.1 below shows the new suggested framework.

Table 6-1: suggested framework of SBCPTD implementation

Aspect of SBCPTD implementation <i>(identified from literature)</i>	Aspects of SBCPTD implementation <i>(as used in Fort Beaufort Education District)</i>	Aspects of suggested framework of SBCPTD implementation <i>(as good practices suggested by the researcher)</i>
<p>SBCPTD Organisation</p> <p>SBCPTD programmes must be conducted and organised at the schools. (DoE, 2007).</p> <p>It must be organised at the schools for all teachers.</p> <p>The organisation of SBCPTD programmes in school will help teachers to share their experiences in solving their problems in teaching and learning; enhances teachers' teaching practice in classroom</p>	<p>SBCPTD programmes were organised and conducted in schools.</p> <p>SBCPTD programmes were not properly and formally planned.</p> <p>SBCPTD programmes were mostly conducted informally.</p> <p>There was no document policy to guide the proper organisation of SBCPTD programmes.</p> <p>Teachers including principals, Heads of Departments (SMTS) participated in the implementation process in different capacities and roles.</p>	<p>Organisation of SBCPTD programmes in schools and policy document guiding the implementation programmes are essential in the implementation process.</p> <p>There should be involvement of teachers, principals, HoDs, Education officials such as the subject advisers, curriculum specialists, field workers and other education stakeholders in the implementation of SBCPTD programmes at the schools level.</p> <p>Involvement and participation of all members of the school community and stakeholders IS very essential and should be encouraged.</p> <p>Teachers should take up the</p>

<p>activities (DoE, 2007).</p>		<p>responsibilities of teaching each other through SBCPTD programmes.</p>
<p>SBCPTD organisers/facilitators</p> <p>SBCPTD programmes are the responsibility of SMTs especially the school principals and Heads of Departments (MacNeil, 2004; DoE, 2007).</p> <p>SBCPTD activities, carried out through SMTs, is to encourage innovative teaching, model an array of instructional strategies and help educators expand their ability to implement a variety of</p>	<p>- SMTs (principals, Heads of Departments, and senior teachers' organised and facilitate SBCPTD programme in schools.</p> <p>SMTs organised SBCPTD programmed on basis of their qualifications and skills acquired through years of experience as teachers and as well as their position in the teaching hierarchy.</p> <p>There was no evidence of strategic planning for SBCPTD programmes by SMTs.</p> <p>SMTs were overloaded with work as they were full time teachers with full teaching loads and also performed SBCPTD programmes responsibilities and this limited the implementation process.</p> <p>However, in some selected schools SMTs still managed to organised and facilitate SBCPTD programmes.</p>	<p>- Principals, Heads of Departments (SMTs) senior teachers should be fully involved in facilitating and organising the implementation of SBCPTD programmes.</p> <p>Department of education through district officials/subject advisers, curriculum specialists and others officials should be involved and collaborate in the organization of SBCPTD programmes for teachers at the school.</p> <p>Education stakeholders such as NGOs, private sectors, and the community at large could be involved in the implementation of SBCPTD programmes.</p> <p>Experts such as university lecturers, Research Fellows, curriculum specialists, subject advisers should be employed to assist in facilitating and organising SBCPTD programmes for teachers at the schools.</p> <p>There should be a well-</p>

<p>instructional methods du Plessis et al (2007).</p>		<p>articulated and concise policy document to guide SMTs in the implementation of SBCPTD programmes.</p> <p>The teaching load for SMTs should be reduced to allow them more time to interact with teachers during implementation of SBCPTD programmes.</p>
<p>Focus of SBCPTD programmes</p> <p>To meet the challenges teachers encounter in teaching and learning SBCPTD must focus substantially on learning area or subject knowledge, pedagogical knowledge and other skills in a variety of social/school contexts (DoE, 2005).</p>	<p>Determined by the teachers.</p> <p>- Teachers were part of the designing and planning of the SBCPTD programmes.</p> <p>SMTs focused precisely on teachers' identified needs.</p>	<p>Teacher should be the determinants of their professional development by identifying and focusing specifically on the areas of needs.</p> <p>Programme organisers should involve teachers in the design and planning of SBCPTD programmes. As teachers' input is the surest way of ensuring that the teachers' own the programmes and sustain the programmes activities.</p> <p>SMTs should encourage and motivate teachers to freely identify their areas of needs and challenges and be willing to offer support through joint efforts.</p> <p>District officials should also avail their time, resources and</p>

		support to be part of teachers' desire to improve their teaching and learning practice.
<p>Frequency for conducting SBCPTD programmes</p> <p>SBCPTD programmes are not a once-off activity. It is a continuous, never ending developmental process. SBCPTD programme afford teachers the opportunities learn over time (Avalos, 2004)</p>	<p>SBCPTD programmes were conducted whenever the needs arose.</p> <p>SBCPTD programme occurs haphazardly.</p> <p>There was limited time to conduct SBCPTD programmes.</p>	<p>SBCPTD programmes should be organised on continuing bases to assist teachers to address their concerns and challenges.</p> <p>SBCPTD should be planned such that teachers have enough time to collaborate.</p> <p>School days should be restructured to allow school-secured time for teachers to collaborate by means of interacting, training, planning and implementing.</p>
<p>Types of SBCPTD programmes</p> <p>Several examples of school based CPTD programmes were</p>	<p>Schools used various types of SBCPTD to assist teachers for the development of their teaching practice.</p> <p>These include assisting inexperienced teachers in</p>	<p>The implementation and integration of various types of SBCPTD programmes such as mentoring, peer review, coaching, communities of practice and teachers' networks is essential in the</p>

<p>identified. These include: coaching; mentoring; study groups; communities of practice; and action research Back et al (2009).</p> <p>These models share a common trend in their approach.</p>	<p>their teaching and learning activities through mentoring, experienced teachers mentor the novice teacher into the profession, by gaining and using appropriate skills and knowledge; conveys messages about the social and cultural norms within the school; induction of new members of staff.</p> <p>Teachers regularly reviewed their work through peer review.</p> <p>Teachers were able to learn from and with their colleagues' within their schools through communities of practice.</p>	<p>implementation process.</p> <p>All staff members of the school should constantly be empowered and assisted with their teaching and learning activities through the various models of SBCPTD programmes.</p> <p>New staff members should be inducted through mentoring and the experienced teachers could intensify their development through continuous training.</p>
<p>Methods used by facilitators to implement SBCPTD</p> <p>Different methods of SBCPTD activities are needed for different teachers' needs. These are best observed</p>	<p>- Group work, discussions, demonstration and workshops.</p> <p>Schools used various methods to strengthen teachers' development through SBCPTD programmes.</p>	<p>Facilitation by group work, one-on-one discussion, group discussions, demonstration, observation, school cluster and workshops is important in strengthening teachers' development through SBCPTD programmes.</p> <p>Most of these methods are</p>

<p>through the group work, demonstrations, observation, and discussions, amongst others school activities that are required for teachers to perfect and improve their content and pedagogical knowledge, competences and professionalism</p>		<p>interactive methods and should encourage participatory learning if used effectively.</p> <p>Participatory learning should be encouraged as it facilitates the acquisition of knowledge and skills.</p> <p>The use of different methods and strategies to impart knowledge and skills is essential for teachers' development.</p> <p>Teachers' collaboration and networking should be encouraged as teachers learn better from one another hence formation of communities of practice.</p> <p>Teachers are communities of practice; they should be allowed to learn through means of different strategies due to their different personal, situational and social characteristics.</p>
<p>Training of teachers/SMTs</p> <p>For any effective implementation of SBCPTD, the programme must be facilitated by experts and</p>	<p>Teachers had attended workshops and staff development courses but did not receive training on how to implement SBCPTD programme in schools.</p> <p>Education Officials/subject</p>	<p>Teachers should be trained on how to implement SBCPTD programme in schools.</p> <p>There should be leadership management training of (SMTs) to lead the implementation of SBCPTD programmes.</p> <p>Leadership management</p>

<p>specialists in both subject content and pedagogical knowledge (Steyl, 2009).</p> <p>SMTs and teachers should be adequately and effectively trained for the implementation of SBCPTD programme</p>	<p>advisers invited different schools principals and teachers to attend workshops and staff development training programmes organised at the district level</p> <p>School clusters came together to attend workshops so that they could share their experiences, concerns and provide solutions together.</p>	<p>strategies could also be integrated in the training programme.</p> <p>Mini-workshops should be organised at the school levels as it is close to the action.</p> <p>Schools should organise staff development and training programmes through cluster meetings.</p> <p>Programmes should be designed to guide teachers through the process of professional development and growth especially SBCPTD programmes.</p>
<p>Support and Monitoring Mechanisms</p> <p>Support strategies are paramount for any intervention programmes. Evidence suggests that support should be visible, predictable and continuous (Gagnon & Leone,</p>	<p>-Inadequate monitoring and support in the implementation SBCPTD programmes in schools.</p> <p>-Some of the principals support the implementation of SBCPTD through visiting classrooms to observe and for teaching purpose. Feedback was given to teachers on areas that needed improvement.</p>	<p>SMTs should provide support and monitoring to teachers in implementing what they learnt in SBCPTD programmes.</p> <p>District officials should also create time to support and monitor the implementation of SBCPTD implementation in schools.</p> <p>Subject advisers and curriculum specialists should also partake</p>

<p>2001).</p> <p>Monitoring the implementation of SBCPTD programmes and impact of school practices allows school leaders to ascertain goals set out are being accomplished.</p>	<p>Some school principals (SMTs) identified the needs of some teachers, provided materials during SBCPTD, organised meetings, and staff development courses; liaised with the district subject advisers to visit schools and create time and space for one-on-one encounter with the subject adviser.</p>	<p>in monitoring and supporting teachers in schools.</p> <p>SBCPTD programme for teachers should have a monitoring and support component and policy guideline as this could lead to consistency and accountability.</p> <p>Detailed Strategic Plans with monitoring strategies to ensure adherence or detect deviation should be considered when setting up the policy document for monitoring and supporting SBCPTD programmes.</p> <p>The implementation process should constantly be supported and monitored.</p> <p>Provision of adequate and relevant resources materials for SBCPTD programmes should be made available at all times.</p>
	<p>- SBCPTD programmes were not monitored nor supported by the district officials rather subject advisers' monitored schools through the visiting of schools to supervise, support and monitor teachers' progress.</p>	

	<p>District officials supported schools through training programmes; workshops; provide policies which guided schools on yearly academic plans, provides schools with resource materials and funds for the day-to-day running of schools.</p>	
<p>Model of SBCPTD implementation</p> <p>Teachers, learners parents, community members and education officials should be involved, support and encourage the implementation of SBCPTD programmes that contribute to improvement in teaching and learning both at the school and the broader</p>	<p>Limited understanding and importance of SBCPTD programmes.</p> <p>Education stakeholders were not fully involved in the implementation of SBCPTD programmes for teachers at the grassroots.</p> <p>Lack of training for the implementation of SBCPTD programmes for teachers.</p> <p>Lack of a policy framework for proper implementation of SBCPTD programmes.</p> <p>Insufficient timeframe/duration for the SBCPTD programmes.</p>	<p>Education stakeholders should be made aware and have in-depth knowledge of SBCPTD programmes for teachers at the school level.</p> <p>Education stakeholders should be fully involved in the implementation of SBCPTD programmes for teachers at the grassroots.</p> <p>All teachers, as well as district officials, should be formally, adequately and specifically trained for the implementation of SBCPTD programmes.</p> <p>Training should be specific, relevant to the implementation of SBCPTD programmes.</p>

community		<p>In the process of training, there should be open communication whereby teachers can openly express their concerns, misgiving and challenges.</p> <p>There should be follow-up and feedback provided to teachers to help them reflect on their areas of weakness.</p> <p>The Department of Education should organise workshops on continuous bases both at school and cluster levels to support and meet the needs of all teachers.</p> <p>Policy framework guiding the implementation of SBCPTD programmes. Timeframes must be clearly stipulated to allow for consistency across all schools.</p> <p>Every programme for teachers should have a monitoring and support component and should be well spelled out for greater accountability especially SBCPTD.</p>
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6.8 Areas for Future Research

To further confirm and complement the results obtained from this study, there are other related aspects of SBCPTD programmes pertaining to pockets of good practice of SBCPTD programmes that warrant additional research. The researcher, therefore, proposes the following as areas for future study in the area of SBCPTD implementation for teachers:

- i. This study is based on the implementation of SBCPTD programmes for teachers focusing on the good practices of SBCPTD programmes in selected high schools in the Fort Beaufort District only. The results are conclusively generalisable to SBCPTD for teachers in Fort Beaufort Education District. There is a need for a study that would cover the Eastern Cape Province targeting good practices of SBCPTD programme implementation for teachers in all the education districts in Eastern Cape Province.
- ii. A national study that would target good practices of SBCPTD programmes implementation for teachers in all the education districts in South Africa is further recommended by the researcher. The study would give a more holistic picture of good practice of how SBCPTD programmes for high school teachers are conducted in the country. Such a holistic picture could easily influence policy in the area of SBCPTD.
- iii. Another study using the same methodology used in this study needs to be carried out targeting high school teachers in South Africa. Such a study would help complete the picture for SBCPTD implementation for teachers in South Africa.
- iv. Based on the findings of this study, the researcher has suggested a similar study could be conducted in the same province targeting pockets of good practice of SBCPTD programmes for urban secondary school teachers.

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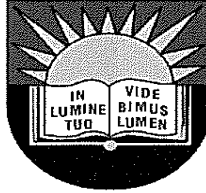
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APPENDICES

APPENDIX A: ETHICAL CLEARANCE CERTIFICATE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: REM171SAJI01

Project title: **Implementation of School Based Continuing Professional Teacher Development in High Schools in the Fort Beaufort Education District: Towards a teacher Development Model**

Nature of Project: PhD

Principal Researcher: Benedicta Ajibade

Supervisor: Prof S Rembe

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above- mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the referencenumber indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:

Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - o Any unethical principal or practices are revealed or suspected
 - o Relevant information has been withheld or misrepresented
 - o Regulatory changes of whatsoever nature so require
 - o The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research.
Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

23 March 2015

APPENDIX B: LETTER SEEKING FOR PERMISSION

14 April 2015

Principal

Dear Sir/Madam

Re: Permission to Collect Data: Mrs B. Ajibade (Student Number 200903562)

This is to confirm that Mrs Ajibade is pursuing PhD degree at the University of Fort Hare. Her research title is **“Implementation of school based continuing teacher professional development programmes in high schools in the Fort Beaufort Education District: towards a teacher development model”**. She is supposed to collect data from your school. Kindly grant her permission. I would also be grateful if you could kindly provide her with documents that may assist with information regarding the area of her study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that she does not disrupt ongoing activities during the period she will be collecting data.

Sincerely



Prof. S. Rembe

Coordinator of MEd and PhD Programmes,

Faculty of Education, Alice Campus

University of Fort Hare

Appendix C: LETTER OF PERMISSION

14 April 2015

District Director

Fort Beaufort Education District

Dear Sir,

Re: Permission to Collect Data: Mrs B. Ajibade (Student Number 200903562)

This is to confirm that Mrs Ajibade is pursuing PhD degree at the University of Fort Hare. Her research title is **“Implementation of school based continuing teacher professional development programmes in high schools in the Fort Beaufort Education District: towards a teacher development model”**. She is supposed to collect data from the district office and schools. Kindly grant her permission. I would also be grateful if you could kindly provide her with documents that may assist with information regarding the area of her study.

I would like to assure you that any information that will be collected will remain confidential and no name of a person will be disclosed. The student will ensure that she does not disrupt ongoing activities during the period she will be collecting data.

Sincerely



Prof. S. Rembe

Coordinator of MEd and PhD Programmes,

Faculty of Education, Alice Campus

University of Fort Hare

Appendix D: INTRODUCTORY LETTER FROM UNIVERSITY OF FORT HARE



Province of the

EASTERN CAPE

EDUCATION

FORT BEAUFORT DISTRICT - OFFICE OF THE DISTRICT DIRECTOR

CAPE COLLEGE BUILDING * Healdtown Road * Fort Beaufort * Private Bag X2041 * FORT BEAUFORT * 5720 * REPUBLIC OF SOUTH AFRICA * Tel: +27 46 645 7802 Fax: +086 724 6373 * Website: thembela.ndzandze@gmail.com * Date: 16 March 2015

TO WHOM IT MAY CONCERN

Dear Sir/Madam

This serves to inform you that the bearer of this letter **Mrs B. Ajibade** (Student Number 200903562) has been given permission to use our institutions of learning as sites for her research in **(Teacher Development Model)**.

She is currently studying with the University of Fort Hare towards PhD degree. It is hoped that she will favour us with her finding as soon as she had concluded her studies.

Your cooperation regarding the matter will at all times be highly appreciated.

Yours in Service

DISTRICT DIRECTOR: FORT BEAUFORT

building blocks for growth



Appendix E: INFORMED CONSENT AGREEMENT FORM



University of Fort Hare
Together in Excellence

Ethics Research Confidentiality and Consent Form

Please note:

This form is to be completed by the researcher(s) as well as by the interviewee before the commencement of the research. Copies of the signed form must be filed and kept on record

(To be adapted for individual circumstances/needs)

Our University of Fort Hare / Department is asking people from your community / sample / group to answer some questions, which we hope will benefit your community and possibly other communities in the future.

The University of Fort Hare / Department/ organization is conducting research regarding We are interested in finding out more about We are carrying out this research to help (*adapt for individual projects*)

Please understand that you are not being forced to take part in this study and the choice whether to participate or not is yours alone. However, we would really appreciate it if you do share your thoughts with us. If you choose not take part in answering these questions, you will not be affected in any way. If you agree to participate, you may stop me at any time and tell me that you don't want to go on with the interview. If you do this there will also be no penalties and you will NOT be prejudiced in ANY way. Confidentiality will be observed professionally.

I will not be recording your name anywhere on the questionnaire and no one will be able to link you to the answers you give. Only the researchers will have access to the unlinked information. The information will remain confidential and there will be no “come-backs” from the answers you give.

The interview will last around (X?) minutes (*this is to be tested through a pilot*). I will be asking you a questions and ask that you are as open and honest as possible in answering these questions. Some questions may be of a personal and/or sensitive nature. I will be asking some questions that you may not have thought about before, and which also involve thinking about the past or the future. We know that you cannot be absolutely certain about the answers to these questions but we ask that you try to think about these questions. When it comes to answering questions there are no right and wrong answers. When we ask questions about the future we are not interested in what you think the best thing would be to do, but what you think would actually happen. (*adapt for individual circumstances*)

If possible, our organisation would like to come back to this area once we have completed our study to inform you and your community of what the results are and discuss our findings and proposals around the research and what this means for people in this area.

CONSENT

I hereby agree to participate in research regarding I understand that I am participating freely and without being forced in any way to do so. I also understand that I can stop this interview at any point should I not want to continue and that this decision will not in any way affect me negatively.

I understand that this is a research project whose purpose is not necessarily to benefit me personally.

I have received the telephone number of a person to contact should I need to speak about any issues which may arise in this interview.

I understand that this consent form will not be linked to the questionnaire, and that my answers will remain confidential.

I understand that if at all possible, feedback will be given to my community on the results of the completed research.

.....

Signature of participant

Date:.....

I hereby agree to the tape recording of my participation in the study

.....

Signature of participant

Date:.....

Appendix F: EDITOR'S DECLARATION

23 Elfin Glen Road, Nahoon Valley Heights, East London, 5200

Professional EDITORS Group

To whom it may concern:

This document certifies that the doctoral thesis whose title appears below has been edited for proper English language, grammar, punctuation, spelling, and overall style by Rose Masha, a member of the Professional Editors' Group whose qualifications are listed in the footer of this certificate.

Title:

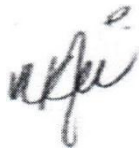
IMPLEMENTATION OF SCHOOL BASED CONTINUING TEACHER
PROFESSIONAL DEVELOPMENT PROGRAMMES IN HIGH SCHOOLS IN THE
FORT BEAUFORT EDUCATION DISTRICT, EASTERN CAPE PROVINCE, SOUTH
AFRICA: TOWARDS A TEACHER DEVELOPMENT MODEL

Author:

BENEDICTA AREMEVBEMI AJIBADE

Date Edited: 21 January 2016

Signed:



Rose Khanyisile Masha

082 770 8892

Bachelor of Library and Information Science, Hons (English Language Teaching), HDE,

APPENDIX G: QUESTIONNAIRE FOR TEACHERS ON IMPLEMENTATION OF SCHOOL BASED CONTINUING PROFESSIONAL TEACHER DEVELOPMENT IN HIGH SCHOOLS IN FORT BEAUFORT E EDUCATION DISTRICT.

Your voluntary participation in this study is highly appreciated. The purpose of this study is to investigate the implementation of school based continuing professional teacher development in secondary schools in Fort Beaufort Education District.

Kindly answer all questions as honestly as you can.

Section A: Demographic data (please tick appropriate answer)

1. What is your gender? (a) Male (b) Female

2. Age Range?

(a) 20- 29years []

(b) 30- 39years []

(c) 40- 49years []

(d) 50- 59years []

(e) 60- 69years []

(f) 70+years []

3. Nature of appointment?

(a) Permanent []

(b) Temporary []

(c) Substitute []

(d) Voluntary []

(e) Other (specify).....

4. Actual category?

(a) Principal []

(b) Deputy Principal []

(c) HOD []

(d) Teacher []

(e) Other (specify).....

5. Highest academic qualification:

- (a) Standard 10/ Grade 12 []
- (b) MSCE []
- (c) JCE []
- (d) PSLCE []
- (e) Diploma []
- (f) Degree []
- (g) Other (specify).....

6. Professional qualifications

- (a) PTC []
- (b) JSPT []
- (c) STD []
- (d) PTD []
- (e) FDE []
- (f) BEd []
- (g) BPEd []
- (h) SPTD []
- (i) HDE []
- (j) PGCE []
- (k) PGDE []
- (l) Other (Specify).....

7. How long have you been a teacher?

- (a) Less than 1 year []
- (b) 1-5 years []
- (c) 6-10 years []
- (d) 11-15 years []
- (e) 16-20 years []

(f) Over 20 years []

8. Which grade(s) do you teach? (Please tick only those grade(s) which you teach)

Grade (a) 8 (b) 9 (c) 10 (d) 11 (e) 12

Section B: Implementation of School based CPTD programmes

1. Do you have any school based CPTD programmes being conducted in your school?

Yes []

No []

2. If YES,

Please explain the type of school based CPTD programmes that are implemented in your schools?

(a) Coaching

(b) Mentoring

(c) Peer review

(d) Communities of practice

(e) Other (specify)

3. Which of the following describes the method used to implement school based programmes?

(a) Lectures

(b) Demonstration lessons to strengthen classroom practice

(c) Workshops

(d) Group discussions

(e) Other (specify)

4. Who organized the school based CPTD trainings that you attended?

- (a) School principal
- (b) SMTs
- (c) District officials
- (d) Non Governmental Organizations (please name them)
- (e) Cluster leaders
- (f) Other (specify)

5. Who facilitate the school based CPTD programmes in your school?

- (a) School principal
- (b) SMTs
- (c) District officials
- (d) Non Governmental Organizations (please name them)
- (e) Cluster leaders
- (f) Other (specify)

6. How efficient are the facilitators in conducting school based CPTD programmes?

- (a) Very efficient
- (b) Not efficient

Please give reason for your answer.....

7. What was the focus of the School based CPTD programmes?

- (a) Subject content
- (b) Methods of teaching
- (c) Orientation to new curriculum
- (d) Teaching and Learning Resources
- (e) Other (specify)

8. Please indicate how the programmes should be organized in the district

- (a) At school level
- (b) At cluster level

- (c) At zonal level
- (d) At district level
- (e) Other (specify)

Please give reason for your answer.....

9. Given a choice between the following schools based training programmes, which one would you attend? **(Please choose one)**

- (a) The one focussing on subject content
- (b) The one focussing on methods of teaching
- (c) The one focussing on Teaching and Learning
- (d) The one focussing on classroom management
- (e) Other (specify)

Please give reason for your answer.....

10. Please indicate your preferred nature of school based CPTD programmes?

- (a) Voluntary
- (b) Compulsory

Please give reason for your choice

11. Please discuss the capacity of the facilitators conducting school based programmes? (In terms of academic and professional qualifications, specialization and experience, delivery, methods, resources etc)

12. Comment on how school based CPTD programmes are implemented in terms of:

- (a) Effectiveness
- (b) Inputs from SMTs on school based CPTD programme design
- (c) Logistical arrangements
- (d) Resources provided

- (e) Expertise of trainers

SECTION C

INFORMATION ON SCHOOL BASED CPTD TRAINING

1. Have you attended any school based professional development training programme? (a) Yes (b) No

2. What training have you as a school teachers received to enable you implement school based CPTD programmes?

3. Were you consulted to give your inputs in the design of the school based training programmes conducted in your school? (a) Yes (b) No

If yes, (a) what were your inputs?

4. Were your inputs taken into consideration? (a) Yes (b) No

5. Was the training on a continuous basis? (a) Yes (b) No

6. Were your training needs identified? (a) Yes (b) No

7. How often do you as a teacher attend the school based CPTD training programmes conducted in your school?

(a) Once a week

(b) Twice a week

(c) Once a month

(d) Not at all

(e) Other (specify)

Give reason for your answer.....

8. Please indicates your preferred time for conducting school based training activities?

- (a) During the short term holidays (i.e. during term one or term 2 holiday)
- (b) During the longer term holiday (i.e. during the term 3 holiday)
- (c) During school week days
- (d) During week ends
- (e) Other (specify)

Please give reason for your answer.....

9. What was your main reason or expectation for your participation in the school based CPTD training programmes? **(Please choose one)**

- (a) To increase knowledge of subject matter
- (b) To be updated on current developments
- (c) To share experiences with colleagues
- (d) To increase professionalism
- (e) Other (specify)

10. Please indicate your preferred form of recognition for attending school based CPTD programmes?

- (a) No award
- (b) Certificate of attendance / participation
- (c) Monetary reward
- (d) Promotion

Please give reason for your choice.....

11. Please indicate the extent to which the school based training programmes you have attended have been useful to your classroom practice and overall learner performance

- (a) Not helpful
- (b) Slightly helpful
- (c) Helpful

- (d) Very helpful

Please give reason for your answer.....

12. How easy is it for you to implement what you learn from the school based programmes into your classrooms practice?

- (a) Very difficult
- (b) Difficult
- (c) Easy
- (d) Very easy

Please give reason for your answer.....

13. Please indicate the most prohibiting factor for your participation in school based activities **(Please choose one)**

- (a) No or late information about the training
- (b) Biased recruitment process
- (c) No support
- (d) Large workload
- (e) Improper arrangements
- (f) Unsuitable time for the training programmes
- (g) Lack of motivation

14. Are you satisfied with the school based CPTD training you attended?

- (a) Yes
- (b) No

Please give reason for your answer

15. Please indicate your average levels of satisfaction to the School based CPTD trainings that you attended and give reasons for your rating

	Rating	Reason for the rating
a	Less than 25%	
b	Between 25% and 50%	
c	Between 51% and 75%	
d	Over 75%	

Indicate by circling the extent to which you agree to the following statements concerning school based programmes, irrespective of the form they took.

Answer; SA- strongly agree, A-agree; D-disagree, SA-strongly disagree as regards the school based CPTD programmes you attended

	STATEMENT	SA	A	D	SD
A	All the school based training programmes I have attended were successful				
B	The facilitators made follow up visits to see				

	how teachers were implementing what they learned from the training				
C	The school environment including the administration assisted in making sure that teachers implemented what they learned from the training				
D	The programmes are always conducted on time				
E	Teachers were given resources/materials to help them in the implementation of what was learned at the training				
F	The facilitators provided opportunities for teachers to give feedback on how the training was conducted				
G	The support provided during the training was adequate				
H	I prefer school based CPTD training activities to Off-school site based				

STATEMENT	SA	A	D	SD
Difficult to translate what I got from the training into classroom setting				
The training was poorly conducted that it was difficult to implement in classroom situations				
There were no resources to facilitate implementation of what I learnt into my classroom setting				
My class is large class therefore difficult to handle				
The school environment including administration was not supportive enough				
The facilitators did not make follow up visit to help us in the implementation of what we learnt from the training				
In-ervice training				

SECTION D

Information on support and monitoring mechanism

1. Have you received any form of support from the Department of Education to assist in the implementation programmes
Yes [] No []
2. If Yes, in what way?
3. How adequate and beneficial?
4. How often were you assisted by the district officials in implementing the programmes into your day- to – day activities?
5. If No, what support would you like to receive from the Department of Education?
6. How does the school assist in you integrating the training received into your classrooms teaching and learning activities?
7. Does your school have a structure in place that caters for the implementation programmes? Yes [] No []
8. Please explain.....
9. Could you please describe the structure available at the school level to ensure the implementation programmes?
10. Do you think the structure is beneficial? Yes [] No []
11. Please explain.....
12. Is there structure available at the district level to the implementation programmes? Yes No
13. Do you think the structure is beneficial? Yes [] No []
14. Please explain.....
15. How do the programmes facilitators support you in the implementation programmes? Please explain.....
16. Do you think the support they give is adequate? Yes [] No []
17. Please reason for your answer.....

- 18 What support does your school get from the departmental district officials in the implementation of school based CPTD programmes? Please explain
- 19 Is the support adequate? Yes [] No [] Please explain further
- 20 What kind of support would you expect as a teacher from the school or department?
- 21 How do the school based CPTD programmes facilitators monitor the programmes?
- 22 Are the monitoring strategies beneficial? Yes [] No []
- 23 Please explain further.....
- 24 Please explain how the district officials monitor the implementation of school based programmes?
- 25 Are the monitoring strategies adequate? Yes [] No []
- 26 Please explain how
- 27 Suggest other ways on how best to implement school based CPTD programmes that will benefit secondary school teachers in Fort Beaufort education district?.....
- 28 Any contribution or comment/s on implementation of school based CPTD? (please explain)

Thank you for your Cooperation. Siyabonga!

Appendix H: INTERVIEW GUIDE FOR HIGH SCHOOL SENIOR MANAGEMENT TEAMS (principals and heads of departments)

Implementation of SBCPTD programmes for high schools teachers in Fort Beaufort education district

Thank you for accepting to participate voluntarily in this academic research. The purpose of this study is to find out how school based CPTD programmes are being implemented in high schools in Fort Beaufort education district.

Kindly answer all questions as honestly as you can.

Section A: Personal Information

1.1 Gender:

1.2 Age range

1.3. Marital status

1.4 Highest professional qualification

1.5 Highest academic qualification

1.6 Length of service as a principal/head of department.

Section B: INFORMATION ON SBCPTD PROGRAMS

- Could you please explain how you understand the term school based CPTD programmes?
- Have you in any way facilitate, organize and or conduct any SBCPTD programmes? If yes,
- What types of SBCPTD programmes have you organize or conducted?
- Where do you normally facilitate the programmes?

- How much time was allocated to SBCPTD programmes you have facilitated? Was the time adequate?
- What methods do you as a facilitator and organizer of SBCPTD programmes use to impart knowledge and skills to the teachers?
- Where you trained to facilitate the implementation of SBCPTD programmes?
- What level of professional training did you attain that enables you to facilitate the programmes?
- How convenient was the training made accessible?
- Did you receive any implementation manual/guideline during your training?
- What resource materials were given to you (i) during the training? (ii) After the training?
- How useful were the materials?
- What can you say about the SBCPTD programmes you have facilitated in terms of focus; e.g. content, teaching strategy, orientation to new curriculum, leadership and management skills?
- Where teachers consulted or involved in the design of the programmes?
- What can you say about the (i) effectiveness of the programmes (ii) inputs from teachers (iii) logistical arrangements (iv) resources (v) mode of the programmes?
- Could you please explain how you are supporting the Implementation of SBCPTD programmes? Do you think the support you give is adequate? Please explain.
- What support does your school get from the departmental/district officials in the implementation of SBCPTD programmes? Is the support adequate? Please explain further.
- How do you monitor the implementation of SBCPTD programmes in your school?

- Please explain how the district officials monitor the implementation of SBCPTD programmes? Are the monitoring mechanisms beneficial? In what ways?
- Is there any structure available at the school level to ensure proper implementation of SBCPTD programmes?
- Do you think the structure is beneficial and adequate? Please explain
- Could you please describe the structure available at the district level to ensure implementation of SBCPTD programmes?
- Do you think the structure is beneficial? Please explain.
- Please tell me what other resources are in place to enable the implementation of SBCPTD programmes?
- Are satisfied with the way you facilitate or conduct SBCPTD programmes? Please explain why you are satisfied or not satisfied?
- What are your views on SBCPTD programmes in terms of goal achievement and improvement o quality teaching and learning activities?
- Please suggest how best to implement/deliver SBCPTD programmes for high school teachers in Fort Beaufort district?
- Any contribution or comment/s on implementation of SBCPTD programmes?

Thank you for your cooperation. Siyabonga.

Appendix I: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICIALS

Implementation of SBCPTD programmes for high school teachers in Fort Beaufort education district

Thank you for accepting to participate voluntarily in this academic research. The purpose of this study is to find out how school based CPTD programmes are being implemented in secondary schools in Fort Beaufort education district.

Kindly answer all questions as honestly as you can.

Section A: Personal Information

Tell me about yourself.

1. Your Gender:
2. Age range:
3. Marital status:
4. Highest professional qualification
5. Highest academic qualification
6. Length of service as principal/head of department:

Section B. Implementation of SBCPTD programmes for high school teachers in Fort Beaufort education district.

1. Please explain to me about SBCPTD programmes that are conducted in Fort Beaufort Education district in terms of:
 - (a) Who initiates the SBCPTD programmes?
 - (b) What the SBCPTD programmes focuses on?
 - (b) The nature / type of SBCPTD programmes?
 - (c) The organization of the SBCPTD programmes?
 - (d) How often SBCPTD programmes are conducted?
 - (e) How SBCPTD facilitators are chosen?

2. How do you ensure that?
 - (a) The SBCPTD programmes are delivered as planned?
 - (b) The teachers are implementing what they learn from the SBCPTD programmes?
3. What do you expect from the SBCPTD programmes being conducted for teachers' development? Is your expectation met? Please explain
4. How does the SBCPTD programme improve classroom practice?
5. Are there any support and or monitoring strategies that are in place at the district level to assist teachers in their professional development programmes?
6. Please explain to me more about monitoring and support mechanisms that are put in place in the district to ensure that teachers implement what they learn from SBCPTD programmes.
7. How often do you monitoring and providing support to
 - (a) SBCPTD programme facilitators and
 - (b) Teachers
8. Please comment on how SBCPTD programmes are implemented in terms of:
 - (a) Effectiveness
 - (b) Extent to which teachers are consulted in the design of the CPD programmes
 - (c) Logistical arrangements
 - (d) Resources provided
 - (e) Professional experiences of the CPD programme facilitators
9. What qualification is required for facilitators to implement SBCPTD programme? Do the facilitators in your district have these qualifications? If not, to what extent do their qualifications vary from what is officially required?
10. What level of professional training did facilitators in your district receive that enables them to implement SBCPTD programme?

11. How related is the course content to what teachers are now implementing?

Please explain further.

12. How are SBCPTD programmes sustained in your district?

13. Could you please describe the structure available at the district level to ensure proper implementation of SBCPTD programme?

14. Do you think the structure is beneficial and adequate? Yes [] No []

Please explain

15. Does the district have specific plans to encourage and enable shared learning and support between two teacher colleagues or in a community of practice on a sustained basis?

16. From your experience, do you think both teachers and learners are benefitting from the SBCPTD programmes? Please explain

17. Are you satisfied with the method SBCPTD are being implemented in your district? Please explain why you are satisfied/ or not satisfied.

18. How would you advise that the facilitators and teachers should implement SBCPTD? What would you recommend that they should implement it differently from how it is being done presently?

19. Please give suggestions on how best to implement /deliver SBCPTD programmes for secondary school teachers in Fort Beaufort education district?

(with regards to venue, mode, preferred duration, preferred time of the year, organizational structure, form of recognition, nature of SBCPTD training, prohibiting factors to attending the programme education).

THANK YOU FOR YOUR CO-OPERATION. Siyabonga.

Appendix J: INTERVIEW GUIDE FOR HIGH SCHOOL TEACHERS

Implementation of SBCPTD programmes for high schools teachers in Fort Beaufort education district.

Thank you for accepting to participate voluntary in this academic research. The purpose of this study is to find out how school based CPTD programmes are being implementation in secondary schools in Fort Beaufort education district.

Kindly answer all questions as honestly as you can.

Section A: Demographic data

1. What is your gender?
2. Age Range?
3. Nature of appointment?
4. What post of responsibility do you hold in the teaching hierarchy
5. Highest academic qualification?
6. Professional qualification?
7. How long have you been a teacher?
8. Which grade(s) do you teach?

SECTION B. INFORMATION ON SBCPTD PROGRAMMES

1. Do you have any school based CPTD programmes being conducted in your school? If YES,
2. Please explain the type of school based CPTD programmes that are implemented in your schools?
3. How would you describe the SBCPTD that you have been engaged in?
4. Who organized the school based CPTD trainings that you are involved in?
5. Who facilitate the school based CPTD programmes in your school?
6. How would you describe the information flow or communication regarding school based CPTD programmes?
7. What kind of teaching and learning activities exist in your school?
8. How would you describe the existing culture of these activities in your school?

9. How do you learn about improving your teaching and learning practice?
10. How would you describe your involvement in the planning, organising, guiding or leading school based CPTD programmes in your school?
11. What level of professional training did you as a teacher in your school receives that enables them to implement this programme?
12. Could you please explain how the school head or the deputy is supporting the implementation of teaching and learning activities in your school?
13. Do you think the support they give is beneficial and adequate? Please explain.
14. What support does your school get from the district officials in the implementation of SBCPTD programmes? Is the support adequate? Please explain further.
15. Could you please describe the structure available at the school level to ensure implementation of SBCPTD programmes
16. Do you think the structure is beneficial? Please explain.
17. Could you please describe the structure available at the district level to ensure implementation of SBCPTD programmes? Do you think the structure is beneficial? Please explain
18. Which other training programmes are provided to improve your teaching and learning performance
19. Please discuss the capacity of the facilitators conducting school based programmes? (In terms of academic and professional qualifications, specialization and experience, delivery, methods, resources etc)
20. Comment on how school based CPTD programmes are implemented in terms of:
 - (a) Effectiveness
 - (b) Inputs from SMTs on school based CPTD programme design
 - (c) Logistical arrangements
 - (d) Resources provided
 - (e) Expertise of trainers

Appendix K: DOCUMENT ANALYSIS GUIDE

School based CPTD programme reports will be analyzed with reference to the following:

- ❖ the methods used in implementing
- ❖ materials used in the training and handed to the participants for use in their schools
- ❖ motivational factors for the participants
- ❖ logistical arrangements for the training such as time for starting the training, welfare of the participants
- ❖ Duration for the training
- ❖ Challenges met during the training
- ❖ Gaps between theory and practice
- ❖ Evaluation of the training
- ❖ Any other issues resulting from analysis of above aspects.

APPENDIX L: LETTER THANKING SCHOOL PRINCIPALS.

University of Forth Hare,
SCHOOL OF FURTHER AND CONTINUING EDUCATION,
Department of Education,
P. Bag X1314,
Alice 5700,
Republic of South Africa

.....
The Principal,
.....school.
.....
.....

Dear Sir/Madam,

Re: Thank you school principal

I wish to, most sincerely thank you for according me the opportunity to collect research data at your school. The information that you and your staff provided is instrumental to my academic endeavours. Without your support, my efforts would have been in vain. Do not relent in your efforts. May the Almighty God, bless you to posterity.

Thank you.

Yours sincerely

B. Ajibade (Mrs)