





























However, despite the promotion of CPTD, WCED policy documents and opportunities that are created, teachers are not participating in these events as expected.<sup>1</sup> .

**Table 1.1**

No.	Title of Program TERM 1-January - March	Date of Course	Days	No. of Participants
1	FP Mathematics Course 1	9-20 February 2015	10	46
2	IP isiXhosa Home Language Course 1	9-20 February 2015	10	54
3	Barriers to Learning Mathematics Course 1	16-27 February 2015	10	40
4	FP English First Additional Language	16-27 February 2015	10	47
5	IP Mathematics Course 1	23 February – 6 March 2015	10	54
6	Barriers to Learning Languages Course 1	2-13 March 2015	10	43

Source: 2015 Term 1 CTLI interventions, WCED.

This limited participation in planned teacher CPTD events in the Western Cape prompted this study which is guided by the research question:

*Why are teachers at working class schools not participating in CPTD initiatives as expected?*

The notion of the working class schools, in this study has its origin in the work of Karl Marx (1818-1883) and Fredrich Engels (1820-15). Marx differentiates capitalist society into the working-class block and the ruling-class block. The working-class, in particular, finding itself in a precarious position which is characterised by “unemployment, underemployment” and involved in “temporary, contingent employment” (Jonna and Foster 2016: 3). These factors contribute to significant social instability within this precarious community. Working-class schools in this study are understood as schools situated within such precarious communities.

<sup>1</sup> Informal communication with WCED officials as well as personal observation at CPTD events, 2014-15



Whilst post-apartheid educational policies focussed on dismantling the segregated educational system; the National Policy Framework (NPF) for Education and Development introduced significant changes to the teaching profession which included the need for Continuing Professional Training (DoE, 2006:16).

The introduction of the new policy framework for South Africa's education system affected the curriculum content as well as the approach to learning and teaching (Chrisholm, 2003: 285). This meant that all teachers, already in the system, had to familiarise themselves with the new curriculum content and learn a new approach to learning and teaching, which might have an influence on their teaching practices.

The national and provincial education departments continued to create an enabling environment for CPTD by taking responsibility for improving the quality of learning and teaching at schools (Chrisholm, 2003). However, it was expected that teachers should also take responsibility for their self-development by identifying the areas in which they wish to grow professionally (ibid). In addition to the DoE's recommendation for CPTD, the South African Council of Educators (SACE) also encouraged providers to submit professional development activities, programmes and courses for endorsement (DoE, 2006).

Furthermore the nature of CPTD has to be ongoing and regular to ensure its effectiveness. This suggests that content seminars or workshops be built into the regular school day and that there should be sharing of content knowledge or problems amongst teachers in the same learning area (Desimone, Smith & Ueno, 2006).

### **1.5 Significance of the study**

The study prescribes in detail professional development functions in terms of promoting, developing and maintaining the image of the profession. It also discusses the management of a system for promoting CPTD and provides insight that could advise the ministry officials on various teacher education and development matters, researching and developing a professional development policy which is in line with the needs of a working class teacher. It also provides a practical understanding of Continuing Professional Teacher Development in relation to working class schools in the Western Cape. In addition, the findings of the study stipulate professional development discretionary functions in terms of developing resource material and conducting



training programmes in consultation with employers, compiling and enhancing further research , and establishing educator professional assistance facilities in the Western Cape.

### **1.6 Section Outline**

Section one provides an overall perspective of the study, problem statement, objectives, and significance of the study. Section two presents the literature gathered and reviewed and highlights reviews from different researchers on the issue of Continuous Professional Development in relation to working class schools in the Western Cape. Section three discusses the research methodology that was used in collecting the research data and analysis. It covers the secondary and primary data used the data collection procedure, population sample and the data analysis methods. Section four presents key findings from all the key themes investigated. Section five provides a summary of the research findings, the conclusions drawn from both the literature and the findings of the primary research and recommendations for further research.

### **1.7 Conclusion**

Section one presented the principle issue of this study. It also provided the rationale as well as the statement of the research problem. The background has been discussed regarding the significant changes which occurred after 1994, with the demise of apartheid and the implementation of different education policies.

## SECTION TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This section explores the literature relevant to Continuing Professional Teacher Development (CPTD) in South Africa. It starts with exploring different conceptions of CPTD and its relevance to teachers as well as their learners.

The scholarly literature suggests that teachers have a significant role in learning processes which involve their learners (Steyn 2008; King and Newman 2001). So, when teachers improve their skills and competence as these relate to teaching, they also positively enhance the learning of their learners. Killion (2002:11) confirms such a perspective in his assertion that there is a compelling, positive correlation between participation in CPTD initiatives and the quality of teaching and achievement of learners. Similarly, King and Newman (2001: 8) emphasise that the improvement of teachers' "knowledge, skills and dispositions" are critical for the improvement of "learners' achievement".

These arguments signal that in order for teachers' knowledge and skills to remain current and relevant to provide the best quality of education for their learners, it is imperative that all teachers commit themselves to CPTD.

In seeking to understand the complexities surrounding CPTD, different conceptions of CPTD will be discussed.

#### 2.2 Conceptions of Continuing Professional Teacher Development (CPTD)

Conceptions of what teacher professionalism is, is complex and contested as it is circumscribed by ideologies, assumptions, beliefs, attitudes, values, goals, practices and historical period (Watson, 2013).

According to Hargreaves (2000:151), professionalism evolved during four historical phases. This classification highlights the important role that context plays in understanding what teacher professionalism is. So, if one wishes to understand what teacher professionalism in South Africa is, it needs to be done within the context of a historical unequal, struggling education system as presented in Section 1 of this study.

Friedman and Phillips (2004) posit that professionals have a limited view of CPTD because they see it as a form of teacher training, a means of keeping up to date, or a way of building a career. Professional teacher associations, however, describe CPTD as part of lifelong learning; a means of obtaining career security, personal development; ensuring the public that professionals are up to date; and a way of ensuring competence by professional organisations as well as providing the employer with a capable and adaptable workforce (ibid.). Conversely, Wan, Wai-Yan and Hak-Chung Lam (2010) elucidate CPTD as a process whereby an individual remains updated with developments in their field of practice.

Consistent with this, Day (1999) advocates that CPTD should be viewed as a natural learning experience and that the conscious and planned activities are a benefit to the individual, group or school. Teachers should feel free to apply their own initiatives and judgment in the classroom and not be instructed as to what to do and how to work with their learners (Ingvarson, 1998).



### **2.3 Forms of CPTD provision**

The traditional approaches to CPTD included workshops, seminars and conferences that adopted a technical and simplistic view of teaching and was based on the belief that teachers' knowledge and skills could be improved by using experts from outside the school system (Lee, 2005).

Despite some achievement through such an approach, Mewborn & Huberty (2004: 2-7) maintain that this approach has not been very effective, because it does not sufficiently change teachers' subject knowledge or academic skills. In contrast, evidence has emerged that contemporary CPTD initiatives which set out to develop professional knowledge to transform and restructure the teaching quality in schools, has been effective (Sparks, 2004).

Accordingly, "longer-term CPTD programmes have lately been designed to assist teachers, through direct practical experience, to improve student learning" (Lee 2005:39).

Moore (2000:16) is of the perspective that CPTD is most effective when it is a constant, continual process that is properly planned, developed and followed-up through supportive observation and feedback, educator dialogue and peer coaching. Moreover, effective CPTD programmes should include longer contact time, activities sustained over long periods of time,

participation of teachers from the same grade, school or subject, active learning opportunities and a focus on subject content (Desimone, Smith & Ueno, 2006: 179-215).

Even though Marzano (2003) points out that continuous professional development provides the opportunity to enhance teachers' skills in teaching, Elmore (2002: 6) argues that more is needed to secure the achievement of learners. Teachers, who work at working class schools where the achievement of learners are relatively low, face challenging conditions. Teachers need a special kind of skill and knowledge to deal with these challenging situations. However, it has been found that the accountability systems and administration of schools expect the same level of performance from learners at working class schools (ibid.) as they do from other schools. In order for the teacher to meet the expectation of better results, the accountability systems should invest in skills development specifically for teachers who grapple with these challenging situations.

Meanwhile Richardson (2003:1) provides yet another list of characteristics associated with effective professional development, stating that CPTD programs should be long term with follow up sessions, foster agreement among respondents on goals and visions, make use of outside facilitators as well as substitute teachers and adequate funds should be available to make the process possible.

Effective professional development can be defined as a prolonged facet of classroom instruction that is integrated, logical and on-going and that incorporates experiences that are consistent with teachers' goals; aligned with standards, assessments, other reform initiatives, and beset by the best research evidence (Kedzior & Fifield, 2004). For more than a decade more light has been shed on effective CPTD programmes that develop teachers' knowledge and skills, improve teaching practice and raise learners' performance (Desimone et al 2006).

Notwithstanding awareness that teachers' CPTD is critical for continuous improvement; Sparks (2002) draws attention to the fact that teachers and principals have experienced CPTD as unfocused, insufficient, and irrelevant to the day to day problems faced by educators. I will now focus on possible factors that could enhance CPTD participation.

#### **2.4 Factors that enhance CPTD participation**

Due to the demand of high standards and professionalism in the 21 century, the role of the teacher and learner needs to be redefined. Teachers have to assume a wide range of new roles to

deal with and cope with changing curriculum and also the use of technology in the classroom. For example, the learner in the classroom is not a passive recipient, but assumes an active role in how to obtain and manipulate information using technology. The teacher can no longer assume the traditional role of feeding the learner with information but rather becomes a facilitator, providing guidelines, and suggestions. According to Darling-Hammond (1998) and Lieberman (1996) as cited in Wan & Lam (2010:4), traditional CPTD approaches such as formal courses and one day seminars are unable to prepare teachers for the new role of knowledge facilitator instead of knowledge transmitter. Lydon and King (2009) and David (2013) suggest that teachers play an important role in the learning process of their learners and should give input on the structure and/or planning of CPTD activities. Teachers should take charge of their own professional development. Teachers' perceptions of CPTD and what factors determine their participation in CPTD can provide schools with valuable information in the structuring and planning of CPTD programs.

Career aspirations can be viewed as a significant motivational factor that will influence the participation of teachers in CPTD. Participation in CPTD activities are enhanced if the teacher has an interest in lifelong learning; has a moral obligation to enhance his/her professional competence; has a desire to "keep abreast of recent developments in their field of work"; and recognize the "need to comply with mandatory government requirements or career advancement" (David and Bwisa 2013:2). Providers of CPTD should therefore take into account the needs and perspectives of teachers; and they should analyse what motivates teachers to seek professional development opportunities.

In a study conducted by Lee (2002) as cited by Wan and Lam (2010: 5) the factors that contribute to effective professional development of teachers in the Hong Kong context were explored. The following are the most important factors:

1. The content of the CPTD activities must be realistic and relevant to the work of teachers and the situation they find themselves in;
2. The facilitation approach should ensure that teachers have the opportunity to share ideas with fellow respondents;
3. The activities need to be relevant to the actual needs of teachers;
4. The activities need to be practical, realistic; and authentic; which will enable the teacher to apply them in the classroom.

Kwakman (2003) is of the view that sufficient resources, quality delivery and focused content are additional factors that enhance CPTD participation. In her study she rates personal factors such as professional attitude, appraisal of feasibility and meaningfulness as more significant in predicting the participation of teachers in CPTD than task factors and work environment factors. However, the significance of these factors may vary and be seen as understated as it depends on the context and the culture of the teachers. On the other hand there are factors that hinder the CPTD participation. These will now be discussed.

## **2.5 Barriers to Continuing Professional Teacher Development**

According to Cross (1984) as cited by Grayson (1996:12) three types of barriers to CPTD can be identified: *situational, institutional and dispositional barriers*. *Situational barriers* include lack of finances and responsibilities related to work and home that makes it difficult to participate in CPTD as expected. *Institutional barriers* are all those practices and procedures that exclude or discourage working adults from participating in educational activities. *Dispositional barriers* relates to one's perception and attitude that can negatively affect the decision to participate in CPTD.

Numerous factors have an impact on the teacher's ability to partake in CPTD and it is found that "these factors and their relative influence changes continually" (Cafarella and Zinn, 1999: 241).

Barriers to CPTD encompass, among other issues, long working hours (for example tutoring for extra income to meet economic needs), tense relationships with colleagues, passive or active opposition to your work by school management leadership, and spoken and unspoken disapproval by family or friends of the demands of the teaching role. If a partner, for example, demonstrates a lack of understanding when deadlines loom, you may become less productive and less willing to take on new commitments such as CPTD workshops (Zinn, 1997). Cantor (1992: 39) as cited in Khan (2011:3) also emphasized potential barriers to CPTD such as family career, social commitments, lack of time and money; childcare; scheduling and transportation problems, insufficient confidence and lacking interest to learn or maybe are not ready to learn.

For example, one has frequently wanted to attend a particular capacity building program but has a class which interferes with the given teaching schedule. Alternatively, one might wish to actively participate in an on-going lunch group (a CPTD workshop, for example) but is unable to

participate because of another standing commitment (such as a curriculum advisors meeting occurring at the same time).

Furthermore Ming, Hall, Azman & Joyes (2010:11) indicated that institutional and administrative barriers such as lack of time in trying to adhere to all other responsibilities apart from teaching, has an effect on the teacher's ability to free themselves to take part in CPTD activities. Distance also plays a major role and teachers are reluctant to attend when the CPTD workshops are far from where they live. Teachers also experience negative feelings when CPTD provision does not take into account the needs of the teachers. (Hustler, McNamara, Jarvis, Londra, Campbell and Howson, 2003).

For the older teacher individual needs have become a bigger priority in attending CPTD activities. The attitude(s) of the CPTD coordinator or Senior Management Team (SMT) could radically affect teachers' attitudes towards CPTD (Hustler et.al, 2003:19).

The main aim of CPTD is to ultimately improve the results of learners. This would mean that teachers should invest in effective classroom teaching and focus on the different needs of learners "in particular for those learners who experience or have experienced barriers to learning and development or who have dropped out of learning because of the inability of the education and training system to accommodate their learning needs" (DoE 2001: 6). Opportunities should be created for learners to learn and be assessed in a variety of ways and also a variety of learning modalities such as auditory, visual and kinesthetic should be used. This would mean extra time is needed but according to Kelting-Gibson, Gallavand, St Arnauld, Black, Cayson, Davis & Wolfgang (2014), teachers are pressurized to complete the syllabi and to prepare the learners for formal tests and examinations.

However a lack of space in the school building, resource related barriers such as computers, software and reading materials, and the quality of the network and teaching platform, become a stumbling block in trying to enhance education at the school. Also a lack of adequate financial assistance by government and the tight control of finances limit the purchasing of computer hardware and software (Leung 2008:135)

In conjunction with this, Billet (2003) mentions that schools in disadvantaged communities face challenges such as lack of computers at home and also at school and insufficient technology

training and support systems within the school. Billet (2003) argues that the workplace setting (institutional) sometimes is a considerable obstacle to learning. If the workplace does not provide opportunities for learning, it can also result in stagnation. Instead of employees becoming more knowledgeable, more skilled and more confident over time, they become more disillusioned and more disaffected by a non-stimulating, and unchallenging environment. The contextual factors at the school have an effect on teachers' attitudes and perceptions of what is expected of them at CPTD activities.

## **2.6 The relationship of CPTD to Professional Practice**

This section will discuss how the actual ideas that are derived through development activities are implemented by teachers in the classroom to improve their skills and also ultimately to improve the results of learners.

Professional practices, according to Boud and Hager (2012), include the thinking and actions that working teachers are involved in whilst conducting an aspect of their work. Thus professional work can be viewed as a set of social practices that teachers employ to reach a specific goal. In this sense professional practice is holistic since it includes knowledge practices that respond to the specific context, beliefs and attitudes of the learner. CPTD initiatives should take this conception of professional practice into account when designing its programmes. This insight is consistent with Darling-Hammond, Wei, Andree, Richardson and Orphanos (2009) who maintain that intensive training that is on-going and connected to the practice and the teaching of curriculum content that is aligned with school practices, is imperative.

Additional opportunities apart from the workshops away from school need to be created for teachers to enhance their professional skills and learning. Lopez (2007) posits that there is a minimal change in behaviour detected in teachers when professional development happens outside of the school setting. CPTD should therefore be considered in the context of the school and its broader environment. The school setting is the place where teachers directly interact with their learners and colleagues which allows for the opportunity to deal with issues that directly influence them (Knight, 2002).

Teachers are able to evaluate themselves through self-reports. According to Boud and Hager (2012), teachers' self-reports form the basis on which they will be able to assess their professional learning and development. A self-report is a process whereby the teacher analyse



information regarding professional and personal development with the main purpose of improving the effectiveness of their teaching. Sue (2014) agrees with Boud and Hager (2012) that self-assessment relates to positive changes within an individual as it will have an impact on how the learning has been internalised and embedded in practice. According to Taylor (1994: 5), training workshops that focussed on staff reflection and the monitoring of their own teaching have also resulted in an improvement in teaching performance. It also makes learning visible to the teacher concerned so that it can be drawn on in a variety of ways and contexts (Sue, 2014).

In this light, I would argue that it is important to understand the relationship between CPTD and practice as it has implications for education course providers. According to the DoE (2008: 7), the CPTD workshop providers may not have the ability to fulfil or support the needs of teachers. It is suggested that SACE (South African Council of Educators) should assess the provider capacity available to fulfil the needs to be met. “SACE and the DoE must convene a workshop or conference on the issue to identify needs, problems and possible solutions.”(DoE, 2008:8). Boud and Hager (2012) furthermore suggest that there should be more flexibility in the interpretation of the relationship between professional development and practice. In particular, workshop providers should be more willing and able to listen to individual stories of the experience of teachers to be able to understand and address those needs.(Boud and Hager: 2012).

School management should also ensure that teachers’ skills are enhanced in order to be up to date with the changing education culture. A study conducted by Mestry and Singh (2007) highlighted challenges such as the lack of professionalism by principals as well as teachers at schools situated in sub-economic areas in South Africa. These challenges had a direct effect on South Africa’s weak results. Teachers at these schools struggle to produce the kind of learning that is necessary for change, and this is not because they do not want to, but because they do not have the skills. Mestry and Singh (2007) further explored the rationale for school principals in South Africa to enrol for an Advanced Certificate in Education (ACE) course, offered by universities. “The programme is designed to provide respondents with the knowledge base and rigorous intellectual analysis experience that will equip them to harness the human and other resources necessary to ensure educational institutions are highly effective”(p. 6). Principals are the managers of their schools and must ensure that a culture of learning is created and that as far as possible the needs of teachers are addressed.

























































































































