

The professional development of educators as a key factor in the promotion of culture of learning in
Johannesburg South district schools

by

MBULAHISENI JOSEPH TSHISIKULE

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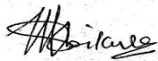
SUPERVISOR: DR G P BALOYI

DECEMBER 2014

DECLARATION

Student number: 8010889

I declare that The professional development of educators as a key factor in the promotion of culture of learning in Johannesburg South District is my own work and all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.



Signature

(Mr. MJ Tshisikule)

03 May 2015

Date

DEDICATION

The study is dedicated to my dear parents: Mr Shonisan W. Tshisikule and my late mother, Mukatshelwa A.Tshisikule, who were always there to encourage my dream of pursuing a Master's degree.

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ABSTRACT

The study deals with the professional development of educators as a key factor in the promotion of the culture of learning in Johannesburg South District. The aim was to determine the impact of professional development workshops in Johannesburg South district schools. A literature review was used to establish what other scholars say about the concept of professional development. Thereafter, a qualitative study was conducted. Data was gathered during interviews, based on pre-planned interview questions. Ten experienced participants were selected by using purposive sampling and asked about their perceptions and experience of professional development in the Johannesburg South District. The recorded interviews were transcribed and analysed to explore educators' insights about professional development in the district. Findings indicate that educators wish to be rewarded with certificates of attendance or monetary incentives after attending professional development workshops presented by knowledgeable facilitators, and they also wish to collaborate with teachers from other districts.

KEY TERMS

Culture of learning

Educator

Facilitator

Johannesburg South District

Professional development

Promote

Teacher roles

Workshop

LIST OF ACRONYMS AND ABBREVIATIONS

ACE	Advanced Certificate in Education
ANA	Annual National Assessments
CAPS	Curriculum and Assessment Policy Statements
CPTD	Continuing Professional Teacher Development
ELRC	Education Labour Relations Council
GDE	Gauteng Department of Education
GPLMS	Gauteng Primary Literacy and Mathematics Strategy
HOD	Head of Department
ICT	Information Communication Technology
INSET	In-service Education and Training
ISPFTEDSA	Integrated Strategic Planning Framework for Teacher Development in South Africa
IQMS	Integrated Quality Management System
JSD	Johannesburg South District
LA	Learning Area
OBE	Outcomes Based Education
PD	Professional Development
SACE	South African Council of Educators
SADTU	South African Democratic Teachers Union

SMT School Management Team

TESSA Teacher Education in Sub-Saharan Africa

TWB Teachers Without Borders

WSE Whole School Evaluation

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CHAPTER ONE

BACKGROUND, PROBLEM FORMULATION AND AIMS

1.1 INTRODUCTION

The quality of teaching in South African schools leaves much to be desired. According to Block (2009:58), schooling in South Africa is a national concern. Many schools do not produce good results. International benchmarking exercises reflect that South African primary school learners are among the worst worldwide performers in Mathematics and Literacy (Mulliset al., 2007; Mullis et al., 2012).

The culture of learning has to be enhanced in Johannesburg South District schools as there are some teachers who are not committed to teach, are unwilling to attend professional development workshops and often leave classrooms unattended to rather attend to union matters.

According to Armstrong (2004:97), “the significance of culture is that, it is rooted deeply in beliefs. It reflects what has worked in the past, composed of responses which have been accepted because they were met with success. It can work against an institution by erecting barriers which prevent professional development, such as resistance to change and lack of commitment”. Teachers, therefore, need to focus on what is working and should be willing to change for the better if it necessary. The new acquired knowledge should promote the quality teaching and learning in schools.

Without learning, the teaching process is a lot of noise. An educator can talk, perform and uses many different technical aids, but still not be instructing if learning is not taking place (Lynn, 1992:13). Learning is when a learner becomes able to do, or is capable of doing something different from what he or she could at an earlier point in time (Schunk, 1992:2). The main question is, are learners motivated enough to learn properly?

Educators need to be professionals who can teach learners effectively. Professionalism requires educators to understand the process of learning, enthusiasm and motivation to grow and a shared commitment to finding ways of doing things better (Bradley et al., 1994:15).

An example of an effective classroom is when the teacher provides learners with examples of a particular subject, how it looks and how to teach the subject. “The teacher has to make learners spend time each day responding to this stimulus material. The educators should provide opportunities for learners to identify what it is that they next want to learn, creating a learning environment that allows such subject development to occur” (New South Wales Department of Education, 1987:18-19).

According to the South African Skills Development Act 97 of 1998, a key human resource concern “is to ensure that people in a given organisation or sector are sufficiently skilled to perform effectively so that the organisation or sector retains a competitive advantage”. In the case of the education system, school success requires the continuous professional development of teachers.

To address this need, R253.8 billion of the national budget goes to education to improve quality teaching and learning through teacher development initiatives in South Africa. According to the then South African minister of finance, Pravin Gordhan, in his Budget Speech (26 February 2014), R43, 5 billion must be used to improve education over the next three years. “Through the National Collaboration Trust, government, business and labour work together to restore schools and improve education outcomes in the period ahead” (Gordhan, 2014:1).

Likewise, this money would be used to enhance teacher development, but educators should also play a role in making this a reality. In this regard, it is vital that teachers also be prepared to teach the learners effectively. Moreover, the Department of Education should introduce measures to improve the quality of education in the country.

And the Integrated Quality Management System (IQMS), amalgamating the Developmental Appraisal system, Performance Measurement system and Whole School Evaluation, is an example of a quality initiative to advance the level of education in South Africa.

And, since the introduction of Outcomes Based Education (OBE) in 1994, frequent curriculum changes have taken place in the South African education system. For example, the following changes have taken place: National Curriculum Statement (NCS) 2005 and Revised National Curriculum Statement (RNCS).

More recently in 2012, the Curriculum and Assessment Policy Statements (CAPS) have been introduced. Many teachers have felt threatened by curriculum reform due to the new knowledge and skills needed to implement curriculum change. To address this need, bursaries are awarded to educators who wish to improve their qualifications, with the additional introduction of professional workshops. The educators have to attend workshops after school, on Saturdays and during the school holidays to improve their teaching competencies. Workshops held with educators at different levels are intended to equip them so they can teach learners more effectively.

The educator organisation, the South African Democratic Teachers Union (SADTU), carry some of the blame for the poor state of education in our schools today as they often hold meetings during school hours. There is often disengagement with the Department of Education, and these meetings are held without the permission of the Department of Education.

On the other hand, according to Block (2009: 107), a circular was sent to SADTU members in Gauteng in 2008 advising teachers not to participate in unauthorised Saturday or out-of-hours teacher development programmes arranged by the Department, whether these were cultural programmes or AIDS-support training. If they (teachers) did, disruptions and violence would be the order of the day, the circular threatened.

Many educators feel that attending workshops in the afternoons is time-consuming and adds to their teaching load. "Teachers often do not have a clear understanding of the new approach they must implement and often lack adequate time to prepare for the implementation of these changes" (Ravhudzulo, 2003:80). Educators also feel strongly that they should be compensated for workshop attendance after school hours, such as on Saturdays and during school holidays because it is during the teachers' time to rest. Educators are also critical of workshop facilitators who are perceived as ill-prepared and not always punctual.

Thacker and Blanchard (2011) observe that teacher attitudes impact on workshop attendance. Attitudes, in this study, refer to the beliefs and opinions of educators which can support or inhibit their behaviour. In the training context, attitude refers to the belief that a teacher may have regarding professional development workshops. These beliefs create positive or negative feelings

about the developmental activities. Greenberg and Baron (2011) remark that, if educators are to play their role, they need to have a positive attitude towards colleagues and supervisors.

It is important to develop professional relationship in schools, including positive attitude towards learning. Positive attitudes towards change are also important. As institutions, such as schools, “face new challenges, employers need workers who are flexible and willing to follow new plans in order to achieve new sets of goals and targets” (Green and Baron, 2011). The same holds true for educators; they should not wait to be told what to do by their seniors. They need to learn to be pro-active and to take the initiative in order to get things done without having to be told to do so (Green and Baron, 2011). They (teachers) should be punctual; this applies both to being on time for work every day as well as to meeting deadlines for projects or assignments (Greenberg and Baron, 2011).

According to Gamage (2006:171), educators require continuous training in order to fulfil the professional requirements outlined above. Gamage believes that continuous development is essential to enhance quality teaching and learning, understanding and skills, and improving individual relations as well as encouraging changes in attitudes. Training brings good results, both to the teachers and to the school.

Gamage (2006:171) adds on, training increases “confidence, motivation and commitment among teaching staff; enhanced recognition, new responsibility and the prospect of promotion and increased pay provide a feeling of personal satisfaction and achievement. The prospect of better opportunities for career progression or advancement also improves the quality and availability of staff”.

Newly-qualified educators, in particular, require professional development. If a teacher is new to the job, he should be assisted to learn what it requires quickly. Gardner, Harlen, Hayward, Stobat and Montgomery (2010:66) suggest comprehensive policies for professional support in order to promote assessment of and learning for serving teachers.

According to Gardner et al, (2010:66) in Aifl in Scotland, links were built between schools and local teacher education institutions to promote professional development. For instance, teachers from the education centres use local schools to give support to teachers who need assistance.

According to Gamage (2006:171) “the full benefits of successful training, a planned, systematic approach to effective management should be based on the following criteria: a clear commitment to training at all levels of the organisation; an objective assessment of training needs; a clear set of objectives and a defined policy for training; provision of opportunities for staff involvement, making teachers partners in the training process; a carefully planned training programme; a choice in selecting the most appropriate method for the selection of staff members; and an effective system of review and evaluation of plans for training” .

According to the Education Labour Relations Council (2003: A-47), educators should fulfil “seven roles: learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; community citizenship and pastoral role; assessor; and learning areas/subjects/discipline/phase specialist”. One of the roles of educators mentioned above is that of learning area specialist. This requires commitment and the continuous attendance of professional development workshops.

Jacobs, Vakalisa and Gawe (2004:126) note that when designing a learning task, the teacher should take a number of variables into account. The most important matter is the learning content. Effective teaching and learning are only made possible through the use of appropriate content. As such, the nature and extent of learning content selected to fulfil a specific need and function and the way in which this content is ordered to facilitate the mastery of the stipulated learning outcomes is crucial in any learning context. Thus, to be an effective teacher, one should attend workshops and continuously attend professional development programmes.

Another role of a teacher is to be a leader; educators should therefore lead in workshops. Workshops should motivate educators so that they in turn are able to motivate learners. Moreover, educators cannot carry out this task alone; other stakeholders in the community also have a part to play in improving education. Therefore, blaming teachers will not solve the challenges that teachers are facing in schools. Teachers need continuous support by the government and the parents, not vilification.

An educator will not be a manager or a leader if he or she does not respect learners or lacks the motivation to achieve good results. Vijay (2011:9) claims that some of “the secrets of being effective lie in getting the learners to pay full attention, to show respect and to remain motivated

for improved performance. This lies neither in the manner in which one shouts instructions nor in the intensification of disciplinary strategies, but rests rather on how one cares for learners' wellbeing and how one demonstrates a willingness to learn about their lives outside the classroom and off the school premises".

Demartini (2011:4) believes that inspired or empowered teachers make for inspired learners and that teaching learners effectively is one of the most valuable ways of increasing concentration levels. Pollard, Collins, Maddock, Simco, Swaffield, Warin and Warwick (2005:227) emphasise that educators must be able to manage the classroom effectively and if "teaching and learning are to succeed, classroom organisation and management strategies must relate to values, aims, requirements and curriculum plans as a whole and also to practical circumstances".

1.2 PROBLEM FORMULATION AND RESEARCH QUESTIONS

The researcher interest in the topic, as outlined in the afore-going section, is grounded in his own professional experience. As the deputy principal of a primary school in the Johannesburg South District, he wishes to investigate reasons for educators' negative attitudes towards attending in-service training (INSET) for professional development. His research topic focuses on the professional development of educators as a key factor in promoting a culture of learning in Johannesburg South District schools. He wanted to find out what has caused the lack of positive attitudes amongst educators in attending professional development workshops.

The main research question posed in this study is formulated as follows: *How can the professional development of educators contribute to the promotion of the culture of learning in Johannesburg South District Schools?*

The sub-questions are formulated as follows:

- How is the professional development of teachers defined? What are the components of successful programmes for the professional development of educators?
- How is the professional development of teachers carried out in Gauteng Province in order to promote quality teaching and learning initiatives?

- What are the experiences of a small sample of educators in the Johannesburg South District regarding workshops held as part of professional development to upgrade knowledge and skills?
- Based on the findings of the literature study and the qualitative investigation, what recommendations can be made to enhance educator professional development in schools in Gauteng Province?

1.3 AIMS AND OBJECTIVES OF THE STUDY

(a) Aims:

- To define the professional development of educators and identify components of successful programmes for the professional development of educators;
- To describe how the professional development of educators is carried out in Gauteng Province in order to promote quality teaching and learning activities;

(b) Objectives:

- To explore the experiences of a small sample of educators in the Johannesburg South District regarding workshops held as part of professional development to upgrade knowledge and skills;
- To make recommendations to enhance educator professional development in Gauteng Province schools, which will promote a culture of learning and teaching based on the findings of the literature study and the qualitative investigation.

1.4 RESEARCH DESIGN

Johnson and Christensen (2000:29) note that research design or methodology is regarded as a “systematic and purposeful framework for conducting research through scientific methods in order to yield data on a particular research question and to expand knowledge in a particular field of study”. “Methodology refers to the coherent group of methods that complement one another and that have the goodness of fit to deliver data and findings that will reflect the research question and suit the research purpose” (Henning et al., 2004:36).

This study followed a qualitative approach. Mouton (2009:194) believes that the qualitative paradigm lies in the fact that it explains “people in terms of their own definitions of the world

(the insider perspective), it focuses on the subjective experiences of individuals, and it is sensitive to the contexts in which people interact with each other”.

Terre Blanche, Durrheim and Painter (2006:387) add that “qualitative researchers want to make sense of feelings, experiences, social situations or phenomena as they occur in the real world and therefore to study them in their natural setting”.

1.4.1 Sampling

The procedure that was followed in this study included purposive sampling. McMillan and Schumacher (2001:401) explain that during purposive sampling “the researcher searches for information-rich key informants, groups, places, or events to study”. In this study, participants have been selected because they were knowledgeable about the professional development. Ten educators from six schools were selected on the basis of experience and their knowledge in teaching. The number of participants was based on the considerations of time and feasibility.

1.4.2 Data generation and analysis

The data generation was carried out by means of discursively oriented interviews. Interviewing requires asking truly open-ended questions (McMillan & Schumacher, 2001: 446). The researcher communicated with the participants actively in order to elicit more information as possible. Rubin and Rubin (1995:31) add that “qualitative interviewing emphasises the relativism of culture, the active participation of the interviewer, and the importance of giving the interviewee a voice”. These interviews were tape-recorded once participants had agreed to participate. They were then transcribed verbatim and the texts were analysed using coding and categorising methods.

Coding and categorisation techniques were used to analyse and interpret the data. According to Henning et al., (2004:102) “this means that the data were divided into small units of meaning, each of which was systematically named (coded according to what a unit of meaning signified for the researcher) and then grouped together in categories that contain related codes”. Each category comprised codes that are semantically related. Mouton (2009: 108) adds that “analysis involves breaking up the data into manageable themes, patterns, trends and relationships”.

1.4.3 Reliability and validity of the research

Reliability asks the following question: do the instruments or indicators produce consistent results? Validity questions whether all the instruments or indicators measure what they are supposed to measure (G.du Plessis personal communication, May 23, 2013). These issues were considered in this study and are fully explained in (chap.3 p. 44-46).

1.5 Ethical considerations

McMillan and Schumacher (2001: 420) remark that “qualitative researchers need to be sensitive to ethical principles because of their research topic, face-to-face interactive data collection, an emergent design, and reciprocity with their participants”.

The ethical considerations were pointed out by Mouton (2009: 243) as follows: “the right to privacy (including the right to refuse to participate in the research), the right to anonymity and confidentiality, the right to full disclosure about the research (informed consent) and the right not to be harmed in any manner (physically, psychologically or emotionally)”.

The participants are informed of the procedures and what would be done with their information once it had been recorded (Henning et al., 2004: 73). The ethical principles are explained in detail in (chap. 3 p.47-49).

1.6 Definitions of key concepts

To avoid any confusion or misunderstanding on the part of the reader, the following terms are clarified:

(a) Culture: “Culture is the pattern of shared beliefs, attitudes, assumptions and values in an organisation” (Armstrong, 2004:96).

(b) Educator: “An educator refers to any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches, educates or trains other persons” (Education Labour Relations Council, 2003: B-4).

(c) Learning: Learning refers “primarily to the quality of learner’s cognitive engagement in an activity, not the intensity of the effort he or she denotes to it or time spent on it” (Brophy, 2010:12).

(d) Professional development: Professional Development is regarded as “all those courses in which a serving educator may participate for the purpose of enlarging his/her knowledge” (Rathogwa, 2006:17).

(e) Role: A role is the “competence that must be demonstrated within the subject or phase specialist that defines the purpose of educator’s qualification” ((Education Labour Relations Council, 2003: A-36).

(f) School: A school refers to a “public school or an independent school which enrolls learners in one or more grades from grade R (Reception) to grade twelve” (Education Labour Relations Council, 2003: B-4).

1.7. Chapter division

The study was organised into five chapters as follows:

Chapter 1: Background, problem formulation and aims.

Chapter 2: The literature review.

Chapter 3: Research methods and design.

Chapter 4: Data analysis and presentation of findings.

Chapter 5: Summary of the study, recommendations and conclusion

1.8 Summary

The main purpose of this study was to briefly outline the professional development of educators as a key factor in the promotion of the culture of learning in Johannesburg South District schools. In order to improve the quality of education in our communities, educators and trainers should work together. R43, 5 billion of this country’s budgets is spent on education and yet the quality of education is poor. In this chapter, the following components have been described:

introduction, background to the study, the research problem, aims and objectives of the study, research method and design, reliability and validity of the research, clarification of key concepts and the division of chapters.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter outlines a discussion of the literature dealing with the professional development of educators worldwide with particular reference to professional development in South Africa, the Johannesburg South District (JSD) and the schools in this district.

2.2. PROFESSIONAL DEVELOPMENT

Professional development has become a common word recently in the education system. The concept of professional development is variously defined, for example, as in-service education and training (INSET), staff development, continuous professional development, workshop, training, professional growth, organisational development, empowerment, coaching, peer observation, mentoring, collaboration and so forth.

In the South African context, professional development is regarded as workshop facilitation, advanced certificate in education (ACE) bursaries to improve their (teachers) qualifications, additional support programmes such as Dinaledi for Maths, Science and Technology. These initiatives are implemented at the local area, at the district area and at the provincial area to enhance quality teaching and learning (Circular 28 of 2008:2)

These processes all have the aim of equipping educators to improve the culture of learning in schools. According to Joyce and Calhoun (2010:4), the language of professional development is not standardised. Several terms used in this regard have similar meanings, but they are also many terms which are used differently, depending on the subject that is being discussed.

This is an indication that it is not easy to find a single word that explains professional development explicitly. Joyce and Calhoun (2010:4) define professional development as formal provisions by organisations to help educators and administrators improve in schools and to empower their knowledge and competence in their duties.

During professional development initiatives, educators are “supported in learning new knowledge and skills and are encouraged to help others to learn. They (educators) are provided with the necessary assistance, guidance, and coaching” Katzenmeyer and Moller (2009:85).

Diaz-Maggioli (2003:1) points out that professional development is a very elusive term that conjures up images of in-service education, in-service training, workshops, and staff development. It may also refer to a “process in which educators work under supervision to gain tenure or to enhance professional practice”.

In the same vein, Dean (1991:4) points out that professional development is an active process that occurs throughout an educator’s career, starting with initial training and continuing until retirement. It is a dynamic process and the educator needs to make a commitment towards developing him/herself.

Development does not occur automatically over time, it is a day-to-day activity for staff and school management has an ongoing responsibility to encourage professional development. Zeru (2013:16) also refers to teacher development as a process which starts during recruitment and continues to develop professional knowledge, abilities and ethics of prospective teachers and teachers who are already on the job through “pre-service and in-service teacher education programmes respectively”.

Teaching requires comprehensive and practical training of educators in order for them to develop a thorough knowledge of their subject and the appropriate skills in the teaching and learning process. Educators are expected to apply their knowledge and skills required by the new curriculum in the new education system. It needs a shift in emphasis on the part of educator preparation and educator education that will prepare them to cope with new challenges in their teaching (Munonde, 2007:4).

Achieving this requires teachers who have positive attitudes and are dedicated. All professional educators are required to improve existing skills and acquire new skills on a continuous basis. In order to promote a culture of learning in schools, educators who are needed are well-trained and have capacity to teach learners effectively.

Subsequently, the norms and standards for educators (ELRC, 2003: A-47), require educators to be lifelong learners. Educators have vital roles to play in changing the status of education in the country. In the South African system, according to the Education and Labour Relations Council (ELRC 2003: A-47), there are seven roles (see chap. 1 p.5) that educators should fulfil. To fill these roles, educators need to remain committed to their professional development.

Professional development is an essential component of teaching and leads to retention and professionalism. An example of a professional development provides learning opportunities via intensive, small-group professional development on topics, such as effective reading practice, learning strategies. Needs assessment indicated that these topics were critical in addressing the needs of new special need educators and sessions varied in format, including large groups, and professional learning communities (Gudwin and Wallace, 2010:104).

Joyce and Calhoun (2010:9) regard professional development as the “deliberate actions by the organisation usually the district or school, sometimes the state or province to generate learning by educators, to make the school a learning laboratory for educators and administrators”. These actions result in the various forms of staff development that are practised today globally, in South Africa and in the Johannesburg South district.

Similarly, Gordon (2004:5) defines professional development as “experiences that empower individual teachers, educational teams and organisations to improve curriculum, instruction and student assessment in order to facilitate student growth and development”.

According to Maila (2003:19) professional development refers to “institutional or non-institutional professional and academic programmes aimed at improving the curriculum development skills of teachers, their professional growth and professional development is an on-going process”.

Organisational development theory suggests that the “active involvement of individuals at all levels in an organisation is necessary to implement and sustain change. Over 20 years ago, recognising that educators are the closest to the learners, reformers acknowledged that unless educators were involved in the decision-making around professional development, there was little chance that the reform efforts would succeed” (Katzenmeyer & Moller, 2009:28). It is very

important for educators to be part of the decision about their professional development. If they feel that they are part of the initiatives, this alleviates negative attitude against workshops.

2.2.1 Factors contributing to professional development

Professional development of educators does not occur in a vacuum; it involves the educators and their behaviour. Educators should form a community of practice. This assists managers and district officials in helping educators according to their individual needs.

Calhoun (2010:22) noticed that there are educators who are called *reticent consumers*. These educators actually push away opportunities for growth and can actively discourage other teachers to take part in professional developmental initiatives. To avoid this negative attitude, district officials should plan in advance.

Work perspective contributes to professional development. It affects how teachers balance their work with other parts of their lives. For instance, some educators may view their responsibility to teaching as secondary to other life obligations. In contrast, other educators may believe teaching is a calling and devote extra time for professional development and effort to their practices (Katzenmeyer and Moller, 2009:73).

Another contributing factor to professional development starts with the critical reflection of an individual educator. If the educator decides to take part in professional development, it should be self-directed learning which does not need motivation. It is a completely transformative learning which has improved the knowledge and skills of the educators and has positive impact on learner's education (Cranton, 1996:169). However, some educators need to be persuaded in order to undergo professional development.

2.2.2 The role of mentoring and coaching

Mentoring and coaching play important roles in developing educators professionally as they (educators) learn from more experienced colleagues. Demise and Wallace (2010:3) claim that “high quality mentoring partnerships provide the new and early career educator with an opportunity to work closely with and to learn from an experienced educator”. This can be achieved if educators are prepared to learn from their colleagues.

Coaching for teachers should be effective if it is planned properly. It (coaching) is “not simply checking from time to time on what teachers are doing and then advising them on how to do it better. Coaching should take place within the framework of a general plan of the areas and direction in which individuals (teachers) will benefit from further development” (Armstrong, 2004:38-39). It is therefore worth spending time for planning the experience of anyone with potential for professional development.

2.2.3 Peer observation and study groups

Peer observation is among the methods that can be used to develop the educator. Here, the educator learns from his or her peers with constructive criticism. The main issue with educators is that some of them do not want to be observed while teaching because they fear to be told about their weaknesses. The constructive criticism is good because teachers should develop themselves through learning from their mistakes.

Barth (2006:9) notes that “none of us want to be exposed as incompetent, yet there is no more powerful way of learning and improving on the job than by observing others and having others observe us”. If teachers want to grow professionally, they must learn from their own mistakes and also learn from their colleagues.

Study groups, where new and veteran educators learn together, enhance the knowledge and skills of educators, helping them to teach better. Study groups are regarded as evidence of common elements such as collaboration, reflection, improved and shared learning and action driven knowledge building with the ultimate aim of practical implementation thereof in a real context (Kempen, 2013:19). By involving themselves (teachers) in the study groups should grow professionally. However, study groups are not common in South African schools where educators rush home after school. This affects professional development negatively.

2.2.4 Conditions for professional learning

Davies and Davies (2011:95) see professional learning of educators as professional development. They agree that effective professional learning involves a change in knowledge, skills, attitudes or values and should be linked to the needs of the organisation. They believe that for effective

professional development to take place, the following lessons should be taken into considerations:

- Educators always complain that they are not getting sufficient time for workshops. They (educators) should understand that learning is a process that takes more time.
- Collaboration: it is important to facilitate collaboration in learning. Managers and department officials should encourage working together and team work to promote the culture of learning in schools.
- Research: leaders and managers need to research the changes that will be implemented. This will clear confusion amongst educators and time will not be wasted.
- Organisation: learning should be organised in such a way that learners are able to solve their challenges in the real life situation.
- Insight: educators should grasp what professional development is all about, why are they undertaking it and how it has an impact on learners.
- Risk-taking: learning involves risks; educators should not be afraid to make mistakes. The more they make mistakes, the more they learn and grow professionally.
- Quality improvement: If the skills and knowledge of educators are implemented effectively, the quality of education will improve in schools.

In order to bring about change in teacher's practice and knowledge, it is important to investigate more innovative means of raising teacher's competence (Kempen, 2013:6). William and Thompson (2008:45) add that effective professional development "takes place over a sustained period of time, rather than being in the form of sporadic one-day workshops and involves teachers in active collective participation".

Educators attend many professional development initiatives because of the educational changes that are often taking place. They (educators) have their own perceptions about professional development programmes. Forgyat and Pete (in Demise & Wallace 2010) support this statement and present tips to keep in mind when planning for educators and targeting learning strategies that are appropriate. Educators should ask themselves: Is what we are learning practical? Educators want an expert to show them how to implement strategies so they are enabled to use new strategies right away.

It appears that educators do not have the insight into professional development because when it is the time of workshops they are reluctant to attend and have negative attitudes. They (educators) also do not understand that learning is a risk taking, learning takes place through mistakes. They (educators) feel that their time is wasted by attending workshops because the officials who run these workshops are not competent. What is needed is to understand why educators must undertake professional development and their commitment. The department officials must always be well-prepared and knowledgeable in their fields of specialisation.

2.3 UNIVERSALITY OF PROFESSIONAL DEVELOPMENT OF EDUCATORS

In the global context, education systems undergo educational change because of the impact of information and communication technology (ICT) and socio-political changes. Curriculum changes take place all over the world. To succeed in implementation curriculum changes, educators need to be developed professionally to promote the culture of learning and in schools. The continuous development of educators depends on the socio-economic and political climate of countries, which may be very different in developed countries as opposed to developing countries, such as sub-Saharan African countries (Rathogwa, 2006:17).

Globally, educator training is regarded as “all courses in which a serving educator may participate for the purpose of enlarging his/her professional knowledge”. The results of training should be readily usable in bringing about practical improvement (Pather 1995:21).

Hofmeyr (1991:39) asserts that some reasons for training educators in developing and developed countries are based on upgrading the qualifications of serving educators who are under-qualified; preparing teachers to cope with new and changing curricula; training teachers for new roles; and boosting the morale of educators. However, the quality of teacher training may differ from other parts of the world.

In developing countries, there isn't a firm foundation of pre-service on which to build professional development courses; nor is there the necessary supportive infrastructure for effective training. The problem is more severe in developing countries than in developed countries, where skill, finance and material resources are scarcer. Thus, the challenge for effective workshops in the developing world usually is to provide more and better training with fewer resources (Hofmeyr, 1991:39). The nature of the political, economic, social and education

system in each country vitally affects the way in which professional development is planned and provided (Rathogwa 2006:17).

Kim (2008: 11) observes that in both developing and the developed countries, educator learning and learner achievement improve when the following systems and structures are taken into consideration in the designing of developmental courses for educators:

“Educators commit to learning that achieves improved teaching practice and student achievement when the goals and objectives are considered realistic and important to them. Application in the real world is important and relevant to adult- learners’ personal and professional needs.

Educators commit to learning when professional development learning and their day-to-day activities are related and relevant. Educators prefer direct concrete experiences which they can apply what they have learned in the real world.

Educators commit to learning when professional development is structured to provide support from their peers; fear of judgment is reduced during learning; there are opportunities for professional development activities that allow educators to practice what they have learned; and if they receive structured, helpful feedback to improve learning and development.

Educators come to learning with a wide range of experience, knowledge, self-direction and competencies. When this diversity is accommodated in professional development planning, educators’ learning is facilitated”.

Rathogwa (2006:20) states that in developed countries, professional development is required for educators to perform work effectively. The meaning of educators’ development is situated in their “personal and professional lives and in the policy and school settings” in which they work. The nature of educating is so demanding that those educators are engaged in continuing career-long professional development.

The literature revealed that countries that are still developing lack financial support to provide more professional development trainings for educators, and this has negative impact on learners whereas countries that are developed, support professional development financially and become successfully.

However, committed educators and self-motivated teachers are needed to benefit from these workshops.

The on-going development of educators in China, the United States of America (USA) and Ghana will be discussed in the ensuing sections. These three countries are chosen because their socio-economic and political positions are varied and they are not in a similar situation as South Africa. This has an impact on the professional development initiatives to be successful. Attention is also given to professional development initiatives in other African countries.

2.3.1 Professional development for educators in China

China is a developing country which is economically and politically stable. China's education arrangement is the largest in the world. To date, the department of education estimates that 99.7% of the population has achieved basic education. The Chinese also have a reliable educator development system (China Education Centre, 2004:1).

Historically, "teaching has been, and remains today, a highly respected profession in China. Teachers receive excellent training in subject matter and prospective educators spend a great deal of time observing the classrooms of experienced educators, often in schools attached to their universities. Once teachers are employed in schools, they participate in a system of induction and continuous professional development in which groups of teachers work together with master teachers on lesson plans and improvement" (China Education Centre, 2014:1).

China takes professional development seriously because they respect teaching profession. They make sure that their teachers receive excellent training. They understand that learning from others through classroom observations is effective. Induction and collaboration initiatives are always monitored. This is supported by the training centres that they have. These organisations provide courses for educators to learn specific skills. They (the training centres) cover a wide range of courses, including language training and so forth (KPMG, 2011:9). If developmental initiatives are not working in China, they change policies immediately.

According to Tsang (2000:2), educational policies in China in the five decades have been characterised by bold moves, major shifts and reversals. That is why educator development is

progressive and successful in China because of their drastic changes when dealing with educational issues.

2.3.2 Professional development in the United States of America

The United States of America (USA) is a developed, politically stable country with a high income. Educational initiatives are strongly supported; in 2012 the USA Department of Education released a statement that \$ 24.4 million had been allocated for 73 grants to promote educators' training programmes in an effort to improve classroom instruction for English learners. Five states receive funding to turn around persistently underperforming schools. The Department of Education also created the Teacher-to-Teacher-Initiative programmes which include educator workshops, the American Stars of Teaching, Educator Roundtable, Educator Training Corps and Educator E-mail updates. All these initiatives are done to develop educators professionally (USA Department of Education, 2012:404).

However, developing professional learning communities cannot be entirely mandated by administration. Educators should dedicate themselves to professional growth, learning and then attempt new ways of perfecting their profession for the benefit of their learners. As educators make time to talk to each other about the specifics of the daily business of teaching, they will grow into a learning community.

By focusing on the specifics needs of learners, educators will grow into a professional learning community where there is effective teaching and learning (Neuzil 2008:118). Smith and Gillespie (2007:205) observe that the “current educational climate in the USA is driven by an overriding concern with student achievement and what promotes it”. According to the USA Department of Education (2012:404), educators are the central part of student achievement.

In the light of the above observations, without any doubt US believe that to produce great learners, skilful and knowledgeable educators are essential.

This is also motivated by the focus on student achievement. The USA teachers are fully supported financially. The professional development initiatives that they (the educators) have are incomparable, but it goes with the commitment from the educators

2.3.3 Professional development for educators in Ghana

Ghana is a developing country. There is not much done to improve the living conditions of the people of Ghana. “For the most part, Ghana’s economy since independence has been characterised by long periods of high and volatile inflation and macroeconomic instability which have been reflected in high and variable interest rates and significant exchange rate volatility and depreciation” (Bawumia, 2012:4). This has a negative impact on the funding for the professional development of educators.

Even though Ghana has challenges in their economy, it does not hinder their teachers to undertake professional development. The Ministry of Education is committed to ensuring that all teachers’ professional development programmes, “should equip teachers to meet specific demands of teaching responsibilities that go with these demands and should be designed to reflect aims and objectives of education in Ghana” (Ghana Ministry of Education, 2012:13).

But the effectiveness of the teacher development programmes in Ghana is questioned by K.B Asare and S.K Nti (personal communication, April-June, 2014), they want to know what Ghana in the 21 century is doing “to train teachers to teach learners to become useful citizens who can fit and function well in the society and also help with the development efforts of the country, what are the current training institutions in Ghana, what pathways to teacher preparation and development are adopted in Ghana and the approach do teacher educators use in teacher education programmes”.

Another challenge that faces Ghana is the lack of the commitment to teach learners by the educators. Asare (2014:2) observes that, “the real threat to learning is how teaching is done”. This is an indication that learners are not taught properly by teachers in Ghana.

To encourage teachers, “teacher education authorities in Ghana need to pursue teacher licensure as a measure to encourage teachers to continually seek ways to improve their practice and holding them to account lest they risk losing their job or promotion” (Asare and Nti, 2014:2).

Based on the information above, to promote the culture of learning in Ghana, more educators training institutions are needed. These cannot be a reality if not supported financially by the teacher education authorities.

There must be also a strategy that can be used to pursue teachers to undertake professional growth initiatives; it can be possible if people who are interested in education are involved in discussions.

2.3.4 Professional development initiatives for teachers in other parts of Africa

Kangai and Bukaliya (2011:124) observe that “many countries in Africa are facing a number of challenges in educator development that include: inadequate or poor continuous educator development and educator training facilities; shortage of trained and qualified educators; lack of opportunities for continuous professional development; shortage of reference and training materials for educators; underdevelopment and under-utilisation of Information Communication Technologies (ICTs) to benefit educator training and development; and depletion of educators due to HIV/AIDS and the decline in the number of people entering the teaching profession”.

The poor standard of education led the countries in Sub-Saharan Africa, such as South Africa, Nigeria, Malawi, Zambia, Mozambique, Zimbabwe and so forth, to join together to form a programme called Teacher Education in Sub-Saharan Africa (TESSA). This program “brings together educators and teacher educators from across Africa. It offers a range of materials, open educational resources (OER) in four languages to support school-based educator education and training” (Wolfenden and Buckler, 2012:126-144).

In effort to show that Africa is committed to the quality of education programme for teachers, an association called Teachers without Borders (TWB) was founded in Nigeria. The University of South Africa (UNISA) is a member of this initiative by offering educational courses that develop educators professionally.

According to H. Carson (personal communication, June 22, 2009), “in co-ordination with local and international partnerships, TWB Nigeria has designed and hosted educator workshops in ten Nigerian States, awarding 800 educators with the Certificate of Teaching Mastery (CTM) curriculum. Workshop participants are given the opportunity to continue professional enrichment through free online courses and additional online tools”.

In my observation the Sub-Sahara African counties are generally facing the same challenges of professional development. They are poorly supported financially, with a lack of qualified

facilitators, lack of ICT knowledge and decline in the number of people entering the teaching profession. What gives hope is that they understand their individual challenges and they want to solve their professional development challenges as a group or togetherness.

2.4 PROFESSIONAL DEVELOPMENT OF EDUCATORS IN SOUTH AFRICA

According to Rathogwa (2006:24), the emergence of a democratic South Africa has made the challenge of reconstructing South African education more urgent. Educator development is arguably the most vital strategy for education reconstruction, because competent educators are the key to quality education. Unless educators support change, most efforts at reconstruction will be ineffective.

According to the Department of Education White Paper on Education and Training Notice 196 of (1995:9), professional development is regarded as human resource development and lifelong learning. The educator's knowledge and skills should improve and this is in line with the human resource development strategy of the government. The South African government is committed to the promotion of a culture of learning and the development of educators in South African schools. In 2013, (14 February) President Jacob Zuma in his State of the Nation Speech, stated that education would be afforded top priority for the following five years:

“We declared education as an apex priority in 2009. We want to see everyone in the country realising that education is an essential service of our nation. ...we want the education sector as a whole to take education more seriously than is happening currently. All successful societies have one thing in common, they invested in education. Decent salaries and conditions of service will play an important role in attracting, motivating and retaining skill teachers. ...in elevating education to its rightful place, we want to see an improvement in the quality of learning and teaching and management of schools. We want to see an improvement in attitudes, posture and outcomes”.

The president supports the training programmes for educators to improve reading, writing and counting skills in the Foundation Phase. In order to achieve this, learners, parents, educators and the government should work together. Education is seen as an important societal issue.

The systems and training initiatives were put in place to promote the culture of learning in South African schools. According to the *Education Labour Relations Council (ELRC)* (Resolution 8 of 2003), the following are integrated into a quality management systems: “the Developmental Appraisal (DAS) appraises individual educators in a transparent manner with a view to determining areas of strength and weakness and draws up programmes for individual development; the Performance Measurement (PM) evaluates individual educators for salary progression, grade progression, affirmation of appointments, rewards and incentives; and Whole School Evaluation (WSE) evaluates the overall effectiveness of schools including the quality of teaching and learning”. These initiatives recommend that educators undergo training for their specific development needs to promote a culture of learning in schools.

The Department of Basic Education, (Curriculum News. 2009:14), the Minister of Basic Education, Angie Motshekga, shocked the educational community with her announcement that Outcomes-Based Education would be discontinued.

The *Task Team* report found that OBE was not working because “teachers were confused overloaded, stressed, demotivated and as a result they were underperforming”. Thereafter, Curriculum and Assessment Policy Statements (CAPS) became the educational policy.

CAPS is intended to address educators’ challenges, such as too much paper work. This change saw the introduction of a series of professional development workshops to assist educators with new knowledge and skills to teach learners better (Curriculum News 2011:14).

According to GDE, (Circular 2 of 2010:2), Angie Motshekga said that these changes were aimed at allowing “more time for the core business of teaching and learning in order to improve the quality of education and improve learner outcomes”. Educators were informed that they should go for training as CAPS initiated curriculum changes, such as the Annual National Assessment (ANA), Learning Areas (LA) and the Learner and Teacher Support Material (LTSM) process.

Educators needed to stay up to-date with these changes. Currently, all nine provinces have developed training schedules for the Foundation Phase and training started in the April school holidays in 2012. Foundation Phase educators had received an orientation to CAPS by the beginning of the 2012 academic year (Curriculum News 2011:16).

Another government initiative was the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (ISPFTEDSA) that was held in Johannesburg in 2009. The plan “puts forward improved and expanded teacher education and development opportunities in order to improve the quality of teaching and learning in schools. It addresses the call to reopen teacher training colleges in a variety of ways so as to improve educators and prospective educators and to increase access to quality education and development opportunities” (Departments of Basic Education and Higher Education and Training 2011:1).

The National Department of Education also wishes to empower its educators by enhancing their knowledge of information and communication technology (ICT). According to the white paper on e-Education in Government Gazette No.26762 (2004:12), teachers’ ICT knowledge and skills should be developed to enhance the educational experiences of learners in the implementation of the National Curriculum Statement (NCS). Through appropriate technologies, it is hoped that South Africa should be able to handle future developments of ICT (White Paper on e-Education 2004:10), all learners should be computer literate by 2013; thus, they should be able to learn through computers easily. However, many teachers are computer illiterate and there is a shortage of smart board classes and insufficient computers for use by learners.

The laptop allowance project was subsequently introduced to help educators purchase their own laptops. Educators were requested to sign a contract and the government would assist them by paying a monthly allowance. The educators would be trained to use laptops in an effort to promote a culture of self-directed learning in schools (South African Government News Agency, 2012:1).

The Department of Education hoped that this would improve the knowledge and skills of educators to enable them to teach more effectively. Unfortunately this initiative has failed because educators did not enter into the contract because of the differences between SADTU and the National Department of Education. SADTU felt that most of the teachers cannot afford to pay the laptop costs. Eventually, they agreed on the use of tablets to be used by learners and teachers in the classrooms to promote the culture of learning in schools.

According to South African Government News Agency (2012:1), the purpose of introducing ICTs and particularly computers into learning environment is not simply to increase computer

literacy; basic computer skills are not sufficient. ICTs are a tool for teaching, learning and working more efficiently. The learners should be critical thinkers, search relevant information on the Internet, communicate with their teachers and communicate with other learners globally.

The Gauteng Department of Education (GDE) is regarded by many people as the powerhouse of changes, as it oversees big cities such as Johannesburg. Gauteng Department of Education, (Circular 96 of 1999:1) states that the objectives of the bursary scheme for educators is to create a more productive workforce through Education Training and Development (ETD) and to provide equitable access to Education, Training and Development opportunities for all employees in order to imbue GDE employees with positive attitudes towards their careers. An ethos of professional development and a culture of work coupled with accountability and commitment are part of the vision and objectives of the GDE.

According to (Circular 28 of 2008:3) the GDE would provide bursaries for educators to participate in full programmes training from Grade R- 12 during the course of 2008. Those who would not be catered for in 2008 would be considered in subsequent intakes.

The educators who completed their studies would move from one category to the next. This should be an example of professional development because the educator will have improved his/her knowledge and skills.

Most educators in Gauteng obtained the National Teaching Diploma. This qualification is referred to as Matric +3 or the Relative Education Qualification 13 (REQV 13). According to the Education and Labour Relations Council (ELRC) (2003), educators who are in possession of three-year diploma (REQV 13), plus a new 120 credit Level 6 Advanced Certificate in Education (ACE), plus one additional REQV, have reached (REQV 14). This is an example of professional growth.

The Gauteng Primary Literacy and Mathematics Strategy (GPLMS) arose after the analysis of the Annual National Assessments (ANA) report. All Grade 6 learners in Gauteng Province wrote the same examination in Language (English) and in Mathematics. The report found that the pass rate for Language was 29 % and for Mathematics 23% in 2010. As a result, the GDE devised a plan to improve the Language and Mathematics learning areas, since Language and Mathematics are regarded as crucial subjects if learners are to be successful in their future careers. In

particular, the GDE identified schools which were underperforming and implemented the plan to support educators at these schools (GDE ANA Analysis report 2010:2).

The GPLMS supports educators in the planning and conducting of assessment by training them in how to keep records of assessment. It trains educators in different assessment methods; provides them with quarterly assessments; helps them to prepare their learners to write the ANAs; and assists them with setting performance targets for their learners.

In South Africa, education is a societal issue. Different stakeholders are involved in the planning and changes of the curriculum and the unions are part of it. Educators' unions attended the Teachers' Development Summit in 2009 in Johannesburg, such as South African Democratic Teachers Union (SADTU), National Teachers' Organisation of South Africa (NAPTOSA), Professional Educators Union (PEU), the Suid-Afrikaanse Onderwysersunie (SAOU) and the National Teachers Union (NATU).

The main aim of the Summit was to develop educators to promote the culture of learning in schools from 2011-2025 (Department of Basic Education: ISPFTEDSA, 2011:1).

SADTU is the most influential educator's organisation in South Africa. This organisation is often at loggerheads with the Department of Education over demands of salary increments and strikes which affect the culture of learning negatively. However, the union also develops its members through workshops and courses. SADTU declared its aim for 2012 to make the training and development of educators its main focus area. The union believes that training and the development of educators is the key to delivering quality education. SADTU plans to engage with the Minister of education, the Department of Basic Education (DBE) and the Department of Higher Education and Training to implement the agreed upon national strategy for educator development.

SADTU also plans to operationalise its "institute for professional development to provide quality training programmes for educators and education workers" (SADTU 2012:1). SADTU (2012:1) adds that "is prepared to play its part by ensuring that its members are well- trained and developed through continuing professional development initiatives which are currently being developed". They (SADTU) do, however, caution the DBE to allow educators "to be educators and to provide them with guidance as they face the challenges which learners experience".

2.5 PROFESSIONAL DEVELOPMENT OF EDUCATORS IN THE JOHANNESBURG SOUTH DISTRICT

The Johannesburg South District (JSD) does not function on its own: it operates in conjunction with the national level, provincial and the school level. The JSD regularly interacts with schools and supports educators. The role of the District Development Committee (DDC) is to ensure transparency and openness of the selection process of educators who participate in the Professional Development programmes. The District Director must ensure full participation of the DDCs in the adoption of the District Management Plan (DMP), as well as ensuring that the DDC participates in the finalisation of the district list for educators participating in the programmes GDE (Circular 28 of 2008:1).

The District has a budget for the Professional Development of educators. A District Skills Development Team (DSDT), together with the Human Resource Development (HRD) is in charge of the educator development. The DSDT develops the training needs identification plan, training plan, priority training plan, training calendar, database for educators to receive training and communication on the planned training GDE (Circular 25 of 2008:7).

The outcomes of Integrated Quality Management Systems (IQMS) and the Whole School Evaluation (WSE) are recorded in the School Improvement Plan (SIP) document and are sent to the District. The SIP lists the strengths and the weaknesses of the school. The class visits are done once a year. The District then organises workshops or cluster meetings according to the school's needs that were captured during class visits. For example, if discipline is a problem in many classrooms, a workshop will be organised to address this issue. Another example is the training of educators in the use of computers to purchase text books; this enhances educators' professional growth.

Cluster meetings take place on a regular basis in JSD to develop the educators. These include moderation meetings, where educators learn how to moderate their Learning Areas. This assists educators in learning more about their Learning Areas and is part of their professional development.

School visits are also made by the District officials to investigate the teaching of various Learning areas (LA), where the officials spend the entire day at a school, checking on all

educators' files. The Curriculum Monitoring and Support Instrument is used to determine whether educators have the relevant teaching material, such as a work schedule, teaching and learning assessment tools, an educator portfolio and learner evidence. The report by the officials indicate where educators need support and the developmental programme will be provided.

Different developmental activities also take place at school level, such as staff meetings, (LA) meetings, mentoring, and class room observation, induction of new educators, workshops and team work. Schools hold meetings of the School Management Teams (SMT) where issues that affect educators are discussed, such as educators arriving late for schools. The matter is usually discussed in the staffroom with the educators. The aim of the staff meeting is to make sure that educators arrive at schools on time to start teaching learners; this also forms part of professional development on time management. The meetings ensure that important matters receive proper consideration from all those involved (Armstrong 2004:207).

The GDE, together with the JSD, came up with the developmental programme. It focuses mainly on the scarce subjects, such as Mathematics, Technology and Natural Sciences and English First Additional Language for Grades 4-12. The targeted educators are those who are qualified to teach subjects that are no longer offered in their schools like Biblical Studies and Afrikaans and the educators who have passed Mathematics, Science and Technology but have no qualifications to teach these subjects. Educators have to choose the university of their choice where they should obtain the Advanced Diploma in Education (ADE) (Dale-Jones and Gonzo personal communication, August 1, 2013).

The LA meetings take place in the afternoons. The Head of the Department (HOD) of that particular LA conducts the meeting. Matters such as marking of learners' books and the use of the correct assessment tools are discussed. Typically, after the HOD has scrutinised learners' books, he or she will write a report on the findings. The educators of the LA concerned will be supported and assisted and in this way the HOD develops educators professionally.

New educators are mentored by more experienced staff members. These new educators may experience challenges with issues such as discipline when dealing with learners and can be guided by the senior educators on how to deal with these problems. Classroom observations can be used to assist the new educators. This helps the novice educator to grow professionally.

The workshops are also used at schools as another way of developing educators. The HOD of various LAs may choose to hold a workshop based on his or her findings from LA meetings. For example, many educators struggle to cope with stress. The school will organise a service provider to offer a stress management workshop. Afterwards, educators will be able to use their new knowledge to teach learners and cope better with stress.

The educators also develop professionally through team work. When educators work as a team, they focus on the common goal rather than on an individual goal. This assists them to grow professionally by learning from each other. In order to succeed, “members of the team must always keep the big picture in mind. They should remember that the goal is more important than their role or any individual glory they may desire” (Maxwell 2001:17).

2.6 OPPORTUNITIES AND CHALLENGES IN THE PROFESSIONAL DEVELOPMENT OF EDUCATORS

Most education systems provide professional development for educators with the main aim of improving their education and the economy. Owusu-Mensa (2013:43) observes:

Professional development of teachers helps educators to keep abreast of changes taking place in the education system. Through PD teachers can upgrade and update their knowledge and skills necessitate a professional development programme that will ensure that teachers will cope with the current rate of change.

According to the ISPFTEDSA (2011:3), professional development benefits educators as follows:

“Learning how to identify gaps in subject knowledge through interpreting learners’ results in national and other assessments, and taking user-friendly online or paper-based diagnostic tests in specific subject, understanding the curriculum and learning support materials, preparing lessons and delivering them competently and signing up with the SACE Continuing Professional Teacher Development (CPTD) Management System and achieving the target number of PD points”.

According to SACE (2013:5) teachers will benefit from the following: “bronze certificate of achievement to each educator who achieves 150 PD points within the three year, a silver certificate of achievement to each educator who achieves 150+ to 300 PD points within the three

year, a gold certificate of achievement to each educator who achieves 300+ PD within the three years”.

Professional Development helps educators to “become aware of how they are teaching, where they (educators) need to improve and what they need to learn”. It also provides guidance on how to carry out specific tasks on the basis of assisting educators to learn on their own” (Armstrong 2004:37).

According to Badasie (2014:40) successful communities of teachers engage in what is called “reform type” or alternate forms of professional development activities such as coaching, mentoring, study groups, teacher networks, common planning and lesson study, peer review of lessons and joint evaluation of student work.

When teachers know the core of the content of a subject, they will be able to “communicate, work together towards common ends, function as a cohesive democratic society and find shared ground on which to build tolerance for their differences” (Birman et al., 2000:29). However, there are also challenges in the professional development of educators all over the world, whether the country is developed or under- developed.

These challenges are caused by a combination of factors such as socio-economic and political factors; lack of funding, lack of time, negative attitudes towards professional development, poor planning, lack of human capacity, insufficient preparation on the part of facilitators and Johannesburg South district is excluded in this regard.

In the context of South Africa the Whole School Evaluation (WSE) is a positive initiative but it poses challenges. A total of 27 000 schools must be assessed by officials from the Department of Education. Even if the political power exists to do this without consulting the educators’ unions, it can be asked if there is sufficient human resources and financial capacity to achieve this. Even with the best intentions, it will be possible to assess only a fraction of the schools in a province (Jansen 2011:91). Further, there is a shortage of educators in townships and rural schools. Many educators leave teaching for different reasons. SADTU (2012:1) has made a commitment to continue to call for the reopening of the educator training colleges in order to train more teachers and to provide quality teaching. This bodes well for educators’ development.

The purpose of the IQMS is not clear; the relationship between the DAS and Performance Measurement is also not straightforward. “This lack of clarity hampers full implementation of the system. The design of the IQMS is problematic as the language used within the instrument is ambiguous, rendering its design vague”. Training for use of the IQMS is based on a cascade model that should be rethought in order to provide more thorough training that reaches more users of the system. Training needs to be ongoing rather than once-off and all training needs to be quality assured (L.Marnebeck personal communication, October 3, 2007).

Another problem concerning the professional development of educators involves the professional qualities, aptitudes, techniques and skills which professional development tutors and facilitators ought to possess. There are serious shortcomings in that facilitators’ knowledge and training and their experience. Unless there is adequate training for professional development facilitators, they will be labelled as ‘remote’ or ‘theoreticians’ who have little practical knowledge of contemporary school situations. Professional development staff members need to be respected and seen as established leaders who give a high priority to their training responsibilities (Bangwandeem 1993:66).

The other challenges to effective professional development are posed by the educators themselves. Some educators attend workshops with negative attitudes because of their negative experiences within the education system.

Life often gives a person whatever he or she expects from it. If you expect bad things, those are what you get. If you expect good things, you often receive them. In other words, educators should always be positive for the professional development to be effective (Maxwell, 2006:36).

Chisholm et al, (2000:222) indicate professional development often fails to prepare educators adequately to meet the difficulties they encounter on their return from such courses. Moreover, systematic procedures for following up these experiences within schools are neglected. In essence, the central position a school must occupy within any system of professional development in education has been overlooked. However, implementation should be done with a purpose.

According to Guskey (2000:4) there are three main reasons for the failure of professional development initiatives. He states that professional development activities: do not display the

necessary planning and structural support, are not based on a well-researched theoretical basis, and display implementation strategies that are not feasible.

Professional development in South Africa faces challenges in as far as changing curricula, subject matter, skills, teaching strategies and approaches are concerned. There is a limited availability of personnel to work in classrooms. Time is a fundamental barrier to the success of professional development of educators. Inadequate financial projections for professional development of educators also constitute a major bone of contention (Rathogwa 2006:40).

2.7 SUMMARY

Professional development is needed by all education systems to improve the quality of teaching and learning. We are living in a changing world and educators should be on par with the changing technology. In order to overcome professional development challenges, people must work together, including different stakeholders that are concerned with education. This chapter dealt with the concept of professional development, the universality of professional development of educators, professional development of educators in South Africa with special reference to the JSD and opportunities and challenges in the provision of professional development.

CHAPTER THREE

RESEARCH METHODS AND DESIGN

3.1 INTRODUCTION

Method and design are the plans that the researcher is going to implement to achieve the goals of the research study. Johnson and Christensen (2004:29) note that research methodology is regarded as “a systematic and purposeful framework for conducting research through scientific methods, to yield data on a particular research question and to expand knowledge in a particular field of study”. A research design means the process of deciding how something will look or work (Oxford Advanced Learners’ Dictionary 2005:386).

The purpose of this study was to examine the professional development of educators as a key factor in the promotion of culture of learning in Johannesburg South District schools. In this chapter, the researcher will deal with the qualitative research approach, the choice of the participants, the research instrument, data analysis and interpretation, reliability and validity of the research and ethical consideration.

The qualitative research method was used because it contributes to theory, educational practice, policy making and social consciousness (MacMillan & Schumacher 2001:393). In order to find relevant participants, qualitative researchers look for people who are willing to share their thoughts to help them illuminate, interpret and understand the phenomenon better (Munonde 2007:85).

The instruments will be discursively oriented interviews and these will be used to generate data. Coding and categorisation techniques will be used to analyse data. Reliability and validity will be considered to check if instruments in the research are consistent and reasonable. Eventually, ethical consideration of the participants will be noted to respect their rights.

3.2 THE QUALITATIVE RESEARCH APPROACH

The researcher chose the qualitative research approach because it allowed him to obtain data from the participants in their natural settings according to the aims and objectives of the study. Mouton (2009:107) believes that the strength of the qualitative paradigm lies in the fact that “it

studies people in terms of their own definition of the world (the insider perspective), it focuses on the subjective experiences of individuals and it is sensitive to the contexts in which people interact with each other”.

Terre Blanche, Durkheim and Painter (2006:387) add that “qualitative researchers want to make sense of feelings, experiences, social situations or phenomena as they occur in the real world and therefore to study them in their natural setting”.

Furthermore, Creswell et al, (2010:50) describe qualitative research as a research approach “that attempts to collect rich descriptive data on a particular phenomenon with the intention of developing an understanding of that phenomenon. It focuses on how individuals and groups view and understand the world and construct meaning out of their experiences”.

“To answer research questions, we cannot skim across the surface. We must dig deep to get a complete understanding of the phenomena we are studying. In qualitative research, we do indeed dig deep: we collect numerous forms of data and examine them from various angles to construct a rich and meaningful picture of a complex, multifaceted situation” (Leedy and Ormrod, 2005:133).

According to de Vos et al., (2011:308), “the qualitative researcher is concerned with understanding rather than explanation, with naturalistic observation of rather than controlled measurement. It produces descriptive data in the participant's own written or spoken words. A qualitative study is concerned with non-statistical methods and small purposively selected samples. Polit and Hungler (1998: 18) maintain that a qualitative method is especially useful for exploring the full nature of a little-understood phenomenon”.

The underlying principle in qualitative research is that the qualitative researcher aims to understand the meaning that people attach to everyday life (Munonde 2007:77). This can be done by entering their natural settings.

Babbie and Mouton (2011:270) view the qualitative approach as referring to a broad methodological approach to the study of social action. They (Babbie and Mouton) use the term to refer to a collection of methods and techniques which share a certain set of principles or logic.

Again, Babbie and Mouton (2010:270) distinguish the qualitative approach from the quantitative approach as follows: quantitative approach focuses on numbers whereas qualitative approach is conducted in the natural setting of the participants, it (qualitative) focuses “on process rather than outcome, the participant’s perspective is emphasised, the primary aim is in-depth descriptions and understanding of actions and events, the main concern is to understand social action in terms of its specific context rather than attempting to generalize to some theoretical population. The research process is often inductive in its approach, resulting in the generation of new hypotheses and theories and the qualitative researcher is seen as the main instrument in gathering and analysing data in the research processes”. The qualitative approach is suitable for the intended study because the researcher wanted the insight of the participants about professional development not the statistics (Babbie & Mouton, 2010:270).

3.3 THE CHOICE OF PARTICIPANTS

According to the Oxford Advanced Learner’s Dictionary (2005:1062), participants are people who take part in an activity or event. The researcher chooses the participants who are relevant to his or her study. In this study, principals, heads of departments and teachers who are experienced in their subjects and have more than five years in teaching were deemed information rich and thus valuable. These participants provided the data about the professional development of educators as a key factor in the promotion of culture of learning in Johannesburg South district schools.

The procedure followed in this study was purposive sampling. Purposive sampling is defined as the sampling whereby participants are selected because of the data they hold. The data “is needed for the study and sampling decisions are made for the explicit purpose of obtaining the richest possible source of information to answer the research questions” (Creswell et al., 2010:79).

The rich informants for the data were principals, heads of departments and teachers. The purposive sampling is supported by Denzin and Lincoln (2000:370) who argue that “qualitative researchers employ purposive and not random sampling methods as they seek out groups, settings and individuals where processes being studied are more likely to occur”.

It is not an easy feat to get participants that are willing to be interviewed; the researcher needs to be patient to locate relevant people. Schulze (2000:56) points that in qualitative research, the

researcher carefully handpicks participants who would be able to give him/her information about the phenomenon, and the researcher defines sampling on an on-going basis. Difficulties in sampling teachers are that they are busy; they are sensitive about their information and they may see interviewing as time-wasting.

According to McMillan and Schumacher (2010:138), “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 judgment is made about which subjects should be selected to provide the best information to address the purpose of the research”. In this regard the researcher sought to know what could be done to promote a culture learning and teaching in Johannesburg South District schools.

Given (2008:697-698) understands purposive sampling as follows:

“To say you will engage in purposive sampling signifies that you see sampling as a series of strategic choices about with whom, where and how to do your research. Two things are implicit in that statement. First is that the way you sample has to be tied to your objectives. Second is an implication that follows from the first, i.e., that there is no best sampling strategy criteria”.

The most important thing to consider in choosing the sampling method is to find out whether the research study covers the entire population and how to sample the population efficiently. The researcher has to look at the number of the participants who are going to participate.

In this study the researcher interviewed ten educators from primary and secondary schools. The reason for involving primary and secondary schools was to obtain picture about the professional development of educators in Johannesburg South District schools. Johannesburg South District includes schools in the informal settlement area, such as Orange Farm, and suburbs such as Mulbarton . The number of participants was based on considerations of time, feasibility and other reasons mentioned above. Participants who were experienced and knowledgeable in teaching were selected. These participants should have 5-30 years of teaching experience.

Six schools participated: two secondary schools and four primary schools in Johannesburg South District. The researcher involved primary and secondary schools because he wanted to obtain a grasp of the perceptions of both primary and secondary teachers about professional development

in Johannesburg South District schools. Two were former Model C schools in the suburban area and four schools in the informal settlement area (see Johannesburg South map figure 3.1). Ten participants from these schools were interviewed in the process of data generation; they are knowledgeable and had 7 up to 10 years' experience in teaching (see participant profile figure 4.1 p. 51-53).

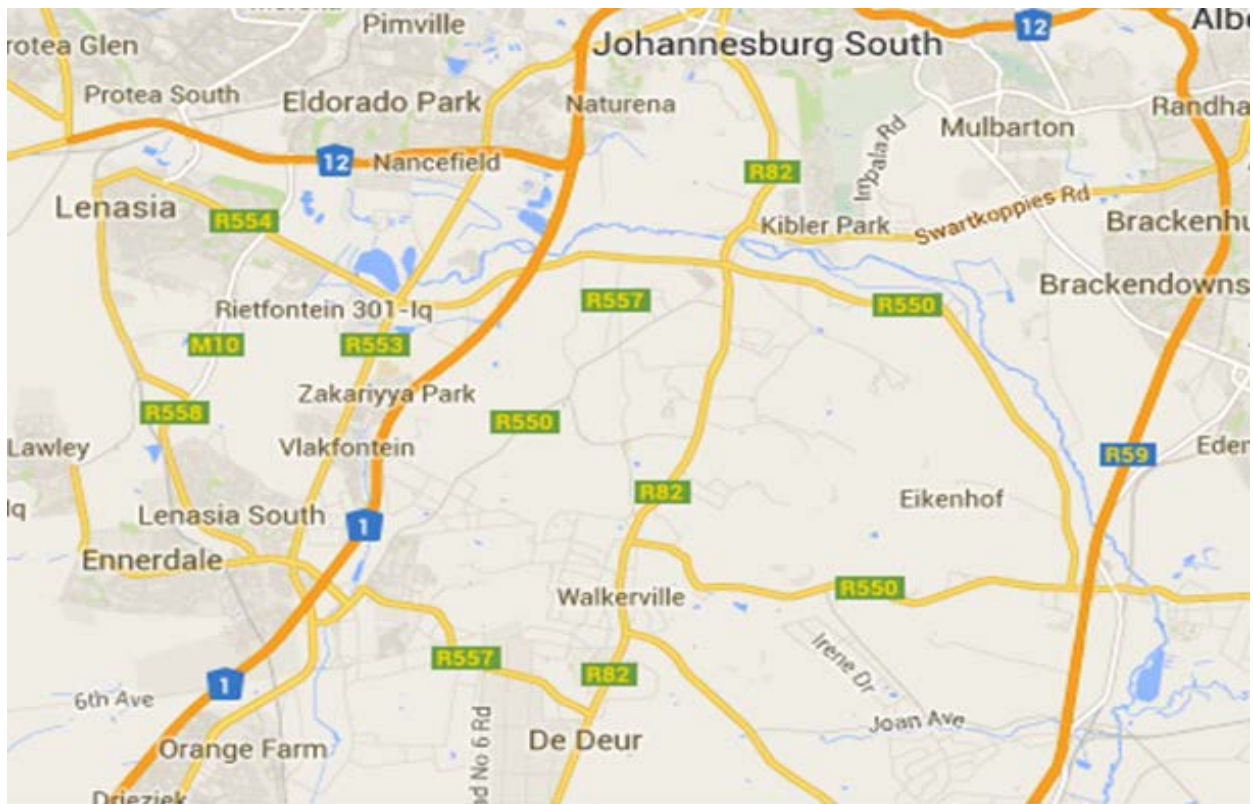


Figure 3.1: Johannesburg South map

3.4 THE RESEARCH INSTRUMENT

The research method used was the interview method. The interview revolves around the interviewer asking the participants questions with the main aim of generating the data necessary to solve his problem statement or to achieve the aims of the study. In this study, the researcher wanted to find out about the professional development of educators as a key factor in the promotion of the culture of learning in Johannesburg South District schools. The participants were from the Orange Farm area (informal settlement) and Johannesburg South suburbs.

The researcher began by familiarising himself with the selected schools by visiting the schools once, before interviews. The interviewer selected the schools according to their accessible distance. The main aim was to start an informal conversation with the principals of the schools with a view to conducting interviews at their schools. It was not easy to get teachers to agree to my request to participate in the interviews. The researcher persuaded and motivated the teachers by explaining the value of the study to the improvement of practice. Some participants declined to take part in the interviews due to their workloads.

All the participants received the consent forms. The aim of the interviews was to generate data from the participants (principals, heads of the departments and the teachers) to find out how they felt about the professional development of educators as a key factor in the promotion of culture of learning in Johannesburg South District schools. The researcher explained ethical considerations to assure participants that no names would be mentioned in the study. Data would be confidential and participation would be voluntary.

Interviews based on an interview guide were conducted with the participants. During an interview the researcher had asked the participants questions that he has prepared in order to get data for his study. In this study, the researcher used an interview guide to collect data; the questions were guided by the aims of the research questions and the objectives.

An advantage of interviews is that the researchers can relate to what participants say about themselves and researchers can form their own “generalisations” about certain categories of experience and of human condition (Henning et al., 2004:51). The researcher may also repeat the question so that the participant understands what he or she is answering.

The participants were asked eight questions derived from a study of the body of scholarship. The questions that derive from the interview guide were as follows:

- What do you understand by the concept of professional development of educators?
- What can be done to encourage educators to attend professional development workshops in Johannesburg South District?
- What strategies could be established to enhance educator professional development in schools in Gauteng Province?

- How are other districts developing educators in order to promote quality teaching and learning activities?
- What time is most suitable for educator professional development workshops?
- What is the attitude of educators in professional development on the promotion of a culture of learning in Johannesburg South District?
- What is an impact of educator professional development on the promotion of culture of learning in Johannesburg South district?
- Is Johannesburg South District doing enough for professional development of educators?

The participants received the question guidelines ahead of the interviews to familiarise themselves with the questions. The interviews took place at the selected schools in the afternoon to avoid disturbing teaching and learning. Each interview lasted less than 45 minutes and the conversation was recorded on a tape recorder. The interviews “provided information about the teachers’ backgrounds, their teaching practices and their involvement in the professional development programmes” (Mokhele 2011:95).

In this study, the researcher prepared questions that guided him in the pursuit of relevant data. Thus, the open-ended or semi-structured question format was used. White 2005:76) outlined the advantages of semi-structured or open-ended questions: the interviewer can probe for more specific answers and can repeat a question when the participant indicates that the interviewer misunderstood the question. The participants who cannot read and write, can still answer questions in a semi-structured interview. The interviewer is present to observe non-verbal behaviour and to assess the validity of the interviewee’s answers. Spontaneous answers may be more informative than answers about which the interviewee has had time to think.

Interviews without restrictions were used to generate data to make sure that the participants voiced their opinions freely. The interviews were conducted in English because all the participants understood English. Before the data generation, the researcher ensured that all the procedures were followed.

According to Munonde (2007:79):

The researcher should start by making all the necessary arrangements of conducting the interviews before embarking on the interviews.

The researcher began by writing letter asking for permission to do research in educational institutions and forwarded this letter to the district senior manager. After being granted permission to do the research, the researcher went to the institutions he had chosen with the letter and made appointments. The researcher prepared interview schedules and used them as basis for the tape recorded interviews.

Interviewing requires asking participants authentic open-ended questions (MacMillan & Schumacher, 2001:446). In this study the researcher questioned the participants actively in order to elicit as much information as possible by encouraging them to offer detailed information about their experiences and perceptions. Rubin and Rubin (1995:31) add that qualitative interviewing emphasises the relativism of culture, the active participation of interviewer and the importance of giving the interviewee a voice.

McMillan and Schumacher (2006:350) mention that during interviews participants are asked to provide data about how they conceive and give meaning to their world and how they interpret events in their lives from their own point of view. Chiyongo (2010:99) identifies different types of interviews, such as the informal conversational interview, the interview guide approach and the standardised open-ended interview. It is up to the researcher to choose the type of interview that is relevant to his or her study.

According to Leedy and Ormrod (2005:146):

“Interviews in qualitative study are not structured as the interviews conducted in a quantitative study. Instead, they are either open-ended or semi-structured, in the latter case revolving around a few central questions. Unstructured interviews are, of course more flexible and more likely to yield information that the researcher hadn’t planned to ask for. Their primary disadvantages are that the researcher gets different information from different people and may not be able to make comparisons among the interviews”. These interviews were tape-recorded after the participants

had given their permission for participation under the agreed conditions. Recordings were transcribed verbatim and texts were analysed.

3.5 THE DATA ANALYSIS AND INTERPRETATION

According to Bogdan and Biklen (1998:106) data means:

“The rough materials researchers collect from the world they are studying; they are particulars that form the basis of analysis. Data includes materials the people doing the study actively record, such as interview transcripts and participant observation field notes. Data include what others have created and the researcher finds, such as diaries, photographs, official documents, and newspaper articles. Data are both the evidence and clues. If data collected carefully, they serve as the stubborn facts that save the writing you will do from unfounded speculation. Data ground you to the empirical world and, systematically and rigorously generated, link qualitative research to other forms of science. Data involve the particulars you need to think soundly and deeply about the aspects of life you will explore”.

Coding and categorisation were used to analyse and interpret the data.

This means that the data were “divided into small units of meaning; each of which was systematically named (coded according to what a unit of meaning signifies for the researcher) and then grouped together in categories that contain related codes. Each category comprised codes that are semantically related” (Henning et al., 2004:102). This corresponds with what Mouton (2009:108) means when he says that analysis involves breaking up the data into manageable themes, patterns, trends and relationships.

Similarly, Seal (1999:112) says “data analysis is the process of bringing order, structure, and meaning to the mass of collected data. Seal (1999:112) further points out that the most profound operation in analysis of qualitative data is that of discovering significant classes of things, persons, events and properties that characterize them”.

Henning (in Munonde 2007:93) adds that data analysis is an ongoing process because before the researchers begin with analysis, the data are transcribed and organised into segment or units, and then compared to build and refine categories, to define conceptual similarities and to discover patterns.

In this study, the researcher familiarised himself with data by listening again and again to the recordings. Thereafter, he scrutinised the transcriptions thoroughly and arranged the patterns of words that were related. Babbie and Mouton (2004:490) refer to Tesch's method of analysing qualitative data. The Tech's method is also used in this research. The steps are as follows: The researcher achieved this by reaching all the transcriptions carefully and jotted down ideas that came to mind.

The researcher selected one transcript and go through it, asking what it was about. He considered underlying meanings and wrote his thoughts down in the margin and made a list of all topics. He clustered similar topics together and then arranged the groups into columns under unique topics. The researcher then took the list and went back to the data.

The researcher abbreviated the topics as codes and wrote the codes next to the appropriate segments of text; then determined whether new categories and codes emerged, and used descriptive words to categorise topics. The researcher chose descriptive headings and grouped related topics together, before making a final decision on the abbreviations for each category and alphabetising the codes.

The generated data belonging to each category and a preliminary analysis was done. The researcher identified and reflected on relationships between categories: the themes that constituted the findings relevant to the professional development of educators as a key factor in the promotion of the culture of learning in Johannesburg South District schools.

3.6 RELIABILITY AND VALIDITY OF THE RESEARCH

When doing research the impact of the results is dependent on two concepts: reliability and validity. If research complies with these requirements, readers can rely on the findings and they can be officially accepted. This proves a study both trustworthy and credible. In simple terms reliability and validity of the research means the credibility of the research. Du Plessis (personal communication, April 7, 2011) observes that to ensure reliability, we should ask the following question: do the instruments or indicators produce consistent results?

Salkind (2006:106) suggests synonyms for reliability as being:

Dependable, consistent, stable, trustworthy, predictable and faithful. “Something that is reliable will perform in the future as it has in the past. Reliability occurs when an instrument measures the same thing more than once and results in the same outcomes. The reliability of a measurement procedure is thus the stability or consistency of the measurement”. This value and credibility is what the reader should expect from the research study.

To make sure that the research study is reliable and valid, the researcher follow Neuman and Kreuger (2003:179-180) and Salkind (2006:108) procedures: “Increase the number of items or observations/use multiple indicators of variable. Use two or more indicators for example, two or more questions in questionnaires to measure each aspect of a variable. The items that were unclear were eliminated. An item that is unclear is unreliable because participants may respond to it differently at different times. Indicators at higher or more precise levels of measurement are more likely to be reliable than less precise measures, because the latter pick up less detailed information. Standardise the conditions under which the test is taken because any test that is too difficult or too easy does not reflect an accurate picture of one’s performance. Minimise the effects of external events and also standardise instructions to avoid the invalidity of the research study”.

White (2005:201) adds:

“Qualitative researchers regard reliability as the elimination of casual errors that influence results”. Reliability can be divided into internal reliability and external reliability Internal reliability is achieved during the study through triangulation, cross examination, member checks, careful selection and training of assistant researchers, careful auditing of data, by reaching consensus regarding the findings with the participants, and using audiotapes and video recordings to store information and computers for processing data, while external reliability refers to the verification of findings of the research, when the same research is conducted by an independent researcher under the same circumstances and using the same participants.

Validity refers to accuracy, authenticity, genuineness and soundness as synonyms for validity (Salkind 2006:113). Validity questions whether all the instruments or indicators measure what they are supposed to measure. According to Schumacher and McMillan (2006:324), validity also

refers to the degree of congruence between the explanations of the phenomena and the realities of the world.

Schumacher and McMillan (2006:324) continue to state that validity in a qualitative research study refers to the degree to which the interpretations have mutual meanings for the participants and the researcher; the participants should agree on the description and interpretation of the events being discussed. Measuring instruments in reliability and validity refer to questionnaires, observations schedules, interviewing schedules and psychological tests (Mouton 2009:100). In this study, attention was given to the interviewing schedule used during interviews.

3.7 TRUSTWORTHINESS OF THE STUDY

The trustworthiness of the study is about the credibility of the study. A study that is credible can be respected and trusted by a reader because of its value. People tend to believe in something that they can trust. According to White (2005:203), trustworthiness refers to the quality of the research. This study is considered to be one of quality and trustworthiness because the researcher followed all the relevant procedures before the findings were reached. The researcher obtained ethics clearance from the University of South Africa (see Appendix 7 p. 100); a consent letter from Gauteng Department of Education (see Appendix 2 p. 90), generated data from the relevant participants (teachers who had experience of professional development workshops) and the participants' interviews were tape recorded. All this evidence is available for scrutiny.

To ensure the trustworthiness of the study the researcher applied Lincoln and Guba's (1985:329) criteria of: truth-value, applicability, consistency and neutrality.

(a) *Truth-value*: The truth-value comes from the credibility of the study. This study is considered to have truth-value because the researcher interviewed the participants, analysing the data using recommended procedures, made accurate recordings of the interviews and finally reached to the findings of the research study. All these make the study valuable.

(b) *Applicability*: According to White (2005:204), "applicability refers to the degree to which the findings can be applied to other contexts and settings or with other groups". The findings of this study of the professional development of educators in the Johannesburg South District schools is likely to be applicable to educators in schools in the Johannesburg East district which

falls under Gauteng Department of Education and whose teachers have attended similar workshops because of professional development uniformity.

(c) *Consistency*: To ensure consistency in the study the researcher asked all the participants the same questions which were tape recorded.

(d) *Neutrality*: The researcher was determined to maintain a neutral stance during this study and did not attempt to influence the findings in any way. The researcher reflected critically on any preconceived ideas about professional development, adjusted these ideas in the light of the literature review and avoided any bias when dealing with the participants.

3.8 ETHICAL CONSIDERATIONS

The researcher should consider what is morally correct when dealing with the participants. De Vos et al., (2011:11) defines ethics as follows:

“Ethics is a set of moral principles which is suggested by an individual or group, is subsequently widely accepted. Ethics offers rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers and students”.

According to Babbie and Mouton (2011:520):

In most cases in dictionaries and in common usage, the concept of ethics is typically associated with morality as both deal with matters of right and wrong. But what is right and what is wrong? What is the source of distinction? For individuals, the sources vary. They may be religious or political ideologies, or the pragmatic observation of what seems to work and what doesn't.

According to Babbie and Mouton (2011:522):

“Social research should never injure the people being studied, regardless of whether they volunteer for the study or not. Perhaps the clearest instance of this norm in practice concerns the revealing of information that would embarrass them or endanger their home life, friendships, jobs and so forth”.

Researchers in qualitative study are often immersed in the phenomena being studied. When permission to enter the field is obtained, participants need to have confidence in the researcher that the data will be used for the stated intended purpose. Confidentiality and anonymity in description of research setting is tantamount to good research ethics (Lesego 2009:116).

Mouton (2009:243) lists as the rights of “participants: the right to privacy (including the right to refuse to participate in the research), the right to anonymity and confidentiality, the right to full disclosure about the research (informed consent), the right not to be harmed in any manner (physically, psychologically or emotionally) and the rights of vulnerable groups”.

Johnson and Christensen (2000:69) concur with Mouton (2009) about the ethical requirements. They agree that: the researcher must obtain the informed “consent of the participants; no deception is justified by the study’s scientific, educational or applied values; the participants are free to withdraw from the study at any time; the participants are protected from physical and mental discomfort, harm and danger that may have arisen from the research procedures; the participants remain anonymous and the confidentiality of the participants is protected”.

The above ethical considerations are explained thoroughly by Uiseb (2009:43): The right to privacy or non-participation, a person has the full right not to participate in the study at all. The right to privacy refers to the right of a participant in a study to keep from the public certain. The right to remain anonymous; all participants will have the right to remain anonymous. That is why they don’t need to write their names on the questionnaires. The right to confidentiality: “the participants have the right to insist that data collected from them be treated with confidentiality”.

The right to expect researchers’ responsibility: “the participants have the right to insist that the researcher explain the findings of study to them after it is completed. The researcher would be at liberty to do this only on request of the participants”.

By adhering to the above, the following measures were undertaken to adhere to the ethical principles outlined in the foregoing discussion.

For the researcher’s credibility, he obtained institutional ethics clearance from the College of Education, University of South Africa after a thorough process of obtaining the research ethics certificate. Secondly, the researcher obtained permission from the Gauteng Department of

Education to conduct the study in Johannesburg South District schools (see Appendix 2 p.90).He also obtained the consent to conduct interviews from JSD schools verbally.

Thereafter, letters requesting participation were forwarded to the principals of the schools in order to get consent to interview teachers (see Appendix 4 p.93-94). After permission was granted, participating teachers were given letters of consent to sign, (see Appendix 5 p.95-96). The letter stipulated conditions of the research to meet ethical requirements.

Since the research involved the generation of data directly from participants, the researcher took into consideration that the participants were sensitive concerning what they said and did not want to be implicated in any way by the expression of their views. The researcher treated participants with respect and ensured that their rights were protected by explaining to them and answering their questions. They were informed of the procedures and of what was intended to be done with their information after it was recorded (Henning et al., 2004:73).

As a qualitative researcher McMillan and Schumacher (2001:420) cautioned the researcher that he needed to be sensitive to ethical principles because of the research topic and involvement with participants. The participants in this study were 23 years and older, and they were thus able to sign their consent forms without permission from parents. Personal and social information was obtained directly from the participants through the interviews. It was not envisaged that any harm would come to the participants. Finally, with regard to ownership of the study, the dissertation belongs to the University of South Africa and it can be obtained on request.

3.9 SUMMARY

In summary, this chapter dealt with the measures that were used to produce a study that is acceptable. The following items were explained above: that qualitative research approach and the rationale behind the choice of the qualitative approach in order to obtain data from the participants in the natural setting. The purposive sampling strategy chosen to select relevant participants and the use of interviews to generate data from the participants were explained. Coding and categorisation used for analysis and interpretation of data were described. Measures taken to ensure reliability, validity and the trustworthiness of the study were considered to make sure that the study was credible. Ethical principles were also considered.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1. INTRODUCTION

This chapter deals with the data presentation and analysis. The main aim and the objectives of the study as indicated in chapter one was to investigate strategies to promote quality of learning and teaching in Johannesburg South District schools, to determine attitudes of educators to professional development in schools and to investigate the impact of educator professional development on the promotion of a culture of learning. In this chapter, the researcher focuses on the data analysis and presentation of the findings according to a qualitative approach wherein the feelings and experiences of the participants are presented through verbatim quotations.

4.2 METHODOLOGY

The study follows a qualitative design. Data generation which revolves around the concept of professional development took place through interviews with participants in their natural settings. Qualitative researchers want to “find out not only what happens but also how it happens and, importantly, why it happens the way it does” (Henning et al., 2004:3).

The strength of the qualitative approach lies in the fact that it “studies people in terms of their own definitions of the world; it focuses on the subjective experiences of individuals; and it is sensitive to the contexts in which people interact with each other” (Mouton 2009).

Furthermore, McMillan and Schumacher (2001:41) observe that “qualitative techniques provide verbal descriptions to portray the richness and complexity of events that occur in natural settings from the participants’ perspectives”. Similarly, qualitative approach focuses on how individual and groups view and understand the world and construct meaning out of their experiences (Creswell et al., 2010:50).

Above all, the researcher had used Raply’s (2008:72) suggestions when analysing the data: transcribe the text in sufficient detail depending on the research questions and design. Sometimes

a verbatim transcription of recording was needed and summative notes of key aspects of conversations may suffice.

The researcher read and re-read the text, play and replay audio recordings or re-examines the non-textual data in order to become thoroughly familiar with it. And identified the different topics or themes and codes those encountered by means of a line by line analysis of each interview transcription. The researcher also critically evaluated the meaning of the words used by the participants.

4.3 THE PROFILE OF THE PARTICIPANTS

The participants comprised: the principal (primary school), deputy principal (secondary school), five educators (four from primary school; one from a secondary school) and three heads of department (primary school). The participants were allocated numbers to protect their identity in the presentation of the findings as follows:

Principal: Participant 1;

Deputy Principal: Participant 2;

HOD1: Participant 3;

HOD2: Participant 4;

HOD3: Participant 5;

Teacher1: Participant 6;

Teacher2: Participant 7;

Teacher 3: Participant 8

Teacher4: Participant 9; and

Teacher 5: Participant 10.

Table 4.1 Participant's profile

Participant number	Position held	Teaching experience	Primary/Secondary school	Qualification	Attended more than 10 workshops Yes /No	Gender
Participant 1	Principal	20 years	Primary	Teachers Diploma + ACE	Yes	Male
Participant 2	Deputy principal	18 years	secondary	Teachers Diploma + ACE	Yes	Male
Participant 3	HOD	22 years	Primary	Bachelor of Arts degree	Yes	Male
Participant 4	HOD	18 years	Primary	B Ed. Honours degree	Yes	Female
Participant 5	HOD	20 years	Primary	Teachers Diploma + ACE	Yes	Female
Participant 6	Teacher	12 years	Primary	Teachers Diploma + ACE	Yes	Male
Participant 7	Teacher	7 years	Primary	Teachers Diploma + Ace	Yes	Female
Participant 8	Teacher	10 years	Secondary	Teachers Diploma + ACE	Yes	Male

Participant 9	Teacher	16 years	Primary	B. Ed Honours degree	Yes	Female
Participant 10	Teacher	19 years	Primary	Teachers Diploma + ACE	Yes	Female

Table 4.1 indicates that participants had between 7-20 years of teaching experience. Six participants had more than fifteen years' experience. There is only 1 educator who did not further her studies but attended professional workshops. Thus, they experienced the transformation of the South African education system (OBE), National Curriculum Statements and are familiar with the concept of professional development until to date with CAPS. They had also attended more than 10 professional development workshops. Therefore, the above participants have assisted the researcher with the relevant data for his study.

4.4 FINDINGS

The findings are presented according to the questions in the interview guide (see Appendix 6 p.100-102). The conversation between the researcher and the participants was recorded and transcribed verbatim to gather accurate information. Coding systems was also used to identify emerging themes that came from what the participants were saying.

4.4.1 Question 1

Participants were asked what do you understand the concept of professional development of educators. The purpose of this question was to find out if educators understood the meaning of professional development. According to participants, professional development of educators is aimed at the continuous empowerment of educators through training and workshops they receive with a view to teaching learners effectively. Teachers can develop themselves when they further their studies. Professional development was variously defined. All the participants 1 up to 10

indicated that they understood the meaning of the concept of professional development. They (teachers) used phrases, such as, training, enhancing the quality of teaching, equipping educators with skills, process of developing teachers, continuous equipping of educators, and development in terms of curriculum, growth of educators in their field and new ideas of teaching. This understanding is illustrated by the following comments.

Participant 1 asserts:

“... it refers to various strategies and methods in which teachers can able to improve on the on the quality teaching and learning and hence they (educators) have to also improve the standard of education in general”.

Participant 2 (Deputy) revealed:

“Okay, I think here we are talking about the kind of training that prepares or fully equip educators with the necessary skills, knowledge to do their job effectively and for them to be abreast with the contemporary issues in education”.

Furthermore, Participant 3 (HOD 1) said:

“My understanding of this principle, this is a process whereby teachers or educators are taken through a number of trainings which assist in their development or developmental group, be it in teaching, leadership or management, as the environment keeps on changing, so basically that’s my understanding”.

Participant 4 (HOD 2) observed:

“Professional development of educators for me it means equipping educators holistically for example, academically, given them resources they need in class and in school as a whole as well as their moral esteem it has been taken care of in order to enhance the delivering of teaching and learning”.

Participant 5 (HOD 3) stated:

“Okay, my understanding of the question is, this is how educators or educator tries to improve himself through furthering of education and attending of workshops related to their field”.

Participant 6 (Teacher 1) commented:

“To me this is the continuous equipping of educators with current changes in the system. It is also entails furnishing educators with skills; know how so that educators become an avid professional”.

Likewise, Participant 7 (Teacher 2) sees professional development in two ways:

“Firstly, development in terms of curriculum where they (teachers) enhance their knowledge in terms of the subject that they are teaching and secondly the personal development in terms of achieving academically where they have to study to make themselves better teachers thereby personal developed. Ja, this is what I think professional development is all about”.

Participant 8 (Teacher 3) responded:

“This is a process aimed at equipping educators with skills that will basically enable them to carry their day to day duties in line with the policies of the National Department of Basic Education”.

Participant 9 (Teacher 4) concurred:

“This concept, eh, tells me that it’s to do with growth of educators in their field, to do with advancement of educators, so that educators become stronger and more effective in using pedagogical strategies and teaching knowledge. I also think that is to do with career development opportunities for education to improve skills so that they can be more effective and more confident teachers”.

Participant 10 (Teacher 5) endorsed:

“...developing in terms of curriculum where teachers enhance their knowledge in terms of subject that they are teaching and the personal development in terms of achieving academically where they have to study to make themselves better teachers, ya that is what I think professional development is all about”.

These responses indicate that participants understand the concept of professional development clearly. Teachers are certain that the main aim of professional development is to empower or

train educators in order to nurture the skills and knowledge needed to promote the culture of learning. They (teachers) also understood that this is not a one-day event; it is a continuous process. Teachers may obtain new professional knowledge from the workshops, by furthering their own studies and in various other ways. Thus, there was consensus that professional development is about gaining new knowledge and skills in order to teach learners effectively.

4.4.2 Question 2

Participants were asked what can be done to encourage educators to attend professional development workshops held in Johannesburg South District. The aim of this question was to find out ways to increase the attendance at professional development workshops in the Johannesburg South District. Participant 1, Participant 2, Participant 3, Participant 7 and Participant 9 indicated that teachers should be motivated by incentives, such as certificates of attendance and monetary rewards.

Participant 1(Principal) said:

“ ...to issue certificates of attendance whereby educators can able to see that at least the they have covered this particular strategy and move towards another strategy unlike repeating the same professional requirements year in and year out”.

Participant 2 (Deputy) stated:

“ ...by issuing certificates of attendance and again something that can be considered in the near future eh when time for promotion arises, now they must consider at least teachers who have attended different programs to do with professional development”.

Participant 3 (HOD 1) noted: *“Educators need to be met halfway in terms of transport claims or monies so as to encourage them when they have to go and attend this kind of workshops, so they need to be thanked or appreciated for their efforts, so basically that’s my intake”.*

Participant 7 (Teacher 2) proclaimed:

“ I feel together with certificates we should have monetary [rewards]. Teachers should be given monetary incentives where they have attended certain number of courses; they should be paid for time, because obviously this courses that occur are occurring during the teachers time”.

In addition Participant 9 (Teacher 4) responded:

“...so may be what should happen is that there should be pay progression for educators who make an effort to develop their different field; this will serve as the way of encouraging teachers”.

Based on the quotes above the participants prefer to be awarded with certificates of workshop attendance and the monetary incentives. Information gathered during the interviews also indicated that the officials responsible for professional development in the Johannesburg South District actually award teachers with certificates of workshop attendance. Usually, the district officials organise a function to award teachers who attended selected workshops with certificates at the end of the year. This is a positive move to encourage teachers to attend professional development workshops because it shows that their effort to attend workshops is recognised.

It would appear that the most practical option is the issuing of certificates of attendance; however, monetary incentives are a matter that requires negotiation with the unions and a special budget by government. Teachers are remunerated according to their post levels. Professional development is a continuous process and it will be very costly for the government to pay for all workshops attended because of number of workshops that teachers are attending.

4.4.3 Question 3

The question was posed: What strategies could be established to enhance educator professional development in schools in Gauteng Province? The purpose of the question was to determine strategies that could be established to enhance educator professional development in schools in Gauteng Province. Six participants out of ten were unhappy about the performance of the facilitators. They want to attend workshops that are presented by facilitators who are qualified in their specific fields or learning areas. Participant 1, Participant 4, Participant 6, Participant 7,

Participant 9 and Participant 10 felt that facilitators who conducted the workshops were incompetent.

Participant 1(Principal) said:

“ Get experts of service providers that will bring relevant people to workshop teachers or else it can also need educators within the same district who are more knowledgeable to able to workshop teachers as far as their needs are concerned”.

Similarly, Participant 4 (HOD 2) stated:

“The district must make sure that they have qualified and dedicated staff to develop educators, in other words they should have a team that is experience and have the understanding of the concept of professional development of educators and who have walked the walk, and in other words they have experience in the teaching field. They know what they are doing and they can also motivate the educators, in that manner then would be having educators interested in workshops”.

Participants 6 (Teacher 1) added:

“Well-equipped personnel should be trained and deployed in provinces to carry out the task”.

Participant 9 (Teacher 4) said:

“Workshops must be effectively planned by the professionals and experts so as to be beneficial and must not be seen as the waste of time”.

According to the participants, a grave issue is the lack of competency of the facilitators. Participants observed that most facilitators fail in the following areas: they do not plan for their workshops properly, they are not knowledgeable about the subjects that they are facilitating, they are not qualified to teach that particular subject, they are not well prepared and they are not dedicated. This is also a concern noted by officials in the Johannesburg South District.

Participant 7 (Teacher 20) revealed the following:

“We get facilitators who are unqualified, they don’t pronounce words properly, they don’t know the content materials need to be presented they themselves do not know. When they are questioned about that, I have to check on it from so and so”.

Participant 10 (Teacher 5) confirmed:

“The training officials very often are ill- prepared and they do not add value to educator’s lives or their knowledge after long day in the classroom. The educators are tired and so, the demanding attitude of the training officials de-motivating teachers from wanting to attend professional development workshops”.

The Johannesburg South District has introduced the *Lead teacher programme* to eradicate challenges that facilitators face. The main aim of this programme is to train selected teachers to train other teachers as facilitators. It will be seen in future if this programme is the answer to the problem that the District faces regarding the competency of the facilitators.

4.4.4 Question 4

The teachers were asked how other districts develop educators in order to promote quality teaching and learning activities. The purpose of the question was to determine what other districts are doing to promote quality teaching and learning activities. Participant 1, Participant 3, Participant 5, Participant 6 and Participant 8 declared that other districts also use workshops to promote quality teaching and learning activities. These workshops are held after district officials have analysed the strengths and weaknesses of schools and have grouped them together.

This is supported by Participant 1 (Principal) who said:

“If it is an issue around assessment those schools that have been identified to be able to need such a developing strategy, they are able to be work shopped together and those teachers are grouped together and experts are called and they are able to be developed”.

Participant 3 (HOD 1) stated:

“In fact what they normally do from my understanding, with the types of friends that I have from other districts, they normally make use of workshops that are called by the subject facilitators. I say normally called timely to whereby information is shared”.

Participant 5 (HOD 3) observed:

“Hmm, the districts usually visit different schools eh checking on educators if they are following the schedules given to them by the employer and if not following, the districts are able to give the support that the teachers need depending from school to school”.

Participant 6 (Teacher 1) concurred:

“I believe all districts have uniformity which means they all try to reach out educators through workshops”.

Participant 8 (Teacher 3) proclaimed:

“Some districts develop teachers by making sure workshops are more developmental, they also rope in academics and they also inform teachers on time about such workshops”.

The above mentioned comments indicate that most participants agree that the various districts follow the same strategy of professional development. They use workshops and school visits to empower teachers. Workshops are held frequently to enhance quality teaching and learning activities in other districts. In other workshops, such as the Lead teacher workshops, teachers meet their peers from other districts. It appeared that Johannesburg South District should make greater efforts and establish a strategy to work hand in hand with other districts that are doing well.

Thus, collaboration is needed as Participant 4 (HOD 2) noted:

“The department of education is failing. It does not expose us to other districts what they are doing especially if those districts are doing good job. We should have exposed to them and you know, have meetings to say this is what District 12 is doing perhaps other districts can copy this”.

because it is a good gesture, it is a good behaviour of teaching or good professional development program but unfortunately we are not exposed to that, is not happening”.

4.4.5 Question 5

The participants were asked to explain when the suitable time for educator professional development workshops is. The aim of this question is to find out the time that teachers prefer to attend workshops. In Johannesburg South District workshops take place in the afternoons, weekends, Saturdays and during the school holidays. Most participants did not have a problem with afternoons and school holidays. Four out of ten preferred afternoons (Participant 2, Participant 4, Participant 6 and Participant 8) and three (Participant 5, Participant 9 and Participant 10) chose school holidays.

Participant 2 (Deputy) maintained that:

“I think the most suitable time is just after school contact time in order to avoid disruption of teaching and learning and again during school holiday. I think holiday is for learners, but teachers are always readily available to participate in these professional development workshops”.

Participant 4 (HOD 2) pointed out:

“I still feel after school is very much okay as educators we are undated with teaching Workloads and paper work. We really need to stay in class to finish our work then these workshops are arrange after school they are fine and to be done after school but not weekends. Weekends we have got families that we attend to, churches functions to attend to for after school is okay”.

Participant 6 (Teacher 1) concurred:

“What is important is that each school must have a day, let’s say from 12 pm to 15 pm for educator professional development workshop per fortnight”.

Participant 8 (Teacher 3) added:

“According to me I think suitable time is from 14 hours to 15 hours because most teachers after 15 hours they have got their own personal matters that they need to honour”

The following participants preferred professional development to take place during school holidays.

Participant 9 (Teacher 4) expressed:

“School holidays may be first week particularly June holidays because we have three weeks. Perhaps the workshops could spread out and I think educators would be more receptive during holidays because during school week you know, we are tired, we had been addressing the needs of the learners and during the school hours as well there is marking. We have to meet you know, there is lesson prepared, there is the marking of books, hence I think some of our holidays, one, two or three days would be suitable for workshops”.

The comments clearly indicate that teachers preferred educator professional development in the afternoons and during the school holidays. This accords with the practice in the Johannesburg South District, although some workshops take place on weekends. The participants feel that the Johannesburg South district should continue with current practice. In the Johannesburg South district, professional development workshops take place in the afternoons, weekends and during the holidays as indicated above. Usually workshops that take place in the afternoon start at 14:00 and finish at 15:00. Certain topics such as CAPS training cannot be covered in an hour so weekends and school holidays have to be used.

Participant 5 (HOD 3) observed:

“I think the suitable time for teacher development workshop it should be during the school holiday when the teachers are closed, if we can make time because to make the teacher development during the day it’s like you won’t be productive because the person that you are talking to is tired. So, what do you expect that person to understand what you are saying and practice it? For the fact that he is coming from job morally is finished, mentally, until that time he gets rest and refresh”.

Furthermore, Participant 10 (Teacher 5) endorsed:

“The first week of every term should be compulsory and during this training period no pupils are to be at school. The teachers should feel refreshed after holidays and furthermore they could

focus on their training as they would be no pressure or stressed of having to teach before attending the training after school and then of course they will be no need for going home to do marking and prep that would have been done after training”.

4.4.6 Question 6

The participants were asked to explain what the attitude of educators in Johannesburg South district towards educator professional development workshops is. The purpose of this question is to reveal the attitude of teachers towards the attendance of workshops. Participant 1, Participant 5, Participant 4, Participant 6, Participant 7 and Participant 9 indicated that the attitude of teachers towards educator professional development is negative. This was an overwhelming response.

Participant 1 (Principal) stated:

“Most of these educators once a development is called and teachers are work-shopped on the very same topic year in or weekend in or weekend out it becomes a problem and other issue the attitude of service providers towards educators. If the service provider does not have content, the teachers are able to see the lack. It affects their morale and if also you found that the topic itself is irrelevant, teachers do not feel that the strategy is developing”.

Participant 4 (HOD 2) commented:

“The Johannesburg South District needs to display more of professionalism in developing teachers themselves for example, when a facilitator speaks of, I am taking an example, and facilitator comes and speaks of school assessment. She or he needs to bring examples, to say when we are talking of Teachers Assessment Plans (TAPS); this is a kind of TAP that we are talking about, not taking for granted that the teachers understand what it is. So when you are developing people you need to bring everything in terms of resources, examples in order for when you walk out of a room you have developed these people and they know what to do in class”.

Participant 9 (Teacher 4) observed:

“Some of these workshops are not very well planned, very little support is given to educators. We are usually given materials, notes, hence we can read through and use, I just feel that these workshops are not very effective”.

The participants generally demonstrated negative attitudes towards the professional development workshops because they were not considered effective.

Participant 6 (Teacher 1) added: *“Most educators regard workshops as routine and they have negative attitude towards this, mainly because there is nothing new in these workshops. They are only for reminders”.*

Factors that play a role are poor facilitators, who are not well prepared, difficult conditions that teachers work under, lack of professionalism and poor presentation by the facilitators.

Participant 5 (HOD 3) confirmed:

“I think most of the educators on my own thinking have a negative attitude because of working conditions places where they work are not suitable. The environment they find themselves in is not good environment in terms of the learners. You find learners coming from the child headed family and it’s a child and a learner at the same time. So when teachers face this situation, it becomes very difficult for them to deal with them because they are parents, and you are talking to kids as parents again, are another problem. So most of the educators in terms of this one, they have got negative attitude towards education”.

During the course of the interviews, however, some teachers were negative towards educator professional development. Some teachers who tend to be negative are incompetent. They tend to be negative even where facilitators are competent. These teachers go to the workshops with negative attitude.

Maxwell (2006:21) observed that in leading and developing people, incompetence is a great distraction to an organisation. Other teachers understand that educator professional development is a continuous process. They realise professional development is necessary if they are to be updated with curriculum changes.

4.4.7 Question 7

The question that was posed is what the impact of educator professional development on the promotion of a culture of learning in the Johannesburg South District is. The objective of this question is determining the impact of professional development. The overwhelming response was that the impact of professional development could be powerful and positive if it is designed and presented effectively.

Participant 4 (HOD 2) revealed:

“It can impact positively if workshops are done properly by the district. Then the impact can be very positive in all the grades especially for me I am very passionate about the Foundation Phase because that is where foundation is. But it can also impact very negatively if the status quo remains as it is right now where workshops are not done properly and all sorts of things”.

Participant 7 (Teacher 2) responded:

“If it is done properly definitely for sure learning and teaching will be enhanced”.

Participant 9 (Teacher 4) said:

“I just feel here that in order to promote a culture of learning teachers needed to be given the relevant tools so that they can address some of the problems that they are having in their classrooms”.

In the same vein Participant 10 (Teacher 5) observed:

“If Professional Development was done properly and meaningfully, I feel it would enrich the educators who in turn would incorporate the enrichment into the teaching styles”.

The above remarks indicate clearly that the educator professional development has a potential impact more especially if it is done properly. If the workshop is well presented, educators' attitudes will respond positively and they will develop new knowledge and skills which will benefit learners.

Participant 2 (Deputy) confirmed:

“Eh, its impact is quiet huge but what I can indicate are the following: once teachers are empowered then passes itself on to their teaching as well as their management in a classroom situation, so, then it improves the culture of learning and make both learners and teachers having no way to stay absent from school due to the way in which it encourages them.

The district officials should ensure that all workshops are well-planned and follow up after professional development to support educators where they need help”.

4.4.8 Question 8

The participants were asked to explain is the Johannesburg South District doing enough for the professional development of educators. The aim of this question is to examine if Johannesburg South district is providing enough workshops. Most of the participants agreed that the District is trying its best but there is a room of improvement.

Participant 2 (Deputy) stated:

“Ja, I think it would be never is enough. There is still so much to be done to ensure that educators are always fully equipped to maximize their output in terms of performance”.

Participant 6 (Teacher 1) concurred:

“Effort is being taken to develop teachers or educators professionally, but there is still room for improvement. More expertise is still needed and the frequency of these workshops needs to be looked at”.

Participant 4 (HOD 2) echoed:

“Very few facilitators come well- prepared and develop teachers; most they are not and in some instances you find facilitators are not showing up where they are supposed to be. So as I have said in the last point that the district really need to shape up and they really need to know that developing teachers is at their benefit and it also benefit our learners in terms of taking our education forward, so there should be a huge cooperation between the district and the

schools. That relationship must be there and district must not come at certain time. They should be always so that they are aware of the plight of the teachers and in that manner they are able to identify that we need to develop them. So it is a continuous journey”.

Participant 5 (HOD 3) responded:

“I think they are not doing enough because to start with them, they seemed to be having the human resource problem. We have got more schools than the human resource that is the office based. The office base is the one that needs to service us, so we are so many than them, so in most of the cases they are not doing enough”.

The above quotations from the participants indicate that they agree that the Johannesburg South District is trying to develop teachers. However, the issue is not the number of workshops, but their quality. If educator professional development workshops are of a high quality, teachers will teach effectively and produce learners who are competent. In this way teachers will promote the culture of learning in Johannesburg South District. This requires facilitators who are prepared and full support of the teachers by the district officials.

Participant 9 (Teacher 4) endorsed:

“I think teachers need to be given more professional development in terms of learning, lesson planning. Since the introduction of CAPS we have not had much support from them (district officials). We have not had enough time to report back about how we feel, how we are doing in our classroom. There has not been a follow-up and teachers are depending on each other in the schools on what to do. Also I just assessing, doing various admin tasks and discipline the classroom; we certainly just need support in developing these areas”.

4.5 Emerging themes

The following themes emerged from the analysis of the responses to the questions posed during the interviews.

4.5.1 Theme 1: Shared understanding of professional development

All the participants shared the same understanding of the topic, professional development, as these selected comments indicate.

Participant 1 (Principal) said that professional development:

“... refers to the standard practice of enhancing the quality of teaching and learning amongst educators”.

Participant 2 (Deputy) pointed the following out:

“It is the kind of training that prepares or fully equips educators with necessary skills knowledge, to do their job effectively”.

Both participants use different phrases to explain their understanding of professional development. Participant 1 talks about “standard practice of enhancing the quality of teaching and learning”, while Participant 2 talks about “training that prepares or fully equips educators”. However, the phrases mean the same thing: the main aim of professional development is to develop or empower teachers with knowledge so that they teach effectively. In this context professional development aims at obtaining new knowledge and skills in order to teach learners effectively; however, educators can develop themselves professionally through further study.

4.5.2 Theme 2: Incentives, certificates and monetary rewards

Six out of ten participants feel that they must be rewarded with incentives such as certificates or monetary rewards after attending professional development workshops.

Thus, educators revealed that certificates should be used when they apply for promotional posts, monetary incentives should be used to assist educators with their transport expenditure and also for paying them their holidays hours used for attending professional development workshops. Participant 1 and Participant 9 explained what could be done to encourage educators to attend professional development workshops.

Participant 1 (Principal) said:

“...to issue certificates of attendance whereby educator can able to see that at least they have covered this particular strategy”.

Participant 9 (Teacher 4) mentioned:

“They should be pay progression for educators who make an effort to develop their different fields”.

Participants use different phrases when talking about incentives. Participant 1 talks about “issuing out certificates” and Participant 2 talks about “pay progression”. However, both options relate to incentives. The strategy followed by Johannesburg South regarding certificates of attendance is successful. The issue of monetary incentives is a matter that needs to be negotiated with the government and teachers unions and budgeted for.

4.5.3 Theme 3: Incompetency of the facilitators in Johannesburg South District

Six participants out of ten participants felt that facilitators in the Johannesburg South District are incompetent. The comments of Participant 4 and Participant 7 are striking.

Participant 4 (HOD 2) said:

“The district must make sure that they have qualified and dedicated staff”.

Participant 7 (Teacher 2) indicated:

“We get facilitators who are unqualified”.

Participant 1 talks about “qualified and dedicated staff” while Participant 2 talks about “facilitators who are unqualified”. Both imply the need for knowledgeable and prepared facilitators.

In my opinion the situation is more complex. Some facilitators are incompetent, they are ill-prepared, not clear about their subject matter and not committed. However, there are also good

facilitators. Likewise, some teachers have a negative attitude towards professional development. Because of their experience, they see no need to continue learning. Other teachers fear change and some are close to retirement. This affects their attitude to professional development.

4.5.4 Theme 4: Timing of Professional Development workshops in Johannesburg South District schools

In the Johannesburg South District, Professional Development workshops take place in the afternoons after school contact time, weekends and during school holidays. Four participants out of ten declare that they prefer professional development to take place in the afternoons and three participants consider school holidays. The remarks of Participant 2 and Participant 4 summarise these sentiments.

Participant 2 (Deputy) expressed the following:

“I think the most suitable time is just after school contact time in order to avoid disruption of teaching and learning and again during school holiday. I think holiday is for learners, but teachers are always readily available to participate in these professional development workshops”.

Participant 4 (HOD 2) enunciated the following:

“I still feel after school is very much okay as educators we are undated with teaching work load and paper work. We really need to stay in class to finish our work then these workshops are arranged after school, they are fine and to be done after school but not weekends”.

Participant 2 refers to “after school contact time” and Participant 4 advises that teachers should first “stay in class to finish their work” and then attend professional development. Both agree that workshops are preferable in the afternoons.

This implies that the Department of Education should continue to conduct workshops in the afternoons and during school holidays. Afternoons are suitable because an hour is not demanding. During the school holidays teachers can attend two to three days. Workshops on Saturdays should be limited as teachers need rest.

4.5.5 Theme 5: Negative attitude towards Professional Development workshops in Johannesburg South district

Six out of ten participants have negative attitudes towards professional development workshops. The comments of Participant 5 and Participant 9 are telling.

Participant 5 (HOD 3) stated:

“I think most of the educators on my own thinking have a negative attitude”.

Participant 9 (Teacher 4) agreed: *“I think a lot of teachers are very negative”.*

Participant 5 and Participant 9 both “think” that many teachers have a negative attitude towards professional development workshops. Participant 5 speaks about “most of educators”; Participant 9 says “a lot of teachers”. Teachers develop these negative attitudes towards professional development workshops because of facilitators or district officials who are not competent. This indicates a need for improvement (see chapter 4 question 6 p. 63-64).

4.5.6 Theme 6: Professional Development of educators by other districts to promote quality teaching and learning activities

Five out ten participants observed no difference between how Johannesburg South District conducts professional development workshops and other districts. Other districts also use workshops to support teachers in order to promote the culture of learning. The comments of Participant 3 and Participant 6 illustrate this point.

Participant 3 (HOD 1) noted:

“They [teachers] normally make use of workshops that are called by the facilitators”.

Participant 6 (Teacher 1) responded:

“I believe all the districts have uniformity which means they all try to reach out educators through workshops”.

Participant 3 and Participant 6 concur that “workshops” are used to develop educators in other districts. In my opinion workshops are normally used to develop educators; however, there are other ways that can be used to promote quality teaching and learning, such as mentoring, coaching and peer collaboration. It is of paramount importance to learn what other districts are doing in order to enhance the quality of teaching and learning (see chapter 4 question 4 p. 59-61).

4.6 SUMMARY

This chapter dealt with the findings of the study. Findings have been presented according to questions in the interview guide and themes. Findings have been substantiated by quotations from the interviews.

CHAPTER 5

SUMMARY OF THE STUDY, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

The aim of this chapter is to present the main findings of the research after the data has been presented and analysed in chapter four. These findings are derived from the data generated by the participants. The researcher referred to the main problem: the role of professional development as a key factor in the promotion of a culture of learning in Johannesburg South District schools (see chapter 1 p.6- 7). The aim of the literature review is summarised by focusing on the concept of professional development, requirements of workshops, facilitators, attitude of educators, the impact of professional development and its challenges. Based on the findings, conclusions are drawn and recommendations for the improvement of practice and suggestions for further study are made.

5.2 LITERATURE REVIEW

Professional development is seen as an initiative that is used to develop educators in order to teach effectively if is conducted properly. The concept professional development helps education officials to plan properly. Understanding the concept also helps teachers to understand what aim of professional development is (see chap. 2 p. 12-15).

The literature review also revealed that it is important to understand the behaviour of teachers and their responses to professional development. Sometimes teachers make it difficult for the facilitators to continue with the workshop; teachers need clarity. These behaviours of teachers are categorised in certain groups and if understood, it would be easier to deal with them (teachers) (see chap. 2 p. 15). Negative attitudes towards professional development workshops can be partly explained by teachers' conduct.

The literature review also showed that many countries take professional development of educators seriously. Professional development results in quality teaching and learning and eventually promotes the quality of education.

Professional development also depends on the socio-economic and political status of that particular country. A country such as the USA is a developed country with a stable socio-economic and political climate. They have a high income and are able to fund professional development workshops in order to promote the culture of learning in their states. This is shown by the quality of learners they produce. China is a developing country but its education is of a high quality; they take professional development seriously and support teachers (see chap. 2 p. 20-21).

Unlike in Sub-Saharan countries such as Ghana and South Africa where economic development is in a dire need. These (Sub-Saharan countries) are developing countries and this has an impact on the funding of professional development workshops due to the low income. Most African countries face many challenges, such as poor planning of professional development workshops and lack of qualified personnel to promote learning activities (see chap. 2 p. 23-24). Johannesburg South District experiences challenges typical of Africa.

The research method, approach and design were also supported by literature. This informed an understanding of research methods and data collection. The researcher used interviews to generate data from the participants (see chap. 3 p.39-43).

5.3 LIMITATIONS OF THE STUDY

Eight participants were from primary schools and two participants were from secondary schools, because certain prospective participants declined the interviews due to workloads. Thus, data mainly related to primary schools and did not cover secondary schools as thoroughly.

5.4 DISCUSSION OF THE RESEARCH QUESTIONS

The questions discussed in this study were as follow:

(a) Educators need to be rewarded with incentives

The participants without any doubt felt that they should be rewarded after attending professional development workshops (see chap. 4 question 2 p. 56-57). Firstly, certificates can be issued; this will encourage them as it will always remind them about the workshops that they have attended and it will also encourage them to attend workshops in future.

Secondly, the participants clearly indicated that they need monetary incentives. Professional development workshops normally take place during teachers' free time so they should be paid. The monetary incentives will also encourage them to attend workshops (see chap. 4 question 2 p. 56-57). This contrast to what Armstrong (2004:215) observed, no reward offered through an incentives bonus will be effective as a motivator unless individuals believe it is worthwhile and can be reasonably expect to obtain it through their own efforts.

As the researcher has already elaborated, the Johannesburg South District issues certificates to teachers who attend workshops. However, not all workshops issued certificates; some workshops are for dissemination information to teachers. Lastly, the issue of monetary incentives requires negotiation with all stakeholders and there is no guarantee that teachers will be motivated. Pink (2010:8) observes that, "when money is used as an external reward for some activity, teachers lose intrinsic interest in the activity because monetary rewards deliver a short term boost. The effect wears off and can reduce a person's long term motivation to continue the activity".

(b) Professional Development of teachers in other Gauteng Province schools

The participants concur that there is uniformity in conducting professional development workshops in other districts (see chap. 4, question 4, p. 59-61). The most common way is by using facilitated workshops and school visits by district officials to support teachers. Workshops do not always produce good results due to the challenges that facilitators face, such as lack of dedication.

Similarly, district officials visiting schools are sometimes not welcomed by SADTU members when there is disagreement with the Department of Education. In the researcher's view, uniformity of professional development workshops is not the sole answer to the problem of underperforming schools. It would be wise for schools that are not performing to collaborate with the performing schools and learn from them.

(c) Plans to enhance educator professional development in schools in Gauteng Province

The overwhelming majority of the participants agree that the main issue lies with facilitators (see chap. 4, question 3 p. 57-59). Teachers are unhappy about facilitators for the following reasons: most facilitators are ill- prepared; poor planning; facilitators are not clear about the subject

matter; they are not punctual and facilitate subjects that they have not specialised in. Workshops must be planned properly and run effectively in order to promote the culture of learning in schools.

Knowledgeable and well-prepared facilitators will be able to develop teachers properly. This will empower teachers and, in the end, learners will also benefit. However, quality facilitators alone cannot solve the issue of learning. Teachers should also be committed, dedicated and positive in order to promote the culture of learning in Johannesburg South District schools.

5.5 CONCLUSION

In conclusion, the literature review explored the concept of professional development. Through discussions, it was found that the participants need to be awarded with the certificates of workshops attendance and the monetary incentives. These initiatives should motivate teachers to attend more professional development courses. Teachers also requested that workshops be run by competent facilitators. It was also revealed that there is uniformity of workshops across other districts in Gauteng Province.

5.6 FINDINGS AND RECOMMENDATIONS

The purpose of this study was to explore professional development of educators as a key factor in the promotion of culture of learning in Johannesburg South District schools. The findings and the recommendations of the study will be elaborated on in the ensuing discussion.

The researcher found that teachers in Johannesburg South need to be encouraged after attending professional development workshops in order for them to continue attending professional development activities, to enable the effective teaching of learners. Teachers should be also being paid because sometimes workshops take place outside work hours and the money will also help them for transport to workshop venues.

They attend professional development workshops after school, at weekends and during the school holidays. They wish to be rewarded with certificates of attendance and monetary incentives but, according to the *National Department of Education* Employment of Educator's Act 76 of 1998 (C-25), salary is applicable to an educator in accordance with such educator's

post level and qualifications. Teachers will also use certificates as concrete evidence of their attendance at a particular workshop.

Recommendations

It is recommended that when Johannesburg South District compiles the management plan, it should indicate workshops that awarded certificates to participants; this will encourage attendance. Teachers should be informed that not all the workshops will award certificates. The South African Council of Educators (SACE) in 2013 has introduced a programme of professional development whereby teachers should collect 300 points during a certain period to receive a gold certificate of achievement. This is a positive initiative but SACE should consider monetary incentives for those teachers who earned maximum points to encourage them.

Another finding is that teachers in Johannesburg South District are aware of similar efforts of other districts regarding professional development. Facilitators conduct workshops after school, weekends, and during holidays. Workshops, facilitators and school visits are the key strategies to support and develop teachers. Unfortunately workshops are seldom successful.

Recommendations

It is recommended that Johannesburg South District should interact with other districts so that teachers share knowledge and skills: teachers from district Y should collaborate with educators in district X. Sharing develops teachers from underperforming schools who have the chance to observe how performing schools function. This recommendation was suggested in the past but this did not materialize. There was no team from the district office to implement this idea.

It was found that teachers face the challenge of poorly run workshops for professional development. Facilitators are not experts in their specialised areas; they are not punctual and do not prepare. These problems cause negative attitude towards professional development workshops. Teachers also feel that Johannesburg South District is not doing enough to develop them. The impact of the workshops will be huge if they effectively run.

Recommendations

Johannesburg South District should locate facilitators who specialise in their fields because there is a lack of experts in the areas in which they facilitate: facilitators who are grounded in professional development and have expert knowledge in the concept and practice of professional development. Districts should also employ district officials who are specifically earmarked to monitor the facilitators or subject advisors. Another strategy is to collaborate with the universities. Lecturers can share their knowledge and skills with the facilitators to promote the culture of learning in Johannesburg South District schools. Above all, Professional Development must be a continuous process and the impact of workshops will be phenomenal if these were managed effectively.

5.7 SUGGESTIONS FOR FURTHER STUDY

Based on the findings above, the researcher suggests further study on professional development which should be conducted in all other Gauteng Province districts to improve educator professional development and impact the promotion of the culture of learning in schools. Some districts produce better results than others. The extension of this research can benefit other districts which experience similar problems and will assist the Department of Education to devise a strategy to address challenges that teachers face in South African schools.

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APPENDICES

APPENDIX 1

MJ Tshisikule

1647 Wild Peach Street

Extension one

Protea Glen

1819

24-04-2014

Gauteng Department of Education

111 Commissioner Street

Johannesburg

2000

REQUEST FOR PERMISSION TO INTERVIEW TEACHERS IN JOHANNESBURG SOUTH DISTRICT SCHOOLS.

Dear Sir/Madam

I would like to request consent to interview teachers in Johannesburg South district schools. The purpose of the study is the postgraduate study for me. The main aim of the interview is to collect data for my research study entitled: **The professional development of educators as a key factor in the promotion of a culture of learning in Johannesburg South district schools.** The results will inform the development of a teacher programmes for promoting culture of learning in Johannesburg south schools. I am currently a registered master student in the College of Education at UNISA.

Ten schools are sampled from informal settlement and sub-urban areas, both primary and secondary schools. Grade one-twelve teachers, head of departments and school management team will be interviewed. Only teachers who are knowledgeable and experience will take part because they are informative about my research topic. The interviews will take place in the afternoon in the staffroom during third term 2014. Duration will be 45 minutes. The participants will sign the informed consent form to agree that they will take part in my research study. The form will entail the purpose of the study and that their information together with their privacy will remain confidential. Anonymity and confidentiality are taken into consideration. The participation is voluntary and withdrawal without reprisal is accepted.

Your co-operation in this regard will be highly appreciated.

Yours faithfully

Signature..... Date.....

APPENDIX 2

From: Diane Buntting (GPEDU) [Diane.Buntting@gauteng.gov.za]
Sent: 09 September 2013 02:09 PM
To: Joseph Tshisikule
Subject: GDE Research Approval Letter
Attachments: Tshisikule MJ GDE Research Approval Letter 6 Sept 2013.pdf

Good Day

Your request to conduct research in GDE has been approved subject to the conditions as stipulated in the attached Research Approval Letter.

Please remember, once completed, you need to send us an electronic and a hard copy of your Research Report.

All the best with your research!

Kind regards

Diane Buntting

DCES: GDE Research Co-ordination

Department of Education

Tel: 011 843 6503

Fax: 086 594 1781

APPENDIX 3

1647 Wild Peach Street

Extension one

Protea Glen

1819

24-04-2014

Office of the District Director

Johannesburg South

100 Crown Wood

Northern Parkway

Ormonde

2091

REQUEST FOR PERMISSION TO INTERVIEW TEACHERS IN JOHANNESBURG SOUTH DISTRICT SCHOOLS.

Dear Sir/Madam

I would like to request consent to interview teachers in Johannesburg South district school. The purpose of the study is the postgraduate study for me. The main aim of the interview is to collect data for my research study entitled: The professional development of educators as a key factor in the promotion of culture of learning in Johannesburg South district schools. The results will inform the development of a teacher programmes for promoting culture of learning in Johannesburg South schools. I am currently a registered master student in the College of Education at UNISA.

Ten schools are sampled from informal settlement and sub-urban areas, both primary and secondary schools. Grade 1-12 teachers, head of the departments and school management team will be interviewed. Only teachers who are knowledgeable and experienced will take part because they are informative about my research topic. The interviews will take place in the afternoon during the third term in 2014. Duration will be 45 minutes. The participants will sign the informed consent form to agree that they will participate in my research study. The form will entail the purpose of the study and that their information together with their privacy will remain confidential. Anonymity and confidentiality are taken in to consideration. The participation is voluntarily and withdrawal without reprisal is accepted.

Your co-operation in this regard will be highly appreciated.

Yours faithfully

M J. TSHISIKULE

APPENDIX 4

MJ Tshisikule
P.O. Box 1647
Protea Glen
1819
24-04-2014

.....primary/ secondary school

P.O. Box.....

.....

.....

REQUEST CONSENT TO DO RESEARCH AT YOUR SCHOOL.

Dear Sir/Madam

I would like to request consent to interview teachers at your school. The main aim of the interview is to collect data for my research study entitled: “**The professional development of educators as a key factor in the promotion of a culture of learning in Johannesburg South district schools**”. I am currently a registered master student in the College of Education at UNISA. Grade 1-12 teachers, head of departments and school management team will be interviewed. Only teachers who are knowledgeable and experience will take part because they are informative about my research topic, from 5-30 years teaching experience. The interviews will take place in the afternoon in the staffroom during third term 2014. Duration will be 45 minutes. The participants will sign the informed consent form to agree that they will take part in my research study.

The form will entail the purpose of the study and that their information together with their privacy will remain confidential. Anonymity and confidentiality are taken into consideration. The participation is voluntary and withdrawal without reprisal is accepted.

Your co-operation in this regard will be highly appreciated.

Yours faithfully

.....

APPENDIX 5

MJ Tshisikule (Student

No: 8010889)

1647 Wild Peach Street

Extension one

Protea Glen

1819

24-04-2014

REQUEST CONSENT TO PARTICIPATE IN THE RESEARCH STUDY.

Dear Sir/Madam

I kindly request you to participate in my research study. The title of the research is: **“The professional development of educators as a key factor in the promotion of a culture of learning in Johannesburg South district schools”**. I am currently a registered master student in the College of Education at UNISA. Grade 1-12 teachers, head of departments and school management team will be interviewed. Data will be recorded. Only teachers who are knowledgeable and experience will take part because they are informative about my research topic, from 5-30 years teaching experiences. The interviews will take place in the afternoon in the staffroom during third term 2014. Duration will be 45 minutes. The Anonymity and confidentiality are taken into consideration. The participation is voluntary and withdrawal without reprisal is accepted. **Tick the appropriate box below if you accept or decline.**

I hope you will consider this letter.

Yours faithfully

Tshisikule MJ student no: 8010889

<p>I accept <input data-bbox="358 520 477 590" type="checkbox"/></p> <p>Name:</p> <p>Date:</p>	<p>I decline <input data-bbox="945 520 1047 590" type="checkbox"/></p>
---	---

APPENDIX 6

QUESTIONNAIRE

Title: The professional development of educators as a key factor in the promotion of a culture of learning in Johannesburg South district schools

1. What do you understand by the concept of professional development of educators?

2. What can be done to encourage educators to attend professional development workshops in Johannesburg South District?

3. What strategies could be established to enhanced educator professional development in schools in Gauteng Province?

4. How are other districts developing educators in order to promote quality teaching and learning activities?

5. When is the suitable time for educator professional development workshops? Explain.

6. What is the attitude of educators in Johannesburg South district towards educator professional development workshops? Explain.

7. What is the impact of educator professional development on the promotion of a culture of learning in Johannesburg South district?

8. Is the Johannesburg South district doing enough for the professional development of educators? Explain.



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

Tshisikule MJ [8010889]

for M Ed study entitled

**The professional development of educators as a key factor in the
promotion of culture of learning in Johannesburg South district
schools**

has met the ethical requirements as specified by the University of South Africa
College of Education Research Ethics Committee. This certificate is valid for two
years from the date of issue.

A handwritten signature in black ink, appearing to read "CS le Roux".

Prof CS le Roux
CEDU REC (Chairperson)
lrouxcs@unisa.ac.za

Reference number: 2013 November/8010889/CSLR

28 November 2013