

**MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF
FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE
GAUTENG EAST DISTRICT**

by

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DECLARATION

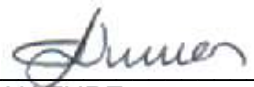
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MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

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MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

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ABSTRACT

This study investigated how continuous professional development (CPD) of Foundation Phase (FP) teachers is managed in primary schools in the Gauteng East District. This was done to find out how CPD is currently managed, why CPD is so important for FP teachers in particular, and to establish how FP teachers in this district perceive and benefit from the process of CPD. Furthermore, it aimed to identify factors that can possibly be a barrier to the implementation of an effective professional development programme for FP teachers in the district, and to determine how to effectively manage these factors in the Gauteng East District. This study was a qualitative study. Foundation Phase teachers, departmental heads and a school principal were interviewed and participated in a focus group discussion. Document analysis was employed as a research tool to gain a deeper understanding of the policies and regulations related to the management of continuous professional development. The theoretical framework for this study was underpinned by three theories: the andragogy theory by Malcolm Knowles, transformative learning theory by Jack Mezirow, and instructional leadership theory. These theories provided a lens through which the data was interpreted and enabled a deeper understanding of how adult learning principles and school leadership practices influence the management of CPD. This study revealed that the management of CPD needs to be cautiously planned and successfully implemented to the benefit of the school, educators and learners. Professional development activities equip educators with the knowledge and skills required to keep up with changes taking place in the education system. The success of educator development programmes can improve by adopting a collaborative approach, setting a clear vision, and ensuring that post-evaluation training is taking place. Effective leadership is vital to continuously monitor the outcomes of professional development programmes.

Key findings of the study revealed that the management of CPD was inconsistent and lacked strategic planning. FP educators in the Gauteng East District do not receive adequate training during professional development sessions. In addition, training institutes for student teachers do not prepare future teachers for the reality of various classroom challenges. Furthermore, policies for professional development of educators are not well known to

principals. A clear understanding of CPD expectations is needed to enhance the management of CPD programmes for FP educators. Principals and the School Management Team (SMT) members need to be equipped with skills and policy knowledge to lead and manage CPD programmes. To bridge the gap between university training and real-world teaching, educators should engage in hands-on activities during CPD training. This will lead to a clearer understanding of how to apply new strategies in their own classroom, leading to improved teaching quality and better learning experiences for learners. Additionally, practical engagement solidifies theoretical knowledge, ensuring that teachers can immediately apply what they have learned. A clear understanding of CPD expectations will enhance the management of CPD programmes for FP educators. It will also lead to effective implementation of CPD programmes. The study contributes to understanding how CPD is managed in the Gauteng East District, and it highlights the importance of aligning adult learning principles with effective instructional leadership to foster meaningful and sustainable professional development.

KEY TERMS:

Foundation Phase educator development; Continuous professional development; Educator development policies and procedures; School management team; Professional development programmes; Effective management; Educator training; Improved teaching and learning; Monitor and evaluate professional development programmes; Needs analysis.

LIST OF ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
CDE	Centre for Development and Enterprise
CoP	Community of Practice
CPD	Continuous Professional Development
CPTD	Continues Professional Teacher Development
DAS	Development Appraisal System
DH	Departmental Head
DoE	Department of Education
ELRC	Education Labour Relations Council
FP	Foundation Phase
IQMS	Integrated Quality Management System
NQF	National Qualification Framework
NEPA	National Education Policy Act
NPFTED	National Policy Framework on Teacher Education and Development South
NSTE	Norms and Standards for Teacher Education
OBE	Outcomes-Based Education
PAM	The Personnel Administrative Measures
PD	Professional Development
PGP	Professional Growth Plan
PM	Performance Measurement
QMS	Quality Management System

RNCS	Revised National Curriculum Statement Policy
SACE	African Council of Educators
SDT	School Development Team
SMT	School Management Team
TD	Teacher Development
UNISA	University of South Africa
WSE	Whole School Evaluation

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The development and assessment of Foundation Phase teachers has long been a controversial issue in South African schools. According to Chetty et al. (1993) the South Africa's evaluation system during the apartheid era was largely inspectorial. The so-called 'inspectors' used to visit schools and evaluate teachers, mainly to determine if they were ready to be promoted to the next post level. This system, however, had many negative connotations and was consequently opposed by many schools as it was seen as part of the apartheid policy where teachers had to be controlled by the system. Apart from this, the focus of the 'inspector' was to determine what a teacher had done 'wrong', without aiming to develop the teacher in a professional manner. Van den Heever (n.d:2) stated that the system of inspection was designed to supervise, control and manage apartheid education. In addition to this, the system of inspection has been used to victimise and harass teachers. There was no mentoring, coaching or participative management to support teachers' growth. It is a clear example of poor leadership and management practice in education.

After democratisation in 1994, the Development Appraisal System (DAS) for teachers was implemented during 1998 by the Education Labour Relations Council (ELRC, 1998) as an alternative to the above-mentioned practice. This document focussed mainly on major changes and adjustments in policy regarding the performance management of teachers. According to Rambuda (2006), the purpose of the Developmental Appraisal System (DAS) was to appraise individual teachers in a manner that was easily understood and accepted as a tool to evaluate areas of strength and weakness, as well as to draw up developmental programmes. The DAS system was unsuccessful because it did not focus on the holistic functioning of the schools. In addition, DAS lacked effective management, monitoring and support mechanisms. District officials were not sufficiently capacitated to manage teacher development processes, which reflects a gap in strategic and operational management of educator development.

Fiske and Ladd (2004) pointed out that the introduction of Outcomes-Based Education (OBE) in the early 2000s was an unprecedented curriculum transformation in the history of South Africa. During that era, the former national Department of Education (DoE)

regarded continuous professional teacher development (CPTD) as a key priority and an important initiative to improve schooling and, ultimately, learner achievement Carrim (2013). Since the the OBE curriculum vastly diverged from former teaching practice, one would imagine that intensive and extensive professional development of teachers was necessary to prepare teachers for the implementation of OBE. The OBE shift required strong change management practices, including planning, resource allocation and ongoing support, but these areas were inadequately addressed. The rollout lacked sufficient leadership, making the management of this reform ineffective.

The transformation in the curriculum for teacher education was closely related to school curriculum changes. Davis (2003) points out that some weaknesses of OBE included the fact that OBE imposed limitations on learners, an emphasis on attitudes was inappropriate and there was a shyness for learning by discovery. Granting that OBE was projected to ensure relevance and appropriateness, the environment upon which it was implemented was not conducive.

The Norms and Standards for Teacher Education (NSTE) of 1997 and 2000 (RSA, 2000) provided the basis for what was expected of a competent teacher, including researchers and lifelong learners, community and pastoral players and learning area specialists, just to mention a few. The Revised National Curriculum Statement Policy C2005 (RNCS) of 2002 (DoE, 2002) conveyed different expectations of educators, with the focus being on learner-centred approaches. Anderson (2001) notes that it has become necessary to help teachers update their knowledge and skills and to deal with change, on the one hand, and manage human resources better, on the other. The RNCS aimed at strengthening the curriculum and improving the development of educators and learners, but it had many challenges. According to Jansen and Taylor (2003), teachers were not provided with guidelines as to how to follow the basic principles leading the assessment. This created challenges for teachers who were experiencing a new curriculum.

In 2003, the ELRC (2003) introduced a new concept, referred to as 'Whole School Evaluation'. This concept was consequently incorporated into the Integrated Quality Management System (IQMS) as a quality and performance management policy linked to appraisal for teachers. The IQMS was an integrated quality management system for enhancing and monitoring the performance of the education system. The IQMS involved three programmes, namely, Development Appraisal (DA), Performance Measurement (PM) and Whole School Evaluation (WSE). The purpose of WSE was to *"evaluate the*

overall effectiveness of a school, including the support provided by the district, school management, infrastructure and learning resources as well as the quality of teaching and learning” (ELRC, 2003:3). The purposes of IQMS were to evaluate educators’ performance, determine competence, assess strengths and areas for development, provide support for continued growth and promote accountability. The IQMS was deeply flawed in terms of implementation management. Time constraints, insufficient training and lack of monitoring tools led to poor implementation.

Therefore, Joyce (1993) argues that teacher development programmes should be about school improvement and professional growth. Weber (2005) states that the philosophy underpinning the IQMS is based upon the “fundamental belief” that the purposes of its measures are to promote accountability, provide support and opportunities for teacher development to assure continued growth, assess strengths and areas in need of development and to determine competence. According to Guskey (2002), the purpose of DA is to identify areas of strength and weakness among teachers and to create targeted programmes for their individual development. Odden and Kelly (2008) state that the aim of the PM systems in education includes the evaluation of individual teachers for the purposes of salary progression, grade progression, and verification of appointments. The IQMS appraisal system was, however, time consuming and added additional pressure on educators to complete deadlines. During the IQMS era, the responsibility of providing professional development to educators was tasked to the school’s School Management Team (SMT), and especially the Departmental Head (DH). The DH in FP was expected to teach full classes, and provide development to teachers during contact time to demonstrate how to improve in real-life situations.

During 2004 school-based teacher development became of great significance when the DoE (2004) introduced the new roles of senior and master teachers. School-based development was meant to take place in the form of in-house training. As listed in the National Education Information Policy Act No. 26766 (RSA, 2004), these roles included the master and senior teachers being given the responsibility to develop less experienced educators. Taylor (2007) mentioned that school-based teacher development had diverse success during that time as it tended to be more effective when dealing with relatively functional schools rather than with poorly performing ones. Advantages of the school-based teacher development system included, among others, assistance with professional growth of the teachers, increasing teacher knowledge and assisting with the teachers’ understanding of what they did wrong in the teaching process in order correct the

mistakes. In addition, Maistry (2008) established that effective school-based teacher development was associated with factors such as leadership, strategic thinking and understanding, expert assistance and mobilisation of resources through partnerships and social networks, meaning that teachers had a network of support at school level. According to Aziz (2011), the disadvantages of the school-based teacher development system emphasise that teachers usually resort to teaching abridged curricula and rarely adapt the curriculum, use contextual examples, or link the curriculum to local needs. Although there were positive factors associated with the in-house training system, the quality of education still had to improve. The discrepancy in success highlights a gap in systemic management. Effective school-based development required strong leadership, resource management and coordinated support.

In 2007, the National Policy Framework on Teacher Education and Development (NPFTED) was introduced by the DoE (DoE, 2007) to identify and address the flaws in TD, such as quality of teaching. The purpose of the NPFTED was to improve teacher education and growth in South Africa. By 2008, the South African Council of Educators (SACE) was given the responsibility of managing and quality-assuring a newly introduced concept, namely the Continuous Professional Teacher Development (CPTD) system. The CPTD system was primarily outlined in the South African Council for Educators (SACE) Act 31 of 2000 (RSA, 2000) and then, a few years later, in the amended Basic Education Laws Amendment Act (BELA) no. 15 of 2011 (DoBE, 2011a). To date, the CPTD system is managed by the SACE and the purpose is to monitor the quality of teacher professional development. The aim of the CPTD system is to assist educators with their professional development in order to achieve maximum advantage. It also encourages educators to develop themselves professionally. The CPTD management system gets its directive from the National Policy Framework on Teacher Education and Development (2007), the SACE Act no. 31 of 2000 as amended by the Basic Education Laws Amendment Act no.15 of 2011. The system lacked clear guidelines for implementation, practical support structures and motivational strategies for educators. Districts were not fully resourced or trained to lead and monitor its rollout effectively.

Guskey (2000) states in this regard that one constant finding in the research literature is that notable improvements in education almost never take place in the absence of professional development. Morrow (2007) believes that the CPTD could also upgrade teachers' knowledge where it is lacking. Effective professional development is essential for effective teaching and learning to occur in the classrooms. According to Singh (2011),

the professional development of teachers in South Africa has been erratic. Then again, Sinha (2012) adds that teacher education is a continuous process, and its pre-service and in-service components are inseparable.

Teacher development is currently ruled by the Quality Management System (QMS) that was introduced in 2021. The QMS is informed by *Collective Agreement Number 2 of 2020* as agreed to by the employer and all employee parties at the Education Labour Relations Council (ELRC). The IQMS appraisal system was replaced by the QMS system for school-based educators from 2022. This appraisal structure is formulated to evaluate the performance level of each individual teacher, and is linked with CPTD. The QMS process for educators is managed by the SMT members. Kruger (2003) states that the core function of the school is teaching and learning. According to Desimone, Smith and Ueno (2006), the many reform initiatives mentioned above make teachers feel pressurised to remain knowledgeable while being classroom-based. Moreover, Clarke (2012:131) states that *“An effective programme of staff professional development is a critical element of good teaching and learning.”* Smith (2021) highlights that the QMS framework has provided a more systematic approach to monitoring and enhancing teacher performance, promoting accountability and continuous improvement.

During the introduction of the new curricula and the publication of the NSTE almost 20 years ago, TD remained and still remains one of the most significant challenges in an attempt to improve education in South African. Freire (1994) states almost 30 years ago that, in order to become a teacher, one needs to engage in the acts of studying, teaching, learning, knowing and entertainment. Freire further argues that teachers should take their teaching practice seriously and therefore they need to study and know what they have to do. Therefore, FP teachers must understand what their roles and responsibilities are to provide quality education to learners. Teachers must know how important it is to study and stay up to date with the ever-changing curriculum demands. Morrow (2007:28) maintains that, in order to address the challenges in education in South Africa, the *“remedy is going to have to be professional”*. This quote from Morrow stresses the importance of the professional development of teachers locally, but more specifically in the Foundation Phase as this is regarded as the most important phase because it lays down the foundation for all future learning. Hasha and Wadesango (2021) mention that the success of a school is dependent on the quality of the teacher.

Motala and Pampallis (2020) state that management of professional development in the education sector is ineffective and needs urgent attention. This study investigates the effectiveness of previous and current teacher evaluation systems in the FP and provides insights into what worked well and what didn't work well in terms of promoting educator professional development. This study also explores the challenges faced by the Foundation Phase teacher with regards to CPD and investigates if the current QMS system aligns with current educational priorities and if it effectively supports CPD. The absence of FP specific professional development strategies has resulted in a disconnect between the stated importance of the phase and the level of professional support provided to its teachers. Given that the FP lays the cognitive, emotional and academic foundation for all future learning, this oversight is significant. Managing continuous professional development for educators can contribute to enhancing the effectiveness of teacher professional development initiatives and in due course improving educational outcomes for learners.

It is clear that national teacher development strategies, such as the CPTD system, IQMS and QMS, have adopted a generic approach, thereby failing to respond to the unique pedagogical and developmental demands of FP teaching. This disconnect undermines the value placed on the FP and highlights a gap in targeted implementation. One notable effort to address this gap was the Advanced Certificate in Teaching (ACT) Foundation Phase, offered at select universities such as the University of KwaZulu-Natal. The ACT programme was introduced in January 2013 as a part-time, two-year, 128-credit professional development pathway at NQF Level 6, designed specifically for in-service Foundation Phase teachers. It aimed to strengthen subject knowledge, pedagogy, and classroom practice within the FP context. Although the programme was effectively managed and well-received, it was not sustained, reflecting a broader trend of inconsistency and underinvestment in phase-specific teacher development. The short-lived nature of such targeted efforts raises critical concerns about the prioritisation of FP in national strategies for continuous professional development.

Given that the FP lays the cognitive, emotional and academic foundation for all future learning, this oversight is significant. Managing continuous professional development for FP educators in a sustained, structured and contextually relevant manner is essential. It can contribute to improving the effectiveness of teacher professional development initiatives and, ultimately, educational outcomes for young learners.

1.2 RATIONALE FOR THE STUDY

Hassel (1999) defines professional development as the process of improving staff skills and competencies needed to produce outstanding educational results for learners. During the same time, Sherrill (1999) indicated that teachers' leadership roles needed greater definition and more purposeful preparation. For this reason, Sherrill (1999) established core expectations of teachers that are still relevant today, such as demonstrating exemplary classroom instruction, knowing theories and research into teaching and learning, understanding theories of adult development, exhibiting knowledge of clinical supervision and procedures that promote effective classroom practice, cultivating desired dispositions among teachers, and guiding colleagues through reflective and inquiry-oriented techniques.

The National Curriculum Statements which were introduced in 2012 (DoBE, 2011b) created many challenges for the SMT to manage the implementation of the Curriculum and Assessment Policy Statements (CAPS). The SMT had to ensure that the curriculum was adhered to and implemented efficiently, without receiving intensive training on how to achieve this. Moreover, the SMT was expected to oversee the effective implementation of curriculum demands. It was therefore up to the SMT to provide development to educators on how to achieve the curriculum expectations.

The researcher has identified the duties of the SMT according to the Personnel Administrative Measures (PAM) document (DoE, 1998) later in the study. Spaul (2013) points out that for all learners in South Africa to receive quality education the underlying issues of education need to be addressed. According to authors such as Felfe and Schyns (2004), transformational leadership has proven to be an effective leadership style in leading organisations towards change. Gulston (2010), in turn, mentions that developmental programmes for teachers should indeed happen throughout their careers and that during these activities the knowledge, skills and competences of teachers are enhanced. Harwell's (2011:19) opinion is *that "professional development should always address identified gaps in student achievement"*.

In addition, Harwell (2011:19) further contends that *"TPD is a process, not an event or occasion. It is not a once-off intervention"*. In addition, Ajani (2019) mentioned that one-size-fits-all forms of professional development activities in South Africa do not address the professional needs of educators. Professional development for FP teachers is an ongoing process to develop skills to equip teachers to perform their duties with confidence. The

effectiveness of the educator development process is influenced by the teacher's attitude and the strategies used in the training programme. According to Owen (1990:175):

The positive aspects concerning professional development of teachers are that the program will make sure that learning activities are planned and concentrated on empowering effective teachers to correct policies, curriculum development, teaching and views on how to achieve high productivity and students' performance.

Professional development of FP teachers should focus on assisting teachers to develop their abilities to think critically, communicate effectively, solve problems, make knowledgeable judgements and to be able to manage any classroom situation successfully. Chigonga and Mutodi (2019) aver that there is a need for improvement on monitoring and follow-up on teachers who attend workshops to evaluate the extent of the impact training and workshops are having on their classroom practices. The rationale for this study lies in its potential to contribute to the ongoing improvement of South Africa's education system by identifying challenges faced by FP educators. Understanding how CPD is managed in the FP and experienced and practised by FP teachers can provide insights into areas for improvement within the education system. The study focused on Gauteng East District. By investigating CPD practices within this district, the study has the potential to provide relevant and actionable findings that can directly inform educational policies and practices in the local context.

The Foundation Phase is a critical stage in a child's educational journey, laying the foundation for all future learning. Therefore, the professional development of FP teachers must be prioritised and carefully managed. Although the professional development of teachers in South Africa has been widely studied, much of the existing research tends to focus on general teacher development frameworks, curriculum reforms or the broader challenges within the national education system. Studies such as those by Spaul (2013) highlighted systemic barriers like unequal resource allocation and inadequate teacher preparedness. Motala and Pampallis (2020) emphasise the management weaknesses and fragmented implementation of CPD policies in schools. Hasha and Wadesango (2021) reinforce that teacher quality is central to school success, yet their work pointed to gaps in sustaining meaningful professional growth, especially in underperforming contexts. Similarly, Smith (2021) acknowledges that although the QMS framework introduced a more systematic approach to monitoring and enhancing teacher

performance, challenges persist regarding its ability to translate into meaningful and sustained professional growth for Foundation Phase teachers.

Despite these contributions, there is a notable gap in research focused specifically on the management of CPD for FP teachers, especially within the Gauteng East District. Few studies have directly examined how CPD policies are implemented in real school environments, how school management teams interpret and execute their developmental responsibilities, and whether current systems, like the QMS, are effectively aligned to meet the practical developmental needs of FP educators. Even with the comprehensive legislative and policy efforts to develop FP teachers, the effective implementation of professional development remains inconsistent and fragmented Motala and Pampallis (2020).

The rationale for this study is therefore rooted in the need to explore how continuous professional development is currently managed for FP teachers in the Gauteng East District. This study seeks to address this gap by evaluating the effectiveness of past and present teacher development systems in the Foundation Phase, and by offering insights into whether the current QMS aligns with the developmental needs of teachers. By investigating these aspects, the study aims to contribute both theoretical and practical insights into improving the management of CPD at school and district level, with the ultimate goal of supporting teacher growth and learner success in the Foundation Phase.

1.3 STATEMENT OF THE PROBLEM AND RESEARCH QUESTIONS

The demand for educators' professional development is increasing in order to provide them with the necessary knowledge and skills to tackle new challenges and changes in education. Professional development can enhance the proficiency of FP educators and assist the organisation to achieve its goals more effectively. According to Guskey (2000), the function of professional development in the educational context is to enhance the teaching profession by raising its standards with the intention to eventually increase learner outcomes.

Professional development of FP educators is also crucial in implementing educational changes, such as curriculum changes, as educators must correctly interpret the changes to implement the adapted curriculum accurately. Mestry et al. (2009) mention that raising the quality of teacher performance through teacher development programmes is essential.

It is believed to improve the overall performance of the education system. It is fair to state that due to, *inter alia*, the lack of professional development among FP teachers, some schools are continuously underperforming. In some of these schools curriculum changes have not been implemented in line with teacher development programmes to provide FP teachers with abilities that are essential for change. *Ad hoc* or once-off training sessions and workshops on change awareness are not suitable for preparing teachers for implementing curriculum change. Bagudela (2012:14) emphasises this when he states that *“in order for schools to be transformed and improved, principals should ensure that teachers understand what they are doing”*.

CPD for FP educators is not only critical for professional development but also for ensuring high-quality education. FP educators must be able to foster a love for learning as they lay the foundation for the future academic success of all learners. FP educators have a huge responsibility; they are the first step in a formal school setting and teach essential skills needed for future learning, such as reading and writing skills. FP educators face many challenges in accessing and participating in CPD opportunities. These challenges include heavy teaching workloads, limited time due to no admin periods, limited resources, and insufficient support from school leadership. Moreover, the diverse needs of learners require FP educators to continually enhance their pedagogical skills and adapt their teaching approaches. Thus, exploring how to effectively manage CPD for FP teachers in the Gauteng East District is essential for advancing educational excellence and fostering positive learning experiences for young learners.

The sections above lead now to the main research question for the study, namely: **How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa?** This main research question was divided into the following sub-questions:

- What does continuous professional development entail in local primary schools?
- Why is continuous professional development so important for Foundation Phase teachers, in particular, in the district?
- How do Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development?
- What factors can be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district?
- How can these factors be effectively managed in the Gauteng East District?

1.4 AIMS AND OBJECTIVES OF THE STUDY

This study has explored how continuous professional development of Foundation Phase teachers is managed in primary schools in the Gauteng East District. This was to determine what continuous professional development entails in primary schools and why continuous professional development is so important for Foundation Phase teachers in particular and to determine the impact that the professional development of Foundation Phase teachers has in this district on teaching and learning.

This study also highlighted factors that could have been a barrier to the implementation of a professional development programme for Foundation Phase teachers in the district. In addition, this study has identified the role players for providing and managing professional development of educators and explored how continuous professional development enhanced teaching and learning. The determination of this study was to identify the personnel who must manage the continuous professional development in the field of education within the Foundation Phase. Furthermore, it aimed to establish the best strategies for managing continuous professional development. Although the South African government and the Department of Basic Education has over the years implemented various strategies with different methods of appraisal systems to assess and continuously develop educators to keep up with the ever-changing curriculum demands, there is still not consensus on how to effectively manage continuous professional development in the Foundation Phase (FP) at school level. Therefore, there was an urgent need for an appraisal system to provide professional development of FP teachers in real-life situations. The main objective remained that quality education needs to be provided and that effective management of continuous professional development of specifically FP teachers is crucial to ensure that good teaching and learning are taking place.

The focus of this study was to identify who is responsible for providing and managing continuous professional development in the Foundation Phase and, in addition, identify the types of support given to FP teachers during continuous professional development programmes, and how teachers perceived the process of receiving development guidance. Lastly, it aimed to find out if FP teachers benefited from professional development in such a way that it has a positive impact on teaching and learning. This research study has investigated different forms of teacher development initiatives within the Foundation Phase and their impact on whole-school performance.

To summarise: The main aim of the study was, therefore, to research how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District of South Africa. The specific objectives of the study were to:

- determine what continuous professional development entails in primary schools;
- find out why continuous professional development is so important for Foundation Phase teachers, in particular, in the district;
- establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development;
- identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district; and
- determine how to effectively managed these factors in the Gauteng East District.

1.5 RESEARCH METHODOLOGY

1.5.1 The research design

In this study, a case study design was used as an attempt to address the research objectives. Cohen et al. (2018) state that such a design offers a one-of-a-kind example of actual people in real settings, with the goal of better understanding people's perspectives. The aim with the case study research design was to explore FP teachers' perspectives regarding their professional development to establish how this process can be effectively managed.

According to Kumar (2014:123), a research design is a *“plan which enables the researcher to decide and communicate to other decisions regarding how they propose to conduct a study”*. A research design also clarifies how information was collected from participants, the selection process of participants and how the collected information was analysed and for findings to be communicated. Durrheim (2004:29) explains that a *“research design is a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy”*.

1.5.2 The research paradigm

Elshafie (2013) described the research paradigm as a basic belief system or worldview that influences a researcher's epistemology, ontology and research methodology choices. Fraser and Robinson (2004:59) identified a paradigm as *“a set of beliefs about the way in which particular problems exist and a set of agreements on how such problems can be investigated”*. This study has investigated the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District within a hermeneutics interpretive paradigm. Hermeneutics can be described as textual interpretation or finding meaning in the written word. Denzin and Lincoln (2011) state that the interpretive paradigm focuses on the shared patterns of meaning in the participants' experiences with the researcher. Individuals can view the same situation differently. The hermeneutics paradigm aligns well with qualitative research, because it prioritises understanding over seeking neutral truth. This is crucial in a study where the goal is to explore and interpret the personal experiences and perceptions of educators regarding professional development.

According to Smith (2010), hermeneutics fits the paradigm of qualitative research because, unlike quantitative methods that seek objective truth, hermeneutics resists the concept of objective reality by exposing a range of possible meanings. Hermeneutics enables researchers to conduct research in a manner that delivers the intended meaning by a respondent. Hermeneutics emphasises interaction and language as it involves the analysis of meaning in a social context and it suggests a way of understanding textual data and is therefore relevant to this study.

In essence, the research paradigm signifies the researcher's beliefs and values about the world and the way that they interpret or define the world. The researcher's opinions and beliefs about the investigated subject would subsequently guide their actions. Simply put, the paradigm adopted directs the researcher's investigation which includes data collection and analysis procedures. Kivunja and Kuyini (2017:26) state that the paradigm therefore has important *“implications for every decision made in the research process”*.

1.5.3 The research approach

Johnson and Christensen (2008:388) emphasise that *“with regard to qualitative data, researchers tend to rely on the inductive mode of the scientific method and the major objective of this type of research is exploration or discovery”*. This approach allows researchers to delve into the details of a phenomenon without preconceived theories,

enabling a deeper understanding of the subject matter. With this in mind, a qualitative research approach was used in this study. According to Agee (2009), qualitative studies are mainly done when a researcher wants to establish how, for example, people experience an event, a series of events, or a condition. This enables researchers to delve into the individual experiences of participants, providing rich understandings into how participants interpret various situations. McMillan and Schumacher (2001), on the other hand, define it as an approach to follow for selecting subjects, research sites, and data collection procedures to answer the research question(s). The qualitative approach was used in this study. It was preferred because it is effective in understanding how individual participants perceive and experience specific topics, such as professional development and management of professional development programmes. This method enables a deeper understanding of the thoughts, feelings, and experiences of educators in relation to their professional growth and learning. This approach ensures that the research findings are grounded in the authenticities of the participants, enhancing the validity of the findings. Qualitative data was gathered from FP educators as they described their perceptions and experiences on professional development and the management of professional development programmes at school level. According to Creswell (2012), to understand such a phenomenon a qualitative research approach poses a well-defined problem and collects and analyses data from a small sample of the study population.

1.5.4 Population and sampling

Polit and Hungler (1999) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. Brink, Van der Walt and Van Rensburg (2021) summarise a population as a group of people or objects that meet the criteria for studies that researchers are interested in pursuing, whereas Rossouw (2003) states that population is the term for the collective that we plan to study and about which we want to make statements. The intended population of this study comprised three primary schools in the Gauteng East District. The sample for the study was selected from this population using sampling techniques. However, only two primary schools agreed to participate, as one principal declined the offer. Tracy (2013) maintains that purposive sampling seeks out individuals, groups and environments where the process under investigation is most likely to occur.

Purposive sampling, also known as judgmental, selective or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys. Kamangar and Islami

(2013) recognise that sampling is the process of selecting a statistically representative sample of individuals from the population of interest. Purposive sampling provides options and overviews from the information gained. Researchers rely on their own judgment when choosing members of the population; therefore, this method of sampling was selected. McMillan and Schumacher (2006) explain that purposeful sampling is when cases are specifically selected for the understanding that can be derived from an in-depth study of the small samples that they contain.

Teachers who had received professional development in the FP were selected for this sample, because they had been exposed to professional development. New educators also participated to better understand the induction process of teachers. Teachers in various grades were interviewed to better understand how a successful professional development programme promoted their competences of time management, curriculum development and implementation, classroom management and teaching skills.

The sample for the study included a school principal, departmental heads and educators from two primary schools in the Gauteng East District. The sample consisted of seven (7) post-level 1 educators, three (3) DHs, one (1) school principal. The low population number was attributed to hesitancy from school principals to allow their staff members to participate, as their workload is overwhelming. A total of eleven participants ($n=11$) were interviewed. These participants were purposefully selected for this study. Therefore, the final sample for the study was 11 ($n=1+3+7=11$).

Departmental heads were included in the sample as they understand their role of providing professional development to educators. The school principal was also included to highlight the process of professional development and the personnel responsible for providing professional development. The principal is the one expected to initiate and manage TPD programmes in the schools, as head of the institution.

1.5.5 Instrumentation and data collection technique

In qualitative studies, a wide variety of techniques can be used for gathering information. In this study, data was collected from the participants by making use of individual open-ended interviews as well as focus group interviews. In addition, document analysis was also employed as a data collection technique.

Semi-structured interviews with open-ended questions provided a suitable approach for the researcher to learn about the world of others. The researcher conducted separate

individual interviews with participants to collect data that would help answer the research question, and the interviews focused on the sub-questions to highlight the participants' views and thoughts. Denzin and Lincoln (1998) support the view of the research interview as conversation, considering it as the art of questioning and listening. In addition, Kvale and Brinkmann (2009) say that the semi-structured interview enjoys its popularity because it is flexible, accessible, and intelligible and, more important, capable of disclosing important and often hidden facets of human and organisational behaviour. In addition, these authors argue that the semi-structured interview is often the most effective and convenient means of gathering information.

In addition, focus group interviews were also conducted. Collins and O'Brien (2003:142) define a focus group as, *"a group interview on a particular topic, led by a trained moderator, the goal of the focus group is to provide useful insights on the topic"*. Moreover, Ward (1991:267) claims that *"focus groups are guided group discussions, intended to yield information on a specific topic from a selected population"*. Focus group interviews are entirely different from the other methods in which the data can be collected, because they promote freedom of interaction among participants. During a focus group interview, the participants often reason their thoughts and feelings about the topic under investigation, in this case the management of continuous professional development in the Foundation Phase. Therefore, focus group interviews are a respected instrument for qualitative research, as this method considers the participants' views, feeling and beliefs while collecting the data.

Johnson and Christensen (2008) maintain that a focus group is a type of group interview in which the researcher leads a discussion with a small group of individuals. Moreover, Mouton (2013) mentions that the use of open-ended interview questions of an exploratory and descriptive nature allows participants to express their in-depth views and experiences. The researcher took notes during the interviews and recorded the interviews by making use of an audiotape recorder. The researcher then transcribed the interviews for comprehensive information collection.

Document analysis was also used as a research instrument to better understand policies and regulations regarding the management of continuous professional development. Corbin and Strauss's (2008) views are that document analysis requires that data be examined and interpreted to elicit meaning, gain understanding, and develop empirical knowledge. Lindlof and Taylor (2002:117) express that documents play a critical role in a

qualitative study because they serve as a “*paper trail*”. For this study, documents were used to confirm data collected through individual interviews and focus group interviews. This study also analysed relevant policies as a guide to how professional development is managed in schools.

1.5.6 Analysis of the data

The analysis of the obtained data is the most important step in any qualitative or quantitative study. According to Marshall and Rossman (1990:11):

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. It is a messy, ambiguous, time consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat. Qualitative data analysis is a search for general statements about relationships among categories of data.

Cohen, Manion and Morrison (2013:738) claim that “*qualitative analysis involves organising, accounting for explaining the data, in short, making sense of the data in terms of participants’ definitions of the situation, noting patterns, themes, categories, and regularities.*” Likewise, Creswell (2007) argues that qualitative data analysis consists of dividing the obtained data into groups of sentences (referred to as text segments) and then determining the meaning of each group of sentences.

Therefore, in this study the collected data was interpreted to categorise its meaning to write a research report. The qualitative data was arranged according to categories and subsequent themes. The categories were linked to the research questions and conversed in relation to the relevant literature. The recordings of individual and focus group interviews were transcribed and organised into written data. The researcher employed the method of reading and evaluating various policies and procedures on educator professional development. The data was then interrogated and analysed.

Braun and Clarke (2006) provide six steps to follow in the process of qualitative data analysis, as indicated below:

- **Step 1:** Become familiar with the data. This phase in any qualitative analysis is reading, and re-reading the transcripts, including all the data from the interviews and any other data being used.
- **Step 2:** Generate initial codes. In this phase the researcher starts to organise data in a meaningful and organised way.

- **Step 3:** Search for themes. As Braun and Clarke (2006) explain, there are no hard and fast rules about what makes a theme. A theme is characterised by its significance. At the end of this phase the codes would have been organised into broader themes that appeared to mention specifics about this research question.
- **Step 4:** Review themes. During this phase the researcher reviews, modifies and develops the preliminary themes that were identified in Step 3. The researcher will review if the themes make sense.
- **Step 5:** Define themes. According to Braun and Clarke (2006:92), this is the final modification of the themes, and the goal is to “*identify the ‘essence’ of what each theme is about*”. In this phase the researcher is clear and consistent about what establishes effective feedback and can make solid suggestions about how current practices could be improved.
- **Step 6:** Writing-up. Typically, the endpoint of research is writing a report, often a journal article or dissertation. The researcher wrote a thesis so as to make a contribution in the field of education management, both in terms of theory and practice.

The researcher has followed these steps to identify patterns and themes in the data and concluded how these patterns and themes supported solutions to the research questions at hand. The researcher also employed selective coding. The researcher made use of a computer programme called ATLAS.ti as a qualitative research tool, as the programme is used for coding and analysing transcripts. ATLAS.ti has assisted the researcher to manage, compare and determine the data within the texts which has a meaning for the analysis.

1.5.7 Presentation of the data

According to Bogdan and Biklen (2007) the interpretation of qualitative research means that the researcher draws meaning from the findings of data analysis and relates it to the literature and broader concepts. The researcher has selected quotes from participants' input during interviews that are most representative of the research data. The researcher collected data by making tape recordings during the individual and focus group interviews. The recordings have been reviewed repetitively and persistently to make the coding process rational. Audio taped interviews and the researcher's notes have been transcribed verbatim.

The individual and focus group interviews took place on the school premises, after contact time. This was to ensure minimal disturbances of the school day, and to limit interruptions during the interviews.

1.6 TRUSTWORTHINESS OF THE STUDY

Lincoln and Guba (1985) primarily presented four criteria to develop trustworthiness in qualitative research, namely credibility, dependability, confirmability and transferability. In 1994, the above authors added a fifth criterion referred to as authenticity. The researcher has focused on these five criteria to ensure the trustworthiness of this study. Each of them will consequently be briefly discussed.

1.6.1 Credibility

According to Polit and Beck (2012), credibility deals with the focus of the research and refers to the confidence in how well the data addresses the intended focus. Therefore, the researcher had to thoroughly plan for the finest strategies to collect the best suitable data for content analysis to establish confidence that the results obtained from participants were credible.

1.6.2 Dependability

Lincoln and Guba (1985) state that dependability includes the aspect of consistency. Therefore, it could be described as the degree to which the research could be reproduced in similar conditions.

1.6.3 Confirmability

According to Lincoln and Guba (1985), confirmability concerns the aspect of neutrality. There is a clear link between the data and the findings. The researcher has demonstrated how findings were concluded through in-depth descriptions and the use of quotes.

1.6.4 Transferability

Gasson (2004:97) indicates that *“the constant comparison method of data analysis can go some way toward establishing transferability and credibility”*. However, Sandelowski (1986) states that the principle of transferability is dependent on the aim of the qualitative study and may only be relevant if the intent of the research is to make generalisations about the subject or phenomenon. In this study, findings were repetitively compared during data analysis in order to establish relevant categories.

1.6.5 Authenticity

Polit and Beck (2012) explain that authenticity refers to the ability and extent to which the researcher expresses the feelings and emotions of the participants' experiences. The trustworthiness of results starts with in-depth preparation prior to the study and rests on the availability of appropriate and well-structured data. Therefore, data collection, data analysis and result reporting are closely associated. In order to improve the trustworthiness of the study the researcher needed innovative abilities in data gathering, content analysis and reporting results.

1.7 RESEARCH ETHICAL CONSIDERATIONS

Merrill and West (2009) refer to ethics as guidelines, principles and codes which are used to guide the behaviour of the researcher when conducting research. According to Neuman (2011), ethics begins and ends with the researcher's moral and professional commitment to be ethical, even if research participants are unaware of or uninterested in ethics. For this reason, the researcher ensured that the research was ethically responsible to ensure that adequate values and norms were upheld.

According to McNiff (2013), the researcher is ethically responsible for protecting the rights and welfare of the subjects who participate in a study, which involves issues relating to physical and mental discomfort, harm and danger. In this study the researcher adhered to the ethical procedures prescribed by the Research Ethics Committee of the University of South Africa (UNISA) and applied for ethics approval and clearance from the College of Education Ethics Committee at the UNISA.

Ethical considerations in research are a set of principles that guide your research designs and practices. These principles include voluntary participation, informed consent, anonymity, confidentiality, potential for harm and results communication. Informed consent was requested and gained from the the Gauteng Department of Education, the school principal and the School Governing Body to allow research to be conduct at schools of choice within the Gauteng East District. As suggested by Newby (2010), letters of request to the schools and individuals must be written and fully disclose the nature of the study, the purpose of the study and data collection methods. McMillan and Schumacher (2010) state that researchers should generally be open and honest with participants on all aspects of the study. Therefore, formal invitations were provided to the

participants for the semi-structured interviews and to ensure the participants were made aware that their information would be confidential. McMillan and Schumacher (2010) further explain that ensuring confidentiality entails protecting participants' anonymity or privacy by concealing their identities and not using their names.

1.8 CONTRIBUTION OF THE STUDY

Yin (1994) notes that case study research is particularly helpful when researchers want to answer questions of how or why things work in real life contexts. Theory generated from this study may help to make sense of the complex connections that underline continuous professional development in practice and help to clarify why efforts to improve management of continuous professional development may be successful in some circumstances.

The purpose of this research was to investigate the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. The contribution to both theory and practice could be used to demonstrate successful implementation and management of professional development programmes within the Foundation Phase. It could also specify relations between the current problem, the mediation and the conclusion.

A major contribution of this study is that it helps to gain a better understanding of the management of continuous professional development of Foundation Phase teachers in primary schools, as well as how it affects classroom teaching and learning. The researcher interviewed educators to get a better understanding of how they feel about continuous professional development and what they think can be done to improve the training system in this regard. The main objective was to improve the process of managing appropriate development training to educators that will be relevant to their challenges. Professional development allows educators the opportunity to enhance their skills and knowledge to ensure that learners receive the quality teaching that they deserve.

This study has contributed to the body of existing knowledge by highlighting how the Foundation Phase educators who participated in this study perceived the process of continuous professional development and how they benefit from it. Moreover, it also highlighted the impact that professional development of Foundation Phase teachers has on teaching and learning.

This study has also contributed to new knowledge by revealing how the success of continuous professional development of Foundation Phase teachers depends on their leadership and management support. It has determined what continuous professional development entails in primary schools and why continuous professional development is so important for Foundation Phase teachers in general. The outcome of the study was to identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district and to determine how to effectively manage these factors in the Gauteng East District.

1.9 LIMITATIONS AND DELIMITATIONS OF THE STUDY

According to Enslin (2014) limitations are constraints or limits in one's research study that are out of the researcher's control, such as time, financial resources and access to information amongst other things. The possible limitations to this study included time. The researcher was aware that it would have been beneficial to have gained more evidence for the study, but this would have been too time consuming. The issue of time availability for participants may also play a role, as educators work long hours. To carry out comprehensive research after contact time may not be appealing to some educators.

The research questions were prepared and presented in English. It is possible that not all participants were confident to express themselves in English, if English was not their first language. This language factor could have limited participants' ability to fully express their views. Huysamen (1994) points out that it is highly unlikely that any refinement of theories of human behaviour, data collection, and analytical procedures will ever enable the accurate prediction of human behaviour. Irrespective of the researcher's determinations to ensure the smooth running of collecting data, human behaviour is unpredictable and unplanned, and therefore this highlights yet another limitation of this study.

Despite the list of limitations mentioned above, the researcher is confident that the contribution of the study has led to a better understanding of how to manage continuous professional development in the Foundation Phase.

Delimitations are the structures that define the boundaries of your study. They are under your control and define what the study will cover and what it will not (Creswell (2018)). This study set deliberate boundaries to focus on Foundation Phase educators in public schools within the Gauteng East District. Furthermore, due to the study being conducted in one

district, it could perhaps have obtained different results if more districts were included. This leads to the researcher making recommendations for further studies: schools in other districts could convey different perspectives on managing CPD in the FP.

In addition, the research is narrowed to educators working in public schools. By focusing solely on the public schools, the study intended to provide insight relevant to most FP educators in the selected district. Independent and private schools were excluded due to systemic and policy differences in governance and funding, which could affect how CPD is delivered and managed. This focus allows for insights that are relevant to the majority of Foundation Phase educators operating within the public education system.

The study specifically targets FP educators. This restriction ensures that the research remains focused on the unique PD needs of educators who have teaching experience in the Foundation Phase. It excludes the higher grades, as their teaching experiences may differ significantly. These restrictions aim to contribute valuable data that can inform the setting of targeted PD activities tailored to the needs of FP educators. Therefore, this delimitation ensures focused insights on early childhood education and the unique development needs of Foundation Phase teachers.

Lastly, temporal constraints related to the timing of data collection should be noted. The study did not follow educators over an extended period after receiving adequate professional development. The study could perhaps have obtained different results if more time was spent tracking the long-term impacts of professional development of educators.

While these delimitations helped maintain the study's feasibility, focus and depth, they also highlight areas for future research. For example, comparative studies across multiple districts or inclusion of private school contexts may offer broader perspectives on CPD in the Foundation Phase. Similarly, longitudinal studies could provide richer insights into the long-term effects of professional development initiatives.

1.10 DEFINITION OF KEY CONCEPTS

1.10.1 Teacher

Mbise (2008) defines a teacher as the person who can create behavioural change in terms of the cognitive, psychomotor as well as affective domains. A teacher is a person who assists learners to learn. A teacher can explain and demonstrate concepts to learners in a variety of ways and by making use of different learning styles. Senge (2000) further explains that a teacher provides knowledge, skills and values to the learners that enhance development.

1.10.2 Teacher professional development

Guskey (2002:381) has defined teacher professional development as *“systematic efforts to bring about change in the classroom practices of teachers, in their attitude and beliefs, and in the learning outcomes of students”*. Fullan (1995:265) mentions that teachers’ professional development is *“the sum total of formal and informal learning pursued and experienced by the teacher in a compelling and dynamic change”*. According to Joshi (2012), teacher development includes both formal and informal means of helping teachers to master new skills, widen their knowledge, and develop innovative insights into their pedagogy, their practice and their understanding of their own needs, since a teacher’s professional development is an aspect of their personal development as a whole. Teacher professional development is assisting teachers to develop their skills in order to provide quality education to learners.

1.10.3 Management

Joubert and Bray (2007) define the concept of management as a process of leading and directing all or part of an organisation, often a business, using deployment and manipulation that relate to human, financial, material, intellectual or intangible resources. In this study, the concept of management is related to the management of continuous professional development in the Foundation Phase.

1.10.4 Continuous professional development

Coetzer (2001) refers to CPD as any activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support. According to Hargreaves and Fullan (1992), CPD is needed to improve the quality of education standards because teachers must move forward by equipping themselves with the knowledge and skills to

improve their teaching skills and student learning opportunities. Mizell (2010) also believes that CPD activities help teachers to find out the best pedagogical approaches for the improvement of students' learning outcomes. CPD in teacher education is an effort to assist teachers to update their professional knowledge and skills.

1.11 STUDY OUTLINE

Chapter 1 served as an orientation to the study by including a summary of the thesis, comprising of the introduction and background of the study, followed by the rationale for the study. The research problem, research questions and purpose of the research have also been reflected.

Chapter 2 offers a broad literature review which forms the foundation of this research. The literature review provides clarification on who is responsible for managing continuous professional development in the Foundation Phase. This chapter also reviews literature on aspects such as the type of support given to teachers during continuous professional development, benefits of professional development and factors that are a barrier to the implementation of a professional development programme for teachers. The literature is grouped according to the research questions which form the themes discussed in chapter five of the study.

Chapter 3 outlines the theoretical framework supporting this study, and the acute task of managing continuous professional development in the Foundation Phase. In addition, this chapter also deals with relevant theories relating to the management of continuous professional development. Furthermore, it offers a better understanding of the Continuing Professional Teacher Development (CPTD) procedures.

Chapter 4 describes the research methodology. The data collection methods and data analysis techniques are explained in this chapter, as well as the research design and methodology, including the selection of participants, data collection and data analysis procedures.

Chapter 5 of the thesis deals with the presentation, analysis and interpretation of data with the intent to make purposeful conclusions.

Chapter 6 presents a summary of the research findings, recommendations and limitations of the study. Conclusions are presented and it incorporates recommendations for further research.

1.12 CONCLUSION

This chapter presented the characteristics of the problem under study, namely managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. This problem stimulated questions which demand real-world investigation in order to provide adequate answers and resolutions to the problem. This chapter set the background by providing a detailed discussion of the historical overview of the management of continuous professional development for Foundation Phase teachers. The research methodology and appropriate research design were outlined for pursuing the answers to the research question and to provide clarification of essential theories. The population and sampling procedures were pointed out, as well as data collection procedures and data analysis and interpretation. A brief overview of ethical considerations was presented in this chapter, and the ethical measures and trustworthiness of the research were outlined. The limitations, delimitations and key concepts of the research study were defined. The chapter outlines were explained and the recommendations and contribution of the study were discussed in detail.

The next chapter deals with an in-depth review of related literature to gather theoretical information about managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. The next chapter also reviews literature on aspects such as the type of support given to teachers during continuous professional development, the benefits of professional development and factors that were a barrier to the implementation of a professional development programme for teachers.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Howard (2014) describes a literature review as a summary of literature available relating to the research topic, be it directly or indirectly. The grounds of the literature review are to gain insight from the numerous theories and literature based on the topic of study, namely managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. Suter (2012) explains that undertaking the literature study requires the examination of previously conducted research related to the research topic to form the theoretical grounding for the study. This chapter presents the literature supporting the phenomenon fundamental to this study, which is managing teacher professional development. Therefore, the review includes the literature on matters such as teacher professional development and school leadership.

To answer the research questions for this study, it was essential not only to identify factors that serve as barriers to the implementation of a professional development programme for FP teachers but also to determine what continuous professional development entails in primary schools. Furthermore, it is essential to review literature on aspects such as the type of support given to teachers during continuous professional development and the benefits of professional development, and to determine why continuous professional development is so important for Foundation Phase teachers.

While numerous studies highlight the importance of CPD in improving teacher effectiveness and learner outcomes, there appears to be limited research focusing specifically on how CPD is managed in the context of FP teachers. There is a lack of practical studies that explore the challenges, leadership dynamics and support structures that impact the effectiveness of CPD programmes. Therefore, this literature review not only explores existing research, but also seeks to identify critical gaps in the management and implementation of CPD for FP educators. Addressing these gaps is crucial to understanding how CPD initiatives can be better aligned with the developmental and appropriate needs of FP teachers. This review thus positions the current study as a response to the need for more targeted insights into CPD management practices in primary schools, contributing to both theoretical and practical knowledge in the field.

2.2 THE CONCEPT AND PURPOSE OF CONTINUOUS PROFESSIONAL DEVELOPMENT

The education system is charged with addressing ever-increasing demands, such as the need to meet yearly progress targets and schools must remain current on the increasing scale of content areas to implement the curriculum. Jumatt (2020) suitably identifies that the South African CAPS curriculum is already overloaded; even under normal circumstances teachers battle to cover all the work. Teachers must, however, also be kept up to date with the important developments that are occurring in education. This is where continuous professional development (CPD) comes in. Fairbanks (2021) defines professional development as training and educational initiatives that are designed for an employee who wants to keep learning, enhance their skills or stay relevant within their company or industry. While this definition emphasises general workplace development, it lacks an education-specific focus.

Timperley (2011) states that professional learning often takes place in formal settings, such as professional development programmes, teaching research groups and formal mentoring programmes. Moreover, according to Stevenson (2010), CPD can be seen as the continuation of a teacher's professional development beyond their initial training, qualification and induction. This explanation suggests that professional development of teachers takes place during initial teacher training and that CPD is an extension of teacher development after receiving a formal teaching qualification. Kennedy (2009:41) defines continuous professional development as:

the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working life. It is a commitment to being professional, keeping up to date and consciously seeking to improve. Continuous professional development is the key to optimising a person's career opportunities for today and for the future. It focuses on what you learn and how you develop throughout your career.

Saydam (2019:916) argues that the purpose of PD can be better achieved if the PD opportunity considers “*how teachers acquire knowledge and various ways in which teachers develop and improve*”. Saydam further states that teachers learn by formal and informal methods which include planned learning strategies and unconscious strategies, which result from everyday experiences. The main purpose of CPD is to ensure that

teachers are properly equipped with the necessary skills to deal with evolving challenges and demands within the education system.

The South African Council for Educators (SACE, 2013) mandates that professional teachers engage in ongoing development of their knowledge and skills. Garavan's (1997) views CPD as a planned and systematic process aimed at modifying or enhancing professional knowledge, skills, and attitudes through targeted learning experiences. Joyce and Showers (1988) conclude that levels of teacher development and strategy use are greatly increased when coaching, study teams and peer support are provided. The professional development of FP educators should be structured so that it systematically prepares teachers to successfully perform their duties. This finding has strong implications for the design of CPD in South African schools, where isolated workshops still dominate. However, few studies evaluate whether these CPD strategies, such as coaching or study teams, are available or effective in local Foundation Phase settings.

Furthermore, Stefani (2005) argues that when CPD activities are thoroughly planned, well prepared and coherent, it not only assists in the development of the education preparation but has a bigger effect on the confidence and career fulfilment of the educator. It is therefore vital for CPD programmes to include a range of activities that will guide the learning desires of educators to enhance their current practice. These programmes must be well organised and strategic. Walker (2010) claims that professional development opportunities are essential in every profession to increase efficiency and the ability to compete in a global economy (Walker, 2010). Moreover, Sze et al. (2019), emphasise teachers should receive support on how they can learn from their practice, as well as on how to use self-reflection and self-directed enquiry to comprehend and develop what they have learned. It is therefore vital for teachers to reflect on and discuss their experiences in the classroom when implementing new practices. These authors highlight essential components of effective CPD, such as reflection, relevance, and support. Yet, little is known about whether these components are present in CPD programmes targeting Foundation Phase teachers in the Gauteng East District.

Similarly, Gomez-Blancarte et al. (2014) argue that for enhancing teachers' participation they need to engage in activities related to their teaching practice enabling them to make informed decisions that influence their teaching community. CPD refines personal skills and intellect and can assist teachers to plug any knowledge gaps. In the same vein, the purpose of CPD is to improve work performance, encourage involvement and lifelong

learning and to enhance adaptability to the countless changes in the education system. CPD helps employees to keep their skills relevant in today's rapid world of change, where fast progression can quickly lead to previous learning becoming obsolete. CPD can also be an excellent self-motivation tool, as it reminds employees of their achievements.

Villegas-Reimers (2003:21) offers powerful evidence with data collected during the "*Cognitively Guided Instruction Project*" to support the fact that CPD plays an important part in changing educators' teaching methods, and that these changes have a positive influence on learners' learning. Therefore, it supports the solid relationship that connects the improvement of educators' practices to the levels of learners' achievement. Darling-Hammond (2017) has the opinion that upgrading teachers' knowledge and skills is an assurance of quality education outcomes. Jurejo, Sarwar and Ahmed (2018) assert that quality teaching can be improved by focusing on the training needs of educators.

Although the concept and purpose of CPD is broadly defined, there is limited information available on how CPD is implemented in local primary schools in the Gauteng East District. This study provides insights into the current practices of CPD programmes in the FP. In addition, it identifies and analyses barriers that FP teachers face to ultimately attempt to improve the effectiveness and relevance of professional development programmes in the Gauteng East District.

2.3 TEACHERS' PERCEPTIONS OF CONTINUOUS PROFESSIONAL DEVELOPMENT

CPD is perceived in different ways by different teachers and for different reasons. Mokhele and Jita (2010) describe that CPD is perceived differently because of teachers' different personal circumstances and investment in the process of CPD. Ifanti and Fotopoulou (2011) establish that teachers perceived CPD as a multidimensional and complicated process. It is therefore vital to consider teachers' perceptions when planning CPD programmes, since reasons for positive implementation will vary from teacher to teacher. Research done by Fairman and Mette (2017) indicates that teacher perception is an essential part of the picture when preparing and evaluating professional development. Guskey (2002) argues that many teachers are attracted to professional development (PD) programmes only when they believe that these programmes will lead to higher professional competence, job satisfaction and enhanced learner achievement. Moreover,

Guskey (2002) also maintains that motivation to do PD and beliefs about change because of PD activities are the main elements affecting change in teacher practices. Teachers need to first realise that their skills can be developed to better equip them in the classroom. Similarly, O'Sullivan (2002) argues that is only after teachers can accept the fact that there are problems in their practice will they seek to find solutions through professional development. These insights highlight a common theme in the literature, CPD effectiveness is heavily dependent on teacher mindset and openness to change. However, much of the existing research is focused on general trends, with limited attention paid to how FP teachers experience and interpret professional development.

Kagama and Irungu (2018:94) reveal that *“educators have a negative perspective on performance appraisal, mainly because they are not motivated before undergoing the process of appraisal”*. Reeves (2005) states that the reason for teachers' hesitation to participate in PD activities is the disappointing history of professional development. This reason is making it difficult for educators to be motivated in PD activities. Reeves (2005) further explains that teachers think that they are being offered once-off professional development systems that are failing to provide the support necessary to sustain educational change. According to Barnard (2004), many teachers are resistant to transformation, specifically to PD activities, as they do not see the importance of staff development in their profession and simply don't see why they should grow professionally. These findings raise a critical issue, without adequate support, follow-up and relevance to teachers' daily practice, CPD programmes may be perceived as irrelevant.

Smith and Wallace (2020) suggest that school principals must support educators to counter the minimalistic approach to professional development. Adequate training can enable teachers to be less resistant to transformation. As teachers build new knowledge and apply it successfully in the classroom, their confidence grows, which in turn increases their willingness to continue learning. This cycle of learning and self-efficacy suggests that a key goal of CPD should be cultivating a professional identity rooted in lifelong learning. Burchell et al. (2002) emphasise that teachers' experiences and perceptions of the impact of CPD constitute an important part of an evaluative process. The way that educators perceive CPD will also contribute to the success of PD activities offered by the SMT in a school setting. Friedman (2012:14) states that CPD consists of three main facets, which are *“maintaining knowledge and skills, improving abilities and developing personal and professional skills”*. Educators will not only improve their teaching skills when they participate in PD activities, but their self-confidence will also improve. As teachers become

more knowledgeable or skilled in something, it can increase their confidence in both their personal and professional lives. This increased confidence can develop from the satisfaction of devoting time and effort to learning and improving, giving teachers a sense of accomplishment. Developing an attitude of continuous learning is one of the best ways to flourish in today's changing world. Hildebrand (2008) points out five benefits that continuous learning conceives:

- **Sharpens the mind:** Continuous learning helps to keep the mind sharp and improve memory. Learning in general has beneficial effects on the brain, as it improves brain function and mental flexibility and improves creativity.
- **Sharpens the confidence:** Continuous learning helps to gain confidence in the ability to learn and to share the information with others, and gain confidence in who we are and what we have to offer.
- **Sharpens the interpersonal skills:** Continuous learning helps us to engage with those around us, and therefore enhances relationships and social skills.
- **Sharpens the career opportunities:** Continuous learning provides the opportunity to learn new skills and improve the chances of career growth.
- **Sharpens the ability to communicate:** Learning generally employs the skills of reading, listening and writing. These skills are essential for effective communication. By enhancing these skills, it can improve the ability to write with confidence.

These benefits are in line with the study, as it can be supportive in managing the continuous professional development of Foundation Phase teachers in primary schools. By developing the benefits as mentioned above, it will positively change teachers' perception of CPD, and in turn develop and change the school environment and learning experiences of teachers and learners. Furthermore, teachers' perceptions of CPD are a vital component of the study. By acknowledging the diverse perceptions of teachers, the study intended to provide a comprehensive understanding of current CPD practices and their effectiveness. By identifying barriers through these perceptions, the study was committed to provide possible strategies for more effective CPD implementation. This approach ensures that CPD programmes are not only relevant and beneficial but also lead to improved teaching practices and learner outcomes. Therefore, this approach ensures that recommendations are not only theoretically grounded but also aligned with teachers' real needs, challenges and professional identities.

2.4 BENEFITS OF CONTINUOUS PROFESSIONAL DEVELOPMENT

The most important element of CPD training is that it keeps an employee's knowledge and skills relevant. According to Egenti (2012), CPD is the continuous acquisition of relevant knowledge, skills and attitudes by workers to enhance their growth and development throughout the process of working in the organisation. CPD is therefore a vital tool for empowering educators to develop their skills to perform their teaching duties to the best of their abilities. Jima (2018) stresses that education is the foundation for the development of all human beings, especially children, by upgrading teachers' qualifications to accommodate the needs of the 21st century learner. Furthermore, Holmqvist (2019) converses that the fundamental reason for having skilled educators is to prepare for and keep up with the next generation. Educators should comprehend the significance of professional development and the benefits of CPD. Development of the educator's knowledge will result in learner academic progress. While these benefits are widely accepted, the question of how these outcomes are realised within specific contexts, such as Foundation Phase teaching in Gauteng East, remains under explored.

In terms of the Employment of Educators Act 76 of 1998 (DoE, 1998:6), teachers are entitled to leave of not more than three working days per annum to engage in activities aimed at professional development. While this provision reflects policy recognition of CPD's value, it raises questions about whether such limited time is sufficient to support meaningful learning, particularly given the depth of transformation required in education today. CPD is not only an investment to accelerate educators' careers, but it also boosts educator confidence and strengthens professional credibility. It prepares educators for greater responsibilities and empowers educators in dealing with challenges and to cope positively with change by continuously bringing their knowledge and skill up to date. With CPD, educators can identify gaps in knowledge and experience. Khan (2010:38) mentions that *"CPD makes educator working life more interesting and can significantly increase job satisfaction and prevent educator burn-out as in being obsolete or outdated."* The benefits of CPD can be seen from two perspectives, that of the employee and that of the employer. However, while CPD is promoted as a remedy for burnout, few practical studies in the South African Foundation Phase have measured its actual impact on teacher morale and retention. This signifies a gap that the current study seeks to address.

2.4.1 The benefits for employees

2.4.1.1 *Stay up to date with changing demands*

With adequate CPD, knowledge can stay relevant and up to date. Education demands are changing all the time, and current knowledge and skills will become outdated if you are not able to keep up with the pace of change. According to Ahi (2011), teachers are regarded as the agents of change in schools. Therefore, their development and perspectives should be considered as they participate in different CPD activities. Atta (2015) defines teacher perspectives as teachers' attitudes, values and beliefs based on personal experience that helps them to interpret their teaching practice. Teacher attitude will therefore determine if teachers are willing to stay up to date with changing demands in education. When teachers perceive CPD as relevant and empowering, they are more likely to adapt their practices, embrace innovation and respond effectively to the shifting needs of learners. On the contrary, when CPD feels disconnected from classroom realities, teachers may resist change, limiting its overall impact. This highlights the need for CPD initiatives that are not only informative but also contextually responsive, recognising teacher perspectives as a key driver of professional engagement and growth.

2.4.1.2 *Become more effective in the workplace*

Through the increased knowledge created by CPD, teachers can become more effective in a school setting. CPD helps teachers to increase their confidence and motivates them to do their jobs more effectively in the classroom. It also provides opportunities to the teacher for their career progression, as teachers can lead mentor others. Moreover, according to Wenger (2000), mutual commitment is deepened when communities of practice take responsibility for their own learning, which can develop the practice even further. However, the effectiveness of CPD in improving practice depends on how well it is integrated into the school context and whether teachers feel supported in applying what they have learned. This study explores whether FP teachers in the Gauteng East District experience CPD as empowering and whether it translates into improved performance in their classrooms.

2.4.1.3 *Enhancing knowledge and skills to deliver a professional service*

When teachers are involved in CPD, their skills and knowledge will be in the best position to provide a professional service to learners by teaching with confidence. With CPD, teachers are exposed to various teaching strategies and methods of teaching. This helps

to identify learner needs and implement the strategies to teach better. They also understand the areas where they can improve and change their style to be a more effective teacher. Therefore, professional development contributes to better performance outcomes. Similarly, Hoban (2002) states that the goal of CPD is to ensure educational change and improvement in learning outcomes for the learner. Professional development activities are important for both classroom practice improvement and for improving learning outcomes. This study investigates how FP teachers in the Gauteng East District experience CPD in terms of its practical relevance and its influence on their ability to teach professionally and effectively.

2.4.1.4 Stay interested in your profession

CPD enables teachers to stay interested and motivated as they get guidance to develop their teaching skills. With new skills, teachers can develop a wider range of learning activities in class. It fosters a greater commitment to changing practice and willingness to try new things. Spector (1993:9) mentions that PD requires an *“inductive, problem-centred approach that relates to teachers’ context”*. Context in this sense includes a teacher’s worldview and related point of view that in turn will allow an influence on one’s understanding of being a teacher. If you grow professionally, you will stay interested in developing yourself even further. This study considers whether CPD opportunities provided to FP teachers in the Gauteng East District are contextually relevant and motivating. It also explores whether these opportunities influence teachers’ ongoing interest in developing their skills and improving their practice.

2.4.2 The benefits for employers

2.4.2.1 Teaching and learning standards are kept high and consistent

According to Mokgalane (2017), CPD programmes contribute effectively and directly to the improvement of teaching and learning. Therefore, teaching and learning standards are kept high and consistent.

2.4.2.2 Sharing of best practice and support for a positive school culture

By sharing best practice amongst each other creates more effective teaching and teachers take ownership of their own professional learning to grow professionally. In addition to this, Campbell (1997:27) states that *“a positive school culture is required for successful PD, otherwise precious time and resources will be spent on achieving only minor growth among teachers.”*

2.4.2.3 Staff potential is maximised, while also improving morale

Offering CPD is an effective tool to boost morale in the workplace and subsequently ensure that staff potential is maximised, and that they share good practices with other staff members to embrace change. In addition, Kaagan (2004:4) believes that obtaining knowledge and sharing existing knowledge and skills with others to join forces are valuable tools for change and improvement. This study investigates how the management of CPD in the Gauteng East District contributes to teacher morale and collaboration, and whether current approaches are effective in maximising the potential of FP educators.

2.4.2.4 Better, more effective personnel with up-to-date knowledge and skills

Teachers are required to upgrade their skills through professional development. This is done to keep content relevant and current. Steyn and van Niekerk (2005:130) agree that *“professional development helps teachers to acquire up-to-date knowledge of the subjects they teach and to use techniques that are powerful in enhancing student learning.”* This study focuses on how CPD is managed in primary schools within the Gauteng East District, and whether current CPD management practices enable FP teachers to remain professionally competent and pedagogically responsive.

2.5 THE IMPORTANCE OF CONTINUOUS PROFESSIONAL DEVELOPMENT FOR FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS

CPD has been of growing interest to governments, educators and researchers alike. According to Guskey (2000), governments are implementing CPD policies as channels for improved education. Borko (2004), on the other hand, states that educators are demanding professional development opportunities for teachers as a practical means to enhance knowledge, teaching and learning within schools. Likewise, among researchers, there has been a considerably growth in interest in teacher CPD studies. Huish (2014) highlights the importance of professional development for educators by putting forward claims that CPD should introduce new ideas, teaching methods, structures, tools and technology that would be of benefit in the daily classroom activities. After attending a PD programme, teachers should apply those new ideas or teaching methods to benefit the learner. However, this raises the question of whether CPD programmes currently implemented in primary schools, particularly for FP teachers, meet these expectations in practice. While studies such as those by Borko (2004) and Huish (2014) highlight the

importance of CPD for teacher growth and learner outcomes, they offer limited insight into how CPD impacts FP teachers specifically, whose instructional needs and classroom dynamics differ from those in the intermediate or senior phases. This represents a noteworthy gap that the current study aims to address.

Previous studies suggest that teachers participate in a range of CPD. A prime example is that of Heba et al. (2015) who found different ways that teachers learn as part of their CPD, including participation in school-based CPD activities and individual teacher initiation of their learning. In addition, teachers reported that they have learned best in CPD activities that allowed for interaction with other teachers. Similarly, Méndez et al. (2017) argue that the involvement of pre-school teachers in PD activities with informal shared engagement was vital to the development of their classroom practices. In order to understand why CPD is so important in primary schools, it is necessary to discuss the role of each member in managing the CPD of Foundation Phase teachers in primary schools. Further, research by Bolam (2000) puts forward that CPD is an essential part of improving school performance. Unmistakably, professional development should be part of a scheduled programme which is vital for a functional school environment. Therefore, professional development of educators is the cornerstone for the provision of quality teaching and learning, Bernadine (2019).

2.5.1 The role of the departmental head (DH)

The first member in the school structure is the DH. The Personnel Administrative Measures (PAM) document issued by the South African National Department of Basic Education (DBE) stipulates that the official aim of a DH is *"to engage in class teaching, be responsible for effective functioning of the department, and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase, and the education of the learner is promoted in a proper manner"* (RSA, 2016:27). The DH reports to the deputy principal and the school principal, but this depends on the setting of the school structure. It is gazetted in the Integrated Quality Management System (IQMS, Collective Agreement Number 8 of 2003) policy that the aim of the DBE (2010) is to make secure public education that is of exceptional quality, thereby surpassing the mediocre COLT found in most schools. Thus, clearly documented in this policy is that DHs are to be involved in class teaching, be accountable for their department's functioning and to create professional development and extra-curricular activities so that learners' education is successfully promoted (IQMS, 2003). It is therefore important that DHs also receive

support in order to perform their duties persistently. Supporting and managing the PD of teachers by DHs ensures quality teaching and learning in the Foundation Phase.

2.5.2 The role of the deputy principal

Deputy principals in schools are seen as assisting the school principal and acting on behalf of the principal when absent. According to the PAM document (RSA, 2016:31), the duties and responsibilities of the deputy principal are individual and varied, depending on the approaches and needs of the school. These include, but are not limited to, the following:

Firstly, *“to assist the principal in his/her duties and to deputise for the principal during his/her absence from school”*.

Secondly, *“to assist the principal, or, if instructed to be responsible for: School administration, e.g. duty roster, arrangements to cover absent staff, internal and external evaluation and assessment, school calendar, admission of new learners, class streaming, school functions; and school finance and maintenance of services and buildings. These could be the planning and control of expenditure, allocation of funds/resources, the general cleanliness and state of repairs of the school and its furniture and equipment, supervising annual stock-taking exercises”*.

Thirdly, to *“participate in agreed school/educator appraisal processes in order to regularly review their professional practice to improve teaching, learning and management”*.

By being actively involved in the appraisal processes, deputy principals create a structured school environment that supports CPD, aligning with the objective of understanding what CPD entails in local primary schools. Furthermore, deputy principals are responsible for managing school operations such as absent staff members. These operational responsibilities can pose challenges to the successful implementation of CPD activities. By investigating how deputy principals handle these challenges could assist in understanding potential barriers to effectively manage CPD programmes.

2.5.3 The role of the school principal

According to Karlsen and Berg (2020), the principal cultivates positive relationships with teachers and students, assisting them in developing their skills. Bredson (2006) states that the principal is in the unique position to influence the structure, culture and the mission

of the school. The school principal is the head of the school. School principals are required to *“regularly visit teachers in their classrooms to provide support, monitor their progress in providing quality teaching and learning and inform the school’s professional development priorities”* (ELRC, 2008:53). In a study done by Steyn (2011), the author concurs that principals need to play a vital role in the development of teachers. Principals need to lead by example in the PD of teachers. School principals should be in communication with their teachers to support them in identifying their weaknesses and provide the necessary support.

According to the Personnel Administration Measures (PAM) document RSA (2016), duties and responsibilities of the school principal, as with the deputy principal, are individual and varied, depending on the approaches and needs of the particular school. They include but are not limited to the following: Firstly, *“to be responsible for the professional management of a public school”* as contemplated in section 16A (3) of SASA; secondly, to carry out duties which include, but are not limited to, the implementation of all the educational programmes and curriculum activities, such as the management of all educators, the management of the use of learning support materials and other equipment; and, thirdly, the Act also indicates the performance of functions delegated to him or her by the Head of Department (HoD) in terms of SASA, like the safekeeping of all school records and the implementation of policy and legislation (SASA, section 16A(2)(a)(i)- (vi), 1996) to give proper instructions and guidelines for timetabling, admission and placement of learners (RSA, 2016:32). On top of the PAM document, the Department of Basic Education (DoE) has developed a Policy on the South African Standard for the Principalship (‘the standard’), *“which fully defines the role of school principals and the key aspects of professionalism, image and competencies required. This policy also addresses professional leadership and management development needs”* (RSA, 2005:3).

The critical areas referred to in the standard are in line with the core purpose and responsibilities of the principal as set out in Sections 16 and 16A of the South African Schools Act No. 84 of 1996 (RSA, 1996). Two main roles of school principals are discussed, following the standards for SA school principalship (RSA, 2016:13):

- Firstly, *“the principal works within the SGB, the SMT and with parents in the school’s community to create and implement a shared vision, mission and strategic plan to inspire and motivate all who work in and with the school and to provide direction for the school’s on-going development”*.

- Secondly, the principal working with the SGB and SMT is *“responsible for ensuring the quality of teaching and learning in the school, and the principal must establish and maintain effective quality assurance systems and procedures within the school and is accountable to a wide range of stakeholders”*.

In this study, the school principal is seen assisting, inspiring and motivating the DHs on their roles of managing teacher professional development to ensure quality teaching and learning in the Foundation Phase. The role of the principal in developing a culture of teaching and learning is discussed by Bush (2013:14), who comments that:

Changing school culture has to be a deliberate process, intended to achieve specific results, such as enhanced learner outcomes. Culture is usually deeply embedded and is difficult to shift particularly if, as in most South African schools, most educators have substantial experience in the same school and are used to working in a certain way. It often takes an external stimulus or threat to produce new patterns of working.

2.5.4 The role of the SMT

Grobler (2013) proposes that management is a process governed by a framework of regulations, rules, and policies which the SMT draws on to lead, control, plan and organise events accordingly. It is argued that in view of good management being integral to the effective functioning of schools members of the SMT are urged to organise and promote PD activities for teachers under their care. Lumadi (2012:121) states in this regard:

The SMT is responsible for planning and directing the work of a group of teachers and students, monitoring their work, and taking corrective action where necessary. They have the authority to change the work assignments of team members. As with many institutions, the leadership of secondary schools in Mpumalanga involves the evolution of a shared vision through effective strategies that allow that vision to be realised. This involves putting all available resources to work in the most effective way to ensure that the best standard of education for all students is provided.

In South Africa, the personnel administrative measure was gazetted and revised in 2016. The purpose and the aim of the PAM document (RSA, 2016) is to outline the roles and responsibilities of SMT members and teachers on the school level. In the next sub-section, the roles and responsibilities of the school principal, deputy principal and DHs are discussed in terms of the policy (RSA, 2016) and practical situations. In the study

conducted by Bush and Glover (2012) in Mpumalanga on School Management Teams (SMT) in South Africa, a large number (17 respondents out of 26) provided unprompted open comments suggesting role confusion and ambiguity, whereas nine respondents complained about role overload arising from departmental management and SMT responsibilities. Exploring the roles and responsibilities of SMT members in this study enabled the researcher to discover whether the roles are in line with the policy.

The SMT plays a pivotal role in the management and promotion of CPD for FP teachers. By understanding and identifying challenges faced by SMT members to effectively manage CPD programmes could provide possible solutions to enhance the effective management of CPD programmes for FP teachers.

2.6 MEETING PROFESSIONAL DEVELOPMENT NEEDS

As an attempt to address the need for properly qualified teachers in South Africa, the National Policy Framework for Teacher Education and Development (RSA, 2007) has provided teacher training according to prescribed minimum criteria registered on the National Qualification Framework (NQF) by the South African Qualification Authority (SAQA). Although fruitful contributions have been made to understanding the professional development of teachers, limited research has been done to indicate how CPD, as stipulated by the National Policy Framework, can be managed for Foundation Phase teachers in primary schools in the Gauteng East District.

The South African Council for Educators (SACE), the statutory body for professional teachers, has an overall responsibility for the quality assurance, implementation and management of the CPTD (DoE, 2007:19). All teachers registered by SACE must earn PD points by selecting approved PD activities that meet their development needs (DoE, 2007:20). The Policy Framework identifies four types of CPTD activities: school-driven activities, employer-driven activities, qualification-driven activities and others offered by approved organisations (DoE, 2007:17). CPTD is most successful when teachers are actively involved and reflect on their own teaching practice, when CPTD is contextualised and school-based, when developmental activities are well coordinated and when sustained leadership and support are present (DoE, 2007:25). Morrow (2007) believes that CPTD could also be about upgrading teachers' knowledge where it is lacking.

This study was committed to explore the effectiveness of current CPD management practices, possibly identify gaps in meeting the professional development needs of FP teachers, and provide possible strategies to effectively manage the continuous professional development of Foundation Phase teachers in the Gauteng East District.

2.7 CHALLENGES HINDERING THE IMPLEMENTATION OF PROFESSIONAL DEVELOPMENT PROGRAMMES FOR FOUNDATION PHASE TEACHERS

A study in China on teachers' problems with PD programmes was conducted by Meng and Tajaroensuk (2013). This study found that challenges teachers faced when they participated in PD programmes included heavy workload, shortage of good and practical programmes and lack of financial support for the programmes. Similarly, Avidov-Ungar (2018) conducted a study in Israel by investigating barriers to PD. The findings indicate that participants highlighted high workload, absence of staff support, logistical difficulties pertaining to time and place, and inadequate training as barriers to their PD. This having been said, gaining a deeper insight into the barriers hindering the implementation of CPD for teachers is deemed essential. These identified barriers intend to assist in understanding how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District of South Africa.

2.7.1 Educator commitment

Educator commitment is vital to the success of PD. Blackmore (2000:3) believes that *"PD will be futile without teachers' whole-hearted commitment, even if such programmes are well designed."* If teachers are not committed to developing their skills, they will not be motivated to try new approaches in the classroom. Geldenhuys and Oosthuizen (2015) researched the challenges which impact the teachers' involvement in CPD in a qualitative study. In order to collect the data by means of a structured questionnaire and a semi-structured interview, 11 teachers from primary schools were selected to participate in the study. After the analysis of the data, four main themes emerged, one of which included reluctance of teachers to participate in PD activities. The other three themes were lack of contribution of the school management to teachers' CPD, lack of planning for CPD and the career stages of teachers. Van Eekelen et al. (2006:410) state that *"a commitment to learning refers to a psychological state in which the teacher desires to learn and*

experiment". The challenge for CPD is to motivate FP teachers to become committed to their own development and learning.

According to Mlachila and Moeletsi (2019), by improving teacher training to address knowledge gaps, better school management, and more teacher responsibility are some of the policies that have the most potential to enhance educational performance in the long run in South Africa. Educators are not committed to take responsibility for their professional development, and this is mostly due to training courses and workshops that do not cater for their specific needs. Govender (2018) states that teachers were unsatisfied with the training offered. Educator commitment is therefore a barrier to CPD of FP teachers. Educator commitment and encouragement to participate in CPD programmes should be the starting point to effectively manage CPD in primary schools.

2.7.2 Learning styles of teachers

The learning styles of teachers may be a barrier to the implementation of an effective PD programme. According to Burke (1997), teachers who learn in programmes that accommodate their preferences will acquire more skills, become more motivated and use what they learn in the classroom. FP Teachers need to be comfortable with the style of learning in order to learn and grow from the programme. Tyrell (2000) supports this view by stating that PD programmes should be fully differentiated. According to Burroughs et al. (2019), there is a link between professional development and learner accomplishment. It is therefore vital to link the PD activities to the needs of the learners, but present the content in various styles to accommodate the teachers' learning styles. This gap should be addressed to effectively manage CPD in primary schools.

2.7.3 School structure and leadership

According to Washington (1993) the school structure supports shared and distributed leadership which has the potential for teachers to believe that they are empowered to shape meaningful and feasible changes in the school. The SMT needs to lead by example and be lifelong learners themselves to motivate teachers to participate in professional development activities. Berry et al. (2010) mention that when the school leadership is weak it also tends to weaken the educators' morale and services; therefore, unsupportive school leadership can be a barrier to the PD of educators.

Cardno (2005) believes that professional development programmes are more effective when they are linked to the achievement of schools' strategic goals and are based on

three fundamental elements, namely: sound educational leadership, effective performance appraisal and strategic management and review. She further recommends four development areas to be taken into consideration, namely: school development, management development, curriculum development and personal development. A poor school structure can therefore be a barrier to the implementation of an effective PD programme for FP teachers. Another aspect responsible for the success or failure of PD programmes is considering the leadership development processes.

According to Sparks (2002), school leaders' PD programmes must consider three sets of responsibility areas for school leaders. These include teaching and learning, school leadership and staff development. Sparks (2002) further argues that instructional leadership enables school leaders to monitor teaching practices to evaluate teacher performance and provide relevant feedback. The feedback promotes reflection and breakdown of learner performance to identify the schools' weaknesses and needs for development, as well as strengths. Management development is a key aspect of leadership development and should be considered in leadership professional development programmes. Poor school structure and weak leadership significantly impact the effectiveness of CPD programmes. The barrier of unsupportive school leadership and poor school structure is a critical factor that must be identified. These elements can significantly hinder the implementation and effectiveness of CPD programmes. A comprehensive understanding is needed on how these factors influence CPD implementation at school level.

2.7.4 Funding

Another possible barrier to the implementation of an effective PD programmes is funding. Research by the University of Witwatersrand (2006) indicates that there is a strong causal link between good learners' performance and a well-funded school. The DBE validates this view by acknowledging that an improvement in resources is thought to improve output in education or the performance of learners (Government Gazette, 2011). Funds to support PD programmes may be provided by individual schools, the Department of Education or outside agencies that might charge the school a fee for providing PD to educators. Not all schools have proper funding to continuously provide PD. Moreover, Shelile and Hlalele (2014) conducted a study by investigating the challenges of teacher CPD. During this study, data was collected by means of semi-structured one-on-one interviews. Ten primary school teachers and one student teacher were selected as the

participants of the study. The results of the data analysis reveal that the main challenges include financial resources. Funding affects the availability and quality of CPD programmes, materials and workshops. Therefore, it is critical to investigate the barrier of insufficient funding as it directly impacts the feasibility and sustainability of CPD initiatives. Addressing this barrier is essential for managing CPD effectively, as it highlights how financial constraints limit the scope and effectiveness of CPD programmes.

2.7.5 Poorly designed PD activities

Attending PD training sessions gives teachers content-led material to better understand and manage the curriculum and their classrooms. When it comes to poorly designed workshops with a focus on PD, Fullan (1991:315) states that *“nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms”*. Meng and Tajaroensuk (2013) conducted a study to examine teachers’ problems with PD programmes. The participants of the study included 55 teachers who completed a questionnaire to yield more in-depth information on the subject under investigation. The results of the data analysis reveal that shortage of good and practical programmes was the main obstacle. CPD programmes are often incoherent from assessment policies and support may be fruitless, as pointed out by DeMonte (2013). Such programmes are viewed as irrelevant by educators. Furthermore, DeMonte (2013:4) suggests shortcomings in effecting PD programmes that may likely impede efficient implementation when:

- *PD is disconnected from the everyday practice of teaching, the training programmes are unlikely to positively influence teaching and improve learning. Professional development activities should honour the expertise of educators by taking into consideration their prior knowledge and skills;*
- *PD is unrelated to the curriculum or to the precise challenges that educators face, as it then hinders efficient implementation. Preferably, PD programmes need to be in line with curriculum expectations and school objectives; and*
- *PD activities are implemented as a one-time event or led by an outside professional who never returns to the school. CPD activities should include follow-up visits and continuous feedback on progress.*

It is therefore vital for CPD activities to be well organised and designed to provide appropriate feedback to educators. The programmes must motivate educators to continue with their personal growth to see the results in the classrooms. CPD programmes should have meaning, and should be outlined in the school improvement plan. A study conducted by Garcia and Cerado (2020) indicates that many school improvement plans usually state many action steps which are not focused and do not show creative strategies to solve poor performance issues. Efficient implementation of CPD programmes is consequently led by both the educator and the SMT that create the improvement plan for realistic educator development. According to Kelleher (2003) successful professional development is continuous, collaborative, coherent, and integrated into school daily life and activities. PD activities are poorly designed and are therefore a barrier that needs to be addressed to effectively manage CPD in primary schools.

2.7.6 Lack of time

Bredeson (2002) indicates that CPD for teachers to enrich and refine their professional knowledge and practice is often undermined by the lack of time and appropriate structures. This implies that, much as schools would like to promote CPD activities in schools, there is not enough time and resource allocations. In a study specifically dedicated to collaborative CPD, Kenndey (2011) studied potential barriers deterring teachers' CPD. He collected data by interviewing ten participants of which eight were teachers. The results of the data analysis indicated that lack of time to interact with other teachers to work collaboratively out of class was among the prominent barriers revealed by the teachers obstructing them from developing professionally. Lack of time is a critical barrier that needs thorough investigation. This barrier highlights the need to define CPD not just in terms of its activities but also in terms of the logistical and structural support required for its successful implementation.

2.8 LOCAL POLICIES EMBRACING CONTINUOUS PROFESSIONAL TEACHER DEVELOPMENT

On 26 April 2011 the Minister of Basic Education gazetted the National Policy Framework on Teacher Education and Development (NPFTED) with distinctive reference to Continuing Professional Development (CPD) for South African teachers. The National Education Policy Act 27 of 1996 (RSA, 2011), Section 3(4) and Section 8 mandates the Minister of Education to fulfil requirements laid out in national policy regarding designing PD strategies and assessing teachers' participation in professional development activities.

In addition, the National Policy on Whole-School Evaluation (2001) enables schools to provide an account of the school's current performance. The Whole-School Evaluation system is the cornerstone of the quality assurance structure in schools. Furthermore, the Integrated Quality Management System (IQMS) is an integrated quality management system that is aimed at enhancing and monitoring the performance of the education system. The IQMS system assesses teacher development and performance, thus enhancing the education quality. The IQMS is governed by an agreement reached in the ELRC (Resolution 8 of 2003) to integrate the existing programmes on quality management in education. The IQMS is informed by Schedule I of the Employment of Educators Act, No. 76 of 1998 (RSA, 1998) where the Minister is required to determine performance standards for educators in terms of which their performance is to be evaluated.

IQMS uses three programmes to monitor and enhance performance of the education system with three distinct focuses. The first is the development appraisal system (DAS) which appraises teachers for their development and outlines structures needed to identify the professional needs of educators. The aim is to identify teachers' areas of strength and weaknesses. The second element is the performance management (PM) which evaluates individual teachers for salary progression, and affirmation of appointments with rewards and incentives. The third element is the Whole-School Evaluation (WSE), where the aim is to evaluate the effectiveness of the school by viewing the performance of the school management, infrastructure, resources and the quality of teaching and learning.

According to Ramnarain (2008), teacher appraisal has two intentions, namely professional development and teacher performance, which need to be mediated by effective leadership in the IQMS implementation. According to the 2003 ELRC Resolution 8, it is the responsibility of the SMT, which includes the principal, deputy principal and heads of department, to ensure that school policies are successfully in place and implemented.

Moreover, the Personnel Administrative Measures (2016) climax the role and responsibility of the principal, deputy principal and departmental heads to participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management. The SMT plays a vital role in the IQMS system and the success of the implementation lies largely with the SMT. Similarly, Middlebrook (1980) stated that leadership is an important element in the effective functioning of a group, or an organisation and the leadership and management approach employed by the SMT will to a large extent influence whether a school will be effective in the implementation of the IQMS policy.

The South African Council for Educators (SACE) has implemented the Continuing Professional Teacher Development (CPTD) Management System with the support of the Department of Basic Education (DoBE). The CPTD system provides educators with a databank of approved providers who are recognised by SACE for professional development to address the needs identified from the IQMS process. CPTD can be described as a system for recognising educator development. Educators will mainly use the SACE programmes for personal and professional growth. The SMT will use the SACE programmes to address the needs in the School Improvement Plan. By participating in SACE-endorsed professional development activities, educators earn PD points through the Professional Development Portfolios and the CPTD Information System (CPTD-IS).

In 2021 the IQMS system was replaced by the Quality Management System (QMS) for school-based educators. The QMS is informed by *Collective Agreement Number 2 of 2020* as established by the employer and all employee parties at the Education Labour Relations Council (ELRC). The QMS system is designed to evaluate the performance levels of individual teachers in line with their respective roles and responsibilities. It is an appraisal system that highlights good performance and addresses under performance. The aim is to determine levels of competence, and develop and empower educators to shape the direction and development of the school. It is critical to assess the level on which educators are performing in line with their job descriptions to improve levels of accountability in our schools. According to the ELRC Collective Agreement No. 2 (ELRC, 2014:8) the purpose of QMS is defined as:

- *To determine levels of competence of all educators;*
- *To enhance educator efficiency, effectiveness and good performance;*
- *To improve accountability levels within schools;*

- *To provide a basis for decisions on mechanisms to recognize good performance and address under-performance;*
- *To ensure that educators perform their duties with integrity, and maintain a positive, vigilant attitude towards all learning activities;*
- *To provide a basis for paying salary progression, rewards and other incentives; and*
- *To provide mechanisms for assessing educators, taking into account the context within which they operate.*

Furthermore, the ELRC Collective Agreement Number 2 (ELRC, 2014:8-9) highlights the guiding principles of QMS as:

- *To recognize that schools are not the same and are operating at different levels of performance and context.*
- *To minimize subjectivity through transparent and open discussion throughout the appraisal process*
- *To provide feedback by focusing on:*
 - *Performance and not personality;*
 - *Availability of evidence and not assumptions;*
 - *Objectivity and not subjectivity;*
 - *The specific and concrete and not the general and the abstract.*

The QMS system has performance standards to evaluate educators' performance. For a Post level-1 educator, there are five performance standards as set out by the Education Labour Relations Council ELRC Collective Agreement Number 2 (2014:29-33), namely:

- *Creation of a positive learning environment;*
- *Curriculum knowledge, lesson planning and presentation;*
- *Learner assessment and achievement;*
- *Professional conduct;*
- *Extra-mural and co-curricular participation.*

Departmental heads have six performance standards as set out in the ELRC Collective Agreement Number 2 (2014:41-46), namely:

- *Creation of a positive learning environment;*
- *Curriculum knowledge, lesson planning and presentation;*
- *Learner assessment and achievement;*
- *Professional conduct;*

- *Extra-mural and co-curricular participation;*
- *Management of the curriculum.*

According to the ELRC Collective Agreement 2 (2014:49) the deputy principal and the principal are both appraised on seven performance standards, namely:

- *Leading the learning school;*
- *Shaping the direction and development of the school;*
- *Managing quality and securing accountability;*
- *Developing and empowering self and others;*
- *Managing the school as an organisation;*
- *Managing human resources (staff) in the school;*
- *Management and advocacy of extra-mural activities.*

To evaluate the performance of educators the following work plan must be completed by each educator as set out in the ELRC Collective Agreement 2 of 2014.

Table 2.1: QMS performance standard work plan (ELRC Collective Agreement 2, 2014: 11-12)

<i>THE WORK PLAN HAS THE FOLLOWING COMPONENTS:</i>	
Performance standards	These are applicable performance standards as reflected in the QMS instrument.
Key activities/ outputs	Activities to be agreed to in terms of applicable job descriptions.
Targets	Targets (Goals) to be set for improvement within an appraisal cycle.
Timeframe	Period within which the targets and outputs are to be achieved.
Performance indicators	Measures of success to be observed for achieving specific targets and outputs.

Contextual factors	Unique/specific circumstances to be taken into account that have the potential to impact on the employee's ability to achieve outputs and targets.
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The SMT has a vital role to play in the accomplishment of the QMS system in schools. The school management has a responsibility to manage policy implementation and ensure that everyone in the organisation is involved and contributes to its success. Naidoo (2006) confers that one of the main reasons behind successful policy implementation is effective leadership, which manages to win educators' support and commitment for successful implementation. The QMS system is focused on educator accountability to ensure that they perform their duties to the best of their abilities. In line with this, Ryan (2007) mentioned that it is essential that teachers are held accountable to ensure that they use their professional autonomy to improve the quality of their teaching and their learners' achievements.

2.9 STRATEGIES TO MANAGE CONTINUOUS PROFESSIONAL DEVELOPMENT OF EDUCATORS IN THE GAUTENG EAST DISTRICT

2.9.1 Highlighting the positive changes in teachers' practices

CPD covers a wide range of staff development activities, both formal and informal, designed to address individual teachers' development needs and improve their professional practice through sharing effective practice, knowledge, and skills. Guskey (2002) argues that the main purpose of CPD is to bring about change in the classroom practices of teachers in their attitudes and beliefs and in the learning outcomes of learners. According to the Guskey model, a significant change in teachers' attitudes and beliefs occurs largely after they gain evidence of improvements in learners' learning as a result of the changes made in their classroom practices in the form of new approaches, materials or curriculum. The three important values to consider when planning CPD events involve: recognising that change is a gradual and difficult process for teachers; ensuring that teachers receive regular feedback on progress and providing continued follow-up, support, and pressure Guskey (2002).

According to Darling-Hammond et al. (2017), effective PD is structurally designed trainings that trigger positive changes in teachers' practices in the classroom, which helps to bring about improvements in learners' learning attainment. This definition accentuates the positive link between teachers' practices and learners' learning outcomes as an indication of effective PD. Highlighting the need for regular feedback and support during CPD activities aligns with the objective of the study to understand how Foundation Phase teachers perceive and benefit from CPD. Ongoing support and acknowledgement of growth can enhance educators' engagement and positive perception of professional development activities.

2.9.2 Effective leadership and management

Ali (2013) confirms that central to ensuring a school's improvement and triumph is powerful leadership and management enactment by SMT members, as these determine the depth of teachers' professional development and the extent to which they perform their primary task of educating. There are various models available for leaders to consider to support teachers in developing their practice. William (2016) describes five principles of teacher learning:

- Choice: Leaders should allow teachers to have a choice of CPD activities and thus take ownership of their CPD.
- Flexibility: Leaders should provide an environment whereby teachers have the freedom to adapt and modify techniques to make them work for them and the different classes they have.
- Small steps: Leaders should encourage and support teachers to only attempt to change one or two aspects of practice at a time, until it becomes a new habit.
- Accountability: Leaders should ensure that all teachers have a written action plan of their development priorities.
- Supportive accountability: Leaders need to create a culture whereby CPD is valued and teachers agree on a need to continuously improve their practice.

The above principals are essential for the successful management of CPD. Leaders play a major role in CPD, and it is important that teachers are provided with training and development opportunities that are progressive and develop their current knowledge and skills. The roles and responsibilities of school leadership are to ensure that schools become sites of productive learning by using their leadership skills and abilities. In this regard, Steyn and Van Niekerk (2005:137) claim that quality leadership is required for effective CPD in schools. Quality leadership provides a nurturing environment that

supports educators and encourages their efforts. Villegas-Reimers' (2003) list of seven characteristics of effective professional development are as follows:

- Professional development is 'constructivist' and not transmissivity; it must give teachers different opportunities to be actively involved in their learning by designing specific teaching tasks, evaluating and reflecting on their performance and progress.
- Professional development is seen as a long-term process, for in order to reach desired change teachers must take their time to implement their new knowledge in their classroom, with appropriate monitoring and support from school leaders.
- Professional development is only effective when it takes place in the classroom context. External training situations which do not associate the learning with the classroom practices and daily school routines have proved ineffective for teacher development.
- Professional development should be directly related to whole school reform processes, vision and policies.
- Professional development should allow for reflective practices where teachers are enabled to construct their own theories about teaching and learning based on their knowledge and experience (both old and new).
- Professional development should be a collective process not an isolated one; it should not aim to improve individual teachers' practice in isolation, but it must allow for individual needs and provide support accordingly.
- Professional development takes many forms according to the need and context: there is not one generative form or model that fits all.

It is clear from reviewed literature that effective leadership and management are vital in managing the CPD of Foundation Phase teachers in primary schools. Effective PD enables educators to develop the knowledge and skills they need to support learners' learning challenges. For CPD to be successful, the PD providers need to be reflective specialists and use feedback from CPD participants to guide and improve the delivery of CPD programmes. Effective leadership ensures that CPD programmes are progressive, relevant, and directly linked to teachers' needs. This supports the objective of explaining why CPD is important for Foundation Phase teachers by highlighting the role of leadership in making CPD relevant and meaningful for FP educators. By exploring various effective leadership strategies, barriers to CPD can be managed effectively. This aligns with the

objective of the study of providing possible strategies to manage and overcome barriers to CPD in the Gauteng East District.

2.9.3 Mentoring

A mentor teacher guides a less experienced teacher by building trust and modelling positive behaviours. According to Hudson (2013:772), mentoring is an important process of professional development underpinned by many different factors which include mentor-mentee personal and professional qualities, the mentor's attributes and practices, the environment or context within which it operates, and the selection and pairing of the personnel involved in the relationship. The purpose of mentoring is to assist less experienced teachers to develop their skills, make better decisions and gain new views on the teaching profession.

Mentoring is a crucial process of professional development. This aligns with the objective of understanding what CPD entails in local primary schools by highlighting mentoring as a fundamental part of it. This study's intent was to comprehensively explore how mentoring influences the CPD of FP teachers. This can provide insights into how mentoring programmes are implemented as part of CPD to indicate strengths and weaknesses of mentoring by identifying potential barriers and proposing strategies to effectively manage and improve CPD programmes in the Gauteng East District.

2.9.4 Coaching

According to Rhodes and Beneicke (2002:301), coaching is *"the process that enables learning and development to occur and it improves academic performance"*. Coaching is a method of training by guiding a teacher on how to develop skills to enhance their productivity or overcome a performance difficulty. Coaching becomes more successful when teachers are comfortable speaking willingly about their strengths and weaknesses. Coaching is used to explore and develop the individual's values, vision, standards and capabilities to perform duties. *"Coaches need to be excellent communicators who articulate their messages clearly, listen respectfully, and ask thought-provoking, open-ended questions, and professionals whose observations are energising, encouraging, practical and honest"* Knight (2009:18). Furthermore, Knight (2009:18) identifies three types of coaching, namely:

- Cognitive coaching: Engages in dialogical conversations with teachers and others, observes them while working and then uses powerful questions, rapport-building,

and communication skills to empower those they coach to reflect deeply on their practices.

- Literacy coaching: Is used widely to refer to teachers that use a variety of tools and approaches to improve teachers' practices and student learning related to literacy.
- Instructional coaching: Partners with teachers to help them *"incorporate research-based instructional practices into their teaching"* so that students can learn more effectively. There are commonalities in these approaches to coaching.

Moreover, Knight (2009:19) states that *"all these approaches to coaching focus on professional practice with the purpose of improving the ability of a school to educate learners by improving the way teachers teach in the classroom."* Communication is found to be a dominant aspect of the coach-peer relationship. Coaches need to be able to clearly communicate expectations, feelings, aims and standards in order to see an overall improvement in teaching practices. Coaching, as defined by Owusu-Mensah (2013), is the process that enables individuals and organisations to achieve their full potential. Coaching takes place between teachers, senior teachers, experienced teachers, novice teachers and the SMT.

By investigating the strengths and weaknesses of coaching within the FP, this study aimed to explore how coaching strategy impacts FP teachers in terms of CPD. By investigating teachers' experiences and perceptions of coaching one can possibly identify challenges and offer possible solutions to enhance the coaching process at school level. In addition, this study intended to highlight appropriate types of coaching that can enhance the effectiveness of CPD programmes in the Gauteng East District.

2.9.5 Classroom observations

According to Bhengu and Mkhize (2014), classroom observations are regarded as part of monitoring instructions by SMT members in schools. The aim of classroom observation is to provide insights into the strengths and weaknesses of a teacher's practice and help identify training needs to bring out the full potential of both teacher and learners. The success of class visits relies on appropriate feedback, as it provides the platform from which teachers build awareness about their own and their peers' practice and share their understandings and ideas. Classroom observation is an important part of learning how to teach, as it presents an opportunity to see real-life teachers in real-life teaching situations.

During classroom observations, various aspects of the class can be examined, such as routines, use of time, teaching strategies, classroom management skills, learner interest and participation. The fundamental purpose of class visits is to improve learner outcomes by improving the instructional competence of the teacher. It can also measure the impact of training programmes in practice. Marshall (2009) maintained that classroom observation is a form of professional development that allows critical pieces of teachers' knowledge and skills to converge in a real opportunity to gain insight into the quality of the learning experiences that are being provided. Wilcox (2000) regards classroom observation as a primary method of collecting data on what is happening in the classroom. It is therefore vital to know what data must be collected during the class visit. The use of a checklist is a good way of knowing what to observe and to keep a record of findings.

The primary aim of classroom observations is to improve instructional competence, which is crucial for Foundation Phase teachers. This supports the objective of explaining why CPD is important for FP teachers by possibly showing how observations help in refining teaching practices to enhance learner outcomes. In addition, by providing insights into classroom observations could identify specific training needs, contributing to the understanding of what CPD entails in local primary schools. Lastly, classroom observations provide valuable feedback, which is essential for teachers to build awareness of their practices and develop professionally. This aligns with understanding how Foundation Phase teachers perceive and benefit from CPD, as the feedback from observations can lead to significant professional growth and improved teaching strategies.

2.9.6 Motivation

Eheneni (2018) outlines motivation as a process of getting workers, managers and subordinates to increase their performance in attaining the organisational goals and objectives in a collegial manner. Motivation plays a vital role in effective PD. Van Deventer and Kruger (2005:153) suggest that *“principals should influence teachers towards PD with the aim of achieving the outcomes of the school”*. However, the motivational style of the principal is determined by the style of leadership and may vary from giving rewards to taking disciplinary measures. Parag (2014:38) concurs that the principals who aim to motivate and encourage teachers in their schools should adopt these effective guidelines for motivation:

- Set challenging outcomes to motivate, especially those staff members who have a need for success;

- Recognise individual differences among the staff;
- Make sure that staff members perceive the aims that are set as attainable;
- Ensure the staff's motivation by including them in the decision-making process;
- Make teachers feel useful and important by delegating tasks meaningfully, and allowing them to take part in the management process;
- Use effective communication to keep staff informed about the aims set, and results achieved;
- Be prepared to delegate tasks and authority to competent people;
- Acknowledge staff personally if they deserve it;
- Ensure healthy competition among staff as this motivates people to greater success;
- Try to get to know each member of staff personally, attend to their needs, and listen to them in order to identify their motives; and
- Put personal development first.

These guidelines are linked to the study as it is an effective method of managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. Motivation drives creativity and interest, igniting the desire needed for learners to want to learn more. For teachers to be effective in their work, they must feel motivated and satisfied with their teaching performance.

This study aimed to explore how motivational factors influence the CPD of FP teachers by investigating the effectiveness of current motivational practices, identifying areas for improvement, and providing possible strategies to enhance teacher motivation, thereby optimising the overall CPD framework in the Gauteng East District.

2.9.7 PD programmes

Teachers' professional growth occurs when a PD programme acknowledges teachers' personal and professional needs. This means that appropriate strategies should be used to determine the areas in which teachers are deficient (Lee, 2005). The objectives of the training programmes must be clearly defined and relevant to the practice of teaching. The Employment of Educators Act 76 of 1998 (DoE, 1998:6) allocates 80 hours for TPD. According to this act, teachers need to attend PD activities outside the formal school day; therefore, PD programmes can be arranged by the SMT during afternoons or weekends.

By acknowledging the professional needs of teachers, PD programmes can be more effective and better received by educators. This aligns with the objective of the study of understanding how Foundation Phase teachers perceive and benefit from CPD programmes. In addition, by investigating PD programmes within the FP one could possibly identify logistical barriers that intend to address the objective of understanding what factors can hinder effective CPD implementation.

2.9.8 Monitoring of continuous professional teacher development

In order to promote quality education, schools need to pay more attention to the CPTD of committed teachers who are considered an essential component for creating a positive effect on teaching practices. Steyn (2010) argues that implementing CPTD becomes essential for South African teachers to be appropriately equipped so that they meet the ever-growing needs and challenges of the country. According to Wokocha (2013), CPTD is regarded as organised maintenance, improvement and broadening of knowledge and skills and the improvement of personal qualities necessary for the execution of professionals' working lives.

It is vital for the SMT to monitor the performance and professional development interventions of FP educators by evaluating the points that teachers receive for participating in PD activities. A record of the educator's PD activities and PD points earned can be used to develop a report with statistical and descriptive information to point out the state of the teaching profession about the principals, deputy principals, DHs and teachers. This report will indicate areas of need and the SMT can organise appropriate training sessions to strengthen the underperformances of educators. By linking the monitoring of CPTD to the research objectives, the study aimed to explore how monitoring of CPD and evaluation of professional development activities could possibly impact the growth and effectiveness of Foundation Phase teachers. By investigating the current monitoring practices, the study intended to identify areas for improvement, and provide possible strategies to enhance the management of CPD programmes for FP teachers.

2.10 POLICIES AND GUIDELINES ON EDUCATOR DEVELOPMENT

In South Africa, there are several policies and guidelines on educator development. These policies aim to improve the quality of education by providing educators with the knowledge and skills they need to perform their duties effectively and confidently. The Norms and Standards for Educators (DoE, 2000a) that was released in February 2000 outlines the roles and responsibilities of educators in South Africa, but there is no mention of management strategies that should be used to ensure that educators develop the necessary skills to fulfil those roles and responsibilities. This was followed by a report that was released in May 2000 (DoE, 2000b) that indicated that teachers were not amply prepared for the implementation of Curriculum 2005. The Review Committee identified that there is a gap between the Department of Education's (DoE) vision of the educator and the reality of the educator's experience.

In 2006, the National Policy Framework for Teacher Education and Development in South Africa was developed to prepare educators to undertake their crucial and challenging tasks by empowering educators to continually enhance their professional performance. As a result of this policy (DoE, 2006) a CPTD system was recommended where educators must undergo PD and accumulate PD points. A pilot study was conducted to investigate CPTD practices in a sample of 37 schools in three provinces, namely KwaZulu-Natal, Free State and Western Cape. The study was done from July 2007 to July 2008. The report and findings of that study were submitted in December 2008 (DoE, 2008). The report listed 212 different sorts of CPTD activities; however, *“very few of the activities indicated were in any way related to strategies for curriculum delivery in the classroom”* (DoE, 2008:29). For this reason, the pilot study recommendations included the following aspects (DoE, 2008:43): the implementation of the CPTD should not be rushed; support should be provided at school level; the CPTD system needs to identify high-quality professional development programmes that would impact on teachers' classroom practice and learner performance, and a strong base of service providers appropriate to the needs of the locality should be established.

2.10.1 The continuing professional teacher development (CPTD) policy

The continuing professional teacher development (CPTD) in South Africa is a policy proposed to encourage ongoing professional development of educators. According to Steyn (2010) the implementation of CPTD becomes essential for South African teachers to be appropriately trained to keep up with the ever-growing needs and challenges in

education. The aim of the CPTD policy is to increase quality education by ensuring that teachers are equipped with the knowledge, skills, and attitudes necessary to meet the changing needs of the education field. The policy requires that all teachers participate in frequent, ongoing professional development activities, including in-service training, workshops, conferences, and online courses. Furthermore, it also recognises the importance of school-based professional development, such as coaching, mentoring, and collaboration with colleagues. In the view of Englund et al. (2018), professional learning of educators requires blended learning approaches that provide access to knowledge and skills. In addition, Sze, Tan and Amiel (2019) stated that effective and resourceful PD has been identified as a critical factor in improving professional practice and learner outcomes, as well as in developing school-based conditions for sustainability.

The CPTD policy also stipulates that the Department of Education is responsible for providing guidance and direction in the implementation of the CPTD policy, and that it should work in partnership with schools to develop and deliver professional development opportunities for teachers. At school level in South Africa, the management of the CPTD policy is mainly the responsibility of the school principal. This can be supported by the view of Bush (2013) that stated that the core role of a school principal is to enhance teaching and learning. The principal is responsible for ensuring that all teachers at the school are engaged in ongoing professional development activities, and for producing a supportive school culture that values and encourages professional growth. Johns and Sosibo (2019) state that there should be more collaboration and interaction between teachers who participate in CPTD activities so that quality learning takes place. Gao, Chai and Liu (2017) suggest that, instead of viewing learning as an individual process, learning should rather be viewed as a knowledge management structure. Thus, more focus is placed on collaborative and cooperative learning.

The principal should work with teachers to identify areas where professional development is needed, and to plan and implement professional development activities that meet the needs of the teachers and the school. In addition to the school principal, other stakeholders may also play a role in the management of CPTD at the school level, including the departmental head (DH), teacher unions, professional organisations, and the Department of Education. These stakeholders can provide resources, workshops, online courses, and support to assist schools to implement effective professional development programmes. Furthermore, the management of CPTD at the school level is a collaborative effort that involves a range of stakeholders working together to support educator

development and improve the quality of education for learners. The National Policy Framework states that the CPTD system attempts to ensure that current initiatives devoted to the PD of teachers contribute more effectively and directly to the quality of teaching (RSA, 2007:25). Furthermore, the underlying principle for continuing professional development is that *“teachers, individually and collectively, will have a high degree of responsibility for their own development”* (RSA, 2007:26).

CPTD does not recognise the value of collaborative learning, as the focus is to develop individual teachers and reward them accordingly. Although it acknowledges school driven CPD programmes as relevant activities (RSA, 2007:18), schools may experience difficulties in managing such programmes to earn points for individual teachers. This policy therefore neglects to acknowledge the need for a collaborative learning culture in schools for the sake of improved teacher learning.

2.10.2 The South African Council for Educators

CPTD is considered as a professional responsibility for the Department of Education. Therefore, the South African Council for Educators (SACE) supports CPTD. SACE is a statutory body established in terms of the South African Council for Educators Act (Act 31 of 2000) with the aim of promoting and improving teaching standards and regulating the teaching profession in South Africa. Therefore, SACE ensures that educators are supported in their ongoing professional development. SACE is responsible for the professional registration and regulation of all educators in South Africa. Therefore, all educators in South Africa must register with SACE. SACE has a code of ethics that all educators must adhere to. This code sets out the standards of conduct and professionalism that educators must maintain. SACE has the authority to investigate complaints of misconduct against registered educators and to start disciplinary proceedings, if needed. SACE has the authority to suspend or revoke the registration of educators who are found guilty of serious misconduct.

SACE promotes ongoing professional development for educators by accrediting providers of professional development programmes and by monitoring and evaluating the quality of professional development offerings. SACE is also responsible for the recognition of teaching qualifications obtained outside South Africa. This process ensures that foreign qualifications are equivalent to South African qualifications and that educators who hold these qualifications are eligible for registration with SACE. Additionally, SACE plays a critical role in regulating the teaching profession by ensuring that all educators meet the

required standards of professionalism, conduct and qualifications. The SACE's CPTD Management System is crucial to the teachers obtaining knowledge. According to Mokgalane (2017), CPTD is a pre-requisite in a teacher's learning, which is why SACE offers the opportunity to develop personal growth. Additionally, Mokgalane added that CPTD ensures that all PD programmes contribute more effectively and directly to the improvement of teaching and learning. According to researchers such as Tomlinson in Gautam et al. (2017), teacher development is viewed as a continuous and systematic process to help teachers with PD. SACE places teachers at the centre of the education system so that they take responsibility for their own professional development. Moreover, by providing teachers with the support and resources they need to continuously improve their practice also improves the quality of education for learners.

The SACE CPTD system is designed to support teachers in their professional development by offering a structured framework for identifying their needs and offering programmes that will contribute to their development and improvement of teaching practice. According to The Revised National Education Policy Act (2014), CPTD primarily serves two purposes, namely the empowerment of unqualified teachers and the further development of qualified teachers within a specific content area. Esau (2017) stated that CPTD that is relevant to the vital role of school improvement and mentoring programmes including new teacher induction can enhance the benefits of sharing expertise between generations. Therefore, CPTD does not only enhance educators' skills through educator development, but it also improves the school performance. Section (7) of the SACE Code says that all educators must: *"keep abreast of educational trends"* and *"promote the ongoing development of teaching as a profession"*. Therefore, CPTD was put in place to comply with the above-mentioned SACE code.

With all the positive aspects mentioned about the CPTD point system, it can be noted that still there is room for improvement regarding CPTD. During a study done by Sigudla (2019:240) it was discovered that *"during the evaluation process, grievances on scoring occurs between an appraiser and appraisee which causes tension in schools"*. Furthermore, Tachie et al. (2021:4) inferred that *"teacher evaluations fall short whereas observations are brief and infrequent, and they fail to differentiate amongst teachers"*. Another study conducted by Vemić (2007) shows that requiring PD points may also have a negative impact. Findings in Vemić's study revealed that educators viewed CPD as an imposed requirement rather than an approach to improving their potential. Moreover, educators *"do not realize that by improving their performance they may contribute to the*

results of the organisation in which they work” Vemić (2007:13). Educators’ views on CPTD clearly play a role in the successful implementation of PD activities and should be considered when managing CTPD programmes.

2.10.3 The Integrated Quality Management System

The Integrated Quality Management System (IQMS) is a complex policy combining development appraisal (DA), performance measurement (PM) and whole school evaluation (WSE). The IQMS is informed by Schedule I of the Employment of Educators Act, No. 76 of 1998 where the Minister is required to govern performance standards for educators in terms of which their performance is to be evaluated. The IQMS has a formative and summative evaluation. The formative evaluation is linked to the development appraisal and aims to assist educators to identify areas of weaknesses where they will benefit from PD. This leads to developing a professional growth plan (PGP) which informs the district and school of development and support needed by the educator. The IQMS expects the district and the school development team (SDT) to take an active role in supplying educators with the development they requested in the PGP. Thereafter, educators go through a summative evaluation which is the performance measurement (PM) element and will determine if the educator qualifies for a salary/pay progression, depending on the progress. The main aim of the formative and summative evaluations is to encourage educator development and improve teaching practice by rewarding educators for their progress.

According to the 2003 ELRC Resolution 8, it is the responsibility of the School Management Team (SMT), which includes the principal, deputy principal and head of departments, to ensure that school policies are successfully in place. This is concerning due to the workload of the SMT. According to the study by Khanyi and Naidoo (2020:175), it was revealed that IQMS as an appraisal tool appears to be simply a *“paper trail submission to the DoE rather than a professional development system and that the education district officials are somewhat insufficiently capacitated to manage IQMS”*. Another study conducted by Sekgale (2016:76) revealed that *“educators do not fully understand the process because they are not trained satisfactorily, they just fill the form as a way of abiding by departmental prescriptions”*, and he also mentioned that *“the forms are pre-planned with evaluation dates without being actually evaluated or observed”*. The study presented that IQMS will not show accurate results if educators assess themselves and, due to the incentive received, they will not disadvantage each other. Furthermore,

Sekgale (2016:77) found that *“educators are taking part in the process of IQMS for the purpose of remuneration and that support by the Department of Education is not offered”*. According to Whitley (2016:46), criticism of the IQMS is that *“an error may occur when giving a rating. Factors, such as personal preferences, prejudices and inherent biases can cause errors in performance appraisals, which in turn, contribute too many negative feelings towards the appraisal processes.”*

The Centre for Development and Enterprise’s (CDE) analysis of the evolving policy framework for teacher performance appraisal and professional development in South Africa conducted in 2014 has revealed some grave weaknesses and continuing challenges. It was found that the IQMS is a deeply flawed policy that does not achieve its aims. Teachers did not receive adequate training on IQMS, and it was not successfully implemented. It has increased educator doubt about performance management and professional development. Thus, the IQMS system and educator development were not successfully managed or implemented. With the focus on an individual’s professional development, the policy does not provide for measuring the impact of PD on teachers’ classroom practice nor on the development of schools.

2.10.4 The Quality Management System

Teacher development is currently governed by the Quality Management System (QMS). The Collective Agreement 02 of 2014 on the QMS for school-based educators was finalised in September 2019, but due to the COVID-19 pandemic and the national lockdown declared by the President in March 2020, training for QMS had to be suspended. Afterwards, parties at the ELRC agreed that a few amendments be made to the agreement. As a result, Collective Agreement No. 2 of 2014 was retracted and Collective Agreement No. 2 of 2020 was approved on 17 September 2020. Therefore, the QMS is informed by Collective Agreement Number 2 of 2020 as agreed to by the employer and all employee parties at the Education Labour Relations Council (ELRC). The collective agreement defines the QMS as a performance management system for school-based educators, designed to evaluate the performance levels of individuals in order to achieve high levels of school performance. The purpose of QMS, as set out in ELRC Collective Agreement No. 2 (ELRC 2020:8), is as follows:

- To determine levels of competence of all educators.
- To enhance educator efficiency, effectiveness, and good performance.
- To improve accountability levels within schools.

- To provide a basis for decisions on mechanisms to recognize good performance and address under-performance.
- To ensure that educators perform their duties with integrity, and maintain a positive, vigilant attitude towards all learning activities.
- To provide a basis for paying salary progression, rewards, and other incentives; and
- To provide mechanisms for assessing educators, considering the context within which they operate.

The QMS system assigns responsibility for implementation and management of the QMS to the school management team (SMT). The school principal is responsible for verifying the appraisal processes. Circuit managers are responsible for evaluating principals' performance and overseeing the moderation of school appraisals. According to the Personnel Administrative Measures (PAM) (2016), the principal, deputy principal and departmental heads should participate in agreed school/educator appraisal processes to regularly review their professional practice with the aim of improving teaching, learning and management. All members of the SMT are obliged to agree and sign off on a work plan with clear annual targets for improvement within the school. Principals must sign work plan agreements with their supervisors, such as circuit managers. The QMS training programme is recognised by SACE and members will obtain 5 PD points for participating. QMS requires all stakeholders to participate by planning, implementing, and developing skills and improving performance. For this study, the researcher investigated the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District.

2.10.5 The Education Labour Relations Council

The Education Labour Relations Council (ELRC) was established in terms of Section 37 of the Labour Relations Act, no 66 of 1995 as amended. The aim of the ELRC is to improve the quality of teaching and learning and maintain labour peace in public education. This is accomplished through a means of dispute prevention and dispute resolution. The duties of the ELRC are to conclude and enforce collective agreements (ELRC, 2003). The ELRC is an important body in the education sector, playing a vital role in promoting effective labour relations and ensuring that the rights of education sector employees are shielded. Cases of teacher appraisal systems concluded and approved by ELRC are Collective

Agreement No. 8 of 2003 (IQMS) and the recent Collective Agreement No. 2 of 2020 (QMS).

2.10.6 National Education Policy Act (Act No. 27 of 1996)

The National Education Policy Act (NEPA) stipulates the necessary guidance for drawing up and implementing a school-based policy within the legislative framework of the Schools Act. The NEPA provides for the development of a national policy on education. Sub-section (8)1 states that the Minister shall direct standards of education provision, and delivery and performance must be monitored and evaluated by the department annually to assess progress in complying with the provision of the Constitution and with national education policy. Therefore, the NEPA promotes the development of a curriculum that echoes the diverse cultural and linguistic heritage of South Africa. Moreover, the NEPA accentuates the importance of a democratic education system that encourages equal access to education for all South Africans. The NEPA further provides for the formation of a National Qualifications Framework (NQF) to safeguard that education qualifications are nationally recognised and in line with international standards. The NEPA supports the development of education policies in South Africa and, as such, The National Education Act 27 of 1996 guided the formulation of IQMS and QMS.

2.10.7 National Curriculum Statement (Curriculum 2005)

The National Curriculum Statement (Curriculum 2005) is a curriculum framework established by the South African Department of Education in 2002 and employed in 2005. It provides a framework for the planning, implementation, and assessment of curriculum. The change in education policy has set new and more challenging demands for educators. The government's intention for introducing the new curriculum was a way of moving away from an old content-based education to a new outcomes-based education which aimed at addressing the legacy of the past and was perceived as a move in the right direction (Le Roux, 1997). The NCS puts emphasis on the learner as a unique person with their own abilities and background. Educators are seen as facilitators to assist the learners to move forward at their own individual pace (UNISA, 2000:22). Therefore, the NCS provides a learner-centred method that underlines the development of critical thinking, problem-solving skills and attitudes needed to succeed in a fast-changing environment.

2.10.8 Summary

“Despite a huge investment in teacher development workshops and formal upgrading courses, there has been little evidence of accompanying improvement in the quality of formal schooling in South Africa over the past 15 years” Bertram (2011:3). CPTD is a considerable challenge. Many studies, as indicated throughout this chapter, have argued that CPTD includes challenges for educators from educator resistance to lack of managing development opportunities. Educators should continuously improve their skills and knowledge to meet the needs of the ever-changing education system. During the professional development of educators, the entire process should be planned, organised, and monitored. The absence of managing the continuous professional development of Foundation Phase teachers in primary schools is challenging and should be reviewed by the relevant parties involved. Educators should be committed to continuous professional development. The reasons for and the goals of development should be clear. Educators must support the school leadership regarding developmental programmes within the school. Once again, the most important aspect that teachers must keep in mind about CPTD is that the national framework insists that teachers take charge of their own development by recognising areas in which they need to be developed.

The purpose of discussing the policies and guidelines on educator development is to better understand the procedures that have been implemented previously to improve CPTD in South Africa. It also highlights challenges with managing CPTD, and what has been done to limit these challenges. Therefore, in this context the researcher attempted to answer the main research question, namely: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa?

2.11 ELEMENTS OF EDUCATION MANAGEMENT

Education management is defined as the act of *“getting school communities together to accomplish the desired goals and objectives using the available resources efficiently and effectively”* Mncube (2009:29). The management process by which we pursue goals includes planning, organising, leading, and controlling. These elements are universally known as the four functions of management. According to Shelton (2012:32), *“management deals with complexities and the process of planning, organizing, directing, controlling, and coordinating resources that lead to achieving organizational goals.”*

Education management can be seen as the process of planning, organising, leading, and evaluating educational institutions to ensure that they effectively achieve their goals. Effective education management requires strong leadership, effective communication, and the ability to adapt to changing circumstances. It includes a wide range of tasks, such as developing curricula, educator development and forming policies and procedures to ensure that educational institutions operate effectively.

The goal of education management is to provide high-quality education that meets the needs of learners. Gold, Thorpe, and Mumford (2010:6) outline the functions of management as indicated below:

- Planning: Managers determine the direction of the organization by establishing objectives and designing and implementing strategies.
- Organizing: Managers determine the specific activities and resources required to implement the business plan, as well as making decisions about how work should be allocated and coordinated.
- Directing: Managers communicate to others their responsibilities in achieving the plan, as well as providing an organizational environment in which employees are motivated and able to improve their performance.
- Controlling: Managers guide, monitor and adjust work activities to ensure that performance remains in line with the organization's expectations.

Planning is the function of management that involves setting objectives and determining a course of action for achieving those objectives. Planning is the systematic process of making decisions about goals and activities the organisation will pursue, Bateman and Snell (2013). Van Deventer (2016:110) reasons that *“education management is a specific kind of work, that is, the management of learning and teaching consisting of management tasks and sub tasks, or management activities known as planning, organising, leading and controlling of school or education events.”* The overall drive of educational management is to effectively develop and maintain environments within educational institutions that promote and support effective teaching and learning. Organising is the process of assembling and assigning the human, financial, physical, informational, and other resources needed to achieve goals, Bateman and Snell (2013).

The core of the organising function is leveraging the resources to align with the determined goals. Organising human resources means first attracting a labour force that can help you pursue your goals. Control is installing processes to guide the team towards the goals

and monitoring performance towards goals and making changes to the plan as needed Batemen and Snell (2013). In this regard, Steyn and van Niekerk (2013:55) identified four levels on which the evaluation of a professional development programme can be carried out:

- Level 1: Satisfaction/reaction level – it reviews participants' reactions to the programme, the facilitator, activities, etc.
- Level 2: Learning level – whether there are observable changes in participants' knowledge, skills, and attitudes in practice,
- Level 3: Work behaviour level or application – whether the participants have succeeded in applying knowledge, skills, and attitudes in practice and whether there has been any change in work behaviour, and
- Level 4: Institutional level – find out whether there has been any effect and impact on the institution. This can be measured by achievement of goals, improved learner performance, reduced absenteeism, staff turnover and staff job morale.

Iskarpatyoti et al. (2017:49) pointed out that the purpose of conducting evaluations is to *“make judgements about a program, to improve the effectiveness of programming, for program accountability and transparency, and to inform decisions about policies and programming, including scale up”*. First, managers must develop a plan, organise resources according to the plan, lead employees to work towards the plan, and control everything by monitoring and measuring the plan's effectiveness. In this study, the research investigated whether evaluation is done after a CPD programme. After evaluation, management can decide whether the CPD programme was beneficial.

By investigating this, the researcher's expectations were to answer the main research question for the study, namely: how can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa? The four elements or functions of management play a role in CPTD. Professional development activities must be planned thoroughly with objectives in mind. The process must be organised, and clear direction must be given. By controlling personal development activities, it will be evident if the development activities were successfully managed or not.

2.12 CONCLUSION

This chapter focused on existing literature on managing the CPD of Foundation Phase teachers in primary schools in the Gauteng East District. The study of the literature was undertaken to identify the ground covered within the education field thus far and identify the techniques leaders use to manage CPD within the school. The chapter clarifies that the researcher is interested in learning more about how leaders can effectively manage CPD in schools in the Gauteng East District by improving some of the existing strategies. In addition, this chapter put forward the literature review supporting the phenomenon fundamental to this study, which is managing teacher professional development. Therefore, the review includes the literature on matters such as teacher professional development and school leadership within the FP. Furthermore, it is essential to review literature on aspects such as the type of support given to teachers during continuous professional development and the benefits of professional development, and to determine why continuous professional development is so important for Foundation Phase teachers in particular. Emphasis was placed on both the principal and departmental head as instructional leaders to investigate what their roles and responsibilities entail during the CPD process at school level.

The next chapter outlines the theoretical framework associated with this study, the critical task of managing continuous professional development in the Foundation Phase. In addition, the next chapter also deals with relevant theories, policies and guidelines that relate to the management of CPTD.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 INTRODUCTION

In the previous chapter, existing literature and characteristics of the problem under study, namely managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District, were discussed. Furthermore, a detailed discussion of the historical overview of the management of continuous professional development for Foundation Phase teachers was undertaken. Lastly, literature was reviewed on aspects such as the type of support provided to teachers during CPD and the benefits of professional development to determine why continuous professional development is so important for Foundation Phase teachers.

This current chapter outlines the theoretical framework associated with this study, the critical task of managing continuous professional development in the Foundation Phase. A theoretical framework can be developed from existing theories, previous research studies, or a combination of both. Therefore, a theoretical framework provides a structured way of organising and synthesising existing knowledge and helps to guide future research by providing a clear direction and focus. It also helps to ensure that research findings are relevant, consistent, and meaningful. The most important aspect that teachers must keep in mind about CPTD is that the National Framework insists that teachers take charge of their own development by recognising areas in which they need to be developed.

For this research, two adult learning theories were selected as the theoretical framework to form the foundation of the research study, namely the andragogy theory by Malcolm Knowles and the transformative learning theory by Jack Mezirow. The andragogy theory is relevant to the study as it offers a comprehensive framework for understanding how adults learn, which is crucial for the CPD of FP teachers. The transformative learning theory demonstrates how adult learners can change their perceptions of learning and encourage adult learners to reflect on their experiences. By aligning the theoretical framework with the study's objectives, the research ensures a clear and comprehensive investigation of CPD management for FP teachers. This approach not only grounds the study in established knowledge but also provides a clear path for addressing each research objective thoroughly.

3.2 CONTINUOUS PROFESSIONAL DEVELOPMENT THEORIES

Lefrançois (2019) takes the view that learning theories aim to organise what is known about human learning. He argues that a robust learning theory seeks to explain behaviour, predict behaviour and even to shape or change behaviours. Learning theories are critical because they help us to understand how knowledge is created and how people learn Harasim (2017). Continuous professional development of educators refers to the ongoing process of learning and improvement that teachers and other education professionals engage in throughout their careers. Continuous professional development refers to “*a continual process that comprises of regular opportunities and experiences planned systematically to promote growth and development in the profession*” Reimers (2003:10).

Thus, PD of teachers can be done effectively through promotion of a collaborative learning culture whereby teachers are encouraged to find answers to address problems of practice that they experience. Moreover, by improving teachers’ knowledge and skills through development opportunities leads to improved learner achievement. The purpose of PD can be better achieved if the PD opportunity “*considers how teachers acquire knowledge and various ways in which teachers develop and improve*” Saydam (2019: 916).

A study conducted by Bautista et al. (2017) has clarified that PD for a teacher is the way of sharing information with the learners. Liu and Liao (2019) concluded that the impact of PD on student learning is less compared to its impact on the changes in the actual behaviour of the teacher and the profound impact on the changes in teacher learning. From the above it becomes clear that there exists a positive association between teachers and teacher professional development. There are several theories related to CPD of educators. Each of them will be briefly discussed.

3.2.1 Andragogy theory

This theory, developed by Malcolm Knowles in 1968, emphasises the importance of adult learners taking an active role in their own education and highlights the importance of self-directed learning. It emerged as a response to the limitations of training, which traditionally focused on child learners. Knowles developed this theory based on the premise that adults learn differently from children and that they should take an active role in their own learning. Over time, his theory evolved to become one of the most influential models in adult education, especially in professional development contexts. Andragogy focuses on the adult and is based on six assumptions, namely “*the need to know why they need to learn*

something, the learners' self-concept, prior experiences, readiness to learn, orientation to learning and motivation" as stated by Knowles et al. (2005:160). Knowles et al. (2005:157) further explained that these assumptions apply to adult learners because they provide "*a sound foundation for planning adult learning experiences*". Cochran (2015) emphasised that instructors who understand and are willing to apply the assumptions outlined in andragogy will have a better chance of meeting the needs of an adult learner, particularly if teaching in an online environment. Knowles et al. (2005) developed a comprehensive theory for the education of adults. His approach focuses on the individuality of the adult with regards to insight, emotional needs, and motivations. His sensible approach assumes that adults wish to solve problems. The theory of andragogy highlights the recognition of the unique learning needs of adult learners.

This theory is relevant to the study as it offers a comprehensive framework for understanding how adults learn, which is crucial for the successful implementation of CPD for FP teachers. The main aim of the study was to research how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District of South Africa. The specific objectives of the study will be discussed with relevance to the andragogy theory.

3.2.1.1 *Defining continuous professional development in primary schools*

The andragogy theory is based on an independent learning method for adults. It is a self-directed learning process. Therefore, Foundation Phase teachers should take a leading role in their professional development. FP educators need to understand the importance of learning, before engaging in the learning process and understand the consequences of their actions. CPD programmes should be designed to offer opportunities for FP teachers to choose areas they wish to develop based on their professional needs and interests. This aligns with the principle that adult learners are motivated when the learning is relevant and applicable to their immediate work context. This study intends to investigate current CPD programmes comprehensively in primary schools. This aligns with the objective of the study to determine what CPD entails in primary schools. The relevance and realism of current CPD programmes were explored to determine if CPD programmes directly related to teachers' work, focusing on real-life classroom challenges experienced by Foundation Phase teachers. This ensures that CPD of FP teachers is meaningful and aligns with the objective of defining what CPD entails. For CPD programmes to be effectively managed, there should be a clear understanding of what CPD entails by all

stakeholders involved in development programmes at school level. The andragogy theory's emphasis on self-directed learning, relevance and readiness to learn helps guide the exploration of how CPD is currently understood and experienced by FP teachers, ensuring the investigation remains grounded in adult learning principles.

3.2.1.2 *The importance of continuous professional development for Foundation Phase teachers*

The andragogy theory highlights that adult learners are motivated to participate in learning programmes when they understand its importance and if the learning will directly affect their professional lives. Therefore, CPD programmes that address specific challenges faced by FP teachers can enhance their motivation to participate in PD activities. This aligns with the objective of understanding why CPD is particularly important for FP teachers, as it demonstrates how CPD can directly impact classroom effectiveness and learner outcomes. According to King (2020), by participating in CPD activities, teachers can keep abreast of the latest research, teaching methods, and educational technologies that are particularly effective for young children. This study aimed to investigate why CPD is particularly important for FP teachers to establish how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District. By applying the lens of andragogy, the study acknowledges that when CPD is clearly beneficial and relevant FP teachers are more likely to engage fully, reinforcing the importance of designing meaningful professional development opportunities.

3.2.1.3 *Investigate how Foundation Phase teachers experience and benefit from continuous professional development in the district*

The andragogy theory highlights the importance of considering teachers' prior experiences. Getting teachers involved in the planning and implementation of CPD programmes that align with their individual needs can lead to positive perceptions and better benefits. Adult learners are eager to participate in learning opportunities if the training will benefit their professional lives. If the programme does not assist them in dealing with specific problems, they do not perceive the programme as beneficial. This is strengthened by Smith and Johnson (2020) who mention that by involving teachers in the planning of CPD programmes enhances engagement and relevance, leading to more positive outcomes. This study investigated current CPD programmes and how FP teachers experience these programmes. This aligns with the objective of understanding

how teachers perceive and benefit from CPD development. By using andragogy as a theoretical lens, the study explores how teacher perceptions and the perceived benefits of CPD are influenced by the degree to which CPD is participatory, relevant and connected to real classroom challenges.

3.2.1.4 *Explore factors that could limit the successful implementation of professional development programmes for Foundation Phase teachers*

The andragogy theory focusses on adult learners' readiness to learn and orientation to learning, which can help identify potential barriers to CPD implementation. Adult learners are typically more selective in the types of training they want to attend. As such, they care about the 'why' behind training sessions. If the purpose and relevance of CPD are unclear, participation and engagement may decline. This study explored systemic, institutional, and personal challenges that might hinder the effectiveness of CPD programmes for FP teachers, providing a theoretical basis for identifying these barriers. It is vital to have a supportive environment that encourages CPD activities. The SMT plays a vital role in fostering a positive environment for professional development. According to Garcia and Thompson (2021), strong support from school leadership is crucial for the successful implementation of CPD initiatives. If CPD programmes do not align with teachers' immediate needs, the programme is not effective. This study investigated the current challenges in FP classrooms and available training that addresses these challenges. In addition, the support from SMT members to educators was investigated. This aligns with the objective of identifying and addressing factors that hinder CPD implementation. The application of andragogy in this study highlights the need for CPD to be learner-driven, meaningful and appropriately timed, while identifying major barriers such as limited choice, uncertain relevance and insufficient leadership support.

3.2.1.5 *Determine effective management approaches to overcome these barriers in the Gauteng East District*

By understanding the unique and individual learning needs of adult learners, the andragogy theory can provide insights into how to manage CPD programmes effectively. Adult learners tend to move away from simply knowing about a concept towards being able to apply the new knowledge in the real world. Therefore, effective CPD management must focus on practical, experience-based learning opportunities that empower teachers to apply what they learn in their classrooms. This study intended to not only identify factors that hinder the effectiveness of CPD programmes, but also provide possible strategies to

effectively manage these factors in the Gauteng East District. By investigating current development programmes at school level can identify the gaps that need to be addressed. This theoretical framework provides thorough groundwork for planning and implementing CPD programmes for FP teachers. This aligns with the objective to determine how to effectively manage these factors in the Gauteng East District. Grounded in andragogical principles, the study proposes that CPD initiatives must be flexible, responsive to teacher input and supported by school leadership to ensure meaningful implementation and impact.

3.2.2 Criticism against the andragogy theory

Several critiques have been made regarding the andragogy theory. An older critique by Houle (1980) criticised the andragogy theory for overlooking the social aspects of learning, such as collaborative learning and social interaction, which are vital components in adult education settings. Illeris (2003) critiques the traditional view of andragogy by suggesting that the theory does not fully account for the complexity of adult learning. He argues that the social, emotional and cognitive aspects of adult learning were neglected. More recently, Brookfield (2021) critiques the limitations in addressing power dynamics and diversity within adult education. He reasons that andragogy often overlooks how power relationships and social differences can impact adult learning experiences. Furthermore, he argues that by mainly concentrating on self-directed learning and intrinsic motivation, andragogy may fail to consider how systemic barriers, such as race, and socioeconomic status, can influence adult learners' opportunities and outcomes.

For this study, the researcher applied another learning theory that focuses on collaboration between adult learners to minimise the impact of findings. The second theory that guided the research was the transformative learning theory and it will be discussed in detail below.

3.2.3 Transformative learning theory

This theory, developed by Jack Mezirow in 1978, suggests that CPD can help teachers transform their perspectives and beliefs about teaching and learning. As a theory, transformative learning is an act that individuals conduct to be more self-motivated, coherent, cooperative, and sympathetic. Mezirow (1991) described transformative learning as being constructivist, an orientation which holds that the way learners interpret and reinterpret their sense experience is central to making meaning and, hence, learning. The transformative learning theory focuses on two kinds of learning: instrumental and

communicative learning. Instrumental learning emphasises learning through task-oriented problem solving and determination of cause-and-effect relationships. Communicative learning involves how individuals communicate their feelings, needs, and wishes. Christie et al. (2015) noted that the meaning of experiences would undergo vibrant transformation when learners find meanings non-functional. Transformational learning therefore aims to help individuals challenge current assumptions on which they act and the wish to change would include mental and behavioural shifts Christie et al. (2015).

This theory is relevant to the study, as transformational learning highlights the importance of experiential learning and reflection by challenging individuals' assumptions and encouraging them to reflect on their experiences. Educators should critically analyse their assumptions about professional development. Transformative learning values can help Foundation Phase educators to view problems in a new light, limiting negative assumptions and beliefs. The specific objectives of the study will be discussed with relevance to the transformative learning theory.

3.2.3.1 Understanding what continuous professional development entails in primary schools

The transformative learning theory emphasises the importance of experiential learning and reflection where educators critically analyse their beliefs and understanding. From this perspective, CPD becomes a reflective process that allows teachers to critically evaluate their past experiences and underlying beliefs about teaching and learning. This means that adult learners can take a more comprehensive look at their past assumptions and review them critically. Educators can reflect on their involvement in CPD programmes leading to a deeper understanding of what CPD programmes entail. Such reflective processes empower educators to redefine what effective professional development looks like within their own context. This study investigated if educators are adequately trained at school level by allowing FP educators to reflect on their experiences with CPD activities. This aligns with the objective to determine what CPD entails in primary schools.

3.2.3.2 Exploring the significance of continuous professional development for Foundation Phase teachers

According to Mezirow (1991), transformative learning has two focuses, instrumental learning and communicative learning. Instrumental learning involves active learning; adult learners need to apply knowledge and back up their arguments with experiential evidence. Communicative learning involves a collaborative learning environment where everyone

can share their viewpoint to solve problems. Transformative learning can help educators to understand that evolving education can foster a shift in how they see their teaching role. It encourages critical reflection, enabling teachers to recognise the significance of adapting to new methods and perspectives. This allows educators to explore and analyse the impact of CPD programmes in their daily routines. This study investigated why CPD is vital for FP teachers by having a group discussion with FP educators as they highlighted the importance of ongoing development. This aligns with the study objective to find out why CPD is so important for FP teachers.

3.2.3.3 *Understanding teachers' perceptions and benefits of continuous professional development in the Foundation Phase*

Mezirow (1991) believes that, based on our experiences, we construct assumptions that become our beliefs and values. When adult learners encounter new experiences and engage in critical reflection, they begin to question and potentially revise these underlying assumptions. New experiences combined with critical reflection can lead to questioning our fundamental beliefs and assumptions about the world and considering a new perspective. When acting upon a new perspective, it changes not only our previous perspectives but also the fundamental beliefs and assumptions related to them. Through transformational learning, educators can reflect on their professional growth and professional benefits of CPD programmes, recognising how these developmental experiences transform their teaching practices. This study allowed FP educators to share their perspectives on CPD activities. This aligns with the study objective to establish how FP teachers in this district perceive and benefit from the process of CPD.

3.2.3.4 *Factors hindering the implementation of effective continuous professional development programmes in the Foundation Phase*

By using the transformational learning theory, educators are encouraged to critical reflect on and collaborate about their CPD experiences. This study investigated factors that hamper the successful implementation of CPD programmes for FP educators. Through reflective dialogue and shared experiences, the study aimed to uncover why certain CPD initiatives were perceived as ineffective or irrelevant. This study aimed to make meaning of educators' experience with CPD programmes to identify why the programmes were not beneficial. This approach intended to identify factors that can possibly be a barrier to the implementation of effective professional development programmes for Foundation Phase teachers in the district that aligns with this objective of the study

3.2.3.5 *Effective management of factors hindering continuous professional development in the Gauteng East District*

The transformative learning theory highlights that adult learners realise that further knowledge is necessary to complete their transformation and begin to acquire relevant information and to improve their skills. At this point, adult learners are capable of actively seeking new perspectives and new perspectives facilitate the adult learner's development. By engaging in transformational learning, teachers can develop strategies to overcome barriers, promoting a culture of continuous improvement and professional growth. This study investigated current CPD programmes in primary schools by allowing educators to reflect on what practices work and what don't work. This aligns with the objective to determine how to effectively manage these factors in the Gauteng East District.

3.2.4 Criticism against the transformative learning theory

Critiques, such as Taylor and Cranton (2013), mention that the leading criticism of the transformative learning theory is the over emphasis on rational, critical thinking. They argue that the cultural backgrounds are not considered in the theory, and this could influence adult learners' perspectives. This can limit the understanding of the holistic nature of adult learning. Newman (2012) critiques the practical application of the transformative learning theory. He argues that the theory assumes that adult learners are always ready to learn and that this is not realistic. Not all adult learners are open to change and that could affect the transformation process. The transformative learning theory, according to Mehmet (2018), primarily reflects an individual's transformation and ignores their social transformation. Mehmet further argues that transformative learning focuses on perception.

By combining both theories, the study intended to provide a comprehensive approach to enhance the management of educator development. Andragogy focuses on self-directed and practical needs of educators, while transformative learning focuses on critical reflection and shifts in perspectives. Through the combination of both theories, this study intended to investigate a variety of aspects in educator development to allow for a deeper understanding of how educators engage in CPD. Transformative learning can assist in understanding how educators can overcome barriers through reflection, while andragogy can offer practical strategies for implementing effective CPD programmes for FP teachers.

This aligns with the main aim of the study, namely: to research how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District of South Africa.

3.3 INSTRUCTIONAL LEADERSHIP THEORY

Tefera (2019:3) defines instructional leadership as *“actions that a leader takes or delegates to others to improve the learning experience of others”*. Instructional leadership as defined by Mestry (2017:261) is *“those actions that school principals take, or delegate to others, to promote growth in learners’ learning”*. Tatlah, Akhtar and Hashmi (2019) describe instructional leadership as a combination of supervision, staff development, and curriculum development that enables educational improvement. The researcher included this theory in the study to answer the research question, namely: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa. It was also included to determine what continuous professional development entails in primary schools, and who is responsible for providing CPD in schools. Instructional leaders play a vital role in educator development and are responsible for managing CPTD programmes.

Instructional leaders must convey expected outcomes while maintaining a positive instructional environment in their organisations to expand teacher commitment and performance (Beteille, Kalogrides and Loeb, 2009). Therefore, instructional leadership refers to the arrangements and strategies used by leaders, such as the school principals, to support and improve teaching and learning in their schools. Southworth (2002:79) says that *“instructional leadership is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth.”* Effective instructional leadership is vital in improving the quality of education. Instructional leadership can be viewed as a type of educational leadership that focuses solely on teaching and learning, the professional core of a school. The contribution to leadership in management has a vast impact on high-quality professional development, which alternatively requires the instructional leadership approach or orientation, according to Sammons et al. (2011). Lunenburg and Irby (2006) highlight the key tasks of instructional leadership as forming collaborative structures to work together to improve instruction and ensuring that PD is ongoing.

3.3.1 The school principal as instructional leader

It is part of the role of a principal to create a school culture that is conducive to teaching and learning (DBE, 2012). As the instructional leader, the school principal plays a critical role in the academic excellence in the school. A study by Glatthorn, Boschee and Whitehead (2011) proposes that curriculum and instruction are at the heart of any improvement plan of a school. Principals need to work with educators to manage and coordinate outcomes within schools and between grade levels. Another study conducted by Naicker et al. (2013) centres on how school principals manage teaching and learning. Their findings put emphasis on improving the quality of teaching and learning; by having skilled teachers, the quality of the learner results improves. The following are some of the duties of the school principal as instructional leader:

- Developing the curriculum: The principal oversees the process of curriculum development and implementation by determining the most effective instructional strategies. The principal must ensure that teachers stay up to date with curriculum demands by having regular meetings to discuss education matters. *“Staff meetings not only provide a vehicle for articulating and working out problems, but they also give staff an opportunity to communicate curriculum information, share ideas and support each other”* MacLaughlin (2002:188).
- Providing professional development: The role of the principal is to provide PD opportunities for teachers to support their ongoing learning and development. This can include various workshops, training sessions, mentoring, and coaching. In a study done by Enueme and Egwunyenga (2017) on the impact of instructional leadership on the performance of teachers it was discovered that supervision of instructional leaders affects teacher achievement. Moreover, the principal provides professional development opportunities to teachers to ensure that they have the necessary skills and knowledge to deliver effective instruction to learners.
- Monitoring teaching and learning: Principals should monitor teaching and learning through classroom observations, curriculum reviews, and data analysis. This can help principals identify areas of strength and weakness and develop targeted interventions to support teacher development. Instructional leadership should set an example of standards and actions that promote the development of teaching and learning Freiberg, Huzinec and Templeton (2009).
- Setting high expectations: It is the role of the principals to set high expectations for teachers and learners and communicate these expectations clearly. This can

include expectations around professional development, academic achievement, attendance, and professional behaviour. According to Hallinger, Heck and Murphy (2014), it is critical in instructional leadership to ensure that the staff integrate the expectations into their daily routines.

- Provide adequate resources: Principals should allocate teaching resources in ways that support teaching and learning. This can involve making strategic decisions about how resources are used and ensuring that they are used effectively. According to Heaven and Bourne (2016), instructional leaders consult widely to find a wide range of resources, values, and life experiences that help and support the community.
- Building relationships: Principals may build strong relationships with teachers, learners, parents, and other stakeholders in the school community. This can help create a supportive and collaborative school culture that values teaching and learning. Instructional leadership is described as a strategy for motivating teachers to develop their teaching skills and improving student learning outcomes according to Harris et al. (2017).
- Creating a positive school culture: The principal creates a positive school culture that promotes learner engagement and academic success. Principals must develop school culture that promotes professional development that stimulates an environment in which new practices are eagerly integrated. Teachers are more likely to pursue learning opportunities when there are supportive conditions in the school, such as particularly effective leadership, Northouse (2010).
- Encouraging collaboration: The principal promotes collaboration among teachers, administrators, and other education professionals to ensure that everyone is working together towards a shared goal of academic excellence.
- Analysing student data: The principal analyses student performance data to identify areas of strength and weakness and to develop strategies to improve student learning.

The Education Laws Amendment Act of 2007 (RSA, 2007) indicates that school principals are accountable to the Head of Department for the academic performance of their schools. Therefore, effective leadership from principals enhances teaching and learning. According to Kruger (2003), promoting a positive school learning climate is viewed as one dimension of instructional leadership that enables the principal to influence the social organisation and by this means create an environment that supports the instructional process. As noted

by Hallinger (2013), a good instructional leader strives to develop and describe a shared vision, mission, and goals that are simple and straightforward for staff members to implement in their everyday work. Hallinger (2013) further explains that the duty of defining the school mission refers to the principal's responsibility in selecting the area of focus for school goals.

A substantial task of the school principal as instructional leader is to plan and communicate a school's mission or purpose. This is supported by Grizzard (2007) who agrees that it is the principal's responsibility to establish a clear academic mission. Moreover, principals need to ensure that all staff members are aware of the plans that are to be implemented and that they assume their responsibilities in carrying out this obligation, Grizzard (2007). Likewise, as principals effectively communicate the school goals, the urgency is conveyed in a clear and simple approach which fosters understanding and a shared sense of purpose, Adair (2011). With a clear school mission in mind, educators can take control of their own development to ensure that they have the necessary skills to execute the duties with confidence. In supporting this, Srinivasacharlu (2019) argues that, to prepare effective teachers of the twenty-first century, teachers need to be on top of developments in their profession, which can be achieved through CPD.

3.3.2 The deputy principal as instructional leader

Williams (2019) explains that instructional leadership tasks are carried out by individuals in positions such as principal, deputy principal, or lead teacher, who are involved in supervision and curriculum development. Therefore, the deputy principal has a very important role within the SMT as instructional leader at school level. The deputy principal is responsible for overseeing teaching practices of educators and ensuring that curriculum coverage is completed every term. It is also the role of the deputy principal to support educator development.

According to Esia-Donkoh and Baffoe (2018), instructional supervision refers to activities that aim to enhance teaching and learning. This involves classroom observations, organising professional development workshops at school level, and ensuring that curriculum standards are met. As instructional leaders, deputy principals should work closely with the FP to identify areas for improvement and plan appropriate strategies to address these needs. The role of the deputy principal as instructional leader directly impacts the effectiveness of CPD programmes. By guiding the teaching practices of educators, the CPD programmes will be relevant and meaningful for educators to develop

skills that will be assisting them in real-life classroom situations. It is therefore vital for deputy principals to manage PD programmes with a hands-on approach.

3.3.3 The departmental head as instructional leader

Bush (2014) advocates that the instructional leadership model emphasises that the role of DHs is to support teaching and learning, and manage the curriculum and education. In a study done by Naicker et al. (2013), it was determined that principals should foster teaching and learning through using DHs to supervise teaching and learning. Furthermore, according to Hallinger (2005), management of educator PD by DHs is part of instructional leadership. DHs in the Foundation Phase play the role of instructional leader by managing and supporting teachers' PD. Another study done by Du Plessis (2016) concluded that DHs are compelled to be up to date with current curriculum developments and to be more than competent teachers if they wish to have credibility among their colleagues. It is therefore vital for DHs to be lifelong learners themselves by continuously engaging in PD activities and fostering a culture of collaboration. Bush et al. (2010) argue that the performance of learners is the result of strong DHs who are managing teaching and learning successfully within their departments. They further advise that DHs lead by example by monitoring classrooms and by talking and listening to teachers.

DHs play a crucial role as instructional leaders in the education system. As instructional leaders, DHs are responsible for overseeing the teaching and learning processes within their departments, making sure that they align with the national curriculum and standards. Some of the roles and responsibilities of DHs as instructional leaders include:

- Curriculum development: DH are responsible for developing and implementing the curriculum for their department, ensuring that it aligns with the national curriculum and standards. The primary purpose of instruction is about managing the teaching and learning process which is the core duty of DHs, Bush and Glover (2003).
- Professional development: DHs are responsible for providing PD opportunities for teachers to improve their practices and skills and stay up to date with teaching methods and tools. Holmqvist (2019) describes essential factors about the community lacking qualified educators to prepare and keep up with the next generation. Educators should understand the importance of PD and the benefits of CPD. The development of teacher knowledge will result in academic improvement.

- Instructional support: DHs are responsible for observing classes, providing feedback, and coaching educators to maintain good teaching practice within their departments.
- Assessment and evaluation: DHs are responsible for managing the assessment and evaluation of learners' performance within their department, ensuring that it aligns with the national standards. The key role of DHs is to monitor teaching and learning within their department.
- School improvement: DHs are responsible for developing and implementing improvement plans that support both the educator and the learners. DHs must also ensure that teaching and learning take place in a conducive environment.

Mashapa (2019:1) highlights that:

Departmental Heads need to hold regular meetings to plan lessons, discuss problems and model good practice by taking lessons while educators observe; observe educators regularly and provide structured and constructive feedback to enhance teaching and learning; evaluate learner outcomes and design strategies to improve classroom practice.

DHs play a critical role in safeguarding the quality of instruction and learners' education within their departments. Their work as instructional leaders is essential to the success of the education system. Hassenpflug (2013:91) mentions that *"being an instructional leader is not just a matter of learning a new skill set, it involves fundamental changes in philosophy and possibly even lifestyle as well as in-depth knowledge of curriculum and pedagogy."* Management of teacher professional development by DHs is part of instructional leadership Hallinger (2005). DHs in the Foundation Phase need to participate in professional development activities themselves to understand and implement their roles and responsibilities as instructional leaders.

3.3.4 Summary

Instructional leaders must oversee CPDT at school level. This section also highlighted the importance of managing CPTD activities at school level to lead a school effectively. One of the many roles of the principal is to provide PD opportunities for educators and support their ongoing learning and development. This task is often passed on to DHs, as the workload is overwhelming, or principals merely lack the skills required to develop

educators. This is not the only challenge experienced by instructional leaders; additional challenges are thus discussed in the next section.

3.4. CHALLENGES FOR INSTRUCTIONAL LEADERS

To better understand the ineffectiveness of managing the continuous professional development of Foundation Phase teachers in primary schools, it is important to look at previous studies that clearly identified challenges that instructional leaders experienced to perform their duties. This is aligned with the current study being undertaken with regards to managing CPTD. Researchers such as Mestry and Singh (2007) have cited that many South African principals lack the appropriate skills to lead their schools effectively. Additionally, they cited that principals are under immense pressure due to the rapid rate at which changes are taking place within the education field and the increased number of administrative duties. From this it can be concluded that the overwhelming workload of principals leads to challenges in managing their duties successfully.

According to Scott (2017), principals would encounter some challenges, obstacles and difficulties that might reduce the effectiveness of their instructional leadership. In addition, Scott (2017) pointed out that challenges experienced by principals while practising instructional leadership were lack of instructional resources and high educator turnover. Mason (2013) described that financial limitations, reluctant staff members and requirements of accountability are also challenges to practise instructional leadership. In addition to this, Mason (2013) classified instructional leadership into five themes: vision and mission; managing classroom instruction; time for teaching and planning; success and progress of students; and a positive learning atmosphere.

The school principal delegates the role of managing educator professional development to other SMT members, especially DHs. The DHs support teachers in implementing the activities of teacher professional development. According to Sijako (2017:38), the *“instructional programmes are managed by the school management under the auspices of the principal”*. In the view of Dongo (2016), principals delegate such duties to SMT members due to a lack of training in management skills. Furthermore, Dongo (2016) asserts that the majority of principals seem to be appointed based on their teaching experience in the classroom, and they lack instructional leadership skills due to inadequate training. This is concerning, as school principals pass the role of educator development to DHs who are also not adequately trained to perform these duties. After all

principals are responsible for everything that happens in their schools. All SMT members are faced with heavy workloads. In the Foundation Phase, most DHs do administrative duties, manage teaching and learning, monitor class visits and teach full time. Few studies have been conducted on the roles and responsibilities of the Foundation Phase DHs in the management of educators' professional development. A study by Bush, Kiggudu and Mooros (2011) discovered that the responsibilities of the DH include checking educators' files and workbooks, and learners' work to verify if educators' work relates to the learners' outcomes. However, there was a lack of reference to the Foundation Phase DH. This study aimed to investigate the role of managing continuous professional development, as it is not clear who is responsible for managing CTPD.

Educators' perceptions of CPTD is also of great concern for instructional leaders. A study conducted by Smith et al. (2013) confirms that teachers appear to dislike classroom observation. Kedzior and Fifield (2004:4) contend that PD that *"focusses on subject matter content and classroom practices can meet with resistance, as some individuals may be uncomfortable about sharing their understandings and beliefs with colleagues and supervisors"*. Educators are reluctant to spend time on development programmes that are challenging or time consuming or outside their teaching time. To strengthen this, Kedzior and Fifield (2004:4) highlighted that *"educators are reluctant to commit time to PD that is extended over a long period, and they often prefer one-day workshops during the school year"*. These possible challenges identified in earlier studies regarding the management of CPTD by principals and HDs in their instructional leadership practices are relevant to this study, as CPTD activities are managed at school level. Therefore, implementing possible solutions to the above-mentioned challenges would have a major impact on the enhancement of professional development of educators. This study has investigated the managing of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District.

3.5 CONCLUSION

This framework chapter began by exploring relevant learning theories. Learning theories help us understand how individuals learn. Emphasis was placed on the andragogy theory by Malcolm Knowles and the transformative learning theory by Jack Mezirow. Both theories provide a fundamental framework for understanding and enhancing CPD for FP educators to make the programmes effective and meaningful. By combining both learning theories, the study intended to investigate a variety of aspects in educator development and allow for a deeper understanding of how educators engage in CPD.

The next chapter describes the procedures, research design and methodology used in this investigation.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 THE RESEARCH PARADIGM, DESIGN AND APPROACH

McMillan and Schumacher (2001:74) explain research methodology as *“encompass the complete research process: the research approaches, procedures and data-collection or sampling methods used”*. McMillan and Schumacher (2001:5) further argue that educational research is *“imperative as it provides valid information, knowledge and principles to guide the decision-making, thinking and discussion process in education”*. Research methodology demands thorough planning and a firm understanding of the research question and the context in which the research is being conducted. Research methodology includes methods and procedures that are used to gather and analyse data to answer a research question. It also requires a commitment to ethical values and practices.

4.1.1 The research paradigm

According to Riyami (2015), a research paradigm is a loose collection of logically related assumptions, notions, or propositions that govern cognition and study. The research paradigm can therefore be seen as a set of assumptions, views, beliefs, and personal experiences that impact how the researcher approaches the research and interprets the findings. It is a broader perspective that guides research and influences the choice of research questions and data analysis methods. Punch (2011:27) defines paradigms as *“philosophical assumptions or worldviews”*. Punch (2011:292) further argues that a paradigm is informed by *“philosophical assumptions which include the nature of reality (ontology); ways of pursuing knowledge (epistemology); and how things are done (methodology)”*. McMillan (2012:12) also concurs that a *“phenomenological study is used to understand the experiences of people, based on oral narratives and observations”*. Thus, a qualitative research approach with a phenomenological enquiry within an interpretivist paradigm was adopted for this study.

According to Sarantakos (2005:240), the interpretive approach rests on *“the assumption that reality is constructed through relationships between meanings and through people’s interpretation and experiences”*. Tracy (2013) describes the hermeneutics approach as an interpretive strategy that challenges the nature of relations between different kinds of

knowledge and what the nature of reality is. Interpretivism is a research paradigm that highlights the understanding that people give to their experiences. The research questions are typically focused on exploring and understanding the experiences of individuals. This paradigm assisted the researcher in better comprehending and characterising human nature by allowing participants to interact in their natural surroundings. This study used a hermeneutic interpretative paradigm to investigate the managing of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District.

4.1.2 The research design

Johnson and Christensen (2008:305) defined research design as *“the plan of the researcher for the study, which concerns the methods to be used, the type of data to be collected, the selection of the research setting, participants, and data collection tools”*. Nwadinigwe (2002) described research design as a means of transportation that moves the researcher from the state of lack of knowledge to a state of knowledge. Research design refers to the strategies that guide the collection and analysis of data in a research study. It assists the researcher to make decisions regarding how a study will be conducted. The research design outlines the methods, procedures, and techniques that the researcher used to address research questions. Research design includes decisions about the research question, methods of collecting data, sampling strategy, and procedures to analyse data. It provides the plan for the research study to ensure that research is conducted in an organised and accurate manner. According to McMillan and Schumacher (2001:74), *“an effective research design outlines the defined purpose in which there is coherence between the research questions and the methods or approaches proposed that generates data that is credible and verifiable.”*

This study was qualitative. Therefore, it *“retained an emergent nature in that it remained flexible and evolved in the process”* as stated by McMillan (2012:277). Qualitative research is interactive, face-to-face research *“which requires the researcher to conduct interviews, observe, and record research processes as they occur naturally”* McMillan (2012:12). The researcher used an interactive research design which involved individual and focus group interview methods to collect data from the participants in their natural settings. Johnson and Christensen (2008:388) emphasise that researchers using *“qualitative data tend to rely on an inductive mode of the scientific method and the major objective of this type of research is exploration or discovery”*. They further state that

qualitative researchers generally study phenomena in an open-ended way without prior expectations. This design was used to understand the process of managing continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District.

4.1.3 The research approach

The research approach refers to the methods or techniques used to collect and analyse data. The research approach is determined by the research question, research design, and the nature of the data to be collected. Mertler (2016:111) defined qualitative research as a *“descriptive study whereby we are able to describe and interpret the current status of individuals, settings, conditions or events”*. The qualitative research approach was selected for its compatibility with the research question that supported this study: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District? Examples of research approaches include experiments, surveys, and content analysis. The researcher aimed to analyse documents relevant to the study. Mason (2002:1) states *“Qualitative research has an unrivalled capacity to constitute compelling arguments about how things work in particular contexts and is capable of producing very well-founded cross-contextual generalities.”* The collected data is analysed by classifying, categorising, and interpreting it, and the findings are documented (Creswell, 2003).

Qualitative research is a method of using words to understand concepts, thoughts, or experiences. It allows the researcher to gain a better understanding of matters that are not well understood. Johnson and Rasulova (2016) stated that the qualitative research approach can be used as a data generation approach for studying people's attitudes, behaviours and meanings, and their interpretation of events and phenomena; it can also supply a description and an analysis based on these perspectives. To achieve the aim of the study, the researcher opted to use a qualitative approach to gather information. In this study, data was collected from the participants by making use of individual open-ended interviews and focus group interviews. In addition, document analysis was also utilised as a data collection technique.

4.2 POPULATION AND SAMPLING

4.2.1 Population of the study

The population of this study included primary schools in the Gauteng East District. The study investigated how the CPD of FP teachers can be effectively managed in primary schools in the Gauteng East District of South Africa. Therefore, by focussing on primary schools, the researcher explored how CPD programmes are implemented and obtained valuable insight into how CPD is managed within the FP. By focussing on one district, the researcher was able to address local management needs within the CPD programme. In addition, by understanding how CPD is perceived and implemented locally, the study has provided valuable recommendations for policymakers and educators in the selected region. The population needs to be identified first and then the sample can be selected.

4.2.2 Sampling procedure

The process of *“selecting participants to be representative of a more extensive population is referred to as sampling”*, Punch (2011:187). According to Maxwell (2008), the determination of the sampling is to gain information about the population. For this study, purposive sampling was used in selecting the three primary schools for collecting information through face-to-face and focus group interviews. Purposive sampling provides options and overviews from the information gained. The purpose of purposive sampling in research is to purposely select individuals who hold specific characteristics or are potentially relevant to the research objectives. It is a non-random sampling method generally used when researchers aim to explore specific phenomena in depth.

For this study, the inclusion criteria were carefully considered. The selected schools are actively involved in learning programmes and are therefore more likely to provide valuable insight into the effectiveness and challenges of CPD programmes. The selected schools also offer a variety of financial situations, available resources, and learner backgrounds. This was intended to include a broad spectrum of perspectives and experiences, making the findings more comprehensive and applicable to the study. The schools were easily accessible to the researcher and that was vital for the smooth completing of data collection.

Exclusion criteria included schools that were not easy to access due to logistical reasons. In the Gauteng East Districts, many schools are affected by strikes in certain areas. This could hamper the collection of data drastically, as strikes block roads, making it difficult to

access schools. Furthermore, educators may be participating in the strike, reducing their availability for interviews.

4.2.3 Sample of the study

From the identified population, a sample of three schools was selected. From the schools in the final sample, one principal, three departmental heads and seven post-level 1 educators were purposefully sampled to participate in the study. A total of eleven participants were therefore interviewed.

Table 4.1: Summary of codes of participants

Participant	Number
School principal (P1)	1
Departmental heads (DH1; DH2; DH3)	3
Educators (E1; E2; E3; E4; E5; E6; E7)	7
Total	11

As mentioned in chapter one, educators who have received professional development were selected for this sample because they have experience in the field of educator professional development. The researcher collaborated with the school principals to identify and recruit participants who met the set criteria. This ensured that the sample included participants who could provide rich information about their experiences with CDP and the impact of PD on their teaching practice.

New educators were also included to participate to better understand the induction process of new teachers at school level. Departmental heads were included in the sample as their role is to provide professional development to educators. Departmental heads are key role players in the implementation and management of CPD programmes. Including DHs provided insight into the planning and delivery of CPD activities for FP teachers. The school principal was also included to highlight the process of professional development and the personnel responsible for providing professional development. As the head of the school, the principal is ultimately responsible for managing professional development programmes in the school.

From the three selected primary schools, only one principal was willing to participate in the research. One principal did not want to discuss the research proposal with the educators due to overwhelming workloads and limited time. The other principal was acting in the position and did not want to participate.

By including experienced educators, new educators, DHs and a school principal in the study the intent was to provide a well-rounded analysis of PD practices. The study also aimed to identify current gaps and needs to enhance PD programmes for FP educators.

4.3 INSTRUMENTATION AND DATA COLLECTION TECHNIQUES

According to McMillan and Schumacher (2006:346), *“Choosing data collection strategies is a process of deciding among available alternatives for collection and corroboration of data and of modifying one’s decisions to capture the reality of the phenomena.”* Creswell (2014) stated that in a qualitative research approach data can be collected by asking questions using open-ended and closed-ended questionnaires, document analysis, or first-hand observation. In this study, the researcher collected data by making use of individual open-ended interviews and focus group interviews that assisted to answer the research questions. In addition, document analysis was also used as a data collection technique.

4.3.1 Semi-structured interviews

Punch (2011:169) noted that interviews are used for *“gathering information having a direct connection to the research objectives to thereby understand an individual or a group perspective”*. An interview is a qualitative research method that depends on asking questions to collect data. Leedy and Ormrod (2005:133) describe qualitative research as research that focuses on phenomena that occur in natural settings in the *“real world”*. The purpose of a qualitative research interview is to gather comprehensive information about a participant's perceptions, feelings, experiences, and beliefs related to a particular topic. A semi-structured interview includes a list of pre-determined questions that the interviewer will use as a guide, but it still allows for flexibility in the discussion. Semi-structured interviews with open-ended questions provide a suitable approach for the researchers to learn about the world of others.

The researcher conducted separate individual interviews with three departmental heads and one school principal to collect data that assisted to answer the research questions. The focus group discussions were held at two different primary schools in the Gauteng East District. An accessible meeting room was used after school hours and at a time agreed upon with participants. According to Seabi (2012), an interview is the most important tool for the collection of data in qualitative research. The interviews focused on

the main research question and the sub-questions to highlight the participants' views and thoughts on managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. The researcher made the participants feel comfortable during the interviews and reminded the participants of the confidentiality agreement regarding the research being conducted (Annexure F). Chingara (2018) describes a semi-structured interview as a method which allows the researcher to use their own judgement in arranging the questions to be asked. Thus, the researcher has the discretion to ask questions that are considered acceptable, appropriate, and necessary to provide explanations to better understand the research topic. Individual interviews were held with departmental heads and the school principal (Annexures B and C).

The individual interviews were conducted in a private setting to make participants comfortable to share their true feelings, opinions and experiences. This personal approach can yield rich data compared to the nature of first meeting as a group. It is also beneficial to perform the individual interviews one-on-one from the start, as participants in a group might conform to the dominant opinion in a group setting. The researcher used open-ended questions to encourage participants to elaborate on their opinions in detail. This was done to avoid a mere 'yes' and 'no' response from participants. In addition, the researcher used gestures of an active listener by nodding and keeping eye contact. The interviews lasted about 30 minutes as enough time was provided for participants to express themselves fully.

On prior agreement with the participants and with written consent (Annexure F), the researcher used a voice recorder to record the responses during the interview sessions. Using a tape recorder has the advantage that the interview report is more accurate than writing out notes. In addition, collecting false or distorted information may lead to false findings and conclusions, Sarma (2010). The recorded communications were used during the data analysis process. During the entire interviews, the researcher took notes and recorded initial observations, such as gestures that cannot be recorded on the voice recordings. This assisted in developing a deeper understanding of the data.

4.3.2 Focus group interview

Villard (2002) defines focus group interviews as a qualitative research method that consists of a carefully designed discussion, which allows people to express their points of view in a group setting and provides researchers with indicators of programme impact.

Therefore, focus group interviews are a qualitative research technique that can provide a wealth of information that is difficult to obtain through other research methods. It allows the researcher to gather rich, detailed data about participants' experiences and views, and explore the reasons behind these experiences and views. The main purpose of a qualitative focus group interview is to gain a deeper understanding of the perspectives and experiences of the participants related to a particular topic.

In the context of this study, which focused on the management of continuous professional development in the Foundation Phase, focus group interviews were specifically chosen to capture a range of perspectives in a collaborative environment. This method was particularly suitable because it allowed educators to build on each other's responses, challenge assumptions and highlight shared or divergent experiences regarding CPD practices, insights that may not have emerged in one-on-one interviews. In the view of Gilbert (2008:227), a focus group interview “*consists of a small group of between six to ten participants*”. In this research, there was one group of seven educators. The researcher felt that seven members per focus group would be acceptable to stimulate discussion, but small enough to capture all relevant data. Hancock et al. (2009:18) noted that, “*members of a focus group may not speak openly unless they are comfortable that others present will treat their contributions as confidential.*” The researcher made the participants feel comfortable during the interview and reminded the participants of the confidentiality agreement regarding the research being conducted (Annexure F).

During a focus group interview, the participants reason their thoughts and feelings about the topic under investigation, in this case the management of continuous professional development in the Foundation Phase. The focus group method was selected not only for its ability to generate data through interaction but also because it enabled the exploration of collective beliefs and group-level insights about the management of CPD, insights that would have been harder to obtain through individual interviews alone. A semi-structured focus group guide was developed by the researcher that was used as a source for discussion (Annexure A). With written consent from participants, the focus group interviews were audiotaped (Annexure F).

Only one group discussion was conducted due to time constraints and participant availability. An accessible meeting room was used, after school hours. Despite this, the session allowed for a diverse range of perspectives from different educators with various experiences in the education setting. The interview lasted approximately 30 minutes,

which was enough time for participants to express themselves fully. The researcher used open-ended questions to encourage participants to express their feelings or experiences in detail. The researcher also included the use of gestures by nodding and keeping eye contact with participants.

4.3.3 Document analysis

Punch (2011:184) is of the view that documents are a *“rich source of data for social research”*. For this study, document analysis was used as a research instrument to gain a deeper understanding of policies, frameworks and procedures governing the management of continuous professional development of educators in the Foundation Phase. Most importantly, these documents assisted the researcher in corroborating data during data analysis. Document analysis was guided by the research questions that emerged from the interviews. This focus ensured that relevant data was systematically extracted and interpreted. By viewing professional development programme schedules that are used in the schools to support teacher professional development, intervention strategies, improvement plans, and relevant policies were identified as a guide to how professional development is managed in the schools. Stake (1995:68) argues that *“documents serve as substitutes for records of activity that the researcher could not observe directly”*.

Document analysis in the current study was employed primarily to supplement data obtained through interviews. Document analysis was included in this study to understand policies and procedures regarding the management of CPD in FP. Documents included curriculum policies, assessment policies, school improvement plans and the curriculum management plan. In addition, documents included the minutes of the meetings and monitoring tools that are used to control curriculum and content coverage, classroom observations and professional development opportunities for educators. These documents provided evidence about the management and leadership styles of the SMTs of the selected schools. Document analysis focused on how policies are implemented within the school to ensure continuous professional development opportunities for educators. Documents were made available for viewing after the interview with the school principal and Departmental Heads. The analysis process followed a systematic approach that involved selecting, reviewing and interpreting relevant content to extract data related to CPD practices. By analysing the policy documents, it offered background insights into

understanding problems in managing professional development in both research and practice.

Classroom observations can highlight educators' strengths and areas for development, leading to targeted professional development opportunities. Documents such as school improvement plans and curriculum management plans offered insight into educators' classroom management and instructional practices. However, the time-consuming nature of continuous monitoring was evident, and time constraints were found to be a major barrier to the effective implementation of educator development programmes. In this study, document analysis provided valuable context and corroborative evidence. It enabled the researcher to identify the gap between policy and implementation, and to understand the challenges and opportunities associated with managing CPD in the Foundation Phase.

4.3.4 Analysis of the data

Ahmed (2010:1) suggests that *"The raw material of research is evidence, which then has to be made sense of."* In this study, documentary evidence was collected about the management of continuous professional development of educators to answer the research questions. Therefore, the research questions guided the focus of gathering documentary evidence. Qualitative data was arranged according to categories that were derived from the questions that the researcher asked during the individual interviews and group discussion. The categories were linked to the research questions and discussed in relation to the relevant literature. The recordings of individual and focus group interviews were transcribed and organised into written data. The researcher employed the method of reading and evaluating various policies and procedures on the professional development of the educator. The data was then interrogated and analysed. As mentioned in chapter one, Braun and Clarke (2006) provide six steps to follow in the process of qualitative data analysis, as indicated below:

- **Step 1:** Become familiar with the data. This phase in any qualitative analysis is reading, and re-reading the transcripts, including all the data from the interviews and any other data being used.
- **Step 2:** Generate initial codes. In this phase the researcher starts to organise data in a meaningful and organised way.

- **Step 3:** Search for themes. As Braun and Clarke (2006) explain, there are no hard and fast rules about what makes a theme. A theme is characterised by its significance. At the end of this phase the codes would have been organised into broader themes that appeared to mention specifics about this research question.
- **Step 4:** Review themes. During this phase the researcher reviews, modifies and develops the preliminary themes that were identified in Step 3. The researcher will review if the themes make sense.
- **Step 5:** Define themes. According to Braun and Clarke (2006:92), this is the final modification of the themes, and the goal is to “identify the ‘essence’ of what each theme is about”. In this phase the researcher is clear and consistent about what establishes effective feedback and can make solid suggestions about how current practices could be improved.
- **Step 6:** Writing-up. Typically, the endpoint of research is writing a report, often a journal article or dissertation. The researcher will write a thesis as a contribution to the field of education management, both in terms of theory and practice.

These steps assisted the researcher in identifying patterns in the data and concluded how these patterns supported solutions to the research questions. The main themes that emerged from the data included: the gap between CPD theory and classroom realities, inadequate management of CPD at the school level, challenges faced by educators such as overcrowded classrooms and irrelevant training content, and the need for practical, context-specific CPD strategies that support foundational teaching skills. These themes are explicitly linked to the study’s theoretical framework, particularly Mezirow’s Transformative Learning Theory and Instructional Leadership Theory, which helped frame the interpretation of findings by emphasising reflection, perspective transformation and leadership roles in teacher development.

Data analysis and interpretation require a systematic approach. Text was read multiple times to become familiar with the content. It is important to note that the process of analysing qualitative data is iterative, meaning that the researcher revisited different steps, refining the codes, categories and interpretations as deeper understanding emerged from the data. It is important to note that the process of analysing qualitative data is iterative, which means that the researcher may need to revisit different steps, refining the codes, categories, and interpretations as understandings are increased from the data.

Impressions were noted and recorded. The data collected during the individual and focus group interviews was systematically analysed to align with the research objectives. This objective-based analysis provided a comprehensive understanding of the current CPD programmes, challenges and possible improvement strategies in managing CPD programmes for FP teachers in the Gauteng East District.

The researcher also employed selective coding. The researcher also made use of a computer programme called ATLAS.ti as a qualitative research tool. This programme is used for coding and analysing transcripts. ATLAS.ti assisted the researcher in managing, comparing and categorising the data within the texts. Coding is the process that helps in organising and categorising the information and facilitated the identification of key themes linked to the research questions and theoretical framework, ensuring the findings were grounded in both empirical data and existing theory.

4.4 TRUSTWORTHINESS OF THE STUDY

Mears (2012:174) argues that trustworthiness can be measured by how *“accurately the study reflects the participants’ meaning of the topic being studied”*. It includes various elements that researchers strive to uphold to ensure the integrity and quality of their findings. McMillan and Schumacher (2017:495) define trustworthiness of the study as the *“degree of correspondence between the descriptions of the phenomenon and the realities of the world”*. The researcher has focused on four criteria to ensure that the trustworthiness of this study was adhered to. Each criterion will be briefly discussed below:

4.4.1 Credibility

Credibility refers to the believability and trustworthiness of the research. It involves establishing the authenticity of the data and the accuracy of the interpretations drawn from it. Researchers need to demonstrate their expertise, provide transparent documentation of the research process, and ensure the logical coherence of their findings. Therefore, the researcher created a comfortable and non-judgmental environment in which participants were encouraged to express their feelings freely and honestly. The researcher explained that there were no correct or incorrect answers to the questions posed. Additionally, audio recordings were used to ensure accurate documentation of participants' responses. McMillan and Schumacher (2010) describe credibility as the process followed when the

participants and the end-users within the research agree that the data collected is credible from their perspective.

4.4.2 Dependability

Merriam (2009) stated that dependability in qualitative research means that an outsider will obtain similar outcomes in conducting a similar study. According to Anney (2014:278), *“dependability can be ensured by applying an audit trail, a code-recode strategy, stepwise replication and peer examination.”* In addition, Anney (2014) mentioned that an audit trail involves the validation of data. Therefore, the researcher ensured that all evidence about the research study was accurately recorded. An audit trail is simply a record of data analysed in the study (ibid). The audit helps a researcher to *“account for research results”*, Anney (2014:28).

4.4.3 Confirmability

According to Anney (2014:279), confirmability is a criterion that ensures that the research findings were derived from the data collected. The researcher employed an audit trail as a confirmability strategy to demonstrate that findings emerge from the data and not their own predispositions. This means that the findings are based on participants' responses and not on the personal motivations of the researcher. Moreover, the researcher provided an audit trail, which highlighted every step of data analysis that was made in order to provide a rationale for the decisions made.

4.4.4 Transferability

Transferability refers to *“the degree to which the findings of qualitative research can be generalised or transferred to other contexts or settings”* Trochim (2010:162). In this study, findings were repetitively compared during data analysis to establish relevant categories. The research study also adhered to the standard of trustworthiness by keeping records, recordings and signed consent forms.

4.5 ETHICAL CONSIDERATIONS

McMillan and Schumacher (2001:196) argue that *“ethics are generally considered to deal with beliefs about what is right or wrong, proper or improper, good or bad.”* Khan (2014) stated that ethical considerations are relevant in both quantitative and qualitative research, but qualitative research is more significant because it intrudes into the lives of participants. According to McMillan and Schumacher (2006:16), *“the researcher is morally accountable for defending the rights and welfare of the participants who participate in a study, which includes problems of physical and mental nervousness, damage, and risk.”* Thus, the researcher ensured that the research was ethically accountable by following the acceptable norms and values.

In this study, the researcher adhered to the ethical rules prescribed by the Research Ethics Committee of the University of South Africa (UNISA) and applied for ethics approval from the College of Education Ethics Committee at the University of South Africa for permission to conduct the research study. The researcher obtained written permission from the Gauteng Department of Education to allow the researcher to conduct research within the Gauteng East District. The researcher also obtained written permission from the school principal and the School Governing Body to conduct research. Lastly, the researcher provided formal invitations to the participants for the semi-structured interviews and group discussion. The invitations explained how the interviews would be conducted and had a consent form attached to guarantee to the participants that the information would be kept confidential.

4.5.1 Permission to conduct the study

The researcher applied for ethics approval from the College of Education Ethics Committee at the University of South Africa (UNISA) for clearance. The researcher also applied for permission to conduct the study at the Gauteng Department of Education (see Annexure E) to conduct the research within the Gauteng East District. Each participant provided written consent for the interviews and group discussions (see Annexure F). The full process of the research study was explained to participants (see Annexure G).

4.5.2 Informed consent

Johnson and Christensen (2008) describe informed consent as an agreement to participate in a study after being informed of the study's purpose, procedures, risks, benefits, alternative procedures and limits of confidentiality. The purpose of informed

consent from participants during research is to ensure that individuals are fully informed about the nature, purpose, possible risks, and potential benefits of the research study before they decide to participate. Informed consent is a fundamental ethical principle that helps protect the rights, welfare, and well-being of research participants. All participants were required to provide informed consent in writing (see Annexure F). Participants were given adequate time to read through the expectations before deciding to participate in the study. The researcher provided the opportunity to ask questions and address any concerns of the participants. It was emphasised that their participation was voluntary. According to Ragin and Amoroso (2011:89) researchers must see to it that *“individuals are entering research studies voluntarily; they have to be adequately informed and that they have obtained informed consent from all participants or the participants’ legally authorised representatives”*. Consent was provided prior to conducting the interviews and focus group discussions; the signed consent forms were folded and placed in a box. The box of consent forms was placed in the safe room of the school storage area.

4.5.3 Privacy, confidentiality and anonymity

The right to privacy refers to people’s ability to control access to personal information Ruane (2008). These rights must always be respected. To protect participants’ privacy, practices such as anonymity and confidentiality of responses and appropriate storing of data were employed. Anonymity refers to the state of being anonymous, which means that participants’ identity is concealed or unknown to others. Confidentiality refers to the practice of keeping information private, safe, and restricted by preventing unauthorised access. As stated by Cohen et al. (2008:64), the researcher ensured that the *“information provided by participants was presented in such a manner that it in no way revealed their identity to protect the participants from harm”*. Privacy and confidentiality of the interview environment were managed cautiously during the interview sessions, data analysis and dissemination of the findings. Confidentiality was maintained by not disclosing any personal information about the participants in the research report.

When participants are assured of privacy, confidentiality, and anonymity, they are more likely to provide honest and accurate information. Participants will freely express their thoughts, opinions, and experiences without the fear of having repercussions. Therefore, privacy, confidentiality, and anonymity are important to conduct ethical and reliable research.

4.6 LIMITATIONS OF THE STUDY

The possible limitations to this study included time and the sample size. The sample size was relatively small. While qualitative studies typically focus on in-depth exploration rather than broad generalisation, the limited number of participants still constrains the transferability of the findings. However, the study offers rich, context-specific insights that contribute meaningfully to both theory and practice. Additionally, due to the philosophical underpinnings and methodological nature of qualitative research, the findings are not intended to be generalised to the broader population but rather to offer a deep understanding of the specific context studied. The researcher is confident that to have gained more awareness and gathered more evidence for the study would have been most beneficial, but time consuming. The issue of time availability for participants may also play a role, as educators work long hours. To carry out comprehensive research after contact time may not be appealing to some educators.

Out of the three primary schools selected, only one principal agreed to participate. Another principal declined to discuss the research proposal with the educators citing overwhelming workloads and limited time. The principal did not permit educators to make their own decision regarding participation. The third principal, who was in an acting position, also chose not to participate.

Another limitation to consider is language proficiency of participants. The research questions were prepared and presented in English. It is possible that not all participants were confident to express themselves in English, if English was not their first language. This language factor could limit the freedom of speech for some participants. Regardless of the researcher's determination to ensure the smooth running of collecting data, human behaviour is unpredictable; therefore, this highlights yet another limitation of this study.

The researcher has carefully considered the limitations and implemented counter measures to minimise the impact of the mentioned limitations on the findings. Firstly, the researcher provided a flexible schedule to conduct the interviews and focus group discussion. Questions were clearly explained to ensure that they were well understood, as not all participants had English as their first language. Effective communication can improve the quality of data collection.

In qualitative research, the researcher plays a key role in data collection and analysis. To reduce bias, the researcher remained reflexive throughout the study, regularly reflecting on personal assumptions and maintaining awareness of how these could influence the

research process. Despite these efforts, the researcher's prior assumptions and perspectives may have still impacted the study. While steps were taken to minimise such biases, their potential impact on the study cannot be entirely ruled out. Despite the list of limitations mentioned above, the researcher is confident that the contribution of the study has led to a better understanding of how to manage continuous professional development in the Foundation Phase.

4.7 DELIMITATIONS OF THE STUDY

Delimitations are the boundaries of your study. Concerning the delimitations of the study, the research was restricted to the Gauteng East District. Due to the study being conducted in one district, it could perhaps have obtained different results if more districts were included in the study. This leads to the researcher making recommendations for further studies, as schools in other districts could have different perspectives on managing continuous professional development in the Foundation Phase.

Furthermore, the research is narrowed to educators working in public schools. By focusing solely on the public schools, the study intended to provide insight relevant to most Foundation Phase educators in the selected district. By specifically targeting Foundation Phase educators, the research remained focused on the unique PD needs of educators who had teaching experience in the Foundation Phase. These restrictions aimed to contribute valuable data that can inform the setting of targeted professional development activities tailored to the needs of Foundation Phase educators.

Temporal constraints related to the timing of data collection should be noted. The study did not follow educators over an extended period after receiving adequate professional development. The study could perhaps have obtained different results if more time was spent tracking the long-term impacts of professional development of educators.

4.8 CONCLUSION

The methodology for the research review was outlined in this chapter. The chapter demonstrated how the research outcome was obtained in line with meeting the objectives of the study. The design of the qualitative case study research methodology was described. The chapter addressed the sampling techniques, population selection, data collection procedures and the data analysis processing methods. Furthermore, ethical considerations and trustworthiness of the study were presented in this chapter.

In the next chapter, the presentation, analysis and discussion of the obtained data is discussed. Data analyses are interpreted to gain an understanding of managing continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. The analysed interview data will also be discussed in detail.

CHAPTER FIVE

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

5.1 INTRODUCTION

The previous chapter described the research methodology. The sampling techniques and the population selection were presented. Data collection procedures and the data analysis processing methods were discussed and included a broad spectrum of methods, including semi-structured interviews, focus group discussions and document analysis. Finally, the trustworthiness of the study was presented.

This chapter deals with the presentation, analysis and interpretation of data with the intent to provide purposeful findings, recommendations and conclusions. The specific objectives of the study were to:

- determine what continuous professional development entails in primary schools;
- find out why continuous professional development is so important for Foundation Phase teachers, in particular, in the district;
- establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development;
- identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district; and
- determine how to effectively managed these factors in the Gauteng East District.

The purpose of the study was to investigate the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. The focus was also on types of support given to teachers during continuous professional development. In addition, this study aimed to identify the role players for providing professional development to educators and identify the personnel who must manage the continuous professional development in the field of education within the FP. Lastly, it established the best strategies for managing continuous professional development.

5.2 DATA PRESENTATION AND DISCUSSIONS

5.2.1 Data obtained from the focus group interviews with educators

The data collected from the focus group interviews with educators was carefully transcribed and organised into categories according to the objectives of the study as set out above. During the focus group interviews participants had to answer and elaborate on twelve questions. The data is presented and consequently discussed according to the objectives of the study.

5.2.1.1 Objective 1: To determine what continuous professional development entails in primary schools

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the group interviews with the educators.

a) Educators' view on continuous professional development

Researcher: *Today's topic is about continuous professional development. What are your views about this topic?*

This question was asked to better understand teachers' insight with regards to continuous professional development and what the process involves. The respective participants answered as follows:

E1: *It is a good thing, because today everything is fast paced, and teachers need to stay up to date and develop themselves with educational matters.*

E3: *Activities that educators are trained on is impossible to achieve in overcrowded classrooms. The development is great, but it must be tailored to fit each classroom situation, instead of having one set of rules.*

E6: *It would be best to have teachers provide training, because they have a better understanding of what is happening in the classes.*

The responses of the participants revealed that there is a lack of understanding of what is happening in the classrooms and that activities included in training sessions are not practical in overcrowded classrooms. This could be a reason for teachers failing to implement strategies in the classroom after receiving training. To move from training to practice, the development must be applicable to real classroom situations. This aligns with

Mezirow's (1991) transformative learning theory, which emphasises that adults undergo learning when they critically reflect on problematic experiences.

Educators acknowledged the value of CPD, but face challenges in the implementation process due to training activities not being relevant to classroom realities. This aligns with available literature of Borko (2004) and Huish (2014) as effective CPD should be relevant and adaptable to classroom conditions. This is consistent with the concern raised of training being impractical. This analysis supports the objective of the study: to determine what CPD entails in primary schools by highlighting how theoretical principles of transformative learning explain the gap between the intended goals of CPD and teachers' classroom realities.

b) Management of professional development programmes

Researcher: *At your school, who is initiating and managing teacher professional development programmes?*

The researcher asked this question to examine educators' awareness of CPD programmes at school level. The participants responded as follow:

E3: *It is mainly the Department of Education, and the departmental head will inform the teachers of developmental activities and advise teachers to attend training sessions.*

E4: *We also make use of the DMS system, where the Department will upload available training.*

E7: *Unions also offer training, but the challenge is that sometimes you must pay and it is too expensive. Schools don't want to pay for all the teachers to attend.*

With the various responses from participants, it can be concluded that teachers are unsure of who is responsible for initiating and managing teacher professional development programmes at their school. Educators are under the impression that professional development programmes are only presented by the Department and unions. It can therefore be concluded that educators do not receive professional development at school level from the School Management Team (SMT). This indicated that there is a gap in the management of CPD programmes at school level.

From the existing literature, Bolam (2000) emphasises that effective CPD programmes involve school-level management. The responses highlight a deviation from this ideal, as CPD activities are not managed by the SMT. In addition, the finding also aligns with the

instructional leadership theory, which highlights the responsibility of principals and departmental heads in supporting teacher development through ongoing interventions. The absence of SMT-led initiatives reflects a deviation from the principles of instructional leadership, where leaders are expected to guide professional learning, monitor teaching quality and ensure that development is aligned with curriculum goals. This analysis supports the study's objective to investigate how CPD is managed, revealing a disconnect between policy expectations and actual practice at school level.

5.2.1.2 Objective 2: To find out why continuous professional development is so important for Foundation Phase teachers in particular

This objective will now be discussed according to the following two categories that derived from this objective as well as the questions that the researcher asked during the group interview with the educators.

a) The need for continuous professional development

Researcher: *What does continuous professional development entail in primary schools and why is it so important for Foundation Phase teachers?*

This question was asked to determine if there is a need for CPD and why it is needed. The participants responded as follow:

E1: *Because we are the foundation, we need to be well prepared.*

E4: *It is like building a house, the foundation must be laid before everyone else can build on top; if the foundation is not laid, it is a problem.*

E7: *With the changes in the curriculum, there's new things that always come. If you're not developing yourself as a teacher, you are not equipped with the skill that is needed for that time. Research and look at other countries and how they do things.*

E4: *Share ideas during grade meetings if you are struggling with something, for example: I will say I presented the lesson this way. The classes are also different each year, you can't say that I have been doing it this way for years.*

E5: *Every year the learners are different, for example this year's Grade 1 learners are totally different from four years ago.*

E3: *The classrooms are just too big. Grade R is supposed to have all these different play areas, shopping corner, fantasy corner, but there just is not space, because you have too*

many children in the classroom. They are supposed to play and do all these things, but there is just not space, and their parents are not spending enough time with their children. Parents do not interact with their children the way they need to, take them shopping and ask them to buy potatoes, for example. There is no development at home, parents put children in front of the television (tv) and it ends there. Children know things that they see on tv, but not real-life situations. By watching tv, there is no sympathy, empathy, they don't care if someone gets hurt.

Based on the answers provided by the participants, it can be concluded that Foundation Phase educators need to participate in developmental activities to stay up to date with the ever-changing curriculum demands. Teaching strategies that work well this year might not work next year, so it is vital to share ideas and include a variety of teaching methods. The correspondence of building a house emphasised the crucial role of laying a solid foundation in education; without a strong foundation, future learning becomes challenging. This reflects presented literature by Bernadine (2019) that viewed professional development as foundational to quality teaching and learning, which aligns with the responses.

The data also revealed that parent involvement is minimal with regards to the development of their children. The foundation does not get laid at home, leading to challenges in the classroom. There are too many learners in a class to do what is expected, such as role play a day at the shop. This is leading to essential skills that are not being developed. There is a need to learn from educational practices in other countries to enhance teaching methods. Lastly, a need to be flexible was highlighted, as each class and year brings unique challenges that might require adjusting well-known teaching methods.

These findings align with Mezirow's (1991) transformative learning theory, which emphasises the need for adults to engage in reflective learning that challenges their assumptions and beliefs. Participants expressed a need to adapt to each year's unique classroom realities and critically rethink established teaching strategies. These are key components of transformative learning.

b) Familiarity with professional development activities

Researcher: *How familiar are you with professional development activities?*

Educators were asked if they are familiar with professional development activities to determine if development was continuously done at school level. If professional development is implemented successfully, teachers should have a good understanding of

the type of activities that are used for professional growth. The participants responded as follows:

E7: *There is not many activities available, unless you develop yourself.*

E4: *There also is not any guidance if you do something wrong, so you don't know where you have gone wrong.*

E3: *Only new educators are assisted by the Departmental Heads and Grade Leaders to help them get through the deep end, but there is so much work, that they can't be by their sides the entire time, you basically just need to swim.*

E4: *If you study at universities, and you start at a school, it is totally different. You don't get training on the admin part. This is a gap that must be bridged.*

E3: *You don't get the practical experience what is needed when you study at university.*

E4: *It also depend on the teacher that you are placed with during you practical, as some teacher do not show you the admin side of teaching.*

Drawing from the participants' answers, it can be concluded that educators do not have many opportunities for development at school level, unless they take it upon themselves. The need for self-development for finding suitable teaching methods suggested that educators seek improvement strategies, resources and ideas independently. It can also be determined that FP educator training at university does not adequately prepare educators for the overwhelming amount of admin that is required as a teacher. The discussion further highlighted the substantial difference between university education and real-world teaching. The lack of training in administrative aspects is a gap that needs to be addressed. Furthermore, studies mentioned by Heba et al. (2015) and Méndez et al. (2017) found that interactive and school-based CPD activities are beneficial for teachers and vital for classroom practice. The responses reveal a gap in these areas, as educators need to pursue PD activities independently.

5.2.1.3. Objective 3: To establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the group interview with the educators.

a) Teachers' perception of CPD

Researcher: *What positive experiences have you had with continuous professional development programmes?*

This question was asked to determine if any development programmes left a positive mark on educators and how they benefited from the development programmes. Participants responded as follows:

E4: *The learning through training play was nice, but it is here and there, not to be rude.*

E3: *It is idealistic, it looks great in theory, but it does not work in practice.*

E5: *Some companies are trying to get involved in education, but just to advanced themselves. They are making a lot of money from it.*

E2: *Companies come and present reading courses, but they just promote their products, it is a complete waste of our time.*

According to the participants' responses, it is fair to note that educators do not have many positive experiences with regards to CPD. The only course that was of value was the learning through play training, leading to an overall sense of dissatisfaction. There's a perception that CPD programmes may look great in theory, but fail to deliver in practice. In addition, educators expressed concerns about the involvement of external companies in education-related CPD, due to companies primarily focusing on advancing their own interests and profits rather than genuinely benefiting educators. Therefore, teachers' perception of CFP is not positive.

Holmqvist (2019) and Holmqvist (2019) highlighted that CPD programmes should bridge the gap between theory and practice. The responses from participants indicated a clear disconnect between theoretical concepts and practical implementation. This aligns with the existing literature's concern that CPD programmes fall short in practice despite the strong theoretical foundation. The findings therefore provide valuable insight and revealed that some concerns regarding CPD implementation are not fully addressed in existing literature. There is a gap between expectations and actual outcomes of CPD programmes for FP teachers. Furthermore, this finding aligns with Mezirow's (1991) transformative learning theory, which suggests that adult learners must engage in critical reflection to derive meaningful learning from professional experiences. Therefore, the findings provide valuable insight and reveal that some concerns regarding CPD implementation are not

fully addressed in existing literature. There is a gap between expectations and actual outcomes of CPD programmes for FP teachers, which highlights the need for effective CPD at school level.

b) Effectiveness of CFP programmes

Researcher: *How is the effectiveness of professional development programmes evaluated?*

This question was posed to better understand how to determine if educators benefit and improve practice based on CPD programmes that were attended by educators. The participants responded as follow:

E4: *After training from the Department, you fill in a Google form where you have to evaluate the presenter.*

E2: *There is also a pre-test and post-test that is completed.*

E7: *I don't think it is effective, because you evaluate the presented, then the same person will present the same course a year later, even if the standard of presenting is not good and people make negative comments about the course. After you are done filling it the evaluation, I don't think it gets monitored.*

E4: *You can complain that the presenters are late, but it still happens all the time. There is no change.*

E7: *Even with the practical parts, it is not done. They just read the theory from the scripts, but I want to see how it must be done practically. It is not as effective.*

E4: *The sessions are too long, there is too much information in one session. Presenters have their own conversations and tea breaks.*

E3: *We once had training on coding and robotics at a school close to us, I didn't learn a thing in that course, there is no follow up. After the training, I know as little as I did before the training, no continuous education. We did not get anything to work from, but it must be done. There is also no time in the timetable for it, but they want it done. We have to figure it out.*

E7: *Most of the time the presenters will ask ideas from the teachers, but teachers feel that they are there to learn, but is giving ideas to the presenter.*

E4: *The training on coding and robotics was a complete waste of time, it was useless information. There was no manual, no guide on how to use the blocks. No development took place.*

From the comments made by the respondents it is evident that CPD programmes are not effectively evaluated after training to see if teachers implement new strategies in the classroom. Participants feel that by simply evaluating the presenter does not lead to meaningful changes in the classroom or improvements in the quality of teaching. This contradicts existing literature of Khan (2010) and Aihl (2011) that stresses the importance of evaluation to assess both the impact on teaching practice and the quality of the training itself. If training is not effectively evaluated, it cannot determine if educators benefited from attending the training sessions. The focus is more on evaluating the presenter who provided the training. Furthermore, some participants highlighted the importance of practical learning and expressed frustration with training sessions that focus too much on theory. A more hands-on experience in applying theoretical concepts practically is needed. This aligns with existing literature by Wenger (2000) and Holmqvist (2019) that pointed out that CPD programmes should include hands-on elements so that educators can apply new skills effectively.

These findings suggest a significant gap in the evaluation process of CPD programmes, highlighting the need for more demanding and practice-focused evaluation methods to ensure professional development translates into improved teaching and learning outcomes. In addition, it highlights the need for stronger accountability and development by instructional leaders, as the instructional leadership theory emphasises the role of principals and SMTs in monitoring, evaluating and ensuring the practical implementation of professional development initiatives to improve teaching and learning.

5.2.1.4 Objective 4: To identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the group interview with the educators.

a) Challenges of continuous professional development programmes

Researcher: *What are specific issues, concerns, or problems you've faced with continuous professional development programmes?*

This question was asked to gain insight into challenges that educators experience when participating in CPD programmes. The participants responded as follows:

E4: *Load-shedding when having online training. During team meetings, some educators do not turn off their microphones, the presenters get annoyed. Sometimes people take over the presentations.*

E3: *There is also confusion with the links, some links don't even open.*

E2: *I think sometimes the presenters are not educated to present, and their English is very bad.*

E4: *Often, presenters were teaching long ago, when we still had 20 learners in a class, and now we have 40 learners. Things worked for them, because they had small classes, it is not going to work for me. The only sympathy that you get from the presenters is that they state that you can be grateful that you don't have 60 learners in a class.*

E7: *Presenters will say, but teachers have 60 learners in a class and can implement.*

E6: *It is impossible to apply what you get trained on with each learner in the classroom. Large classrooms make it difficult, placement of learners fit for specialised education take too long, leading to discipline problems in the class because the learners don't cope.*

Based on the answers provided by the participants, it can be concluded that FP educators experience many challenges during training sessions for professional development. There seems to be a lack of sympathy from the presenters due to being out of the classroom situation for too long. Educators also feel that the presenters are not trained to present the content successfully. Overcrowded classrooms make it difficult to apply strategies that you have been trained on. Therefore, it can be determined that there is a gap between the expectations in the classroom and the real-life classroom situations.

The responses align with literature presented by Kagema and Irungu (2018) who revealed that negative perspectives of performance appraisal affect CPD motivation. This is reflected in the participants' dissatisfaction with CPD experiences. Furthermore, Barnard (2004) indicated resistance to CPD if the importance is not clear. This matches the concerns raised about practicality and relevance of CPD programmes.

b) Adequacy and relevance of professional development activities

Researcher: *In your opinion, do teachers receive adequate professional development at school level?*

The researcher asked this question to determine if educators receive adequate development at school level that is relevant to their teaching challenges. For CPD to be successful, adequate support and development are needed at school level. The participants responded as follows:

E4: *No, time is a big issue.*

E7: *I would like to be part of team building for educator development. Since I have been at this school we never did it, I think this is where it is lacking. We need it for motivation. If it is happening in schools, I think teachers will be more motivated in terms of growing themselves in a professional manner.*

E6: *I think that we have enough development, but not the right development. For example, I attended a mathematics course, they showed me how to do maths. I know how to do it, show me how to teach it. To attend training just to do maths is a waste of time.*

E1. *Training is needed on how to identify barriers and how to overcome these barriers. How to use different method for teaching.*

E4: *We have all this paperwork from the department to support learners, but how do they support us?*

From the various responses from participants, it can be concluded that educators do not receive adequate development at school level. One noteworthy reason mentioned is the lack of time that suggests that teachers might have limited time available for participating in professional development programmes. There was a need identified for professional development through team building exercises to foster a sense of motivation and professional growth among teachers. Therefore, it is important for the SMT to encourage improvement in CPD programmes in the Foundation Phase. In addition, educators feel that attending courses that are not directly related to improving their teaching methods or classroom challenges is considered a waste of time.

It can therefore be concluded that there might be some professional development activities available to teachers, but there are substantial challenges related to the relevance, time availability, support, and practical application of the development

programmes at the school level. The existing literature of Guskey (2002) and Hildebrand (2008) emphasises the need for practical application of CPD content. The responses indicate a disconnect between the theoretical knowledge and practical implementation. This gap leads to ineffective application of new knowledge in the classroom and this needs to be addressed.

Effective CPD programmes involve adequate support and resources, as presented in literature by Smith and Wallace (2020). The responses from participants indicated that teachers feel unsupported in implementing new strategies from CPD activities. This identified a gap for providing a support to educators after training to ensure successful implementation of new skills. This links to instructional leadership theory, which highlights the responsibility of school leaders to design and manage relevant and practical CPD initiatives that address real classroom challenges.

5.2.1.5 Objective 5: To determine how to effectively manage these factors in the Gauteng East District

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the group interview with the educators.

a) Possible improvement strategies

Researcher: *How can these factors be effectively managed in the Gauteng East District?*

This question was asked to identify possible solutions to ensure that CPD programmes were managed effectively. The participants responded as follows:

E1: *If teachers refer a child, place them where they need to be.*

E4: *The process of referrals should not take so long, everything is done through the Department, but it takes too long before the children get tested or the paperwork gets lost.*

E1: *We get all this training on how to improve our teaching, but it is not getting back to basics, they just add more work and in the end the basics does not get the attention that it needs and the learners just keep on struggling. The development is not focussed on what we need, and the foundation is not getting the attention that it needs.*

E3: *There is just too much to do, we get extra work without strengthening the basics of what is needed. It feels that this just is done to impress somebody in Head Office who is impressing someone else, and they are not interested in what is happening in the*

classroom. The ATP must be followed, the children can fail because they can't cope, but the ATP must be completed. Get back to basics and teach concepts until learners understand it before you move on. The system needs to slow down. We need to bring back perceptual training. We all had perceptual skills and we can all read and calculate, not we don't teach perceptual skills.

E4: *Teaching methods are changing, and it is not working. For example, every term we get baseline assessment or diagnostic assessment from the Department, but it is too difficult.*

E7: *We were told in one workshop not to read word sums to learners, now they must read and solve the complex word problem on their own without guidance.*

E4: *The Department will then use those results and think that is where the children are lacking, and then train you on things that is not the real problem.*

E5: *I feel that if they give us developmental training, that the content must stay the same in all phases. When Foundation Phase learners go to grade 4, we always hear that our children can't do anything. They should bridge the gap between the two phases.*

This discussion between participants pointed out concerns about the potential disconnect between curriculum development and effective teaching practices and the need to prioritise foundational skills and alignment between training and classroom needs. Teachers felt that despite receiving training to improve teaching, the basics are being overlooked. The findings reflect core principles of andragogy theory, which emphasises that adults learn best when the content is relevant to their experiences and are motivated by practical application rather than theoretical knowledge.

Additional tasks are added without strengthening the fundamental skills learners require. The need to adhere to a prescribed curriculum is emphasised, even if learners are not coping with the workload. This creates a system of compliance rather than meaningful instruction. There is a call for a slower, more flexible approach and a return to basic teaching methods. Educators are frustrated that management focuses on impressive changes without understanding on-ground challenges. In presented literature, Bredeson (2002) points out that lack of time and appropriate structures can undermine CPD efforts. This corresponds with the responses, as administrative burdens often detract from effective teaching.

b) Possible management strategies

Researcher: *What changes would you recommend in professional development programmes and how can the CPD of Foundation Phase teachers be effectively managed in primary schools?*

The researcher asked this question to gain insight into improvement strategies that would be beneficial to the management of CPD programmes. Participants responded as follows:

E4: *Do more research in schools on what work and what does not work or ask the teachers opinions and use that for development and training. For example, teach us how to manage a large classroom, especially a new teacher who might be overwhelmed when you have 40 learners in a classroom, because you might do teaching practice in a class of 20 learners.*

E2: *I feel that the Department must use teachers who is in the teaching environment to give training, that know what the gaps are in certain concepts. They can show you how to overcome those challenges.*

E3: *I agree that they should use teachers to do training. I also think that when you become management in school, you forget how it is like in the classroom. As it goes up to District and Head Office, they have no clue of what is going on in the classrooms. They have all these ideas and interventions, and we can't deal with that. The focus needs to be on the child, not on how our files look and how much of the ATP we have done.*

E4: *Learners are placed in school too young, a year too young. They must be in Grade R, but then they are placed in Grade 1, as they are five turning six.*

E3: *The focus must be on "simple", go back to basics. The most important, English and the way it is spoken. Reading comprehension, and they need to be able to read the word. We need to get back to basic spelling. Learners won't be able to read if they can't break up the word properly.*

E6: *To add to the reading, EGRA won't solve the reading issue, it just gives me more work and less time to focus on the real issue. The EGRA test shows me what I already know, they child can't read. I can now just have it on paper that the child could not read the EGRA words.*

E4: *We must now analyse each assessment and each question to show the Department where the problem areas are. We don't have time for that.*

From this discussion, several effective strategies for managing the CPD of Foundation Phase teachers in primary schools can be identified. Firstly, participants highlighted the importance of gathering information from teachers themselves to guide the development and training programmes. Furthermore, it was suggested to use experienced teachers who are actively teaching in the classroom to provide training. These teachers face the same challenges in the classroom and can offer practical solutions based on their teaching experience. Participants expressed the importance of focusing on foundational skills in the Foundation Phase. These skills include areas such as developing language by improving spelling and reading comprehension to ensure that learners can effectively read, comprehend and spell words. Lastly, a need for proper, age-appropriate placement of learners in Grade 1 was identified. This aligns with the presented literature of DeMonte (2013) that argued that curriculum expectations should be aligned with challenges faced by teachers. Educators expressed the need for CPD activities to focus more on foundational skills such as reading comprehension and spelling. Therefore, the findings demonstrates a need for stronger instructional leadership at school level that is rooted in practice, responsive to challenges and committed to fostering meaningful teacher development.

5.2.2 Summary

The conclusion derived from the provided data is that the participants' responses highlighted various barriers regarding CPD. There is a lack of understanding real-world classroom challenges, because the activities that are included in training sessions are not achievable in overcrowded classrooms. This inconsistency between training content and real-world classroom situations could be a key factor contributing to unsuccessful implementing of new strategies after receiving training. There is an uncertainty among participants regarding the individuals responsible for initiating and managing professional development programmes within their school. Participants believe that professional development programmes are primarily organised by outside organisations, such as the Department of Education and education unions. Therefore, educators do not receive adequate professional development opportunities at the school level from the School Management Team (SMT). It can be concluded that FP educators do need CPD. The self-motivated nature of curriculum requires that teachers constantly adapt and update their teaching strategies. A slower approach is needed in the education field with straightforward teaching methods.

5.3 DATA OBTAINED FROM INDIVIDUAL INTERVIEWS WITH DEPARTMENTAL HEADS

The data collected from the focus group interviews with educators was carefully transcribed and organised into categories according to the objectives of the study as set out above. During the individual interviews with departmental heads, participants had to answer and elaborate on 14 questions. The data is presented and consequently discussed in terms of answers from the individual interviews with regard to these 14 questions.

5.3.1 Objective 1: To determine what continuous professional development entails in primary schools

This objective will be discussed according to the following four categories that were derived from this question as well as the questions that the researcher asked during the individual interviews with the departmental heads.

a) Departmental heads' views on continuous professional development

Researcher: *Today's topic is about continuous professional development. What are your views about this topic?*

This question was asked to gain insight with regard to continuous professional development and what the process involves for departmental heads (DH). The respective participants answered as follows:

DH2: *Educators are life-long learners and CPD is very important because of the constant change in our education system. To do continuous development means that you are constantly upskilling yourself to better yourself in a specific area and to ensure that you keep on growing as a professional. Teachers discover new teaching strategies.*

DH3: *CPD is an integral part of the teaching profession and every teacher should be a lifelong learner, however the professional development offered to the teachers are monotonous, repetitive and teachers are not developed in important fields needed to cater for the ever-changing needs of the 2023 post-covid learner.*

DH1: *I think that continuous development is very important, because that is how you can improve your way of teaching and developing yourself. It is a way of keeping up with technology and the latest resources that you can use in the classroom.*

Based on the responses of the departmental heads, it can be concluded that CPD is vital in the field of education, as CPD assists educators to improve their teaching strategies.

However, a concern was raised about the CPD programmes being repetitive and uninteresting. Development programmes do not cater for the ever-changing needs of the learner. These findings align with Knowles' andragogy theory, which highlights the importance of self-directed learning tailored to adult learners' needs, interests and readiness to learn. The expressed dissatisfaction with monotonous CPD programmes reflects a lack of alignment with adult learners' basic motivation and the need for CPD content to be relevant and engaging in relation to their immediate teaching context.

Presented literature from Stefani (2005) and Saydam (2019) emphasised that CPD programmes should be well-planned, coherent and include various methods of learning to be effective. The responses echo this and acknowledged a gap for CPD programmes to be more varied and engaging for FP educators. Therefore, room for improvement is noted in the content and delivery of CPD programmes.

b) The need for continuous professional development

Researcher: *What does continuous professional development entail in primary schools?*

This question was asked to determine what CPD involves and why it is needed. The participants responded as follow:

DH3: *School initiated development entails meetings, sharing sessions and disseminating information received by the SMT and PLCs. External development includes never ending meetings organised by District Office facilitators, such as subject meetings and workshops, as well as workshops and training offered by unions and external bodies. Self-initiated development are studies and training that the teacher will embark on at own cost and in own time for example, further studies with universities or training colleges, seminars and workshops by unaffiliated institutions.*

DH1: *It is a way of improving yourself, not only in your teaching, but also as a professional. If you develop in every aspect, especially your subjects, the way of teaching and methodologies your learners in class will also benefit.*

DH2: *Attending workshops and training sessions. Reading articles and journals. Complete additional qualifications.*

Participants responses highlighted that CPD in primary schools involves a combination of self-initiated, school-initiated and external development activities to ensure that teachers continuously improve their teaching skills. It can also be concluded that CPD includes

various activities, such as workshops, meetings, reading articles, sharing sessions and further studies to upgrade qualifications. The involvement of SMT in organising teacher development further demonstrates the role of instructional leadership theory in managing CPD. Instructional leaders, such as principals and departmental heads, are essential in creating supportive structures that promote continuous learning. However, a notable gap identified is the lack of integration and coordination between self-initiated, school-initiated, and external CPD activities, which may lead to reduced overall impact. This gap highlights the need for more cohesive management strategies rooted in instructional leadership to ensure CPD activities are aligned, purposeful and responsive to the evolving needs of Foundation Phase educators. Addressing this gap is crucial for fostering a workable culture of CPD that truly empowers teachers.

These various activities align with existing literature of Holmqvist (2019), as CPD activities are essential for professional growth and improve teaching methods. The literature included a broad framework for understanding CPD and the findings confirm that these activities are valued by educators, highlighting the need for ongoing improvement in CPD programmes within the Foundation Phase.

c) Activities that are included in CPD programmes

Researcher: *What activities are included in the professional development programmes?*

If professional development is implemented successfully, DHs should have a good understanding of the types of activities that are used for professional growth. The participants responded as follows:

DH1: *We make use of our master and senior teachers. We also have grade leaders to help, the grade can ask the master and senior teachers for assistance if they are not sure of what to do. We have various channels to assist with the activities.*

DH3: *Workshops, meetings, developmental sessions, PLC meetings and conversations.*

DH2: *Not sure.*

The responses from participants suggest that PD programmes involve a variety of activities, such as workshops, meetings, discussions and mentorship from master and senior teachers. There is inconsistency in how DHs participate in these activities, indicating that not all DHs are engaged in PD programmes. It can therefore be concluded that not all DHs have a good understanding of the types of activities that are used for

professional growth. Furthermore, mentorship should be provided according to appropriate standards known to the mentor. The instructional leadership theory highlights that principals and DHs must actively manage CPD, so this gap points to weaknesses in leadership roles and support. The key gap identified is inconsistent engagement and unclear understanding among DHs, which threatens effective CPD management and calls for stronger instructional leadership at school level.

The findings regarding the types of CPD activities are consistent with existing literature as indicated by Aihi (2011) and Wenger (2000). The literature identified a variety of CPD activities such as workshops, seminars and peer collaboration that express the importance of diverse CPD activities. However, the findings also revealed gaps in the understanding and participation amongst FP DHs and this can affect the overall effectiveness of CPD programmes. These gaps need to be addressed as all DHs should be well prepared to manage CPD programmes effectively in the FP.

d) Involvement with CPD programmes

Researcher: *What positive experiences have you had with continuous professional development programmes?*

This question was asked to determine if any development programmes left a positive mark on departmental heads and how they benefited from the development programmes. Participants responded as follows:

DH2: *I have done a few PD programmes that I found very effective and I am implementing it in my daily routine, for example: Assertive discipline. Being a DH, I have done a course on different management styles and this was very interesting and affective.*

DH3: *Training in Learning Recovery Programme (LRP) was very informative, but little was mentioned `bout how to actually implement the strategies.*

DH1: *I think if we can move to technology, for example do assessments electronically we will lesser many burdens and we will excite learners. Learner are used to technology and games, if we bring in technology into the classroom we will improve our mathematics and reading skills, because learners won't get bored.*

From the responses provided, it is clear that some PD programmes have been effective in assisting participants to implement new strategies in their daily routine. This reflects Knowles' andragogy theory principle that adult learners are motivated by learning that is

relevant and applicable to their professional roles, highlighting the importance of self-directed learning and practical application in CPD programmes. However, there is also a need for PD programmes to provide examples of how to implement new strategies, indicating a gap where transformative learning theory could be better applied by encouraging critical reflection and guided practice to deepen understanding and facilitate change in teaching practices. Lastly, there is an interest in implementing technology as a resource to improve teaching methods. This aligns with Walker (2010) who stated that CPD is essential for adapting to global changes and technology advancements. Therefore, CPD programmes should focus on incorporating technology and train educators to effectively use technological resources in their teaching, supported by instructional leadership that fosters an environment encouraging innovation and continuous improvement.

5.3.2 *Objective 2: To find out why continuous professional development is so important for Foundation Phase teachers in particular*

This objective will now be discussed according to the following three categories that were derived from this objective as well as the questions that the researcher asked during the individual interviews with the departmental heads.

a) The importance of CPD for Foundation Phase teachers

Researcher: *Why is continuous professional development so important for Foundation Phase teachers in particular?*

This question was asked to identify the importance of CPD for Foundation Phase teachers. Participants responded as follows:

DH2: *Foundation Phase teachers are a vital part of education. The training of teachers in this phase should be develop around whole-person learning within a life-long learning framework. With constant change regarding ATPs, it is important to keep up with what is expected of educators to complete the curriculum for every term. In today's modern world, there are so many new products that can be implemented in the classroom for more effective teaching. Educators need to be trained on how to use these products and how to incorporate it into their lesson plans.*

DH3: *Teachers are expected to keep up with the modern-day child. Learners are evolving in a number of spheres, due to many reasons. To name one, the learner in 2023 are more tech savvy and world-wise. Teachers should learn to adapt with the modern-day trends to*

teach with the modern-day child in mind, the old-fashioned teaching mythologies will not have the same impact. The teacher also has to keep in mind the content coverage that needs to include learning recovery and needs to be able to adapt quickly and use different methods and teaching styles to be able to reach each learner with different learning styles and cognitive levels.

DH1: *In Foundation Phase you are laying the foundation for your learners' development. I feel that if you do a good job in the Foundation Phase, learners will also benefit in the future, in the Intermediate Phase and Senior Phase. It will improve their education and how they perform in school as well.*

Based on the answers provided by the participants, it can be concluded that CPD is crucial for Foundation Phase teachers, because a solid foundation can improve the overall performance of learners. This aligns with existing literature of Burroughs et al. (2019) that indicated that there is a link between professional development and learner accomplishment. In addition, CPD of educators is needed to adjust teaching strategies to meet the needs of the evolving learner. This ties with DeMonte (2013) who emphasised that PD must be relevant to the curriculum. Continuous updates on teaching strategies will assist educators to cater for the evolving needs of learners.

The findings emphasise the importance of instructional leadership in guiding Foundation Phase teachers through change. School leaders have a responsibility to identify relevant training and ensure its alignment with curriculum changes and learner needs. However, a key gap identified is that, while the need for updated CPD is recognised, there is limited evidence of structured support mechanisms to help FP teachers meaningfully reflect on and implement what they learn. This gap suggests a need to strengthen the reflective and collaborative aspects of CPD design and implementation, in line with the transformative learning framework.

b) School's approach to managing CPD

Researcher: *At your school, who is initiating and managing the professional development programmes for educators?*

By asking this question, the researcher gained valuable insights into the school's approach to teacher development. The participants responded as follows:

DH1: *There are many stakeholders, such as the Department, the SMT and DH's. As DH, I will give guidance to educators if they did something incorrect, to guide and develop*

them. Professional development is an ongoing process; self-study is also very important to develop as an educator.

DH3: *SMT and school development team.*

DH2: *SMT members such as deputy principal and departmental heads.*

The responses of the participants revealed that a collaborative approach is needed for CPD. Stakeholders include SMT members, deputy principals, departmental heads and educators themselves. Self-study suggests commitment to professional development. This aligns with Guskey (2002), who highlighted the importance of self-directed learning in PD, and Fraser et al. (2007) who argued that self-reflection and self-study are essential components of effective teacher development. Departmental heads are seen to play key roles in initiating and managing CPD. This aligns with literature that identifies school leaders as instructional leaders who must provide support structures for professional growth. However, a gap was identified: while SMT members are mentioned as CPD initiators, there is no clear evidence of a structured CPD plan aligned to specific teaching and learning needs. This suggests a lack of formalised instructional leadership in planning and coordinating CPD activities. Addressing this gap would ensure that CPD is not just reactive, but also aligned with learner needs and curriculum demands.

c) Training of departmental heads

Researcher: *Explain how departmental heads are trained in order to provide professional development to educators.*

This question was asked to better understand the training process of departmental heads to provide professional development to educators. Effective training is essential for enhancing professional development. The participants responded as follows:

DH1: *There is a shortfall, they do not concentrate on departmental heads; the focus is more on the educators. As a DH, you need to make your own plan to develop your educators. DHs will struggle to develop educators if they are not developed themselves.*

DH2: *The departmental heads attend training sessions once a term and then cascade the information back to the educators.*

DH3: *The departmental heads are subjected to the same meetings and workshops as the other teachers, as DH are still class/subject teachers. in service training is initiated by the senior members of the SMT.*

It can be concluded that DHs do not receive sufficient training to provide professional training to educators. This finding reveals a critical gap in CPD provisioning for instructional leaders in the Foundation Phase. This gap contradicts the key principle of the instructional leadership theory, which emphasises the leader's responsibility to drive curriculum improvement, support teacher development and foster instructional quality. Without specialised training, DHs are unable to fulfil this leadership function effectively. Therefore, by addressing the training needs of FP departmental heads will improve their ability to effectively support and develop educators in their phase. In existing literature, both Steyn (2004) and Desimone (2009) state that PD for school leaders should be specialised and distinct from training provided to educators. There is a clear gap in CPD provisioning for departmental heads, which limit their ability to support FP teachers effectively.

5.3.3 *Objective 3: To establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development*

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the individual interviews with the departmental heads.

a) Educators' perception of CPD and the benefits of CPD programmes

Researcher: *In your view, how do Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development?*

This question was asked to get an insight from the departmental heads with regards to educator perceptions of the CPD process, and to identify possible benefits of CPD opportunities in the Gauteng East District. Participants responded as follows:

DH1: *There are many educators that are negative about CPD, because they are overloaded in their workload. Personally, I feel that the more you develop yourself the easier you make your teaching as well. You can find a shorter way of assessing, shorter way of marking, by keeping up with the latest developments, you find ways of not overburdening yourself with admin.*

DH2: *There are many courses that educators can attend on the Teacher Development Platform to develop themselves. The District also provide training courses throughout the year, but with a very tight schedule to follow, such as school meetings, extracurricular*

activities and remedial classes. Educators do not always have the time to attend all these developmental sessions.

DH3: *The development offered to teacher often seem to be monotonous and repetitive. The senior, more experienced teachers have workshops and meetings repeating the same information. When new strategies are rolled out the teachers find training very beneficial and implement what they have learned. The meetings and workshops are very taxing, and teachers are expected to attend meetings every day with little time to actually have internal school initiated meetings and information sharing sessions.*

Participants highlighted the benefit of CPD activities in terms of improving teaching methods. Challenges highlighted were time restrictions, repetitiveness of CPD activities and overwhelming workload of FP educators. There is also a need for CPD training to be more engaging and diverse. These findings reflect key principles of Mezirow's (1991) transformative learning theory which emphasises that learning must be meaningful and relevant for adults to critically reflect and transform their professional practices. When CPD fails to provide new knowledge, educators may resist participation, seeing no transformative value. Fairman and Mette (2017) argued that educator perceptions play a critical role in the success of CPD programmes, and it must be planned to engage teachers at different experience levels. Burchell et al. (2002) further highlight that educators' perceptions of CPD programmes impact their success, suggesting that relevant content is important for keeping teachers engaged and motivated to participate in CPD activities. This aligns with responses about the need for varied training approaches. Addressing this gap is essential for achieving meaningful educator development.

b) The need for educator development

Researcher: *How do you determine the need for educator development?*

This question was asked to gain insights into the strategies used by DHs for identifying the need for educator development. Participants made the following responses:

DH2: *After conducting class visits, work control, book control, curriculum management checks and interacting with teachers, it is very clear who needs development, especially new and under experienced teachers.*

DH1: *There are many ways, such as by doing cycle monitoring control, book control, listening to what educators say when you walk past them. In that way, you can see where*

they need extra help and you can develop them in that area. If you are not able to assist yourself, you can call people in to develop the educators in a specific area.

DH3: *Quality Management System (QMS), class visits, open conversations regarding needs and wants.*

Considering the responses received, it can be concluded that DHs engage in a variety of methods to determine the need for educator development. These methods include: cycle monitoring control, classroom observations, book control/checks, curriculum management checks, and open conversations. The outcome of the checks will highlight the areas with which educators need development. Literature presented by Khan (2010), highlighted that CPD assists educators to address gaps in their knowledge and experience, making it a key element in improving teaching effectiveness. The variety of strategies employed by DHs, aligns with Egenti (2012), who describes CPD as a continuous acquisition of relevant knowledge, skills, and attitudes aimed at enhancing development. By identifying the specific areas where teachers require development, schools can tailor CPD programmes to meet those needs more effectively, which supports Guskey's (2002) argument that PD is most effective when it addresses teachers' specific needs.

5.3.4 *Objective 4: To identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district*

This objective will now be discussed according to the following three categories that were derived from this objective as well as the questions that the researcher asked during the individual interviews with the departmental heads.

a) Support provided to departmental heads

Researcher: *How are departmental heads supported in providing professional development to educators?*

The researcher asked this question to better understand how DHs are supported and guided with regards to providing PD to educators. The participants responded as follows:

DH1: *This is tricky, because not all the members on the SMT is in Foundation Phase; the DH in Foundation Phase is standing alone. The SMT do not always know what you are talking about, because they teach in the Senior and Intermediate Phase, so they are working with learners who can already do it. You can ask the Department to help, but they*

are also very busy, they have their own activities. It is very difficult to get the necessary support.

DH3: *Internally, the SMT guide and support new or acting DHs. DHs have a quarterly District meeting which serves more as a feedback session than support.*

DH2: *Again, I would say that time is a big barrier. There is not always time to give support to DHs or educators.*

From the participants' perspective, it is fair to note that time limitations hinder DHs to offer and receive meaningful support in professional development applications. Furthermore, it was also highlighted that receiving adequate support from the Department is difficult due to tiring schedules of their own. It can therefore be determined that DHs do not receive adequate support to master the skill of providing professional development to educators in their phase. Literature from Kagema and Irungu (2018) emphasised that the lack of motivational and developmental support for educators, especially for those in leadership roles, can lead to negative perceptions of PD. The responses from participants in this study suggest that DHs are not sufficiently supported in their roles, echoing the findings of Kagema and Irungu (2018). This limits DHs' ability to function effectively as instructional leaders. This gap needs to be addressed to ensure effective management of CPD programmes.

b) Challenges of continuous professional development programmes

Researcher: *What factors can be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district?*

The researcher asked this question to identify challenges that may hinder the successful implementation of PD programmes. The participants responded as follows:

DH3: *Time management and scheduling conflicts by various stakeholders. Overloaded meetings and workshops, for example: Saturday workshops that continue for Grade R. teachers are not getting sufficient time to implement what was learnt. Resources. DMS workshops are not communicated in time, therefore teachers cannot register for workshops on time. Load shedding and power outages makes presentation of training sessions difficult.*

DH2: *The biggest barrier is time. With our daily roster that is so full, teaching four subjects and every subject with its own challenges. It is very challenging to implement some of the most effective programmes.*

DH1: *Resources are a big barrier. If we can get the necessary technology it will help, but then the learners also need the technology, and it is too expensive.*

Participants revealed a few factors that can be a barrier to implementing effective PD programmes. Some barriers include time restrictions, hefty workloads, limited resources, workshop registration, and communication challenges. This aligns with existing literature by Mokhele and Jita (2010) who point out that time constraints and hectic schedules often hinder teachers' ability to effectively engage in and apply the knowledge gained from CPD programmes. External factors such as load shedding and power outages can disturb the presentation of training sessions and have a negative outcome on the training objectives. From an instructional leadership theory perspective, one of the leader's key roles is to create the operational resources necessary for teaching and learning to flourish. A lack of these conditions, undermines the principal's and DH's capacity to lead effective PD. This indicates a leadership and system management gap that requires intervention.

c) Best time for classroom observation

Researcher: *Departmental heads are also class teachers; when do you perform classroom observations if you have teaching responsibilities of your own?*

This question was asked to better understand how DHs conduct classroom observations with teaching responsibilities of their own. The participants responded as follows:

DH1: *To be honest, the Foundation Phase does not have admin periods, so the only way to observe is by viewing books and files, then comparing books with lesson plans. You cannot go during your class time.*

DH3: *Admin periods are utilised in the Intermediate Phase and Foundation Phase have assistants that may care for the DHs' class that will enable them to do visits.*

DH2: *This is very challenging, as we do not have assistants to be present in our classroom who can look after our learners. The learners then have to go on substitution. When we do have an assistant, we cannot always let them continue with work, as some academic work can only be taught by the educator and not an assistant. This means that we fall behind with our own work and we have to catch up on work. We do not spend as much*

time in the teacher's classroom as we would like to because we are always in a hurry to get back to our own classroom.

Based on the responses from the participants it can be concluded that FP DHs find it difficult to conduct classroom observations due to limited administrative periods and lack of time. It can also be noted that the ability to conduct effective classroom observations depends on the phase and the availability of administrative support or DH classroom supervision by assistant teachers. This reflects presented literature by Smith and Wallace (2020) who argue that school principals must provide sufficient support to educators and departmental heads to facilitate PD. The lack of administrative periods and assistants for classroom supervision mentioned by the participants highlights this, as DHs require more structured support to effectively carry out their observation duties. Therefore, a clear gap has been identified: while DHs are expected to perform observation duties as part of their instructional leadership role, current scheduling structures in FP do not allow for protected time to conduct these observations effectively. This indicates a need for the SMT to prioritise the allocation of admin time or substitute teacher support to enable DHs to fulfil their developmental role. Without these conditions, meaningful classroom observation and effective feedback cannot occur, which is essential for educator development to be successful.

5.3.5 *Objective 5: Determine how to effectively manage these factors in the Gauteng East District*

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the individual interviews with the departmental heads.

a) Evaluate the effectiveness of PD activities

Researcher: *How is the effectiveness of the professional development activities evaluated?*

The researcher asked this question to assess the quality and influence of professional development activities. Participants had the following responses:

DH1: *If you have developed an educator, you can see if they have implemented what was discussed or guide them further on what you expected them to do to improve.*

Based on the response, monitoring is needed to ensure that educators implement what has been demonstrated. This aligns with literature presented by Guskey (2002) that stressed the importance of evaluating PD based on whether it leads to improved teaching practices and learner outcomes. A clear gap is identified; evaluation of PD effectiveness in the Foundation Phase lacks formal mechanisms such as pre- and post-assessment, learner outcome tracking, or educator self-reflection tools. This weakens the ability of DHs to make informed decisions, based on data, about the success of development initiatives.

b) Possible improvement strategies

Researcher: *In your opinion, how can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District?*

This question was asked to gather insight from departmental heads to find possible strategies for better managing teacher development in the Gauteng East District. Participants responded as follows:

DH2: *In my opinion, one-on-one meetings and training sessions worked more effectively than virtual meetings and training that we attend these days. People are easily distracted and do not listen as attentively as they would in one-on-one meetings. If our teachers are not as overworked as they are, they will also be more positive to attend developmental workshops.*

DH1: *We need to form a team, a team between a lot of stakeholders. A body of people is needed to investigate where the shortfall is in the Gauteng East District, because I think that there are a lot of shortfalls. If we can form a committee with professionals that are in the classrooms, on the ground, that understand what educators do not know how to implement. Keeping educators up to date with the best training sessions will improve the entire district.*

DH3: *The district facilitators and officials need to have a central booking system of workshops to prevent overlapping and overbooking of training sessions. A sufficient needs analysis must be drawn up based on the development needed by the school community and training should be combined to cover corresponding areas.*

As reflected in the responses from the participants, it can be concluded that additional approaches are needed to improve the management of CPD in the Gauteng East District. Face-to-face training sessions are more beneficial to FP educators than virtual sessions.

A need for forming a committee of professionals was identified, consisting of professionals who understand the reality of classroom situations and educational needs. Furthermore, a need for a central booking system was recognised to prevent conflicts or double bookings and to ensure that developmental activities line up with the specific needs of the school community. This lack of strategic oversight and coordination in CPD management weakens the overall effectiveness of CPD initiatives. A needs analysis, as proposed by participants, is vital. This could be developed in line with Fairman and Mette (2017), who emphasise that teacher perceptions and specific school contexts should be considered when evaluating and planning CPD. By aligning training sessions with identified areas of need, the district could ensure that CPD activities are both effective and meaningful.

5.4 SUMMARY

The data collected during the interviews with Departmental heads suggests that DHs recognise the importance of CPD to assist Foundation Phase educators with improving their teaching strategies. DHs also recognised areas for improvement in implementation of CPD activities, and the repetitiveness of CPD programmes highlighted a need for improvement in training content and delivery to better accommodate learner needs. Foundation Phase departmental heads do not receive adequate support or training to effectively provide PD opportunities to educators in their phase. Other challenges that hinder the effectiveness of CPD activities include time limitations, limited resources, heavy workloads, unsuccessful workshop registrations, and communication difficulties. These findings suggest that there is room for improvement in the management of CPD in the Gauteng East District.

5.5 DATA OBTAINED FROM INDIVIDUAL INTERVIEWS WITH SCHOOL PRINCIPAL

The data collected from the individual interview with a school principal was carefully transcribed and organised into categories according to the objectives of the study. During the interview, the participant had to answer questions. The data is presented in terms of objectives and answers from the interview.

5.5.1 *Objective 1: To determine what continuous professional development entails in primary schools*

This objective will now be discussed according to the following three categories that were derived from this question as well as the questions that the researcher asked during the individual interview with the school principal.

a) Principal's perception of continuous professional development

Researcher: *Today's topic is about continuous professional development. What are your views about this topic?*

This question was asked to better understand the principal's insight with regards to continuous professional development and what the process involves. The participant answered as follows:

P1: *For me personally an educator, Foundation Phase or not, is a lifelong learner. Educators need CPD to stay afloat with constant change and challenges. The world, the child, society is continuously going through change and for education, teaching and learning to be effective, CPD is necessary. Contextual factors, social and economic factors play an extinct role, but affect the PD because educators and society are integrated element.*

Based on the response from the participant, it can be concluded that continuous professional development for educators is very important to ensure effective teaching and learning. It highlighted the need for CPD to be receptive to constant changes and challenges within the education field. This aligns with Friedman (2012), who identifies three key facets of CPD, namely: maintaining knowledge, improving skills, and developing personal and professional abilities. While the participant acknowledges the value of and need for CPD, there is no clear system defined for how CPD activities are planned,

implemented or evaluated within the school setting. This gap reflects the need for a more structured approach to managing CPD effectively.

b) Principal training

Researcher: *Describe the form of training that principals must undergo to lead professional development programmes for educators.*

The researcher asked this question to gain understanding about the training process that will prepare school principals to lead the CPD programmes within their school. The participant responded as follows:

P1: *Principals should be well balanced. Training in all phases and aspects is needed, for example: Foundation Phase, Intermediate and Senior Phase. A good sound background is needed on teaching, learning, assessment procedures and types, intervention and remedial. I believe that experiences in the best teacher, moving up from level 1-4 is a basic need for the principal to be a sound leader, manager and to lead professional development programmes. If a principal understands, has knowledge and experience, he/she is a more meaningful developer.*

From the response provided, it can be concluded that well-rounded training for principals is essential to lead and manage PD programmes successfully. The participant suggested that principals with experience in all the educational phases, teaching methodologies, assessment procedures, intervention strategies and teaching experience are better prepared to be effective developers of educators. In existing literature by Smith and Wallace (2020) it was highlighted that principals play a critical role in supporting educators through CPD. Their ability to lead such programmes is directly tied to their experience and understanding of different educational phases. This reinforces the idea that principals need to have experience in multiple facets of education, as Friedman (2012) pointed out, in order to manage the development of both personal and professional skills effectively.

While the importance of broad experience and understanding is acknowledged, there is no structured or formalised training pathway mentioned that prepares principals for their CPD leadership role. This suggests a lack of targeted and formal CPD leadership training for principals, which may hinder the consistent and strategic implementation of CPD programmes at school level. Addressing this gap through structured instructional leadership training could significantly improve CPD outcomes in the Foundation Phase.

c) Managing CPD at school level

Researcher: *At your school, who is initiating and managing the professional development programmes for educators?*

This question was asked to better understand the management structure related to PD programmes within the school. The participant responded as follows:

P1: *Educators, SMT, and the principal can initiate the development. Principals must know the need of his/her staff, first do a needs analysis knowing his/her staff and finding their needs. Nothing can be taken for granted. New staff should have an in-depth induction and development programme. Older educators need constant development to updated and new procedures to be effective.*

District head office, Matthew Goniwe are some external development structures. Internal structures include the principal, deputy principal. Departmental heads are more at school level. Quality Management System (QMS) constant interaction, curriculum management, book and file checks, lesson plan checks as well as one on one interviews and meetings prove to be effective.

The response indicates that it can be determined that a collaborative approach is needed to initiate and manage CPD programmes at school level. It is vital to first identify the need for development by conducting a needs analysis in the form of check and control systems. New FP educators need to receive proper induction. The need for comprehensive induction for new educators aligns with the findings of Smith and Wallace (2020), who highlight that CPD is essential to keep educators updated with new procedures and practices. Khan (2010) also emphasises the importance of identifying gaps in knowledge to tailor PD initiatives effectively. Although the school engages in regular monitoring and uses a variety of internal mechanisms to support development, there is no mention of a formal CPD policy or structured implementation plan at school level. This lack of strategic planning may lead to inconsistency in how development is delivered or evaluated.

5.5.2 *Objective 2: To find out why continuous professional development is so important for Foundation Phase teachers in particular*

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the individual interviews with the school principal.

a) The need for CPD

Researcher: How do you determine if an educator needs development?

This question was asked to better understand the needs associated with PD. The participant responded as follows:

P1: *By monitoring and assessing teachers, learner results, analysis of results. Look for areas that need development. The principal's duties extent far and beyond, be involved, be an active monitor.*

The response revealed that a data-driven method is used to identify areas in need of professional development. Based on the needs identified, educators are supported or developed by involved mentors to ensure effectiveness in the classroom. This approach is supported by Hildebrand (2008), who highlighted the importance of regular interaction and feedback in PD. Active involvement ensures that CPD activities are relevant and responsive to the teachers' needs, which can significantly enhance the impact of the training. Without a consistent and documented process, there is a risk that some development needs may go unnoticed or be inconsistently addressed.

b) Effectiveness of PD programmes

Researcher: How is the effectiveness of the professional development programmes evaluated?

This question was aimed at getting clarity on the impact of CPD programmes on educator development. The participant responded as follows:

P1: *Continuously check and evaluate against the objectives set out when the need was identified.*

Based on the response, it is clear that the effectiveness of PD programmes is evaluated through ongoing monitoring and measuring the outcome against the objectives that were set when the need for development was recognised. This is supported by Fairman and

Mette (2017) who emphasise that evaluating PD programmes against predefined objectives helps in determining their effectiveness and making necessary adjustments. This method ensures that the PD programmes remain relevant and impactful for FP educators.

5.5.3 *Objective 3: To establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development*

This objective will now be discussed according to the following three categories that were derived from this objective as well as the questions that the researcher asked during the individual interviews with school principals.

a) Responsibility for providing CPD to educators

Researcher: *Once the need for development is established, who is responsible for providing continuous professional development to educators?*

This question was asked to gain a better understanding regarding the management and delivery of CPD for educators. The aim was to get clarity on the roles and responsibilities of providing CPD. The participant responded as follows:

P1: *Myself and my SMT. If further development is needed, districts facilitators or even a private service provided.*

From this response, several stakeholders are identified as being responsible for providing CPD to FP educators. At school level, it is the responsibility of the principal and the SMT. District expertise can also be requested, indicating a commitment to meeting the PD needs of educators while being open to external support from the Department of Education. This method ensures that educators receive the support they need to enhance their skills and effectiveness in the classroom, as Barnard (2004) suggests that sustained PD is crucial for educators to stay engaged and improve their practice.

b) Understanding developmental policies

Researcher: *Are you aware of any policies for personal development of educators?*

This question was asked to identify policies that support and outline the PD of educators. The participant responded as follows:

P1: *No policies, as such that I am aware of. Collective agreement 8/2003. QMS for teachers. Curriculum monitoring for teacher development. Internal whole-school evaluation (IWSE) teacher development, one of the focus areas.*

Considering the feedback shared, policies for professional development of educators are not well known to principals, but there are various instruments that outline the aspects of educator development, such as collective agreements and quality management systems that address challenges of educator development. These tools align with Friedman (2012), who points out that comprehensive evaluation systems are crucial for identifying areas for development and ensuring that PD efforts align with educational goals and standards. If policies are not well known to principals, there is a clear lack in policy expectations that can lead to incorrect interpretation of policies. There is a need for principals to improve their awareness and understanding of PD policies and frameworks to enhance their application and effectiveness in supporting educator development.

c) Implementation of PD policies

Researcher: *In your opinion, whose responsibility is it to make sure that professional development policies are being implemented?*

This question was asked to better understand the role-players responsible for implementing PD policies. The participant responded as follows:

P1: *The principal and SMT.*

According to insight gathered from the response, it can be concluded that the principal and SMT have a shared responsibility to ensure that PD policies are implemented at school level. This reflects the distributed leadership approach embedded in the theoretical framework, which emphasises shared roles among school leaders to effectively manage and sustain CPD. In addition, this aligns with literature by Burchell et al. (2002) that stresses the importance of having defined roles and responsibilities to support the successful implementation of PD initiatives. In addition, O'Sullivan (2002) emphasises that a team-based approach can enhance the management and delivery of PD programmes.

5.5.4 Objective 4: To identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district

This objective will now be discussed according to the following two categories that were derived from this objective as well as the questions that the researcher asked during the individual interview with the school principal.

a) Implementation concerns

Researcher: *What are specific issues, concerns, or problems you've faced with continuous professional development programmes?*

This question was asked to gain insight into challenges that principals experience when participating or providing CPD programmes. The participant responded as follows:

P1: Time is always a problem due to daily activities such as sport, meetings, training and extra-curricular activities which don't always allow time for these internal training.

The participant's response made it clear that lack of time is a major concern that principals face with CPD programmes. There are too many other activities that need to take place during the school day, leaving little time for internal training sessions. These concerns align with findings by Jumatt (2020), who observed that educators face challenges in covering all required content within an already overloaded curriculum. The lack of time worsens the difficulty of fitting CPD activities into educators' schedules, impacting the quality and frequency of training sessions. The lack of allocated time for training reflects a gap in systemic support and prioritisation for ongoing educator development. Without sufficient time management strategies, CPD efforts are less likely to lead to meaningful improvements in teaching practice and learner outcomes. This gap calls for schools and district offices to reconsider scheduling and resource allocation to ensure CPD activities are given appropriate time and space within the educators' professional responsibilities, addressing a key contextual factor influencing the success of CPD programmes.

b) Adequacy of PD at school level

Researcher: *In your opinion, do teachers receive adequate professional development at school level?*

The researcher asked this question to determine if educators receive adequate development at school level that is relevant to their teaching challenges. For CPD to be

successful, adequate support and development are needed at school level. The participant responded as follows:

P1: *In my opinion, teachers do not always receive adequate PD at school level. We have basic orientation, but every school is unique and educators coming into the profession do not always get holistic development to transition from tertiary to actual school practicality, leaving challenges. These challenges lead to gaps in their knowledge and skills to be well groomed functional educators.*

The response from the participant suggests that there is an apparent shortfall in the appropriateness of PD for FP educators at school level. A need was identified for more practical training sessions to prepare educators for the challenging roles in real school settings. This aligns with Kennedy (2009), who argues that CPD should involve continuous updating of professional knowledge and skills. The gap between initial training and practical implementation highlights a need for more comprehensive and context specific PD activities for FP educators. Addressing this gap would enhance educators' readiness and capacity, ultimately improving learner outcomes and contributing to continuous professional growth.

5.5.5 *Objective 5: To determine how to effectively manage these factors in the Gauteng East District*

This objective will now be discussed according to the following four categories that were derived from this objective as well as the questions that the researcher asked during the individual interview with the school principal.

a) Positive experience with professional development programmes

Researcher: *What positive experiences have you had with continuous professional development programmes?*

This question was asked to determine if any development programmes left a positive mark on the principal and how the school benefited from the development programmes. The participant responded as follows:

P1: *The satisfaction of seeing the improvement in staff, improvement in learner results and improvement in stats per subject. The positive outcome from educators and the subject that improved lead to learner improvement that is the foundation of our education system.*

The response highlighted the positive influence of CPD programmes on both the educators and the learners. The participant mentioned positive improvements in staff performance, learner results and improvements in subject statistics. Villegas-Reimers (2003) supports this view, suggesting that CPD plays a crucial role in changing educators' teaching methods and positively influencing learner achievement. The link between improved educator performance and improved learner results highlights the value of investing in CPD.

b) Role as instructional leader

Researcher: *What is your role as an instructional leader in the school?*

The researcher asked this question to gain a deeper understanding of how an instructional leader contributes to the success and growth of a school. The participant responded as follows:

P1: *To lead with diversity, be a good example and lead by example. Work with educators to motivate them. Provide clear direction, one step at a time. Be a visionary to know the end expectation before building a plan.*

From the participant's feedback, it can be concluded that instructional leaders should support and encouraging diversity, lead by example, motivate staff, provide clear guidance, and have a clear vision for the future. This aligns with the existing literature of Beteille, Kalogrides and Loeb (2009) who mention that instructional leaders must convey expected outcomes while maintaining a positive instructional environment in their organisation to expand teacher commitment and performance.

c) Support received by principals

Researcher: *How are principals supported in providing professional development to educators?*

By asking this question, the researcher gained valuable insights into the type of support that principals receive to provide PD to educators. The participant responded as follows:

P1: *By the Instructional Development Support Officer (IDSO), the circuit manager, development training and workshops, such as internal recovery programmes.*

Based on the response from the participant, it is fair to note that principals are supported in providing PD to educators. Principals participate in workshops and developmental training sessions aimed at supporting principals to effectively provide PD opportunities to

educators within their schools. This aligns with Beteille, Kalogrides and Loeb (2009) who note the importance of providing principals with training and workshops to enhance their skills in strategies to improve teaching and learning. Knowledgeable principals can better fulfil their roles, which in turn assists them to guide educators more effectively.

d) Possible improvement strategies

Researcher: *What factors can be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district?*

This question was asked to gather insight from the principal to find possible strategies for better managing teacher development in the Gauteng East District. The participant responded as follows:

P1: *A joint effort is needed, coming together for a common goal to brainstorm, do a SWAT of strengths, weaknesses, search for common goals and draw up a plan in stages of development. Be open-minded to discard what is not working. Going back to basics, always have goals in mind and start from simple to complex. Some systems sound good but are not always practical to deliver and integrate. Constant consultation. District support to new educators should be more in-depth.*

The participant's response highlighted a few approaches that can lead to the successful implementation of CPD programmes. Collaboration is needed as well as strategic planning, a clear vision, and ongoing communication. In-depth orientation of new educators by the district was identified. This aligns with existing literature by Fairbanks (2021) and Kennedy (2009) that suggests that thorough orientation and continuous support are vital for assisting new educators integrate effectively into their roles. Furthermore, by implementing strategies such as collaboration, strategic planning and a clear vision, schools can enhance the effectiveness of their CPD programmes and better support FP teachers in the Gauteng East District.

5.6 SUMMARY

The data collected during the interview with the school principal suggests that CPD for educators is very important to ensure effective teaching and learning. There is a need for CPD to be receptive to constant changes and challenges within the education field. Principals with experience in teaching methodologies, assessment procedures and intervention strategies are better prepared to be effective developers of educators. Principals are not fully aware of relevant and up to date policies for PD of educators, but there are various instruments that outline the aspects of educator development, such as collective agreements, quality management systems, and circulars that address challenges of educator development. It is clear that the effectiveness of PD programmes is evaluated through ongoing monitoring and measuring the outcome against the need for development that was identified. Furthermore, collaboration, strategic planning, a clear vision, and ongoing communication and in-depth orientation of new educators by the district are needed.

5.7 DATA OBTAINED FROM DOCUMENT ANALYSIS

5.7.1 Introduction

Data was collected from documents as described by the participants during the focus group interview and the individual interviews, namely the Collective Agreement 8/2003, QMS for teachers, Curriculum monitoring for teacher development and Whole School Evaluation (WSE) teacher development, one of the focus areas. These documents were carefully studied with the research questions guiding the analysis.

5.7.2 Integrated Quality Management System

The Collective Agreement 8 (2003) discloses that the Integrated Quality Management System (IQMS) is a school improvement instrument that integrates three related programmes; namely: The Development Appraisal System (DAS), the Whole School Evaluation (WSE) and the Performance Measurement (PM). The IQMS system has been in place since 2003 but was only implemented in schools from 2005. According to ELRC Collective Agreement 8 (2003), there are structures that should be introduced in schools for IQMS to be successfully implemented. Such structures include the School Development Teams (SDT) and Development Support Groups (DSG). The SDT performs the following roles:

- ensures that all teachers are trained on the procedures and processes of IQMS;
- coordinates activities pertaining to staff development;
- prepares and monitors the management plan of the IQMS;
- facilitates and gives guidance on how DSGs must be established;
- links the development appraisal to the school improvement plan.

The DSG performs the following roles:

- mentors and supports the teachers;
- assists teachers to compile their Personal Growth Plans (PGP).

Despite all the measures put in place to strengthen its implementation, schools continue to experience challenges, resulting in the teacher development summit being convened on 29 June to 2 July 2009 to address factors responsible for its poor implementation. The summit agreed that the IQMS system should be streamlined to enable different quality management programmes and to strengthen accountability. Thokane (2010) viewed performance management as a great concern because it was perceived as being insufficient and unfair in schools.

It was stated that, despite having the IQMS policy and framework in place for the past few years since its commencement, the evaluation of school leaders within the IQMS region remained a contentious issue due to the IQMS policy dictating the application of performance standards, Education Labour Relations Council (ELRC) of (2003:4). Teachers also did not receive adequate training on IQMS, and it was not successfully implemented.

According to Buthelezi (2005), educators in some schools do not understand the IQMS instrument; hence its implementation causes stress for them. In addition, Bhikisha (2011) claims that school principals are faced with many administration and management responsibilities in the schools and, consequently, they do not give much attention to the implementation of IQMS. Lack of time is a critical factor for implementation success. Pillay (2018) identifies politicisation, resistance and complexity of the appraisal system as factors that impede the principal's capacity to successfully implement a comprehensive appraisal system. Principals do need knowledge of the appraisal system to ensure that it is correctly implemented.

5.7.3 *Quality Management System*

As mentioned in chapter three, teacher development is currently governed by the Quality Management System (QMS). The QMS has been developed to replace the current IQMS. The Collective Agreement 2 of 2014 was retracted and Collective Agreement No. 2 of 2020 was approved on 17 September 2020. Therefore, the QMS is informed by Collective Agreement 2 of 2020 as agreed to by the employer and all employee parties at the Education Labour Relations Council (ELRC). The collective agreement defines the QMS as a performance management system for school-based educators, designed to evaluate the performance levels of individuals to achieve high levels of school performance. The purpose of QMS, as set out in ELRC Collective Agreement 2 (ELRC 2020:8), is:

- To determine levels of competence of all educators.
- To enhance educator efficiency, effectiveness, and good performance.
- To improve accountability levels within schools.
- To provide a basis for decisions on mechanisms to recognise good performance and address under-performance.
- To ensure that educators perform their duties with integrity, and maintain a positive, vigilant attitude towards all learning activities.
- To provide a basis for paying salary progression, rewards, and other incentives.
- To provide mechanisms for assessing educators, considering the context within which they operate.

The QMS does not include the school-based development element of the IQMS. The main difference is that by making use of QMS individual educators are responsible for their own personal development through participation in workshops and subject meetings within the national system of Continuing Professional Teacher Development (CPTD).

There are many documents that must be completed during the QMS cycle. According to the ELRC Collective Agreement 2 (2020:11), the principal, deputy principal and heads of departments should complete a work plan at the beginning of the evaluation cycle. The work plan outlines what activities will be undertaken by an employee within a year, as well as setting specific targets and outlining outputs that need to be achieved, as cited in ELRC Collective Agreement 2 (2020:21).

ELRC Collective Agreement 2 of 2020 defines the QMS as a performance management system for school-based educators, designed to evaluate the performance levels of

individuals to achieve high levels of school performance. The QMS instrument used to evaluate teachers consists of five performance standards, associated with the job expectations of educators. Classroom observations are conducted to evaluate educators' interaction with learners and curriculum implementation skills. Documentation is also evaluated, such as lesson plans, analysis of learners' results, improvement plans, intervention strategies, learner register, filing, asset register, school policies and subject policies.

5.7.4 *Track curriculum coverage*

The Department of Basic Education in South Africa has developed Annual Teaching Plans (ATPs) that specify the key concepts and skills that need to be taught and when to teach the concepts. The ATPs had to be revised due to the curriculum changes because of COVID-19; therefore, the Recovery ATPs were introduced. It is the responsibility of the department heads to verify and report on curriculum coverage each month. It is during the monitoring process that the need for educator development is identified. Richards et al. (2018:8) contend that *“effective continuous professional teacher development involves a classroom-based focus on teaching practice, denoting teaching through doing and tackling real issues and developing practical solutions.”*

By tracking the curriculum coverage, it also provides opportunity for supervisors to observe educators' knowledge in their field. Du Plessis and Mbunyuza (2014) revealed that some teachers lacked the knowledge and skills to meet CAPS-related challenges. Workshops do not adequately prepare teachers for the challenges they experience in the classroom. They mainly ensure that teachers understand the policy Moodley (2013). A teacher's content knowledge, according to Ozdemir et al. (2017:409), has a *“significant role in the teaching and learning process”*. Nevertheless, such knowledge must also be complemented by an *“adequate knowledge about how to teach a lesson and how to transmit such to learners, taking into consideration their cognitive levels of understanding”* Ozdemir et al. (2017:409). Monitoring curriculum coverage is vital in curriculum delivery. If curriculum delivery is not monitored, the performance of learners may be interrupted.

School principals are required to consolidate all the curriculum coverage reports that are completed by the departmental heads. These reports must be submitted to the Department of Education each month, clearly indicating the curriculum coverage per subject and grade. Good curriculum coverage plays an important role in the overall performance of learners. Educators need to be developed continuously to stay up to date

with curriculum changes. The Norms and Standards for Educators (DBE, 2000:47) stipulates that teachers are lifelong learners who are expected to achieve ongoing personal, academic, occupational and professional growth by undertaking reflective studies in their subjects in broader educational matters and other related fields. By having good knowledge of the subjects taught educators will improve learner performance.

5.7.5 Whole School Evaluation Policy

According to Silbert (2009:388), the Whole School Evaluation (WSE) is the policy that *“establishes the framework for school development and improvement in South Africa”*. The national policy on WSE was introduced to monitor and evaluate the quality and standards of performance in schools (RSA, 2001:1). The WSE policy is based on the principle of improving the educational achievement of all learners, the core business of schools (RSA, 2001:3). The WSE method is designed to assist schools to measure and improve their performance. The principles behind the WSE process are included below, as contained in the National Policy on WSE (RSA, 2001:4):

- The core mission of schools is to improve the educational achievement of all learners;
- All school stakeholders are responsible for the quality of their own performance;
- The guidelines, criteria and instruments used to evaluate schools must be standardised and consistent;
- Staff development and training are critical to school improvement;
- The evaluation of both qualitative and quantitative data is essential when deciding how well a school is performing; and
- Schools are inevitable at different stages of development.

WSE makes it possible for schools to determine whether the set objectives were met successfully to improve the school's overall performance. WSE is the foundation of the quality assurance system in schools. According to Visscher (2009:171), the purpose of quality assurance is to improve teaching and learning and ensure public accountability and planning processes of an education system. At school level, it is the responsibility of the principal to ensure that the policy is implemented successfully. The policy asserts that the principal is responsible (RSA, 2001:12) for the following:

- The undertaking of the School Self-Evaluation (SSE) activities in line with the requirements of the WSE policy;

- Co-operating with the evaluation team as professional educators;
- Identifying an evaluation coordinator to liaise with all the monitoring and evaluation teams that visit the school;
- Granting full access to school records, policies, reports during external evaluation;
- Producing an improvement plan in response to recommendations made up in the evaluation report within four weeks of the receipt of the written evaluation report;
- Sending the improvement plan to the district head for approval and working with professional support service members assigned to the school to implement it; and
- Implementing the improvement plan within the stipulated time frames.

The above indicates that the principal has the overall responsibility for the evaluation process at school level. The principal must ensure that quality monitoring and evaluation are taking place and that appropriate improvement plans are drafted and implemented. The focus areas of evaluation include the following:

- Basic functionality of the school;
- Leadership, management and communication;
- Governance and relationships;
- Quality of teaching and learning and educator development;
- Curriculum provisioning and resources;
- Learner achievement;
- School safety, security and discipline;
- School infrastructure; and
- Parents and community;

Mosoge and Pilane (2014) agree that holding schools and teachers accountable will cause them to achieve higher levels of performance, thereby ensuring quality education. This suggests that WSE aids as an accountability tool for monitoring quality education. In order to provide quality education, educators need to be developed and empowered in their teaching strategies. Likewise, Mathaba (2014) agrees that classroom observations and Personal Growth Plans (PGPs) can serve as tools for empowering educators in the classroom. Quality of teaching and learning can be improved if teachers are developed.

5.8 SUMMARY

After analysing the documents, it is clear that monitoring teaching and learning is vital for schools to function optimally. Educator development is needed to ensure that content taught is relevant and meaningful. Classroom observations can highlight educators' strengths and weaknesses, leading to appropriate professional development opportunities to develop areas in need. Documentation, such as lesson plans, analysis of learners' results, improvement plans, intervention strategies, learner register and asset registers also evaluate educators' effectiveness in classroom management. Continuous monitoring is time consuming and lack of time is a major factor for successful implementation of educator development programmes.

5.9 CONCLUSION

This chapter dealt with the presentation, analysis and interpretation of data with the intent to draw purposeful conclusions. The researcher conducted a focus group discussion and semi-structured interviews with the participants and thereafter analysed the data and interpreted it to answer the research question: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa. Lastly, the researcher analysed documents with the focus on implementation of developmental policies.

The next chapter will include recommendations and conclusions based on the data analysis of this research. The contribution of this study towards the theory and practice of the discipline will also be discussed.

CHAPTER SIX

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONTRIBUTION OF THE STUDY

6.1 INTRODUCTION

The previous chapter presented, analysed and discussed the obtained data through the focus group discussions, individual interviews, and document analysis. The main aim of the study was to research how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District of South Africa.

The purpose of this chapter is to present a summary of the research study and offer the findings and recommendations that are derived from the study to improve the management of CPD of Foundation Phase teachers in primary schools in the Gauteng East District of South Africa. This chapter will also provide the contribution of the study as well as recommendations for future research.

6.2 SUMMARY OF THE STUDY

Chapter one introduced the research study and provided background information regarding development and assessment of educator performance (cf. par.1.1). The rationale for the study provided the key reasons to conduct a study that explores how educator development can assist teachers to develop their abilities to think critically, communicate effectively, solve problems, make knowledgeable judgements and to be able to manage any classroom situation successfully (cf. par. 1.2).

The main research question for the study was discussed, namely: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa (cf. par. 1.3.1). In addition, the research question was divided into five sub-questions (cf. par. 1.3.1). A short discussion was provided on the research design (cf. par. 1.5.1), the research paradigm (cf. par. 1.5.2), the research approach (cf. par. 1.5.3), population and sampling (cf. par. 1.5.4), instrumentation and data collection technique (cf. par. 1.5.5). This was followed by analysis of the data (cf. par. 1.5.6) and presentation of the data (cf. par. 1.5.7).

This chapter also discussed the trustworthiness of this study (cf.par.1.6), including credibility (cf. par. 1.6.1), dependability (cf. par. 1.6.2), confirmability (cf. par. 1.6.3), transferability (cf. par. 1.6.4) and authenticity (cf. par. 1.6.5). The ethical considerations of the study were provided (cf. par. 1.7), the contributions of the study (cf. par. 1.8), and the limitations and delimitations of the study (cf. par. 1.9). The definitions of key concepts were highlighted (cf. par. 1.10). Key concepts included: teacher (cf. par. 1.10.1), teacher professional development (cf. par. 1.10.2), management (cf. par. 1.10.3) and continuous professional development (cf. par. 1.10.4). Lastly, the study outlines were provided (cf. par. 1.11).

Chapter two described the literature review, the aim of which was to gain insight from the numerous literature based on the topic of study, namely managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District (cf. par. 2.1). This was followed by an explanation of the concept and purpose of continuous professional development (CPD) (cf. par. 2.2). Teachers' perceptions of CPD were highlighted (cf. par. 2.3) and the benefits of CPD (cf. par. 2.4), which included the benefits for employees (cf. par. 2.4.1) and the benefits for employers (cf. par. 2.4.2). This was followed by the importance of CPD for Foundation Phase teachers in primary schools (cf. par. 2.5), including the role of departmental heads (cf. par. 2.5.1), the role of deputy principals (cf. par. 2.5.2), the role of the school principal (cf. par. 2.5.3), and the role of the School Management Team (SMT) (cf. par. 2.5.4).

The next section discussed meeting the CPD needs (cf. par. 2.6) and factors that can be a barrier to the implementation of an effective CPD programme for Foundation Phase teachers (cf. par. 2.7). Factors include: educator commitment (cf. par. 2.7.1), learning styles of teachers (cf. par. 2.7.2), school structure and leadership (cf. par. 2.7.3), funding (cf. par. 2.7.4), poorly designed PD activities (cf. par. 2.7.5) and lack of time (cf. par. 2.7.6). This was followed by a discussion of local policies that embrace CPD of teachers (cf. par. 2.8) and strategies to manage the CPD of educators in the Gauteng East District (cf.par.2.9).

Chapter three outlined the theoretical framework that underpins the study and the critical task of managing continuous professional development in the Foundation Phase (cf. par. 3.1). CPD theories were discussed (cf. par. 3.2). This was followed by defining the instructional leadership theory (cf. par. 3.3) and challenges for instructional leaders (cf. par. 3.4). Elements of education management were highlighted (cf. par. 3.5). Lastly, policies and guidelines on educator development were provided (cf. par. 3.6).

Chapter four described the research aim, research approach and research methodology applied in the study. (cf. par. 4.1). The main purpose of the study was provided, namely to research how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District of South Africa (cf. par. 4.2). This chapter presented the research paradigm (cf. par. 4.3.1), the research design (cf. par. 4.3.2), and the research approach (cf. par. 4.3.3). In addition, the population and sampling (cf. par. 4.4) were specified. This included a discussion of the study population of this study (cf. par. 4.4.1) and the sample of the study (cf. par. 4.4.2). Instrumentation and data collection techniques were provided (cf. par. 4.5) and included semi-structured interviews (cf. par. 4.5.1), focus group interviews (cf. par. 4.5.2), document analysis (cf. par. 4.5.3) and analysis of the data (cf. par. 4.5.4). Furthermore, this chapter mentioned the trustworthiness of the study (cf. par. 4.6) which included: credibility (cf. par. 4.6.1), dependability (cf. par. 4.6.2), confirmability (cf. par. 4.6.3), and transferability (cf. par. 4.6.4). This was followed by ethical considerations (cf. par. 4.7) and limitations and delimitations of the study (cf. par. 4.8). Finally, the contribution of the study was provided (cf. par. 4.9).

Chapter five dealt with the presentation, analysis and interpretation of data with the intent to make purposeful recommendations and draw conclusions (cf. par. 5.1). This chapter presented an overview of the data collection process (cf. par. 5.2) and data analysis process (cf. par. 5.3). Coding and profiles of research participants were specified (cf. par. 5.4) and data presentation and discussions (cf. par. 5.5). The focus was on presenting data obtained from the focus group interviews with educators (cf. par. 5.5.2), data obtained from individual interviews with departmental heads (cf. par. 5.5.3) and data obtained from an individual interview with a school principal (cf. par. 5.5.4). In addition, this chapter presented the data obtained from document analysis (cf. par. 5.6). This included the Integrated Quality Management System (cf. par. 5.6.2), Quality Management System (cf. par. 5.6.3), track curriculum coverage (cf. par. 5.6.4) and Whole School Evaluation Policy.

Chapter Six is the concluding chapter and contains the summary, findings, recommendations and conclusions for managing the continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. It presents the findings of the study by presenting data according to the sub-aims that were outlined in chapter one. The chapter concludes by making recommendations to improve the management of CPD and provide appropriate recommendations for future research.

6.3 FINDINGS FROM THE STUDY

The study was planned around the research question: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa? The findings will be presented according to the research objectives stated above.

6.3.1 *Findings with regard to research objective 1: To determine what continuous professional development entails in primary schools*

This study revealed that activities that are included in training sessions for FP educator development are not practical in overcrowded classrooms. The disconnect between training content and classroom reality may be a noteworthy barrier to educators implementing new strategies successfully. To move from training to practice, the development of educators must be relevant to real classroom conditions, and realistic classroom dynamics (cf. par. 5.5.2.1a). FP educators are not sure who is responsible for initiating and managing educator professional development programmes at their school. Therefore, a need has been identified for FP educators to receive professional development at school level from the School Management Team (cf. par. 5.5.2.1b).

This study also revealed that CPD programmes are monotonous due to repetition. Furthermore, development programmes do not cater for the ever-changing needs of learners. A clear need was highlighted for CPD programmes to adapt to the growing challenges in education (cf. par. 5.5.4.1a). CPD in primary schools involves a combination of self-initiated, school-initiated and external development activities to ensure that FP educators continuously improve their teaching skills. PD programmes involve a variety of activities, such as workshops, meetings, reading articles, sharing sessions and further studies to upgrade qualifications (cf. par. 5.5.4.1b). There is inconsistency in how departmental heads take part in these activities, indicating that not all DHs are actively engaged or lack knowledge of PD programmes. This may suggest a need for a more targeted approach to support and encourage DHs to lead CPD programmes with confidence and better understanding of the process (cf. par. 5.5.4.1c). In addition, there is a need for PD programmes to provide practical examples on how to implement new strategies, emphasising the importance of translating theory into practice in the classroom (cf. par. 5.5.4.1d).

CPD for FP educators is important to ensure effective teaching and learning. This suggests that CPD activities should remain up-to-date and relevant to address evolving

educational needs. (cf. par. 5.5.6.1a). Effective leadership in managing PD programmes requires that principals have experience in various educational phases, teaching methodologies, assessment procedures, intervention strategies, and teaching experience. This suggests that principals need well-rounded training to be able to lead and manage PD programmes successfully (cf. par. 5.5.6.1b). A collaborative approach is desired to initiate and manage CPD programmes at school level. It is vital for school principals to first identify the need for development by conducting needs analysis in the form of check and control systems (cf. par. 5.5.6.1c).

6.3.2 *Findings with regard to research objective 2: To find out why continuous professional development is so important for Foundation Phase teachers in particular*

The findings unveiled that Foundation Phase educators need to participate in developmental activities to stay up to date with the ever-changing curriculum demands and to master the practice of including various teaching methods. Educators need to build a solid foundation in the Foundation Phase to make future learning possible. In addition, a solid foundation can improve the overall performance of learners. The study brought to light that parent involvement is minimal regarding child development activities. The foundation does not get laid at home, leading to challenges in the classroom. It became evident that there is a need to learn from educational practices in other countries to enhance teaching methods (cf. par. 5.5.2.2a). Foundation Phase educators do not have many opportunities for PD at school level, especially with the overwhelming amount of admin that is required as a teacher. The study further highlighted the significant difference between university education and real-world teaching, something that needs to be addressed as universities do not adequately prepare FP educators for the overwhelming amount of admin that is required as a teacher. (cf. par. 5.5.2.2b).

This study also revealed that Foundation Phase DHs do not receive sufficient training in order to provide professional training to educators (cf. par. 5.5.4.2c). Therefore, a need to improve the training of departmental heads will advance their ability to effectively support and develop educators in their phase. Moreover, a collaborative approach is needed for CPD. SMT members, deputy principals, departmental heads and educators need to participate and show commitment to professional development (cf. par. 5.5.4.2b).

Lastly, this study revealed that a data-driven method is used to identify areas where Foundation Phase educators need professional development. Educators are then

supported and developed by involved mentors to ensure effectiveness in the classroom (cf. par. 5.5.6.2a). PD programmes are evaluated through ongoing monitoring. The outcomes are also monitored continuously against the objectives that were set when the need for development was identified (cf. par. 5.5.6.2b).

6.3.3 *Findings with regard to research objective 3: To establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development*

Findings from this study indicated that Foundation Phase educators do not have many positive experiences with regards to CPD. This suggests an overall sense of dissatisfaction with current CPD offerings. The perception amongst educators is that CPD programmes appear promising in theory but fail to deliver practical benefits. External companies that offer education-related CPD focus primarily on their own interests, and not on assisting educators to truly benefit from attending CPD training courses (cf. par. 5.5.2.3a). There is a clear lack of effective post-training evaluation to monitor successful implementation of new strategies in the classroom. Training is not effectively evaluated, and does not determine if educators benefited from attending the training sessions. The emphasis is more on evaluating the presenter who provided the training (cf. par. 5.5.2.3b). This study also revealed that a more practical learning approach is needed during CPD training, where practical examples are demonstrated.

It is evident from the findings that time restrictions, repetitiveness of CPD activities and overwhelming workload of educators may contribute to the negative perception of CPD programmes. CPD training needs to be more engaging and diverse (cf. par. 5.5.4.3a). DHs are providing PD to educators and therefore participate in a variety of methods to determine the need for educator development. These methods include: cycle monitoring control, classroom observations, book control/checks, curriculum management checks, and open conversations (cf. par. 5.5.4.3b). At school level, it is the responsibility of the school principal and the SMT to provide CPD opportunities to educators. District officials can also be invited to provide support (cf. par. 5.5.6.3a). In order to provide effective CPD at school level, the personnel responsible should have a good understanding of policies and procedures that must be followed. The findings revealed that policies for professional development of educators are not well known to principals, but there are various instruments that outline the aspects of educator development, such as collective agreements and quality management systems that address challenges of educator

development (cf. par. 5.5.6.3b). It is the shared responsibility of the school principal and SME members to ensure that PD policies are implemented at school level (cf. par. 5.5.6.3c). Therefore, all members need to be familiar with relevant PD policies that guide the process of implementation.

6.3.4 Findings with regard to research objective 4: To identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district

The findings of the study revealed that educators experience many challenges during training sessions for professional development. Presenters are not adequately trained to deliver the training content successfully. FP educators find it difficult to implement the strategies they learn during professional development in overcrowded classrooms. Therefore, there is a gap between the expectations in the classroom and the real-life classroom situations (cf. par. 5.5.2.4a). In addition, the findings revealed that educators do not receive adequate development at school level. PD activities are not directly related to improving teaching methods or classroom challenges, and are considered a waste of time. Other challenges include lack of time, and lack of team building exercises for motivation to participate in CPD programmes (cf. par. 5.5.2.4b).

It was also highlighted that receiving adequate support from the Department is difficult due to tiring schedules of district officials (cf. par. 5.5.4.4a). Departmental heads specified the following barriers to implement an effective PD programme, namely: hefty workloads, limited resources, workshop registration, communication challenges, and external factors such as load shedding and power outages that disturb the presentation of training sessions (cf. par. 5.5.4.4b). Furthermore, FP DHs find it difficult to conduct classroom observations due to limited administrative periods and lack of time. Not all FP DHs have assistant teachers to supervise their learners in order to conduct classroom observations in other classes (cf. par. 5.5.4.4c).

Principals are facing the same barriers with CPD programmes, as lack of time is the main factor that hampers successful implementation. There are too many activities that take place during the school day, leaving little time for internal training sessions (cf. par. 5.5.6.4a). It is evident that there is a gap in the appropriateness of PD for teachers at school level. Principals identified a need for more practical training sessions to prepare educators for the challenging roles in real school settings (cf. par. 5.5.6.4b). All the factors

mentioned above hamper the implementation of an effective professional development programme for Foundation Phase teachers in the district.

6.3.5 Findings with regard to research objective 5: To determine how to effectively manage these factors in the Gauteng East District

These findings of the study revealed that the potential disconnect between curriculum development and effective teaching practices needs to be addressed. A slower approach is required to return to basic teaching methods to strengthen the fundamental skills learners require. Management should not focus on impressive changes without understanding on-ground challenges (cf. par. 5.5.2.5a). Gathering information from teachers themselves is required to guide the development and training needs for CPD programmes. Furthermore, management should make use of experienced teachers who are actively teaching in the classroom to provide training and offer practical solutions based on their teaching experience in the real-life classroom environment. Focusing on learning areas, such as developing language by improving spelling and reading comprehension to ensure that learners can effectively read, comprehend, and spell words, was highly recommended. A need for proper, age-appropriate placement of Grade 1 learners is needed (cf. par. 5.5.2.5b).

Additional approaches are needed to improve the management of CPD in the Gauteng East District, such as face-to-face training sessions instead of virtual sessions. By forming a committee of professionals who understand the reality of classroom situations and educational needs would be beneficial. Furthermore, a need for a central booking system was recognised to prevent conflicts or double bookings and to ensure that developmental activities line up with the specific needs of the school community (cf. par. 5.5.4.5b). CPD programmes need to have positive improvement in staff performance, learner results, and improvements in subject statistics (cf. par. 5.5.6.5a). Principals need to lead as instructional leaders to support and encourage diversity and lead by example, motivating staff, providing clear guidance, and having a clear vision for the future (cf. par. 5.5.6.5b). Approaches that can lead to the successful implementation of CPD programmes include collaboration, strategic planning, a clear vision, and ongoing communication. Lastly, new FP educators need to be properly orientated by the district (cf. par. 5.5.6.5d).

6.4 RECOMMENDATIONS FROM THE STUDY

The purpose of the study was to investigate the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. Furthermore, the study was meant to identify who is responsible for providing continuous professional development in the Foundation Phase and identify the types of support given to teachers during CPD. This was done to determine what CPD entails in primary schools and why continuous professional development is so important for Foundation Phase teachers in particular. Moreover, it was done to establish the impact that professional development of teachers has on teaching and learning and, lastly, recognise the best strategies for managing continuous professional development. The recommendations derived from the research findings are arranged in the same order as the sub-questions and objectives.

6.4.1 *Recommendations with regard to research objective 1: To determine what continuous professional development entails in primary schools*

Based on the findings of the study, the following recommendations can be made to advance CPD in the Foundation Phase:

6.4.1.1 *Recommendation 1: Equip principals with skills and policy knowledge to lead and manage CPD programmes.*

Principals must be adequately equipped with the necessary skills and policy knowledge to effectively lead and manage CPD programmes within their school (cf. par. 5.5.6.1b). Educate all principals on the policy procedures and requirements for implementing CPD (cf. par. 5.5.6.3b).

This recommendation is aimed at school principals and the Department of Education, Gauteng East District. If principals are adequately trained by the Department of Education to ensure that they have the necessary skills and policy knowledge to effectively lead and manage CPD programmes, a coherent PD environment would be evident. This will lead to more effective management of CPD at school level.

6.4.1.2 *Recommendation 2: Offer appropriate training to departmental heads to effectively lead and manage CPD programmes, and establish clear categories for managing CPD at the school level.*

FP departmental heads must receive suitable training to dynamically lead and manage CPD programmes within their phase (cf. par. 5.5.4.1c). This recommendation is aimed at principals and district officials responsible for educator development at the Gauteng East District. If DHs are adequately trained, they will be empowered to provide meaningful leadership to FP educators during the CPD process. This will ensure that FP educators receive support based on their needs. Clearly express who is responsible for initiating and managing CPD programmes for educators at school level. FP educators need to know who is responsible for initiating and managing educator professional development programmes at their school (cf. par. 5.5.2.1b). Once educators know who is responsible for providing CPD, ensure that CPD activities are continuously updated and relevant to address evolving educational needs (cf. par. 5.5.2.2a).

This recommendation is aimed at SMT members. Clear role allocation will avoid confusion and improve accountability in the CPD processes. This will ensure that FP educators approach the relevant team member for educator development opportunities, fostering a CPD system that caters for educators' needs.

6.4.2 *Recommendations with regard to research objective 2: To find out why continuous professional development is so important for Foundation Phase teachers in particular*

Based on the findings of the study, the following recommendations can be made to highlight the importance of CPD in Foundation Phase:

6.4.2.1 *Recommendation 1: Provide opportunities to FP educators to attend regular training sessions and evaluate the effectiveness of these sessions.*

Principals should provide the opportunity to FP educators to attend regular workshops and training sessions that offer relevant content based on real classroom situations to improve teaching and learning (cf. par. 5.5.2.2b). Principals should evaluate the implementation of new strategies after training took place. This will ensure that the outcomes line up with the objectives set during the identification of development needs (cf. par. 5.5.6.2b).

These recommendations are aimed at school principals and the Department of Education at the Gauteng East District responsible for educator development. If implemented, FP teachers will stay up to date with new teaching methods and classroom management techniques. Enhanced teaching practice will lead to enhanced learning experiences for FP learners.

6.4.2.2 *Recommendation 2: Bridge the gap between university training and real-world teaching.*

Educator training at university should adequately prepare FP educators for the overwhelming amount of admin that is required as a teacher. In addition, bridge the gap between university education and real-world teaching (cf. par. 5.5.2.2b).

This recommendation is aimed at teacher training institutes and universities responsible for preparing FP teachers for future education. Bridging the gap between theoretical training and real-world classroom demands is critical for equipping new teachers with the practical skills they need to succeed in the classroom. Theoretical training at universities often focuses on educational policies and curriculum design, which are essential for building a solid foundation. However, when new teachers enter real-world classrooms, they are often confronted with challenges that were not fully addressed in their academic training, such as handling overcrowded classrooms and adapting to the daily pressures of classroom dynamics.

Teacher training institutes and universities could increase the time spent on teaching practice. This would provide future educators with more opportunities to practise classroom management, lesson planning, and addressing the needs of diverse learners before entering the classroom as a qualified FP educator. With a greater sense of competence, new teachers are more likely to remain motivated, enthusiastic, and committed to their profession, creating a positive and engaging learning environment for their learners.

6.4.3 *Recommendation with regard to research objective 3: To establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development*

Based on the findings of the study, the following recommendations can be made for CPD to be beneficial in the Foundation Phase:

6.4.3.1 Recommendation 1: *Ensure CPD policies and procedures are well understood.*

- Policies and procedures that governs CPD should be readily available and well understood by all SMT members and FP educators (cf. par. 5.5.6.3c). SMT members should promote and encourage continuous improvement in CPD programmes in Foundation Phase (cf. par. 5.5.2.4b).

This recommendation is aimed at SMT members and FP educators at the Gauteng East District. A clear understanding of CPD expectations will enhance the management of CPD programmes for FP educators. It will also lead to effective implementation of CPD programmes. By continually improving CPD programmes, FP educators will stay updated with the latest teaching strategies and methods. This ensures that CPD is not static but evolves with the changing needs of the classroom.

6.4.3.2 Recommendation 2: *Provide continuous feedback on implementation, model effective teaching strategies, and incorporate hands-on practical activities during CPD training sessions*

Regular feedback on the implementation of strategies learnt can lead to enhancements in theory and practice (cf. par. 5.5.2.3b). Demonstrate how to implement teaching methods in real classroom situations and allow opportunity for practical engagement during training sessions (cf. par. 5.5.2.4b). CPD should be appealing to FP educators and avoid repetitiveness in training sessions by offering diverse CPD opportunities where educators are actively involved (cf. par. 5.5.4.3a).

This recommendation is aimed at DHs, CPD facilitators and FP educators at the Gauteng East District. After participating in CPD activities, regular feedback should be provided to educators to reflect and refine their practices, ensuring that new strategies are correctly applied and adapted where necessary. This can lead to improved teaching outcomes and more effective implementation of professional development activities. In addition, this recommendation is aimed at DHs, deputy principals, principals and CPD facilitators at the Gauteng East District who monitor and evaluate CPD within the FP. If FP teachers can observe practical demonstrations of teaching methods and engage in hands-on activities during CPD training, they will gain a clearer understanding of how to apply these strategies in their own classroom. This could enhance their confidence and ability to implement new techniques effectively, leading to improved teaching quality and better learning

experiences for learners. Additionally, practical engagement solidifies theoretical knowledge, ensuring that teachers can immediately apply what they have learned.

6.4.4 *Recommendations with regard to research objective 4: To identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district*

Demonstrate teaching methods and allow practical engagement during CPD training. Based on the findings of the study, the following recommendations can be made to minimise the factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district:

6.4.4.1 *Recommendation 1: Allocate administrative time for CPD duties.*

Ensure that FP departmental heads have adequate administrative periods to perform their duties with regards to CPD (cf. par. 55.5.4.4c). Free up time in the termly plan for appropriate CPD activities (cf. par. 5.5.2.3b).

This recommendation is aimed at the SMT. FP departmental heads need dedicated time for CPD duties to ensure they can manage and implement PD activities effectively. This will lead to more organised and meaningful CPD initiatives. In addition, if time was allocated for CPD within the school calendar, it would ensure that PD is prioritised and not seen as an add-on, resulting in better teacher engagement and improved implementation of new strategies within the FP.

6.4.4.2 *Recommendation 2: CPD activities should be relevant and practical.*

CPD activities should be relevant to educator needs and focus on strategies that FP educators can implement in the classroom realistically (cf. par. 5.5.6.4b).

This recommendation is aimed at CPD facilitators, principals and DHs at the Gauteng East District. CPD activities should focus on strategies that are directly applicable to FP educators' daily classroom experiences and should aligned with their real needs. If CPD sessions are relevant and practical, teachers are more likely to implement the strategies learned. This will lead to improved classroom teaching practices and effective management of CPD programmes.

6.4.5 *Recommendations with regard to research objective 5: To determine how to effectively manage these factors in the Gauteng East District*

Based on the findings of the study, the following recommendations can be made to effectively manage factors that hamper CPD in the Gauteng East District:

6.4.5.1 *Recommendation 1: Return to basic teaching methods.*

The curriculum demands are overwhelming, so return to basic teaching methods to strengthen essential skills that learners need for effective holistic development (cf. par. 5.5.2.5a). FP CPD activities should focus on improving language development, spelling, and reading comprehension (cf. par. 5.5.2.5b).

These recommendations are aimed at FP educators, SMT members, curriculum developers at the Gauteng East District and learning institutes and universities. Focusing on basic skills will ensure that learners have a strong foundation for more advanced learning. Strengthening language and literacy skills in the FP will lead to improved learner performance across subjects. Learning institutes and universities should allow opportunities for student teachers to teach phonics and reading skills in real classroom situations. This will expose new teachers to various challenges, such as overcrowded classrooms, language barriers and other barriers to learning that should be accommodated. Teachers will also feel more equipped to handle literacy challenges in the classroom.

CPD activities should, therefore, evaluate the effectiveness of reading instructions and continuously adapt the CPD offerings based on changing needs to teachers and learners. This will ensure that FP educators develop the skills necessary to teach literacy effectively, fostering a strong literacy foundation.

6.4.5.2 *Recommendation 2: Post-training evaluation and collaborative approach*

Encourage post-training evaluation to monitor if the training content is successfully implemented and to identify further developmental needs (cf. par. 5.5.2.3b). Principals and FP departmental heads must also be evaluated on providing CPD opportunities to FP educators to ensure that the mentorship is carried out according to appropriate standards (cf. par. 5.5.4.1c). A committee of professionals who understand the reality of classroom situations and educational needs would be beneficial for overseeing CPD programmes

(cf. par. 5.5.4.5b). Request for experienced teachers to lead CPD activities, as their knowledge and understanding of overcrowded classroom challenges will assist in putting theory into practice (cf. par. 5.5.2.5b). A collaborative approach is needed to identify development needs, plan developmental activities, monitor the implementation and evaluate the outcomes (cf. par. 5.5.6.2b).

This recommendation is aimed at SMT members who are responsible for CPD implementation. Post-evaluation will monitor if the learnt content from CPD programmes was successfully implemented and will identify further development needs of FP educators. SMT member should be evaluated on their provision of CPD opportunities to FP educators. This will ensure that mentorship and CPD programmes meet appropriate standards. In addition, this recommendation is aimed at to all SMT members. A collaborative approach needs to be adapted to identify development needs, planning activities and evaluating outcomes. Collaboration will ensure that CPD programmes are relevant and will address real classroom challenges. It will also foster a culture of shared responsibility and accountability for professional growth, leading to more effective CPD implementation. In addition, involving experienced FP teachers in CPD leadership can provide practical solutions to teaching challenges, leading to more effective training and better classroom implementation.

6.5 LIMITATIONS AND DELIMITATIONS OF THE STUDY

In this study, some limitations can be acknowledged that may affect how the researcher generalises the conclusions. Firstly, not all selected schools agreed to participate in the research study. Out of the three primary schools selected, only two primary schools participated in the Gauteng East District. In addition, only a small number of participants accepted the request to participate in the study, leading to not all SMT members being interviewed, such as deputy principals. Out of the three primary schools selected, only one principal agreed to participate. Another principal declined to discuss the research proposal with the educators mentioning overwhelming workloads and limited time to participate. The principal did not permit educators to make their own decision regarding participation. The third principal, who was in an acting position, also chose not to participate.

Some of the challenges that I encountered included limited time to collect data due to the overwhelming workloads of participants. In addition, to carry out comprehensive research

after contact time is not appealing to some educators, as they need to complete administrative duties after school hours. The interview questions were prepared and conducted in English and it is not the home language of all participants, leading to hesitation to answer all questions or limiting the freedom of speech for some participants. Participants' personal backgrounds and beliefs may also have affected their perception of the CPD.

Delimitations of the study included the choice of objectives and research questions. The questions were formulated to address the challenges of managing CPD of Foundation Phase teachers in primary schools in the Gauteng East District. The choice of the objectives was to gain insight into how educator development affects teaching and learning. The research study focused on educators in the Foundation Phase (Grade R-3). Although many educators are facing challenges with educator development, time limits restricted a larger population to be researched. In addition, the geographic location of the study only included the Gauteng East District, limiting the findings in relation to the management of CPD programmes in other regions. In addition, the research was narrowed to educators working in public schools. By focusing solely on the public schools, the study intended to provide insight relevant to most FP educators in the selected district. By specifically aiming at FP educators, the research remained focused on the unique PD needs of educators who have teaching experience in the Foundation Phase. It eliminated the higher grades, as their teaching experiences may differ significantly. These restrictions aimed to contribute valuable data that could inform the setting of targeted professional development activities tailored to the needs of Foundation Phase educators.

Temporal constraints related to the timing of data collection should be noted. The study did not follow educators over an extended period after receiving adequate professional development. The study could perhaps have obtained different results if more time was spent tracking the long-term impacts of the professional development of educators.

Despite the limitations and delimitations mentioned above, the research findings contributed to a better understanding of the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. The study also provided insight into how CPD affects teaching and learning.

6.6 CONTRIBUTION OF THE STUDY

The findings and recommendations of this study aimed to enhance the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. The findings revealed several challenges in the management of CPD programmes. Some challenges that were identified included inadequate development of FP educators at school level, lack of sufficient training of departmental heads responsible for providing PD to FP educators, limited knowledge of policies guiding CPD implementation, and time restrictions combined with overwhelming workloads that hamper successful implementation of CPD programmes.

Furthermore, this study revealed that PD activities are not directly related to improving teaching methods with current classroom challenges. There is a clear disconnect between training content and classroom reality and development programmes fail to address the ever-changing needs of learners. This misalignment reduces the overall effectiveness of CPD programmes in FP. Despite these challenges, the findings and recommendations of this study will contribute to both the theory and practical aspects of CPD management. By addressing the identified gaps, this study offers a pathway to more relevant and impactful professional development interventions.

6.6.1 Contribution towards theory

In this section, the findings of the study are used to discuss the extent to which potential contributions to theory have been realised. Firstly, improving the management of educator development requires that mentors providing PD activities undergo intensive training in both mentoring and evaluating CPD programmes. Sharing good practice and understanding the norms of mentorship and coaching can enhance the successful implementation of professional development activities. Secondly, investigating the role of motivation in professional development can be beneficial to the management of CPD programmes. By applying motivation theories to understand what drives educators to participate in CPD activities can contribute to more effective implementation of CPD programmes. Lastly, recognising the need to adapt professional development activities to the specific educational contexts and circumstances of individual educators and schools is crucial for effective CPD. A one-size-fits-all approach may not be suitable; instead, professional development should be tailored to address the unique needs and challenges of each teacher and school, thus facilitating better outcomes.

6.6.2 Contribution towards practice

In this section, the findings of the study will be used to discuss the extent to which potential contributions to practice have been realised. The aim of the study was to determine how the continuous professional development CPD of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District. Therefore, by identifying the challenges encountered during implementing CPD programmes and proposing possible solutions, this study offers practical guidance for improving CPD management of Foundation Phase teachers.

Based on the findings, the following strategies are recommended to enhance CPD management practices:

Professional development activities should demonstrate how to integrate theoretical knowledge into practical classroom application. By using real classroom challenges as examples, FP educators can better understand how to apply new teaching strategies in their everyday practice. Training content should be relevant to the ongoing challenges experienced by educators.

By incorporating pre-and-post-tests when offering training sessions one can assess the impact of CPD on educators' knowledge and skills. This will indicate if educators benefitted from the training session by expanding their knowledge on the topic. Principals and departmental heads should also complete pre- and post-tests with regards to policy knowledge that governs CPD programmes.

Lastly, educator training at universities should include more exposure to real classroom situations. Currently, FP educators are not adequately prepared for the practical challenges they will face, resulting in gaps in classroom management skills and teaching effectiveness. Increased hands-on training during initial teacher education would better equip educators for their roles.

6.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The purpose of this research was to investigate the management of continuous professional development of Foundation Phase teachers in primary schools in the Gauteng East District. This study did not cover a large geographical area; it was conducted only in the Gauteng East District. Therefore, it is recommended that future research be

extended to other districts of Gauteng Province to assess whether different findings may be reached regarding the management of CPD programmes.

In addition, the findings of this study highlighted the need for further research into specific challenges that teachers face in overcrowded classrooms. This research could inform the development of more targeted and effective professional development programmes, tailored to address the unique difficulties posed by overcrowded learning environments.

6.8 CONCLUSION

This study revealed that educators need to participate in developmental activities to stay up to date with the ever changing curriculum demands. Educators' perceptions of CPD activities are not positive due to the disconnect between theory and practice, particularly in overcrowded classrooms. Educators find that teaching expectations during training sessions are not realistic. Furthermore, departmental heads are not actively engaged in or have lack of knowledge of PD programmes. A more targeted approach is needed to empower DHs to lead CPD programmes with confidence and better understanding of the process. Similarly, principals often lack familiarity with the policies governing professional development, which hinders effective implementation. Approaches that can lead to the successful implementation of CPD programmes include collaboration, strategic planning, a clear vision, and ongoing communication. Principals and departmental heads should understand policy procedures to effectively lead and manage CPD programmes within their schools.

Ultimately, educator development is crucial for upholding the quality of education by meeting the evolving needs of learners. Educators' development and professional growth directly contribute to the overall success of the educational system.

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FOCUS GROUP QUESTIONS FOR EDUCATORS

RESEARCH TOPIC

MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

I am conducting a research study to better understand the question of: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa?

This group discussion will last for approximately 30 minutes.

The discussion will be recorded, and the information that will be gathered during the process will be used to write a research report that will be used merely for academic purposes.

The research report will not include any names or other information regarding the institution to maintain confidentiality. Participants have a right to withdraw their participation without suffering any repercussions.

QUESTIONS

1. Today's topic is about continuous professional development. What are your views about this topic?
2. How familiar are you with professional development activities?
3. At your school, who is initiating and managing teacher professional development programmes?
4. What does continuous professional development entail in primary schools and why is it so important for Foundation Phase teachers?

5. How is the effectiveness of professional development programmes evaluated?
6. What positive experiences have you had with continuous professional development programmes?
7. What are specific issues, concerns, or problems you've faced with continuous professional development programmes?
8. In your opinion, do teachers receive adequate professional development at school level?
9. What factors can be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district?
10. How can these factors be effectively managed in the Gauteng East District?

IMPROVEMENT STRATEGIES

11. What changes would you recommend in professional development programmes?
12. In your opinion, how can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools?

CONCLUSION

We have reached the end of our group discussion. Thank you for taking the time to answer these questions. Your input will be of great value to the research.

Please note that as soon as the report has been completed, it will be made available to participants on request.

INTERVIEW SCHEDULE FOR THE DEPARTMENTAL HEADS

RESEARCH TOPIC

MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

INTRODUCTION

I am conducting a research study to better understand the question of: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa?

This interview will last for approximately 30 minutes.

The interview will be recorded, and the information that will be gathered during the interview will be used to write a research report that will be used merely for academic purposes.

The research report will not include any names or other information regarding the institution, to maintain confidentiality.

QUESTIONS

1. Today's topic is about continuous professional development for educators. What are your views about this topic?
2. What does continuous professional development entails in primary schools?
3. Why is continuous professional development so important for Foundation Phase teachers in particular?
4. In your view, how does Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development?

5. At your school, who is initiating and managing the professional development programmes for educators?
6. Explain how departmental heads are trained in order to provide professional development to educators.
7. How do you determine the need for educator development?
8. What activities are included in the professional development programmes.
9. Departmental heads are also class teachers, when do you perform classroom observations if you have teaching responsibilities of your own?
10. How is the effectiveness of the professional development activities evaluated?
11. How are departmental heads supported in providing professional development to educators?
12. What positive experiences have you had with continuous professional development programmes?
13. What factors can be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the District?

IMPROVEMENT STRATEGIES

14. In your opinion, how can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District?

CONCLUSION

We have reached the end of our interview. Thank you for taking the time to answer these questions, your input will be of great value to the research.

Please note that as soon as the report has been completed, it will be made available to participants on request.



INTERVIEW SCHEDULE FOR THE SCHOOL PRINCIPAL

RESEARCH TOPIC

MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT

INTRODUCTION

I am conducting a research study to better understand the question of: How can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District of South Africa?

This interview will last for approximately 30 minutes.

The interview will be recorded, and the information that will be gathered during the interview will be used to write a research report that will be used merely for academic purposes.

The research report will not include any names or other information regarding the institution, to maintain confidentiality.

QUESTIONS

1. Today's topic is about continuous professional development for educators. What are your views about this topic?
2. Describe the form of training that principals must undergo to lead professional development programmes for educators.
3. At your school, who is initiating and managing the professional development programmes for educators?
4. How do you determine if an educator need developed?

5. Once the need for development is established, who is responsible for providing continuous professional development to educators?
6. How is the effectiveness of the professional development programmes evaluated?
7. What is your role as an instructional leader in the school?
8. Are you aware of any policies for personal development of educators?
9. In your opinion, whose responsibility is it to make sure that professional development policies are being implemented?
10. How are principals supported in providing professional development to educators?
11. What positive experiences have you had with continuous professional development programmes?
12. What are specific issues, concerns, or problems you've faced with continuous professional development programmes?
13. In your opinion, do teachers receive adequate professional development at school level?
14. What factors can be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district?

IMPROVEMENT STRATEGIES

15. In your opinion, how can the continuous professional development of Foundation Phase teachers be effectively managed in primary schools in the Gauteng East District?

CONCLUSION

We have reached the end of our interview. Thank you for taking the time to answer these questions, your input will be of great value to the research.

Please note that as soon as the report has been completed, it will be made available to participants on request.



**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE
DEPARTMENT OF EDUCATION**

District Director
Department of Education
Telkom Towers Building
Cnr 5th Ave and 7th Street
Springs
Gauteng
1559
Contact number: 011 736 0887

Dear District Director

I, Adel Janse van Vuuren, am doing research under supervision of Prof R J Botha, a professor in the Department of Education (Education Leadership and Management) towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT.

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The aim of the study is to determine how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District.

The objectives of the study are to:

- determine what continuous professional development entails in primary schools;
- find out why continuous professional development is so important for Foundation Phase teachers in particular;

- establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development;
- identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district; and
- to determine how to effectively manage these factors in the Gauteng East District.

Your department has been selected because I am familiar with the education structures that have been implemented and they make for an appropriate case study.

The study will entail an approach that is qualitative in nature. The research study will gather qualitative data to assess the personal experiences of participants in the form of interviews and group discussions, while also gathering data from document analysis.

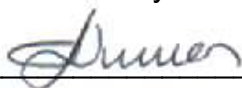
The possible benefit this study will provide educators with methods on how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District. The participants will explore various policies and in turn broaden their knowledge on professional development policies and procedures.

There are no potential risks to any of the participants.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedure: As soon as the report has been completed, it will be made available to participants on request.

Yours sincerely



Adel Janse van Vuuren

UNISA student number 48332755

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT PRIMARY SCHOOLS

Dear Principal

I, Adel Janse van Vuuren, am doing research under supervision of Prof R J Botha, a professor in the Department of Education (Education Leadership and Management), towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT.

The aim of the study is to determine how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District.

The objectives of the study are to:

- determine what continuous professional development entails in primary schools;
- find out why continuous professional development is so important for Foundation Phase teachers in particular;
- establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development;
- identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district; and
- to determine how to effectively manage these factors in the Gauteng East District.

Your school has been selected because I am familiar with the education structures that have been implemented and they make for an appropriate case study.

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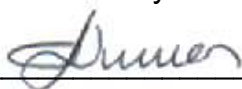
The possible benefit this study is that it will provide educators with methods on how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District. The participants will explore various policies and in turn broaden their knowledge on professional development policies and procedures.

There are no potential risks to any of the participants.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedure: As soon as the report has been completed, it will be made available to participants on request.

Yours sincerely



Adel Janse van Vuuren

UNISA student number 48332755

CONSENT AND CONFIDENTIALITY AGREEMENT

I, _____ grant consent that the information I share during the focus group may be used by Mrs A Janse van Vuuren for research purposes. I am aware that the group discussions will be digitally recorded and grant consent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group discussions to any person outside the group in order to maintain confidentiality.

Participant's Name (Please print):

Participant's Signature:

Researcher's Name: (Please print):

Researcher's Signature:

Date:

Appendix G



DEAR PROSPECTIVE PARTICIPANT

My name is Adel Janse van Vuuren and I am doing research under the supervision of Professor RJ Botha, a professor in the Department of Education Leadership and Management, towards a PhD at the University of South Africa. We are inviting you to participate in a study entitled: MANAGING THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF FOUNDATION PHASE TEACHERS IN PRIMARY SCHOOLS IN THE GAUTENG EAST DISTRICT.

WHAT IS THE PURPOSE OF THE STUDY?

This study is expected to collect important information that could:

- determine what continuous professional development entails in primary schools;
- find out why continuous professional development is so important for Foundation Phase teachers in particular;
- establish how Foundation Phase teachers in this district perceive and benefit from the process of continuous professional development;
- identify factors that can possibly be a barrier to the implementation of an effective professional development programme for Foundation Phase teachers in the district; and
- to determine how to effectively manage these factors in the Gauteng East District.

WHY AM I BEING INVITED TO PARTICIPATE?

You are invited because of your experience with the phenomenon under study. I obtained your contact details from the school principal. The number of participants for this study is four educators.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The participant's actual role in the study would be to participate in a semi-structured interview and a focus group discussion. The study involves audio taping, focus group, semi-structured and document analysis. Indicate what sort of questions will be asked or show the questions in this document. Questions will be based around the process of continuous professional development of educators. The expected duration of participation and the time needed to complete specific research activities are 30 minutes for the focus group and 30 minutes for the interview.

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw after submitting the questionnaire, without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The possible benefit this study will provide educators with methods on how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District. By assisting with voluntary informed consent, the researcher can use the outcomes of the discussions to identify possible methods to improve the implementation of professional development programmes. The participants will explore various policies and in turn broaden their knowledge on professional development policies and procedures.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

Time could be a limitation of the study, as participants might not have enough time to respond to all the questions due to rigid timetables, but arrangements will be done in advance with the participants to establish the most suitable time to conduct the

interviews. If participants do not speak loudly and clearly, it could also hamper the outcome of the study, as it would be difficult to decode the content of the interview.

Despite the limitations mentioned above, the research findings will contribute to a better understanding of professional development and how the continuous professional development of Foundation Phase teachers can be effectively managed in primary schools in the Gauteng East District. The researcher will protect the identity of participants. The role of the researcher is to ensure that the individuals and institutions are safeguarded; therefore, the signed consent form will be folded and placed in a box prior to completion of interviews and group discussions. The box of consent forms will be placed in the safe room of the school storage area.

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research (this measure refers to confidentiality) OR your name will not be recorded anywhere and no one will be able to connect you to the answers you give (this measure refers to anonymity). Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings (this measure refers to confidentiality).

Please note that confidentiality agreements should be submitted to the Research Ethics Review Committee for consideration. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

The group discussions are small groups of seven participants in each group and it is in conversational form. The discussions were planned by developing key questions based

on the main objective of the research study and will be recorded by using an audio recorder and by taking notes: While every effort will be made by the researcher to ensure that you will not be connected to the information that you share during the focus group, I cannot guarantee that other participants in the focus group will treat information confidentially. I shall, however, encourage all participants to do so. For this reason, I advise you not to disclose personally sensitive information in the focus group.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet in the safe room of the primary school for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further research ethics review and approval if applicable. Hard copies will be shredded and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

Participants will not receive payments or any incentives for participating in this study. Participation is voluntary.

HAS THE STUDY RECEIVED ETHICS APPROVAL

This study has received written approval from the Research Ethics Review Committee of the College of Education Ethics Committee at Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

If you would like to be informed of the final research findings, please contact Mrs A Janse van Vuuren on 082 359 2444 or email 48332755@mylife.unisa.ac.za. The findings are accessible for three months.

Should you require any further information or want to contact the researcher about any aspect of this study, please contact Mrs A Janse van Vuuren on 082 359 2444 or email 48332755@mylife.unisa.ac.za.

Should you have concerns about the way in which the research has been conducted, you may contact Professor RJ Botha.

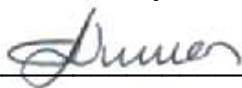
Email address:Botharj@unisa.ac.za

Mobile number: 082 411 6361

Fax number: 086 634 4060.

Thank you for taking time to read this information sheet and for participating in this study.

Yours sincerely



Adel Janse van Vuuren

UNISA student number 48332755

ANNEXURE H: UNISA ETHICAL CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2023/06/07

Ref: **2023/06/07/48332755/07/AM**

Name: Mrs A JANSE VAN VUUREN

Student No.: 48332755

Dear Mrs A JANSE VAN VUUREN

Decision: Ethics Approval from
2023/06/07 to 2028/06/07

Researcher(s): Name: Mrs A JANSE VAN VUUREN
E-mail address: 48332755@mylife.unisa.ac.za
Telephone: 082 359 2444

Supervisor(s): Name: Prof RJ Botha
E-mail address: botharj@unisa.ac.za
Telephone: 0824116361

Title of research:

**Managing the continuous professional development of Foundation Phase teachers
in primary schools in the Gauteng East District.**

Qualification: PhD Educational Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2023/06/07 to 2028/06/07.

*The **medium risk** application was reviewed by the Ethics Review Committee on 2023/06/07 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa Covid-19 position statement on research ethics attached.
2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



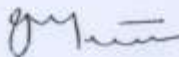
University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa

3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
8. No field work activities may continue after the expiry date **2028/06/07**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

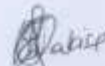
Note:

The reference number **2023/06/07/48332/55/07/AM** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof Mpine Makoe
ACTING EXECUTIVE DEAN
qakisme@unisa.ac.za

ANNEXURE I: GAUTENG DEPARTMENT OF EDUCATION RESEARCH APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/21/2

GDE RESEARCH APPROVAL LETTER

Date:	28 June 2023
Validity of Research Approval:	08 February 2023– 30 September 2023 2023/230
Name of Researcher:	Janse vnaVuuren A
Address of Researcher:	116 Clydesdale Road Casseldale/Springs
Telephone Number:	082 359 2444
Email address:	Adel.jansevanvuuren@gauteng.gov.za
Research Topic:	Managing the continuous professional development of Foundation Phase teacher's primary schools in the Gauteng East Districts
Name of University:	UNISA
Type of qualification	PhD
Number and type of schools:	3 Primary Schools
District/s/HO	Gauteng East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

[Signature] 03/07/2023
The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

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Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

1. The letter would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools, or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.
4. The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s has been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter/document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs, and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort to obtain the goodwill and cooperation of all the GDE officials, principals, and chairpersons of the SGBs, teachers, and learners involved. Persons who offer their cooperation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school program is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her research resources, such as stationary, photocopies, transport, faxes, and telephones, and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers, and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study, the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a summary of the purpose, findings, and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


Dr. Gunev Mukatuni

Acting CES: Education Research and Knowledge Management

DATE: 03/07/2023

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