TEACHER PERCEPTIONS OF PROFESSIONAL DEVELOPMENT WITHIN THE INTEGRATED QUALITY MANAGEMENT SYSTEM (IQMS) IN A WESTERN CAPE SCHOOL

by

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DECLARATION

I, Chantel Steyn, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

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Signed   **Date**

ABSTRACT

In 2003, the national department of education and teacher unions agreed on an Integrated Quality Management System (IQMS) with the intention of improving the quality of teaching and learning in South Africa. However, studies conducted by Johns (2018:62), Mthembu, (2017:89), Joubert (2016:102), and Centre for Development and Enterprise (2015) claim that the understanding and implementation of the IQMS policy is at variance with the purpose for which it was created. Joubert (2016:102-105) and Pylman (2015:58), furthermore, indicate that teachers generally do not perceive the IQMS as a tool to enable professional development.

This study explored perceptions of teachers in one Metro South Education District school in the Western Cape regarding the IQMS as a tool for teacher professional development, as teachers are the key implementers of this process. The Department of Basic Education has, since the inception of IQMS, supported provinces with the effective implementation of this system and continues to support provinces as reported by the Portfolio Committee to the Department of Education in 2019 (RSA:2019).

This study concluded that senior school management and post level one teachers have different perceptions about the IQMS as a tool for professional development. In addition, job-embedded types of teacher professional development should be formalised in this particular school. To ensure the effective implementation of the IQMS, the school development team has to develop an internal continuous appraisal system utilized in conjunction with the system to monitor that reflective practice takes place.

ACKNOWLEDGEMENTS

DEDICATION

A little more persistence, a little more effort, and what seemed to be a hopeless failure may turn into a glorious success.

- Elbert Hubbart

For Josh and Michael

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GLOSSARY

IQMS	**Integrated Quality Management System**
PM	**Performance Measurement**
DA	**Developmental Appraisal**
WSE	**Whole School Evaluation**
SDT	**School Development Team**
DSG	**Developmental Support Group**
SMT	**School Management Team**
HOD	**Head of Department**
SIP	**School Improvement Plan**
TPD	**Teacher Professional Development**
PD	**Professional Development**
SACE	**South African Council for Educators**
CPTD MS	**Continuing Professional Teacher Development Management System**
NPFTED	**National Policy Framework for Teacher Education and Development in South Africa**
ISPFTED	**Integrated Strategic Planning Framework for Teacher Development in South Africa**
PED	**Provincial Education Department**
WCED	**Western Cape Education Department**
ICT	**Information and Communication Technology**

CHAPTER 1
INTRODUCTION TO THE STUDY

1.1   **Introduction**

Improving the quality of education has been of growing interest both nationally and internationally (Rabichund & Steyn, 2014:348). Furthermore, the quality of teachers has been identified as instrumental to the quality of education and influencing learner achievement. To achieve quality education for South Africa, the education authorities have implemented the Integrated Quality Management System (IQMS).

An IQMS is an element of teacher professional development that Pasha, Bipath and Beckman (2016:77) argue is essential to improve the quality of teaching and learning. One of the main purposes of the IQMS is to assure that there is continuous support and improvement to quality teaching and learning. Moreover, IQMS was implemented to advocate accountability of teachers (RSA, 2003:4).

Elmore (2002:5) explains that 'accountability must be a reciprocal process'. According to Elmore (2002:5), for every increase in performance that education authorities demand from the teacher, they have an equal obligation to provide the teacher with the capacity to meet that expectation. Likewise, for every investment that education authorities make in teachers' skill and knowledge, teachers have a reciprocal responsibility to demonstrate some new increase in performance. This is the principle of 'reciprocity of accountability for capacity' (Elmore, 2002:5). Elmore further asserts the former will hold accountability systems together. 'At the moment, schools and school systems are not designed to provide support or capacity in response to demands for accountability' (2002:5).

1.2   **Background to this study**

Geldenhuys and Oosthuizen (2015:203) argue that the quality of education has been a major concern worldwide for many decades. In South Africa, the National Policy Framework for Teacher Education and Development pointed out that inadequate teacher education and unequal training for teachers are amongst the most glaring and enduring effects of the legacy of Apartheid (RSA, 2006:6). With the aim of

addressing the effect, the Department of the Presidency developed the National Development Plan 2030 for South Africa, which envisions that all South Africans will have access to the highest quality education and training, which impacts positively on learning outcomes, by 2030 (RSA, 2012:296).

The education authorities have crafted teacher professional development policies that are aimed at redressing past inequalities within teacher education, while simultaneously increasing the quality of teaching and learning. One policy measure introduced in 2003 by the National Department of Education in collaboration with teacher unions, is the *Collective Agreement Number 8 of 2003 Integrated Quality Management System* (IQMS) (RSA, 2003). The purpose of IQMS is to ensure quality education and improve the quality of teaching and learning (RSA, 2003:4). As a system the IQMS is a combination of three programmes. The programmes are:

- Developmental Appraisal (DA), which focuses on appraising individual teachers to determine areas of strength and assist with areas for development.
- Performance Measurement (PM), which evaluates teachers for salary and grade progression, affirmation of appointments and rewards and incentives.
- Whole School Evaluation (WSE), which evaluates the overall effectiveness of the school.

A number of other policy measures and plans aimed at redressing past inequalities experienced within teacher education, while simultaneously increasing quality of teaching and learning, have been introduced. Key measures include:

- The *National Policy Framework for Teacher Education and Development in South Africa* (NPFTED), introduced in 2006 (RSA, 2006:16) with the specific aim of equipping teachers with necessary skills, and strengthening content and pedagogical knowledge. This policy also introduced the new *Continuing Teacher Professional Development management system* (CPTD MS) which is intended to monitor teacher professional development activities. The national body for the education profession, which is the *South African Council for Educators* (SACE), was responsible for the management of this system (2006:19).

- The Teacher Development Summit, held in 2009, called for a new strengthened plan for teacher development in South Africa. The summit resulted in the development of the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025* (ISPFTED), which was implemented in 2011. The purpose of this ISPFTED is to improve the quality of teacher education and development in order to improve the quality of teachers and teaching in South Africa (RSA, 2011a:1).
- Professional Learning Communities (PLCs) are pointed out in the ISPFTED 2011–2025. PLC goals are twofold, namely to improve teacher practice and to improve learner achievement (RSA, 2011b:14). According to *Professional Learning Communities - A guideline for South African schools (*RSA, 2011b:5), the intention of PLCs is to strengthen teacher professionalism and aim for establishment of subject-based and issue-based PLCs by 2017.

The implementation of policy measures aimed at redressing past inequalities experienced within teacher education, while simultaneously increasing quality of teaching and learning through the IQMS, has not been piecemeal, but it has not been systematic. Goal 16 of the Action Plan 2019, *towards the realisation of schooling 2030*, for example, notes progress of IQMS up until 2015 (RSA, 2015a:4). It makes no mention of the streamlining and rebranding of the IQMS but does report that IQMS has been strengthened since its inception in 2003.

The IQMS report of 2011/2012 noted that, since IQMS monitors were appointed in 2008, all schools in the Free State and North West have been visited and that 'almost all schools' (RSA, 2012:8) had been visited in Gauteng, Mpumalanga and Northern Cape. The report makes no mention of the Western Cape.

In 2014, The Department of Basic Education (DBE) appeared before the Portfolio Committee, which is the parliamentary monitoring group, to report on the success and failures of the IQMS and the implementation of the continuing professional teacher development management system (CPTD MS). It was reported by the Department of Basic Education that IQMS external moderators visited and monitored 9 330 schools nationally. Their main purpose was to monitor the quality of teaching and learning through lesson observations. The majority of the educators receiving support with regard to the implementation of IQMS, the report noted, were from Free

State, Mpumalanga and Limpopo provinces. The report noted further that in 2014 one- to three-day workshops were provided regarding training on identified areas in the school improvement plan (SIP). Training was offered to teachers in the North West, Western Cape and Free State (RSA, 2014b).

According to Mr Enoch Rabotapi, Acting Chief Director of Human Resources Development in the Department of Basic Education, one of the challenges experienced was lack of accountability of principals for the effective implementation of the IQMS (RSA, 2014b:2). In addition, principals and deputy principals tend to send representatives to sign-up and orientation meetings. This resulted in knowledge gaps and variances on the number of sign-ups. Meanwhile, in one rural district and one urban district in the Western Cape, regarding IQMS and CPTD MS, once-off training was offered for new entrants in the education districts (Johns, 2018:88), which was ineffective. Furthermore, teachers had a negative attitude towards the CPTD MS and were demotivated, frustrated and showed distrust towards the system.

The 2009 *Teacher Summit* highlighted challenges that affected the effective implementation of the IQMS, a response to teacher professional development, which prompted the Education Labour Relations Council and teacher unions to sign the *Collective Agreement number 2 of 2014 Quality Management System for school-based educators* (RSA, 2014a:7) with the following revisions:

- A clear, user friendly policy is to be developed for teacher appraisal and teacher professional development;
- Teacher appraisal for the purpose of development is to be de-linked from incentives;
- The streamlining and rebranding of the IQMS.

The IQMS, as a tool to ensure accountability, ensures quarterly performance reports are presented by the Department of Education to the Portfolio Committee on the progress and achievements set by the education authorities.

1.3. Problem statement

While the Department of Education and teacher unions have a carefully crafted and strengthened, the *Collective Agreement Number 8 of 2003* (RSA, 2003), Johns (2018:62), Mthembu, (2017:89), Joubert (2016:102), and Centre for Development and Enterprise (2015) claim that the understanding and implementation of the IQMS policy is at variance with the purpose for which it was created. Joubert (2016:102-105) and Pylman (2015:58), furthermore, indicate that teachers generally do not perceive the IQMS as a tool to enable professional development. Studies conducted in South African schools have highlighted that teachers perceive the IQMS as a financial incentive rather than that of teacher professional development (Pylman 2015:60; More, 2016:113). These studies, where teacher perceptions were explored, described the IQMS as a drawback to teacher professional development which increased the administrative work of teachers (Joubert, 2016:102). In addition, teachers perceived the IQMS as a biased act of favouritism, where friends were evaluating friend to ensure that they get the incentive linked to IQMS. This is very concerning, as the IQMS is a tool intended for reflective practice, used in response to teacher professional development (Sekgale, 2016:77; Mthembu, 2017:89). Reflective practice through the IQMS empowers teachers to express themselves in all aspects of their teaching practice which will positively influence learner achievement (Moayeri & Rahimiy, 2019:128). However, the former cannot materialise as this tool used in teacher reflective practice is ineffective.

None of the studies addressed the challenge in the Western Cape Province, which this study addresses.

1.4 Review of literature

1.4.1 The application of the Integrated Quality Management System (IQMS)

The Department of Basic Education has implemented the Integrated Quality Management System (IQMS) with the aim of increasing quality education and addressing past inequalities. The purpose of this system (RSA, 2003:4) was fivefold:
- To determine teacher competence;
- To assess areas for development;

- To provide support opportunities;
- To ensure continued growth, and promote accountability;
- To monitor an institution's overall effectiveness.

The *Teacher Summit* in 2009 highlighted challenges that affected the effective implementation of the IQMS which is a response to teacher professional development, which resulted in the Education Labour Relations Council and teacher unions signing the *Collective Agreement number 2 of 2014 Quality Management System for school-based educators* (RSA, 2014a:7).

1.4.2 Teacher perceptions of the IQMS

Rabichund and Steyn (2014:384) argue that teachers in South Africa perceive the IQMS as increased paperwork, which negatively influences teaching and learning, rather than improving quality education. They argue that teachers perceive the IQMS as a bureaucratic exercise, rather than a reflective developmental exercise which was intended to improve the quality of teaching and learning. Teachers, furthermore, perceive the IQMS as something that must be done, masking a system of control as a professional development tool.

Sekgale's (2016:72-74) study, conducted in the Sekhukune District in the Limpopo province argues that teachers do not share a common understanding of IQMS, which means that they could not implement the system properly. According to Sekgale (2016:72-74), teachers perceive the IQMS as ineffective due to the lack of consultation during the design and implementation of the system. Furthermore, teachers admitted to only complying with the IQMS for the monetary incentive, which was argued by Mthemba (2017:89), Pylman (2016:59), and Queen-Mary and Mtapuri (2014:12). Sekgale (2016:72-74) revealed further that the IQMS was not being monitored and supervised by the relevant structures within the system such as the school development team (SDT) and developmental support groups (DSGs). A lack of monitoring and supervision has resulted in the IQMS failing to reach its intention, which is to ensure quality education.

In the Western Cape, the IQMS report 2011/2012 noted that teachers showed a lack of interest in the IQMS process, especially the developmental appraisal (RSA:

2011b). Therefore, the IQMS, which is intended as a reflective activity that informs teacher professional development, is flawed and presents challenges to effective teacher professional development (Johns, 2018:62). Nonetheless, the IQMS has been implemented and is monitored and reported on by the Department of Basic Education on a quarterly basis (RSA, 2019).

What emerges from studies conducted is that teacher perceptions of the IQMS and the implementation are at variance. What is most significant is that, despite the implementation of the process of the IQMS being flawed, teachers still viewed this activity as a monetary incentive. This means that teachers are receiving money despite the evidence of a lack of professional development.

1.4.3 Issues of contention

The literature highlights two factors of contention to the IQMS, namely the incentive linked to the IQMS and biased teacher appraisals. The incentive linked to IQMS was described as a drawback to IQMS due the processes of teacher development (Pylman, 2015:60). Joubert (2016:106) asserts that teachers would forfeit the incentive rather than go through the IQMS process to avoid increased paperwork added to their heavy workload. Queen–Mary and Mtapuri (2014:11) and More (2016:113) recommend that the incentive linked to teacher appraisal be disassociated from IQMS to endure effective teacher development. It was argued by Pylman (2015:59) and Sekgale (2016:77) that biased teacher appraisals undermine the system of development as a result of teachers being able to choose their friends to be part of their evaluation system. To overcome the issues of contention, Queen-Mary and Mtapuri (2014:12) and Pylman (2015:60) recommend that IQMS be headed by a neutral team of knowledgeable persons as IQMS evaluators.

1.4.4 Continuing Professional Teacher Development System, (CPTD) MS

Teacher professional development is tracked by the Continuing Professional Teacher Development System (CPTD) MS. This system, which is managed by the South African Council for educators, was found by Johns (2018:82) to be ineffective because teachers were more concerned about gaining the professional development points than professional development itself.

Education authorities in South Africa are not unique in introducing a teacher evaluation system. Similar to South Africa, the United States of America education system implemented a teacher evaluation system which focuses on two purposes, namely teacher accountability and support. However, a paper published by Connally and Tooley (2016:2) points out that teacher evaluation systems in the United States focus more on teacher accountability than teacher support. Nonetheless, local education agencies and schools work together to ensure that constructive feedback is given to teachers on how to improve and grow practices.

A Norwegian analysis on studies in the relationship between school leaders and teacher evaluation systems noted that teacher evaluation is reduced to administrative duties. This is similar to the findings in South African studies such as Queen – Mary Mtapuri (2014:11) and Pylman (2015:6). Compared to South Africa's integrated quality management system, high performing teachers in the United States are identified for recognition and rewards, whereas low performing teachers were identified for remediation and dismissal (Connally & Tooley 2016:2). The evaluation system in the United States is punitive, which makes teachers and other role players in teacher evaluation more committed to honest and fair evaluations. China, like South Africa, requires that teachers to do self- and peer evaluation. China, however, takes it a step further by involving parents and learners in their evaluation process (Lillejord & Borte, 2019:3).

Although the South African teacher evaluation system intends to assess and support teachers by bridging their conceptual and pedagogical knowledge gaps through the IQMS, teachers are not held accountable for their development through the IQMS. Yet, as reported by Mthembu (2017:89), Pylman (2016:59) and Queen-Mary and Mtapuri (2014:12), many teachers undertake the evaluation process. They do it, it is argued, more for the immediate financial gains in the form of a stipend, than for the purpose of genuine professional and intellectual growth.

1.4.5 Teacher professional development

Teacher professional development is broader than IQMS. It is 'multi-faceted, claiming good teachers learn from many sources, including their life experience, their

own professional practice, their peers and seniors in their schools, the teaching profession at large, their professional reading and formal courses' (RSA, 2006:9). According to More (2016:112), teacher professional development is the acquisition of skills and knowledge through the teacher's life, with the aim of better performance in the classroom. Teacher professional development is the responsibility of all the role players involved in education, which includes teachers, peers, deputy principals and the principal. The Department of Education expects in-service teachers to continuously develop their knowledge and skills, and to contribute to quality teaching and learning. It is therefore essential to define continuing professional development. Measuring this expectation is the role of an IQMS.

Teacher professional development is viewed as a dynamic, job-embedded, classroom-focused, supportive, collaborative and on-going process that actively involves teachers in learning and development opportunities (Murtaza 2010: 213). Wan and Lam (2010:2) define continuing professional development as a teacher learning in an on-going way. According to them, continuous professional development implies the improvement of the school as well as the professional advancement of individuals (Wan & Lam, 2010:2). Furthermore, professional development consists of natural learning experiences, and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, and which contribute to the quality of education in the classroom (Day, 1999:4).

1.4.6 Forms of teacher professional development

Traditional forms of professional development activity types include workshops, seminars, and conferences (Lee, 2005:40). In addition, Lee mentions that job-embedded teacher professional development activities form part of a teacher's everyday practice (2005:40). Job-embedded activities include experiences at school aimed at improving teaching and learning (Darling-Hammond & McLaughlin, 1995:601). Job-embedded activities include use of study groups, networking, mentoring, coaching and regular school day meetings to improve the professional knowledge of teachers. These meetings may include classroom instruction or planning time (Lee, 2005:40).

Two forms of professional development can be identified, namely traditional and job-embedded activities (Girven, Conneely and Tangney, 2016:130). Lee notes that traditional forms of professional development activity include workshops, seminars, and conferences (Lee, 2005:40). In addition, Lee notes the use of study groups, networking, mentoring, coaching and regular school day meetings as methods to improve the professional knowledge of teachers as job-embedded activities. Such meetings may include classroom instruction or planning time (Lee, 2005:40). Comparing the two types of teacher professional development, job-embedded forms of teacher development took preference over traditional forms. Teachers were of the opinion that professional development activities that formed part of the school day were more advantageous than off-site workshops (Badri, Alnuaimi, Mohaidat, Yang & Rashedi, 2016:12; Mohan, Lingam & Chand, 2017:28).

1.4.7 Role players' support in teacher professional development

The main role players who influence and support teachers in their continuing teacher professional development journey are the Department of Education, the school principal, the school management team and the heads of departments (Lillejord & Borte, 2019:11). What is significant, they argue, is that school principals have a predominant role to play in teacher evaluation, gathering information on teacher practice and offering support to teacher professional learning. While schools depend on the Department of Basic Education to provide professional development opportunities to teachers, the school management team is responsible as per their job description to support the principal in ensuring quality teaching and learning through encouraging and monitoring teacher involvement in professional development initiatives (Geldenhuys & Oosthuizen, 2015:208). However, the literature points out that the heads of department, who form part of the school management team, are confronted by many challenges that constrain them in performing their role (Smith, Mestry & Bambie, 2013:173).

Ajani (2018:168) and Badri, Alnuaimi, Mohaidat, Yang and Rashedi (2016:11) assert that continuous professional development is crucial to keep teachers abreast of ever-changing learner needs. Furthermore, Ajani maintains that teachers are the main investors that determine or affect the quality of education (2018:168). Mentoring and professional learning communities take precedence in the literature as to ways that

teachers can professionally develop. Professional learning communities have become a requirement by the Department of Basic Education since it was implemented as policy in 2011 (RSA, 2011b). However, Lillejord and Borte (2019:14) point out that, despite teachers being motivated to learn, there was a lack of district support, and raise concerns regarding effective teacher development. Geldenhuys and Oosthuizen (2015:209) and Mettler (2016:50), furthermore, indicate that financial contraints, overcrowded classes, heavy workloads, teacher burnout and ill-disciplined learners challenged teacher professional development.

1.4.8 Teacher perceptions regarding teacher professional development

South African teachers have mixed emotions about teacher professional development (Major, 2015:5). According to More (2016:112), teachers were dissatisfied by the relevance and contribution to teaching and learning obtained through developmental activities. In addition, teachers felt that professional development did not promote critical reflection on teacher practice; it did not offer any solutions to the problems they experienced daily (Steyn, 2010:170).

Appova and Arbaugh (2018:13) argue that teachers are motivated to professionally develop due to struggling learners and discontent with their own practice. Teacher motivation however is negatively affected by poor infrastructure, lack of resources, ill-disciplined learners and poverty (Heystek & Terhoven, 2015:631).

1.5 Research framework, aim and objectives

This study draws on the work of Donald Schön's (1983) theory of reflective practice. The theory of reflective practice is concerned with how teachers conceive professional knowledge, to improve teaching and learning for the learners, the teacher themselves, education as a whole as well as society (Kinsella, 2009:4). Technical rationality, knowing-in-action, reflection-in-action and reflection-on-action are the four constructs that constitute Schön's (1983) theory of reflective practice. This study aims to explore perceptions of teachers in one Metro South Education District school in the Western Cape regarding the IQMS as a tool for teacher professional development.

The following objectives emanate from the research aim:

1.5.1 To investigate teacher perceptions of the extent to which IQMS is being used as a tool for teacher professional development, for which it was intended.

1.5.2 To identify best practices regarding developmental appraisal (DA) within IQMS to propose ways to bridge the gap between policy implementation and practice.

1.6 Research Questions

The main research question for this study is:

What are Metro South Education District teacher perceptions of IQMS as a tool for teachers' professional development?

From the main research question, the following sub-questions are asked:

1.6.1 How do teachers perceive the IQMS as being a tool for development?

1.6.2 What are best practices of developmental appraisal (DA) within the IQMS?

1.7 Research Design and Methodology

This study employs a qualitative research methodology to investigate perceptions of how the IQMS is being implemented and explore the causes why the IQMS process is implemented ineffectively. According to Denzin and Lincoln (2011:3), qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in the terms of the meanings people bring to them. This study explored teacher perceptions of the IQMS in one Western Cape school in the Metro South District Education District. Interviews were conducted with teachers in an administration office at the school, which was within their natural setting.

To explore teacher perceptions of the IQMS as a tool to promote teacher professional development, this study was set in the interpretive paradigm to gain deep rich data

from participants. Thomas (2016:146) defines the interpretative paradigm as a form of inquiry that employs a particular approach that assumes an in-depth understanding and deep immersion in the environment of the subject. According to Creswell (2013:8), the goals of researchers who adopt the interpretative paradigm involve the empathetic understanding of participants' day to day experiences.

Data was collected from teachers at one school in the Metro South Education District in the Western Cape. The school was purposefully selected due to its continuous good performance in the national senior certificate (NSC) examinations. Convenience sampling was employed to select six post level one teachers. Semi-structured one-on-one interviews were conducted with the teacher participants to collect data. One focus group interview was conducted with the school development team. Interviews were transcribed and prepared for data analysis. Data were analysed by employing a deductive approach utilizing thematic coding.

This study draws on the work of Donald Schön (1983) and his theory of reflective practice. All the participants in the study were given pseudonyms in order to protect their identity. This study employed a qualitative research methodology, situated in the interpretative paradigm. Data were collected through six in depth interviews with teacher participants. Data were further collected through one focus group interview with the school developmental team.

1.8   Research Ethics

As this study was conducted in a public school, written permission was required and obtained from the ethics committee of the Education Faculty at Cape Peninsula University of Technology (Appendix A) and the Western Cape Education Department (WCED) (Appendix B). All arrangements were pre-arranged and confirmed with the school principal via email. To ensure privacy and confidentiality of participants, pseudonyms were used to refer to them in the findings.

1.9   Overview of chapters

Chapter one offers a background to the concerns regarding IQMS as a tool for development as well as teacher professional development. The research aim and questions are outlined and the methodical orientation of the study is presented.

Chapter two provides a review of literature relevant to this study. This chapter reviews journal articles, theses and books related to IQMS and professional development.

Chapter 3 outlines the research design and methodology.

Chapter 4 presents the findings and discussion derived from six in-depth interviews and one focus group.

Chapter 5 presents conclusions and recommendations of this study.

1.10 Conclusion

This chapter provided background to the study. It noted the research problem, research aims, objectives and research questions. This chapter also provided a summary of the research methodology to be used, research ethics and an overview of chapters. The next chapter will present a detailed discussion of the literature review and theoretical framework of this study.

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CHAPTER 2
LITERATURE REVIEW

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2.1 Introduction

Chapter one introduced this study, which aims to explore teacher perceptions of the IQMS as a tool for professional development in one Western Cape school situated in the Metro South Education District. The introduction and background shed light on the past and current situation regarding the quality management system employed in South Africa. The research aims, objectives and research questions were explained. The research design, methodology and research ethics were outlined. Chapter one concluded with an overview of the five chapters of this study.

Chapter two is an exploration of the literature on the integrated quality management system employed in South African schools. Teacher professional development will be discussed. Teacher perceptions of professional development are explored. Literature on how different role-players influence teacher perceptions of professional development, as researched by others, is also explored. As this study draws on the work of Donald Schön's (1983) theory of reflective practice, the four theoretical constructs of the theory of reflective practice (1983) are discussed and aligned with aspects within the IQMS and teacher professional development.

2.2 The application of the Integrated Quality Management System (IQMS) in South Africa

2.2.1 The initial implementation of the IQMS in South Africa

To ensure quality education to redress past inequalities, the Department of Basic Education implemented the Integrated Quality Management System (IQMS) in 2004 (RSA, 2003:4), with the purpose to:
- Promote accountability;
- Offer support to teachers in terms of growth opportunities;
- Determine teacher competence;
- Assess strengths and areas for development;
- Monitor the overall effectiveness of a school.

This system is a combination of three separate programmes, each with its own distinct purposes. The programmes are: Performance Measurement (PM), Developmental Appraisal (DA) and Whole School Evaluation (WSE). DA is employed to appraise teachers in a transparent manner. The aim of the evaluation is to determine strengths and weaknesses of individual teachers, and offer activities to strengthen weaknesses. PM appraises individual teachers for salary and grade progression, confirmation of appointments, and rewards and incentives, and WSE evaluates overall school effectiveness (RSA, 2003).

For the Department of Basic Education (RSA, 2003:3), the IQMS was intended to ensure quality education for all South Africans. In addition, the Department of Basic Education expects all teachers to constantly improve the quality of teaching and learning. To guarantee that quality teaching and learning takes place, the education authorities have the responsibility to provide facilities and resources to support teaching and learning. At school level (RSA, 2003: 8), the IQMS processes entail five steps.

Step 1: The school principal facilitates the establishment of the school developmental team and the developmental support team. The school developmental team consists of the school principal and democratically selected staff members from all post levels. The size of the school developmental team is decided upon by the school, taking into consideration the work that must be done. The developmental support group consists of the teacher's immediate senior (head of department) and one other peer selected by the teacher based on appropriate phase or subject area.

Step 2: All teachers complete a self-evaluation before lesson observation by their developmental support group.

Step 3: The principal, school developmental team and developmental support groups set up an implementation plan in consultation with the staff regarding lesson observation. The implementation plan should clearly indicate who should be evaluated, by whom and when.

Step 4: The lesson observation by the developmental support group takes place and feedback regarding the lesson is given to the evaluated teacher. Copies of the lesson observation documents may be requested by the teacher.

Step 5: The developmental support group makes information on lesson evaluation available to the school developmental team for planning the school improvement plan.

Despite the five-step process to implement the IQMS, the *Teacher Summit 2009* and the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* 2011–2025 pointed out that the IQMS failed to assist teachers to identify developmental needs (RSA, 2011a:4). Furthermore, by combining developmental appraisal and performance measurement, the IQMS makes it even more challenging to identify teacher needs transparently and accurately.

In 2012, the Department of Basic Education published its first IQMS report. The *IQMS Annual Report 2011/2012* emphasised that the processes that the Department of Basic Education implemented were to strengthen its monitoring capacity in line with the goals of Action Plan 2014: Towards the realisation of schooling 2025 as well as the Delivery Agreement of the Basic Education Sector.

According to the report, since the appointment of the IQMS external moderators in August 2008, the Department of Basic Education has been able to visit 87% of schools throughout the country (RSA, 2012:8). All schools in the Free State and North West provinces were visited. The report noted further that most schools in the Northern Cape, Gauteng, and Mpumalanga were visited. During the visits, moderators were able to provide support on IQMS implementation in particular, as well as on the quality of teaching. Moderators provided constructive feedback after observing teachers during lessons. They have supported teachers in 'reflecting critically on their own classroom practices' (RSA, 2012:8). What the report noted as significant was that moderators were able to reach out to some of the most rural schools that have not been visited by officials in a long time. 'During 2011/12 moderators visited a total of 8 410 schools. This number included 5 081 follow-up visits. Moderators also observed the lessons of 1 469 teachers in their classrooms (RSA, 2012:8). The observations made by moderators benefited teachers in terms of the level of support provided to teachers. At the time there was an increase in levels of monitoring and support to schools provided by the districts. Provincial and district IQMS coordinators increased their visits to schools (RSA, 2012:8).

In 2014, The Department of Basic Education appeared before the parliamentary portfolio committee to report on the success and failures of the IQMS and the implementation of the continuing professional teacher development management system (CPTD MS). It was reported by the Department of Basic Education that IQMS external moderators visited and monitored 9 330 schools nationally. The portfolio committee's main purpose was to monitor the quality of teaching and learning through lesson observations. It was informed that the majority of the teachers receiving support with regard to the implementation of IQMS were from Free State, Mpumalanga and Limpopo. Furthermore, in 2014, one- to three-day workshops were provided regarding training on identified areas in the school improvement plan. Training was offered to teachers in the North West, Western Cape and Free State (RSA, 2014a).

In 2014, the Education Labour Relations Council and teacher unions signed the *Collective Agreement number 2 of 2014 Quality management system for school-based educators* (RSA, 2014a:7). This agreement was in response to continued challenges experienced by schools despite measures put in place by the Department of Basic Education to strengthen and support the effective implementation of IQMS (RSA, 2014a:7). At the *Teacher Development Summit* in 2009, the stakeholders involved agreed to the following revisions to the IQMS, which would now be renamed the Quality Management System (QMS):

- A clear, user friendly policy to be developed for teacher appraisal and teacher professional development.
- Teacher appraisal for the purpose of development to be de-linked from incentives.
- The IQMS to be streamlined and rebranded (RSA, 2014a:7).

Despite the changes in policy and the revised vision by the Department of Education to rebrand and streamline the IQMS to QMS, the challenges that follow still prevailed. Studies conducted until the end of 2018 highlighted the IQMS was still being implemented instead of the QMS with factors of contention challenging effective implementation.

2.2.2 Issues of contention

Literature highlights two issues of contention in the IQMS. They are the teachers who received compensation following an IQMS appraisal and bias in its application.

2.2.2.1   The incentive linked to IQMS

Performance Measurement (PM) within IQMS evaluates individual teachers for salary progression, affirmation of appointments and rewards and incentives (ELRC, 2008:3). In 2018, The Public Service Coordinating Bargaining Council agreed in Resolution 1 of 2018 that the one percent pay progression which was linked to the IQMS be increased to one and a half percent (RSA. 2018:2). However, the intention of the IQMS, according to the *Integrated Strategic Planning Framework for Teacher Development in South Africa* (RSA, 2011a:1) and the *Collective Agreement number 2 of 2014 Quality management system for school-based educators* (RSA, 2014a:7) is to delink teacher evaluation from incentives and salary progression. Yet recent studies indicate that teacher evaluations and incentives are still linked. More's (2016:113) study conducted in secondary schools in the Gauteng Province argues that teachers perceive IQMS as an incentive rather than as developmental. Pylman (2015:60) claims that the IQMS's monetary incentive is a drawback to teacher development. Joubert (2016:106) claimed that teachers associated IQMS with increased paperwork and workload. Significantly, teachers were willing to forfeit the incentive linked to the IQMS, rather than complete the required paperwork.

Clearly, IQMS is associated with monetary incentives and increased paperwork rather than development (More, 2016:113; Pylman, 2015:60; Queen-Mary & Mtapuri, 2014:11; Joubert, 2016:106). Despite the intention of the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* (2011–2025) to delink the incentive, it is still linked to the IQMS process. The studies conducted revealed that the one percent incentive negates professional development, which disadvantages quality teaching and learning. Yet the status quo regarding IQMS still prevails. Not only does the one percent incentive negatively impact IQMS, but biased teacher evaluations also emerged from studies conducted. To address the issue, Queen-Mary and Mtapuri (2014:11) and More (2016:113) argued, incentives should be disassociated from the system.

2.2.2.2   Biased teacher appraisals

The IQMS applied by education authorities makes provision for mentoring and support for professional development through a developmental structure namely the developmental support group (RSA, 2011a:13). Its evaluation system provides for the appointment of a peer observer of the appraisee's choice and with whom he/she is comfortable (RSA, 2003:5).

Pylman (2015:59) argues that this undermines the system of development because teachers chose friends to evaluate their practice, rather than a competent person who could give them constructive feedback. Sekgale (2016:77), similarly, argues that teachers involved in IQMS could cheat, as long as they assess one another, as, he argued, they were motivated by the remuneration accompanying IQMS and would not disadvantage a colleague. Joubert (2016:105), in contrast to Sekgale, reasoned that teachers criticised colleagues when in the position of an evaluator because colleagues have a better understanding of each other's circumstances and context. Joubert (2016:105), however, contradicted himself by noting that the choice of friends as evaluators resulted in a lack of proper investigation into teacher practice. Teachers expressed the sentiment that external evaluators would establish a fairer system which would be unbiased and impartial (Joubert, 2016:105).

Queen-Mary and Mtapuri (2014:12) raised similar questions on the credibility and capability of colleagues as evaluators, some of whom are inadequately trained (Mpahla & Okeke, 2015:15) or the use of department officials. Queen-Mary and Mtapuri (2014:12) recommend the appointment of teams of knowledgeable teachers. Pylman (2015:60), similarly, recommends a neutral team of knowledgeable persons as IQMS evaluators.

2.2.2.3   Continuing Professional Teacher Development (CPTD) Management System

In addition to the IQMS system the Continuing Professional Teacher Development Management System (CPTD) was introduced in the *National Policy Framework for Teacher Education and Development in South Africa* (NPFTED) in 2006, for all South

African teachers, as an internationally recognised technique to acknowledge teachers in continuing teacher professional development in South Africa (RSA, 2006:17-18). More importantly, this system is managed by the South African Council for Educators (SACE), the statutory body for professional teachers, not the education authorities, and requires that teachers upload all professional development activities engaged in onto this system so that it can keep track of all points accumulated in a cycle of three years (SACE, 2006:19).

According to the *National Policy Framework for Teacher Professional Development* (RSA, 2006:19), all teachers are required to register with South African Council for Educators, as this gives them the licence to practice teaching. Teachers are also required by the Department of Basic Education to earn professional development points; the reward is a 'symbolic recognition' (RSA, 2006:19). Teachers who to not accumulate sufficient professional development points would be required to re-register with South African Council of Educators (RSA, 2006:19). Teachers can accumulate professional development points by engaging in the following activities (RSA, 2013:9).:

- Type 1: Activities initiated by the teacher;
- Type 2: Activities initiated by the school;
- Type 3: Activities initiated externally.

The South African Council for Educators (RSA, 2013:7) holds school principals, deputy principals and heads of departments responsible for monitoring the continuing professional teacher development management system, as well as teacher professional development activities at school level. The SACE continuing professional teacher development management system handbook notes that no penalties for non-compliance will be imposed from 2014 to 2019. However, after 2019, penalties for non-compliance may be imposed.

In 2014, The Department of Basic Education appeared before the Portfolio Committee to brief it about the purposes and successes of the IQMS and implementation of the Continual Professional Teacher Development system. The Department of Basic Education reported shortcomings and challenges to the Portfolio Committee. Sign-ups to the system were done manually and electronically through

the continuing professional teacher development management system self-service portal, which is accessed via the South African Council for Educators website and self-service centre (RSA 2014b:2). Representatives of the Department of Basic Education indicated that post level one teachers and heads of departments, and not principals and deputy principals, tended to attend training sessions on the continuing professional teacher development management system, which resulted in knowledge gaps and variances on the number of sign-ups. Knowledge gaps were particularly noticeable amongst principals and deputy principals who were unable to perform their management role in supporting teachers (RSA 2014b:3).

Other challenges to the continuing professional teacher development management system included confusion between the CPTD and IQMS systems. Teachers were under the impression that the continuing professional teacher development management system was replacing the IQMS (RSA, 2014b:2). To inform teachers on the relationship between the IQMS and the continuing professional teacher development management system, the South African Council for Educators and the Department of Basic Education developed a pamphlet which was distributed to schools through the provincial education departments (PEDs) and other role-players.

The National Policy Framework for Teacher Education and Development in South Africa (RSA, 2006:21) noted that the continuing professional teacher development management system could only succeed if the recording of the continuing professional teacher development management system points, data capturing and monitoring could be accomplished quickly and accurately. However, Johns (2018:82) argued that the system tracking teacher professional development is ineffective. According to Johns, the continuing professional teacher development management system is dysfunctional as teachers are unable to upload their professional development points and monitoring of teacher professional development progress was challenged. Even more worrying, he argues (Johns, 2018:82), is that teachers and officials were pre-occupied with accumulating professional development points rather than focusing on the development that it represents.

2.3 International teacher evaluation systems

Similarly, to South Africa, the United States of America implemented teacher evaluation systems for two reasons, namely teacher accountability and support. However, Connally and Tooley (2016:2) argue that the focus of teacher evaluation systems in the United States is more on accountability than support. Nonetheless, local education agencies and schools work together to ensure that constructive feedback is given to teachers on how to improve their practice (RSA, 2013:2). In the United States, the school principal, along with a peer observer, plays a lead role in observation teacher evaluation. High performing teachers are identified for recognition and rewards and low performing teachers are identified for remediation and dismissal (Connally & Tooley, 2016:2). Because the system in the United States is punitive it makes teachers and other role players in teacher evaluation more committed to honest and fair evaluations.

An analysis by Lillejord and Borte (2019:12) of 15 studies in Norway on the relationship between school leaders and teacher evaluation noted that teacher evaluation is often reduced to administrative technicalities. This could be because school leaders (principals) 'don't know how to bridge the gap between percentages (measured through teacher evaluation and practice) and practice (Lillejord & Borte, 2019:12). They note the following:

- Teacher evaluation assumes that quality assurance and promoting teacher professional development can be achieved simultaneously.
- It further assumes that teachers can move from summative information to actionable knowledge.
- Although teacher evaluation systems measure school and systems progress and empower administrators, they offer little guidance on school development.

Lillejord and Borte (2019:3) note that, in 2016, the Norwegian Parliament made primary teacher education mandatory at master's Level, which is the case in Finland. Embedded in teacher education and work procedures in those countries is scientific reasoning which relies on continuous investigation and evaluation. This indicates that a quality management system is ingrained into the education system and not separate from education as is the case in the United States and South Africa.

2.4   Teacher professional development in the Western Cape Province

In terms of teacher professional development policy, *The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025)* was a national plan for teacher professional development replacing the *National Policy Framework for Teacher Education and Development in South Africa* implemented in 2006. (RSA, 2006:21). The strategy's intention was to improve the quality of teacher education and development in order to improve the quality of teaching and learning (RSA, 2011a:1). This national plan was in response to the following challenges faced by teacher education in South Africa, which included (RSA, 2011a:1):

- Lack of access to quality teacher education and development opportunities for prospective and in-service teachers.
- The failure of the system to achieve dramatic improvement in the quality of teaching and learning in schools.
- A disjointed approach to teacher education and development.
- The weak involvement of teachers, their organisations and other important role players in teacher education and development.
- Ineffective and poorly monitored funding instruments.

In the Western Cape Province, the Western Cape Education Department implemented a *Professional Development Strategy 2016–2020.* This strategy was developed to address the human resource needs of the Western Cape Education Department and is aligned with the *Integrated Strategic Planning Framework for Teacher Development in South Africa (2011–2025)* (RSA, 2016c:7).

The national strategy was developed to meet the needs of teachers and leadership for the province, through training initiatives and programmes (RSA, 2016c:7). The national strategy envisioned information and communication technology (ICT)[1] integration in teaching and learning. In addition, a focus on information and

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[1] Information and Communication Technology (ICT) integration in teaching and the focus on E-learning as one of the game-changers of the Western Cape Government is recognised as fundamental to all levels of functioning of teachers, principals and officials and schools (RSA, 2016c:14).

communication technology was identified as one of the 'game changers' of the Western Cape Education Department as essential to all levels of functioning of teachers, principals, officials and schools. Accordingly, the professional development strategy is a fundamental component in preparing learners in the 21st century in the province, in which qualified, competent teachers can use technologies to enhance teaching and learning (RSA, 2016c:14).

2.5   Teachers and teacher professional development

Teachers are key role players in delivering quality education. In addition, Steyn (2011:3) argues that teachers can play a key role in making a positive impact in the quality of education, since investing in teachers' development may have more positive effects than investing in other physical resources. Teacher professional development, More (2016:112) notes, is the acquisition of skills and knowledge through a teacher's life, with the aim of better performance in the classroom. Historically, Day (1999:4) argues professional development consists of natural learning experiences, and those conscious and planned activities, which contribute to be of direct or indirect benefit to the individual, group or school and which contribute to the quality of education in the classroom.

2.6   Forms of teacher professional development

Two terms, traditional professional development activities and job-embedded types of professional development activities, are commonly used to frame teacher professional development activities. Girvan, Conneely and Tangney (2016:130) note that traditional teacher professional development activities are teacher-centred and involve the sharing of information by an expert to bring immediate change. Traditional forms of activity types include workshops, seminars, and conferences (Lee, 2005:40). In addition to this, Lee mentions that job-embedded teacher professional development activities form part of a teacher's everyday practice (2005:40). Job-embedded activities include experiences at school aimed at improving teaching and learning (Darling-Hammond & McLaughlin, 1995:601). Job-embedded activities include use study groups, networking, mentoring, coaching and regular school day meetings to improve the professional knowledge of teachers. These meetings may

include classroom instruction or planning time (Lee, 2005:40). In addition to the classification of traditional teacher professional development as job-embedded and development activities, Darling-Hammond, Wei, Andree, Richardson and Orphanos (2009:48) identify a number of activities that contribute towards teacher professional development. They include 'action research, examining student work, lesson study, assessment development teams, case discussions, critical friend's group, implementing individual learning plans, professional learning communities (PLCs) and coaching'.

Badri et al. (2016:12) note that teachers tend to participate in teacher professional development activities where a group of colleagues from their school or subject collaborated and communicated with one another. They note further that mentoring and peer-to-peer interactions have a profound influence on their professional development). Garet, Porter, Desimone, Birman and Yoon (2001:936) argue that job-embedded teacher professional development activities are more effective that traditional teacher professional development activities, because these activities are longer in duration. As teachers are engaged in job-embedded teacher professional development, at their place of work, it is convenient and cost effective for the school if teachers engaged in teacher professional development activities that are part of their day-to-day teaching practice. A study conducted in Fijian secondary schools (Mohan et al., 2017:28) noted that teachers engage in job-embedded teacher professional development activities with their colleagues to improve teaching and learning. This study found that creating opportunities for teachers to collaborate and share ideas, formed a foundation for effective teacher professional development.

Mpahla and Okeke (2015:15) argue that teachers in a rural Eastern Cape district were unsatisfied about traditional professional development activities. They argue that teachers expressed the opinion that they had not been consulted on the design and planning of professional development activities. Teachers indicated that they were instructed to attend one-day or three-day workshops, some of which failed to cater for their needs. One case mentioned by Mpahla and Okeke (2015:15.) was workshops being conducted by subject advisors who were 'untrained teachers'. They found that teachers were already engaging in professional development activities, in the form of communities of practice at school, without support from subject advisors (Mpahla & Okeke, 2015:15).

2.7   Other role players in teacher professional development

Teachers are not the only role players in teacher professional development. Other role players include the education authorities, and school management.

2.7.1 The Department of Basic Education

Traditional and job embedded forms of teacher professional development in South Africa are organised by the Department of Basic Education, district offices and by the schools themselves (RSA, 2006:19). The literature describes teacher professional development activities organised by departments of education as invaluable. Schreuder (2014:189) argues that teachers experience content workshops provided by the Department of Basic Education as fruitful, improving learner achievement. Heystek, Niemann, Van Rooyen and Mosoge (2008:180), similarly, maintain that teacher-initiated workshops are valuable, and Mkhwanazi (2014:123-124) contends that teacher involvement in workshops inspires teachers to reflect on their own practice, share knowledge and foster collaboration.

The efforts of education authorities in arranging teacher professional development activities has been the target of critique. Pasha et al. (2016:77) argue that teachers experienced professional development initiatives offered by the Department of Basic Education as poorly planned. Pasha et al. (2016: 77) argue that development initiatives failed due to poor trainers, too little time for training and the large workloads of curriculum advisors. Teachers suggested that training in terms of professional development should be over a longer period. Heystek, Niemann, Van Rooyen and Mosoge (2008:180) suggest that workshops offered by the education authorities do not allow teachers to become students, nor do they provide teachers with hands-on experience.

Mettler (2016:50) argues that the Department of Basic Education should allocate funds to staff development and budgeting that will include teacher resources and workload, which will remove the responsibility, especially one of funding, from school management.

2.7.2 The school principal

It is the school principal as head of the unit, within the education system, that has the responsibility for developing staff training programmes, internally and externally. The principal also has the responsibility of participating in the teacher appraisal process, regularly reviewing teacher professional practice with the aim of improving teaching and learning (RSA 2016:41). Teachers were more committed to professional development when they had support from their principal (Lee, 2005:47). However, school principals face challenges in promoting professional development.

-A challenge faced by principals, noted by Steyn (2010:227), is to encourage the development of a collaborative culture amongst teachers. Gulston (2010) argues that principals do not promote professional development activities. Geldenhuys and Oosthuizen (2015:211) argue that a collaborative culture for professional development- can be achieved if teachers and principals together identify teachers' developmental needs and suitable activities to realize those needs. Lillejord and Borte (2019:11) argue that teacher evaluation is used to gather comprehensive information on teacher needs, which is used to formatively support professional learning.

2.7.3 School Management Team (SMT)

The school management commonly includes school development (2003:11). The aim of school development is the achievement of quality teaching and learning (Mestry, Hendricks & Bisschoff,2009:488). However, Geldenhuys and Oosthuizen (2015:208) argue, teachers think that the school management teams are not sufficiently involved in teacher professional development. Teachers also feel that the school management teams need to plan and negotiate a suitable time for developmental activities to take place. Geldenhuys and Oosthuizen (2015:208) highlight the reluctance of teachers to be involved with professional development activities after school hours or over weekends and school holidays. Mettler (2016:49) and Geldenhuys and Oosthuizen (2015:208) argue further that a lack of planning for teacher professional development activities at particular schools by management hindered teacher involvement in professional development.

2.7.4 The heads of department (HOD)

Key role players in motivating teacher professional developed are a schools' heads of department. They are responsible for the direct management of staff in a department. They provide guidance on the latest ideas on approaches to the subject, method, techniques, evaluation and aids in their field and effectively convey these to staff members involved (RSA 2016:36). However, to influence teacher professional development, heads of department need time to help teachers analyse and reflect on their classroom practice, to engage in classroom observation, to elicit from teachers what support they need to develop their teaching practice, and to appraise teachers (Smith, Mestry & Bambie, 2013:173).

However, Smith et al. (2013:173) argue that heads of department are confronted by many challenges, including administrative demands that consume much of their time. Many heads of department lack experience and training, which reduces teacher confidence in their capacity to offer meaningful support (Smith et al., 2013:173).

2.7.5 The role of management in teacher professional development

Mestry et al. (2009:488) argue that schools need a coherent and integrated plan that flows from the school vision for learner success, to which teachers are committed, or professional development initiatives will lack meaning. In view of monitoring of the teachers' developmental growth, constructive feedback rests on the school management team as a collective (Geldenhuys & Oosthuizen, 2015:211; Gulston, 2010:86; Lillejord & Borte,2019:11).

Gulston (2010:81) and Lee (2005:40) argue that mentorship and support are crucial to its success. Lee (2005:40) argues that mentoring allows teachers to make connections with classroom teaching which are easier to sustain over time. However, Smith et al. (2013:173) argue that teachers lack confidence in heads of department, due to lack of experience in training. However, principals take for granted that newly appointed heads of department are knowledgeable about the position (Gulston, 2010:81).

2.8 Other challenges to teacher professional development

Mettler (2016:50) notes various other challenges to professional development, including financial constraints and family responsibilities, that negatively influence attendance in professional development activities after school. Teachers lacked motivation to attend workshops and admitted that they only attended these workshops because it was mandatory (Mettler (2016:50).

Mettler (2016:50) argues that participation in professional development activities was limited for the following reasons:

- Teachers felt burnt out after a long school day
- Having too much administrative work
- Dealing with overcrowded classrooms
- Dealing with learners who lack discipline
- No free periods
- Not enough free periods and resources to use in the classroom.

From a study conducted in a rural secondary school in Fiji, Mohan, Lingam and Chand (2017:28) argued that traditional forms of teacher professional development simply did not benefit teachers. The study further revealed that, even though job-embedded teacher professional development benefited teachers more, not many teachers were engaging in that form of professional development.

2.9 Importance of teacher professional development

Despite being faced by challenges at various levels, Pasha, Bipath and Beckman (2016:77) maintain that continuous teacher professional development is crucial to develop teachers academically and professionally. Involvement in professional development activities equips teachers with the knowledge and skills to improve the education system (Steyn, 2010:168). Whether teachers are novice or are in-service with different developmental needs, they need teacher professional development to sustain the changes made to a teacher's teaching practice (Mohan, Lingam & Chand, 2017:28) and to keep them abreast with continuously changing practices and learner needs (Badri, Alnuaimi, Mohaidat, Yang & Rashedi, 2016:11). Teacher professional development deepens content knowledge, which can be achieved through collective

participation of groups of teachers from the same school, subject or grade, and are related to both consistency and active learning opportunities (Garet, Porter, Desimone, Birman & Yoon, 2001:936

Professional development activities designed for teachers from the same school, department or grade level have several benefits for the school (Lee, 2005:40; Ajani, 2018:168). Professional development activities offer teachers the opportunity to discuss concepts, skills and problems encountered during the professional development. Furthermore, new information can be integrated into other aspects of instructional contexts, including common curriculum materials, course offerings, and assessment requirements (Wan & Lam, 2010:16, Garet et al., 2001:916, Mettler 2016:49; Ajani, 2018:168).

2.10   Forms teacher professional development takes

Teacher professional development takes a number of forms.

2.10.1   Mentoring as form of teacher professional development

Smith (2015:113) and Schatz-Oppenheimer (2017:288) identify mentoring as a form of professional development. Langdon, Daly, Milton, Jones and Palmer (2019:250) explain mentoring as actions that relate to guidance and support provided by one or more experienced colleagues to the new teacher. In addition to this, mentoring is a developmental relationship in which expertise, wisdom/power, advice, counselling and developmental opportunities are provided by the mentor. The mentor, a more knowledgeable and experienced teacher, teaches the mentee, a less knowledgeable or experienced teacher (Eby, 1997:126; Smith 2015:113). Mentoring also involves observing inexperienced teachers, analysing their performance and evaluating their competence for the teaching profession (Long, McKenzie-Robblee and Schaefer: 2012 in Schatz-Oppenheimer, 2017:287).

In professional development, mentors assume a role as lead teacher, going beyond sharing advice about everyday teaching as a more experienced expert (Langdon, et al., 2019:251). 'The mentor is positioned as a co-learner who is able to co-construct knowledge and understanding about teaching that can lead to the development of

altered beliefs and practices for both mentor and mentee about pupils learning and about the role of the teacher' (Langdon et al., 2019:251).

In 2015, Smith conducted research in secondary schools in the Gauteng province on the role of mentoring in the professional development of teachers. Smith's study indicated that mentoring as a tool for professional development faced a number of challenges. Challenges noted (Smith, 2015:113) include the absence of formal mentoring programmes, lack of time, teachers' workload, the availability of trained mentors and trust between mentors and mentees. Teachers who took part in the research perceived the principal as a role model for best practices, and the heads of departments supported teachers in their subject area.

2.10.2 Professional Learning Communities (PLCs) as form of teacher professional development

Professional Learning Communities (PLCs) are informal self-governed groups in the teaching profession (Lillejord & Borte, 2019:13). Professional learning communities aim at 'cumulatively building a knowledge base for the teaching profession' (Lillejord & Borte, 2019:13). According to the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025,* professional learning communities are characterized by mutual trust and respect, support challenge, constructive critique, shared vision and focus on learning for all learners, collaborative and reflective enquiry, inclusive membership, leadership, and collective responsibility for student learning. Professional learning communities provide spaces where teachers share innovative ideas with experienced teachers. In addition, professional learning communities also create a space where experienced teachers can mentor younger teachers (RSA, 2011b:3).

Bantwini's (2019:228) study amongst natural science teachers pointed out the following:
- Some teachers developed professional learning relationships in a non-formalised manner while doing their daily tasks. Others admitted that they had not engaged in these activities.
- Daily contextual challenges hamper progress.

Bantwini (2019:228) noted that a collaborative approach could assist in particular novice teachers, especially with boosting their confidence through the assistance of an experienced colleague, but that school leadership needs to ensure a collaborative culture exists in schools and must support teacher needs through the creation of continuous teacher professional development opportunities. Professional learning communities being a form of teacher professional development, it was important to gain insight into teacher perceptions of teacher professional development.

2.11   Teacher perceptions of teacher professional development

Teachers in South Africa have mixed perceptions regarding the promotion of quality teaching and learning through teacher professional development (Major, 2015:5). Teachers are dissatisfied with teacher professional development, and its relevance and contribution to their teaching and learning (Major, 2015:5). For teachers, teacher professional development does not promote critical reflection on teacher practice, nor offer solutions to problems experienced daily by teachers (Steyn, 2010:171). Major (2015:6) noted the following perceptions about the impact that teacher professional development had on the quality of teaching and learning:

- Teachers perceive the impact of teacher professional development positively, despite lack of support from the Department of Education;
- Novice and experienced teachers acknowledged that teacher professional development broadens pedagogical and content knowledge and teacher skills and strategies to improve teaching and learning;
- Teachers utilize teacher professional development initiatives for financial gain, and not to promote quality teaching and learning in schools.

Rabichund and Steyn (2014:384) argue that teachers perceive the IQMS element of teacher professional development as an increase in paperwork, negatively influencing teaching and learning instead of ensuring quality education. Sekgale (2016:72-74), argues that teachers do not share a common understanding of IQMS, and, as a result cannot implement it.

2.12 Teacher motivation for professional development

Appova and Arbaugh, (2018:13) found that teachers were motivated to learn from observing learner struggles with subject content. Teachers were also motivated from developing a discontent with their own practice. Being responsible for learning encouraged them to become better teachers. Teachers had imagined what it was to be a perfect teacher and continuously compared themselves to this image of a perfect teacher as part of their reflective practice. Learner achievement, accountability, professional development requirements, and school districts were highlighted as critical factors that influenced teachers' motivation to learn. In addition, the things that teachers found rewarding to their professional development was different to those of education authorities.

The study of Heystek and Terhoven's (2015:631) in the Metro East Education District in the Western Cape found:

- Teachers regarded themselves as public servants and found fulfilment in empowering learners to perform well.
- The interaction between teachers was a motivating force. This indicated that teachers viewed collaboration as teamwork.
- Acknowledgement by the principal of teachers influenced the willingness of teachers to engage in developmental activities.
- Setting an attainable pass rate for the NSC examination was viewed a motivator by teachers.
- A democratic approach from the school principal motivated teachers to participate in developmental activities.

Heystek and Terhoven (2015:638) highlighted that teacher motivation is negatively influenced by poor infrastructure, lack of resources, ill-disciplined learners and poverty. Nonetheless, 'some teachers are able to rise above even the most difficult circumstances.'

2.13 Theoretical framework: Reflective practice

A tool commonly used to assess and evaluate teacher views on practice, particularly developing practice, is teacher reflection. Donald Schön's (1983) theorisation on reflective practice dominates the field. His theory of reflective practice is concerned with teacher conceptualisation of professional knowledge, improving teaching and learning, for the learners and teachers themselves, education as a whole, and society (Kinsella, 2009:4).

Moayeri and Rahimiy (2019:131) relate reflective practice to 'the experience of being a teacher, initiation into the teaching community, action research, personal development, teacher cognition, and beliefs, all of which are to be understood on the ground in context, by teachers themselves and within the practice of teaching rather than by withdrawing to gain perspective'. For Moayeri and Rahimiy (2019:138), reflection is a process of augmenting practice, reconsidering philosophies, and becoming supportive teachers for today's ever-changing learner community. By carrying out reflective practice, teachers are able to construct and reconstruct their own beliefs and practices, allowing them to offer ideal learning situations for their learners.

Kinsella (2006:276) argues that Schön's conceptualisation of reflective practice has constructivist roots and a constructivist orientation. Kinsella argues that constructivism relates to reflective practice and continuing professional development. IQMS is a tool to inform constructivism (Kinsella, 2006:286). Noddings (1990 in Kinsella, 2006:290) suggests that constructivism includes three aspects:

- All knowledge is constructed, at least in part, through a process of reflection
- Cognitive structures exist that are activated in the process of construction
- Cognitive structures are under continual development (purposive activity induces transformation of those structures, and the environment presses the organism to adapt).

Schön's theory of reflective practice is driven by self-evaluation and peer evaluation. Through reflection, teachers continuously construct and reconstruct their teaching techniques and curriculum knowledge to contribute to quality education.

Schön valued the constructivist approach, which is clear form his critique of John Dewey, who developed the theory of reflective practice (Kinsella, 2009:279; Van Beveren, Roets, Buysse & Rutten, 2018:2). Dewey (1993 in Kinsella, 2009) considered reflection from a general perspective, recognizing it as an intricate endeavour involving both intellectual and affective dimensions and requiring certain attitudes such as broadmindedness, dedication and accountability from the reflective thinker.

Schön's (1983) own work on reflection stems from his publication *The Reflective Practitioner* in which he developed his critique of technical rationality as the dominant epistemology of professional practice. As a response to the artificial division of theory and practice in this approach, Schön according to Van Beveren et al. (2019:2) formulated the notion of reflection-in-action as a new epistemology of practice that identifies the value of knowledge gained through everyday experience. Kinsella (2009:4) asserts that theory of reflective practice is concerned with how teachers conceive professional knowledge, to improve teaching and learning for the learners, the teacher themselves, and education as a whole, as well as society.

Mkhawanazi (2013:180) explains that Schön's theory of reflective practice includes four constructs, technical rationality, knowing-in-action, reflection-in-action and reflection-on-action.
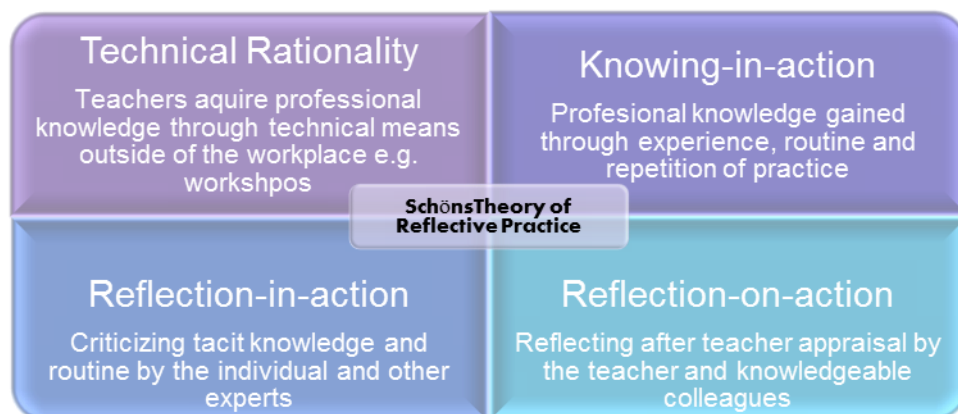
Figure 2.1: A representation of the four theoretical constructs that constitute Schön's (1983:) theory of reflective practice.

As is illustrated in Figure 2.1, technical rationality is where teachers acquire professional knowledge through technical means outside the workplace e.g. workshops. Knowing-in-action is professional knowledge gained through experience, routine and repetition of practice. Reflection-in-action is criticizing tacit knowledge and routine by individual and other experts whereas reflection-on-action is reflecting after teacher appraisal by the teacher and knowledgeable colleagues. Each of Schön's theoretical constructs according to Mkhwanazi (2013:180) identifies ways in which teachers can increase their knowledge and skills, which contributes to their professional knowledge.

Technical rationality holds that 'practitioners are instrumental problem solvers who select technical means best suited for particular purposes' (Mkhwanazi, 1983:29). 'Rigorous professional practitioners solve well-formed instrumental problems by applying theory and technique derived from systematic, preferably scientific knowledge'. Schön argues that universities have 'a dominant view of professional knowledge as the application of scientific theory and technique to the instrumental problems of practice' (1983:30). Teachers, as university graduates, learn about 'how to teach' and solve practical teaching problems in places that include those that are outside their workplaces (Mkhwanazi, 2013:180). For Kinsella (2009:7) the 'manner in which reflective practice is applied in educational contexts, by professional bodies and regulatory colleges, can be seen as a form of technical rationality'.

Newman (1999) critiqued the notion of technical rationality, arguing that it ignores the experiential learning of practitioners. Technical rationality ignores job-embedded types of professional development activities, activities like peer-to-peer, mentoring and collaborating with colleagues through developmental activities, all of which provide opportunities for exchanging knowledge (Lee, 2005; Badri et al., 2016:12). The value of professional knowledge development thourgh collegial interaction relates to the other elements of Schön's theoretical construct, that of knowing-in-action and reflective practice.

Knowing-in-action, Schön (1983:54) claims, is a type of practical knowledge that practitioners possess. Knowing-in-action is practical knowledge gained through experience (Schön,1983:123). It is tacit knowledge that is revealed by action but cannot be described. It is 'the knowing we manifest in doing' (Schön, 1983:49). What

we as professionals 'know is revealed through our performance of everyday routines of action' where 'the situations of action are not problematic; the smooth flow of action is not interrupted by surprise' Schön (1983:124). It would seem that Schön is suggesting the more knowledgeable and experienced a teacher is, the less difficulty they experience in their daily teaching routines. It would also seem that according to Schön's (1983:124) explanation of knowing-in-action, that teachers who are more experienced can handle any situation that arises in the classroom with less effort than the less experienced teacher would.

Schön (1983:54) asserts that the practitioner develops a repertoire of expectations, images and techniques over time. The teachers learn what to look for and how to respond to what they find. Repetition makes his knowledge in practice more tacit, spontaneous and automatic, benefiting the teacher and learner. The negative consequence to routine and repetitive practice, however, is that the teachers become narrow minded about what they are doing. The teachers have overlearned what they know. Therefore, developmental appraisal within IQMS can be used to make tacit knowledge of teachers explicit. When teacher appraisals are used to examine the teacher's actions in practice, the teacher and the appraisers become aware of routine practices which were overlearned (Kinsella, 2009:11). Moayeri and Rahimiy postulate that reflection and classroom practice should be done purposefully, to ensure an increase in teacher confidence about teaching and learning so that it can positively impact on their classroom practices (2019:138). Hence, the teacher can, through reflection, correct over-learning (Schön, 1983:61). This is exactly why Schön proposes reflection-in-action and reflection-on-action.

Reflection-in-action is the practice whereby the teacher is constantly thinking about what they are doing while they are doing it (Schön,1983:50). Through reflection, teachers can criticize tacit understandings they have grown up with around the repetitive experiences of a specialized practice.

Van Manen (1995:2) argues that Schön's (1983) description of reflection-in-action as contemporaneous reflection, is reflection that occurs when the action is taking place. Criticizing reflection-in-action, Van Manen (1995:2) argues that a teacher's work day is so overloaded that the concept of reflection-in-action is problematic. Teachers make countless decisions daily, without reflecting on the process. Moayeri and

Rahimiy (2019:138), in contrast, argue that the nature of teaching is reliant on re-examining curriculum, instruction, and evaluation. Teachers, they argue, are capable of reflecting on their flaws and improving their teaching consequently.

This study uses Schön's (1983:50) theoretical construct of reflection-in-action as a purposeful act of reflection when the teacher is being appraised for developmental purposes. This study will specifically focus on performance standard five located in the teacher performance record (QA3), which deals with professional development.

An annual IQMS appraisal provides an opportunity for teachers, together with their peer and supervisor (developmental support group), to reflect on their practice. This duo critically evaluates the teacher's strengths and weakness while the teacher is in action. The teacher's practices are appraised according to eight performance standards with set criteria. Teacher professional development within IQMS is evaluated according to set criteria. Criteria include participation in professional development; participation in professional bodies; knowledge of education issues; and attitude towards professional development. The evaluators include the teacher's peer and the supervisor developmental support group also identifies teacher strengths, recommendations for development and notes on contextual factors.

When teachers reflect in action, they become researchers in their own practice. They are not dependent on theories and techniques, but construct a unique theory about their case (Schön, 1983:62). During an appraisal, a teacher and the developmental support group complete the teacher's performance record and use it to compare opinions about the evaluation being conducted (QA3). Recommendations for development require of the teacher and developmental support group to identify the teacher's weaknesses, which according to Schön (1983:68) would frame a problematic situation. The teacher does not separate thinking from doing, restricting his way to a decision that he must later convert into action.

The completion of a teacher's performance record provides the teacher with the opportunity to reflect on their practice and become a researcher of their own practice. The teacher does not keep means and end separate, but defines them interactively as he frames a problematic situation (Schön,1983: 68). With the IQMS, evaluation recommendations for development are identified on the QA3. Moayeri and Rahimiy

(2019:131) argue that 'reflective practice equips teachers with a vision to recognize the impact of their beliefs on the pedagogical decisions they make while teaching'.

Reflection-in-action is an extraordinary process, which is the core of practice to some teachers (Schön, 1983:63). The IQMS evaluation provides every teacher involved in the IQMS process (Schön,1983:68) with an idea of reflection-in-action. The teacher, together with their developmental support group, has the opportunity to identify problematic areas in the teacher's action, and a team in the form of their developmental support group to reflect together with them on their action. Reflection in action essentially involves an experiment (Schön, 1983:141), in this case, the IQMS process. Mkhwanazi (2013:180) explains Schön's fourth theoretical construct that constitutes reflective practice as reflection-on-action. It describes his fourth theoretical construct as looking back on an event and reflecting on it. Reflection-on-action is associated with the notion of time. The teacher reflects after an event or encounter with others. In this study, reflection-on-action takes place after developmental appraisal by the teacher in collaboration with their developmental group. The result of such data-driven reflective practice might suggest the validation of the current teacher practices or the requirement of employing some modifications to current practices, since they may not reflect a teachers' specific beliefs (Farrel & Ives, 2015). Furthermore, plans for improvement are developed by the teachers themselves, together with the support of knowledgeable colleagues (Ghaye, 2011:7).

2.14   Conclusion

This chapter offered a discussion of the literature relevant to the IQMS and teacher professional development. Chapter 2 is a discussion of the initial implementation of the IQMS and the challenges experienced with effective implementation of this quality management system. Chapter 2 focuses on the many efforts from the Department of Basic Education to strengthen and support the challenges experienced by teachers when implementing the IQMS process. The efforts led to the review of policy to the extent that a new collective agreement was reached by the Department of Basic Education and the Educator Labour Relations Council in 2014. The IQMS was now to be rebranded and streamlined. Chapter 2 further offers a discussion on teacher professional development, the importance thereof amongst others, and the role players who influence and support teacher professional

developmental activities. The chapter ends with a discussion of the theoretical framework used in this study. As the IQMS is a reflective activity completed by teachers annually, it was deemed appropriate for this study to employ Donald Schön's (1983) theory of reflective practice. Schön's four theoretical constructs that constitute the theory of reflective practice (1983) are aligned with the IQMS process. The discussion includes arguments from other researchers on their views of Donald Schön's (1983) theory of reflective practice.

The next chapter describes the research design and methodology. Data collection techniques and data analysis will also be discussed in Chapter 3.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3.1   Introduction

This chapter outlines the research design and methodology employed in conducting this study. The aim of this study is to explore perceptions of teachers in one Western Cape school situated in the Metro South Education District of the IQMS as a tool for teacher professional development. The main research question to be answered is: What are Metro South Education District teacher perceptions of the IQMS as a tool for teacher professional development?

A qualitative research methodology was undertaken, set in the interpretative paradigm, in which in depth interviews were conducted with post level one teacher participants; and one focus group interview was conducted with the school development team from a purposively selected school in Metro South Education District in the Western Cape Province. The principal who forms part of the school development team was interviewed separately to avoid power dynamics.

The chapter provides details of the research design, data collection techniques, data analysis, trustworthiness, and ethical considerations. Since the research aimed to explore teacher perceptions in one Metro South Education District school in the Western Cape regarding IQMS as a tool for professional development, the objective which emanated from the research aim was to investigate teacher perceptions regarding the extent to which IQMS was being used as a tool for professional development. Secondly, the objective was to identify best practices regarding developmental appraisal within IQMS and to propose how to bridge the gap between policy implementation and practice.

3.2   Research design

Bless, Higson-Smith and Sithole (2016:130) describe a research design as a clear plan that guides the researcher during the research process. Research design, they argue, is directly linked to answering the research question(s). According to Leedy and Ormrod (2015:102:), the choice of research design is dependent on the research

approach. Added to this, the research design must enable the researcher to make decisions regarding the methods and techniques which make it possible to answer the research question/s.

This study analysed teacher perceptions of teacher professional development within IQMS. To achieve this, a qualitative research methodology, within an interpretative paradigm, was adopted, using six in-depth interviews with post level one teachers and one focus group interview with the school development team.

3.2.1 Interpretative paradigm

This study is situated within the interpretative paradigm. The interpretative paradigm is a form of inquiry that employs a particular approach that assumes an in-depth understanding and deep immersion in the environment of the subject (Thomas, 2016:148; Du Plooy-Cilliers, Davis & Bezuidenhoudt, 2014:27). The goals of researchers who adopt the interpretative paradigm involve the empathetic understanding of participants' day to day experiences (Du Plooy-Cilliers et al., 2014:28).

Conducting research in the interpretative paradigm makes it possible to gain an in-depth understanding of how teachers perceive teacher professional development in their own context. Interpretivists believe that people may or may not experience reality in the same way. People's realities are influenced by their circumstances, culture and experiences (Du Plooy-Cilliers et al., 2014:28). An interpretative paradigm was adopted as it is best suited to a qualitative approach to investigate teachers' individual experiences of teacher professional development, and to gain new insights as to what teachers' perceptions are. Du Plooy-Cilliers et al. (2014:30) posit that interpretivism depends on the qualitative research strategies that emphasize words rather than quantification of numbers in the collection and analysis of data.

3.2.2 Qualitative research methodology

This study investigated teacher perceptions of the extent to which IQMS is being used as a tool for teacher professional development, for which it was intended.

Secondly, it sought to identify best practices regarding developmental appraisal within IQMS, to propose ways to bridge the gap between policy implementation and practice. By adopting a qualitative research methodology, this study made sense of participant experiences, feelings and social situations in teacher professional development as a response to IQMS. A qualitative research methodology also made it possible for this study to investigate if teachers were being supported by the school developmental team and their developmental support group with continuous teacher professional development.

According to Denzin and Lincoln (2011:3), a qualitative research method is:

> A set of interpretative, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to self… qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in the terms of the meanings people bring to them.

Qualitative researchers investigate how human interactions take place and explore why it happens the way it does (Henning, Smit & Van Rensburg, 2013). Qualitative research allows a researcher to get the inner experience of participants (Rule & John, 2011:60). Moreover, a qualitative approach aims to make sense of feelings, experiences, social situations and phenomena as they occur in the real world, and therefore wants to study them in their natural settings (Rule & John, 2011:60). Locke, Spirduso and Silverman (1993:99) argue that qualitative research is naturalistic: the researcher enters the world of the participant as it exists and obtains data without any deliberate intervention designed to alter the setting.

A personal point of interest for me as a teacher and a member of the staff development team was to fathom why the school development team were experiencing challenges to teacher professional development. Participants were approached in their natural environment, to ensure their surroundings could allow the most authentic responses to emerge naturally without any alien elements intruding. The participants were interviewed on the school premises and at times when limited intrusion to the process could occur.

3.2.3 Sample

The study was conducted at one school, purposely selected, in the Metropole South District of the Western Cape Education Department (WCED). Du Plooy-Cilliers et al., (2014:143) indicate that purposive sampling occurs when a researcher selects a sample because of its particular characteristics. The selection of the school was based on its continuous good performance in the National Senior Certificate examination results. It was assumed that the school was implementing the IQMS effectively, and that the IQMS was used as a tool for development. It was further assumed this school was promoting professional development activities, which addressed teacher developmental needs.

This study's target population was all the teachers at the school (Yin, 2009:32). To achieve the aims of this study, strategic purposive sampling was used to select participants. Sample elements included a list of teachers that this study would be analysing (Du Plooy-Cilliers et al., 2014:134). The elements of this sample included teachers from all post level rankings at the school, as all teachers regardless of their ranking were obligated by the Department of Basic Education to undertake the IQMS process. Furthermore, teachers at different post level rankings assumed different roles and responsibilities in the IQMS process as indicated in Chapter 2. Six post level one teachers were selected to participate in this study, as were four representatives of the school development team.

Many teachers were administering examinations and a few teachers were not available due to professional development commitments after the school day ended. Three out of the four members of the school developmental team were the senior managers of the school. The principal and the deputy principal were the leading members of the school development team, who could shed most light on the implementation of the IQMS and teacher professional development at this institution. Furthermore, the four representatives of the school developmental team could inform me about their experiences regarding how IQMS was managed and implemented. Furthermore, the school development team participants could account as to how IQMS promoted teacher professional development. Six post level one teachers were selected to contribute their views and opinions regarding IQMS as a tool for

professional development as they were undergoing the evaluation process which informed their developmental activities as teachers.

3.2.3.1 Description of sample elements

Participants interviewed included the school developmental team, and six post level one teachers.

3.2.3.1.1 The school development team (SDT)

The school developmental team coordinates all activities pertaining to staff development, training and the monitoring of IQMS (RSA, 2003:12). The school developmental team representatives are from all post levels of teachers at school level. Post levels are different categories in which teachers are placed reflecting increasing levels of responsibilities. The higher the post level, the more responsibilities the teacher has.

The *Personnel Administration Measures* (PAM) document (RSA, 2016a:17-43), states post level one teachers engage in class teaching and organise extra-curricular and co-curricular activities to promote education in a proper manner. Post level two teachers are ranked as heads of departments. A head of department has to engage in class teaching, and has the responsibility of the effective functioning of a department. Post level three teachers are ranked as deputy principals, assisting the principal with managing the school. Post level four teachers are ranked as school principals, who are the school heads. For this study, the sample of participants for the school developmental team included the school principal, the two deputy principals and one head of department.

(a) The principal

The principal is head of an institution and primary driver of teacher professional development. The Department of Basic Education expects that principals manage schools to the best of their ability, and to achieve favourable academic outcomes. The principal at the school of study is a male in his early sixties and has served the

school as principal for thirty-two years. His qualifications are a Bachelor in Education (Honours) degree.

The principal is actively involved in professional development activities. He is the chairperson of the Progressive Principals Association (PPA), a member on the board of the Afrikaanse Taal en Kultuur Vereniging (ATKV) and a board member of the Centre for Teacher International Education (CITE). Data were collected from the principal through the use of an interview schedule. The interview schedule for the school developmental team members was used to interview the principal. He was interviewed separately from the other school developmental team members to avoid power dynamics (Appendix F).

(b) The deputy principals

Two deputy principals at the selected school were interviewed to collect data. The first deputy principal is a female who assumes the role of academic and discipline head. She is also in charge of student affairs. She has been teaching at the school for the past 30 years. Subjects taught include English Home Language and Life Orientation. She completed a four-year teaching qualification as well as the Advanced Certificate in Education (ACE) course in Leadership and Management.

The second deputy principal is a male who assumes the role of administrative head and is responsible for the advocacy and training for the IQMS. He has been with the selected school for a period of 29 years and teaches Life Sciences. His formal qualifications include a Higher Diploma in Education, Bachelor of Arts Degree (BA) as well as completing the ACE course in Leadership and Management. The instrument used for the deputy principals was the focus group interview (Appendix F).

(c) Head of Department

Only one out of five heads of department was available to participate in this study, as a representative of the school developmental team. The head of department is a male and is the lead teacher and subject specialist. He has thirty-three years of teaching experience. He has been teaching at the school for the past eight years and has completed a Bachelor of Education degree.

3.2.3.1.2 Post level one teachers

Teachers are responsible for delivering the curriculum and imparting their content knowledge to learners. To gain an in-depth understanding of teacher perceptions of teacher professional development, six post level one teachers, five females and one male, were interviewed.

The deputy principal invited available teachers to participate in one-on-one semi-structured interviews. Her assistance in identifying available teachers was needed as the study school was conducting the term examination. Six teachers out of a population of forty-four were interviewed in order to acquire rich, deep data within one-on-one semi-structured interviews. After the sixth interview, the same responses from participants were repeated. At this point, sufficient, rich, deep data had been collected. Teachers' ages ranged from <30 to >60. Three out of six teachers had completed a higher diploma in education (HDE). One teacher had completed a BEd, and another teacher had obtained a BEd (Honours). One out of the six teachers had completed a Master's degree in Public Administration (MPA). Teaching experience ranged from a minimum of two years to a maximum of thirty years.

3.3   Data collection instruments

Data were collected through interviews. In-depth and focus group interview techniques were employed with the school development team and post level one teachers. For a qualitative-aligned research, these methods are appropriate because Rule and John (2011:63) indicate that interviews (be it with individuals or as a group) are excellent techniques to extract deep and not-so-easy to reach data.

3.3.1   Interviews

According to Rule and John (2011:64), interviewing is a popular method when doing qualitative research. Conducting interviews, they maintain, requires technical skill, preparation, interpersonal skills and communicative competence to achieve clear results. Thomas (2016:189) identifies structured interviews, unstructured interviews, semi-structured interviews, observations and field notes as methods that can be used

in research. This study used only in-depth and focus group interviews to collect data. All interviews were pre-arranged and confirmed by the principal via email. The interview schedules (Appendix F) were emailed to him. Interviews of the six post level one teachers and the school developmental team representatives took place on two separate dates.

3.3.1.1 In-depth interviews

In-depth interviews with the post level one teachers took place one afternoon. In-depth interviews allowed this study to pose questions to the participants with the aim of learning more about their views, opinions and beliefs about the IQMS as a tool for teacher professional development (Du Plooy-Cilliers et al., 2014:188).

Provision for the interviews was made by the principal as the school day ended at one o' clock due to examinations being administered. Participants were briefed on the purpose of the study. They indicated their willingness to participate by completing the required consent forms and profile sheets (Appendix D and E). Participants agreed to be audio recorded. Questions to explore teacher perceptions of the IQMS as a tool for development were asked of all six participants (Appendix F).

3.3.1.2 Focus group interviews

Focus group interviews involve small groups of individuals who are brought together to explore attitudes and perceptions, feelings and ideas (Denscombe, 2012:175). Thomas (2016:192) argues that the aim of focus groups is to facilitate a discussion amongst participants, not between the researcher and participants. A focus group is conducted in an unstructured or semi-structured way with a list of questions as a guide (Bless et al., 2016). Participants in a focus group have a common interest and are brought together in an informal setting to discuss the topic in question (Thomas, 2016:192). Bless et al. (2016) note that participants in discussions are able to explore disagreements and not only answer questions. Therefore, this exploration produces a much deeper understanding of the problem. One focus group interview was conducted with the school developmental team.

The two data collection instruments were employed with the view of gaining new insights into teacher perceptions of professional development within IQMS were. The rationale behind this purposive sampling was that the school development team representatives did not only assume a support, mentorship and monitoring role in the IQMS process, but equally to post level one teachers these participants too were obligated to undertake the IQMS process. Furthermore, the school developmental team experienced the IQMS process as appraisee and appraiser. One focus group interview was conducted with two deputy principals, and one head of department. The three-participant focus group is easy to host, and still within an acceptable size parameter, according to Thomas (2011:64). The principal, also a member of the school developmental team, was interviewed separately to avoid power dynamics. All participants completed consent forms and profile sheets (Appendix D and E), and agreed to be audio recorded.

Table 3.1 Overview of data collected

Participants	Number of participants	Instrument	Data aspects to be covered	Type of analysis
The school development team (SDT)	Four school development team representatives: the school principal, two deputy principals, one head of department (HOD).	Focus group interview	Perceptions of teacher professional development; Motivation; Addressing teacher developmental needs; Communication	Thematic
Teachers	Six teachers	In depth interviews	Teacher professional development; Motivation; Leadership; Developmental appraisal	Thematic

3.4   Data analysis

Schön's (1983) theory of reflective practice enabled this study to analyse data aligned to his framework. Schön's reflective model, which constitutes four theoretical constructs namely technical rationality, knowing in action and reflection in and on action, made it possible to identify concepts within the data related to each of Schön's theoretical constructs. The theory of reflective practice is concerned with how teachers conceive professional knowledge, to improve teaching and learning for the learners, the teacher themselves, education as a whole as well as society (Kinsella, 2009:4). This study aimed to explore perceptions of teachers in one Metro South Education District school in the Western Cape regarding the IQMS as a tool for teacher professional development. The IQMS itself intends to inform teacher professional development that contributes to the professional knowledge of teachers.

Qualitative content analysis was applied in this study, using a deductive approach. Qualitative content analysis is used to explore and identify unconcealed and concealed themes and patterns rooted in a particular text (Du Plooy-Cilliers et al., 2014:234). Throughout this study cognisance was taken of the research aim, research objectives and questions when analysing data. Interview questions were developed and aligned with Donald Schön's (1983) theory of reflective practice. This made it possible during data analysis to identify categories and themes aligned with technical rationality, knowing in action and reflection in and on action which constitute Schön's (1983) model. Identified themes are discussed in Chapter 4.

A deductive approach was employed for the data analysis process. Deductive codes were developed before examining the data. Themes were linked to the literature and theoretical framework as discussed in Chapter 2. When reviewing the literature, challenges with regard to the IQMS and teacher professional development were pointed out. Issues of contention relating to the IQMS were highlighted throughout studies, and policy documents reviewed. All issues and challenges identified enabled this study to carefully analyse data looking for the same trends in the data collected. The literature further pointed out valuable types of teacher professional development such as mentoring and professional learning communities which supported this study to look for similarities and differences in the data. Support for teacher professional

development was another important aspect highlighted in the literature, further aiding this study to look for similarities and differences embedded in the data.

Themes are interpreted within the context of the specific study. Therefore, data were analysed from the general to the specific (Du Plooy-Cilliers et al., 2014:234). This study employed the eight-step process of data analysis of Zhang and Wildemuth (2009: 309-311) as adapted by Du Plooy-Cilliers et al. (2014:235).

3.4.1 Preparation of data

Interview responses from participants were transcribed into written text, which made it possible to get to know the data well and to conduct reduction of data that was guided by the research questions of this study, literature and Schön's (1983) theory of reflective practice. The full range of responses from transcribed interviews was used. To improve the intimate understanding of the data, memos were written on the right-hand side of all transcriptions as a reminder of thoughts and insights during the data analysis process.

This study utilised phrases, sentences and paragraphs as coding units linked to the literature and Schön's model (1983) of reflective practice (Du Plooy-Cilliers et al., 2014:234). Coding units were used to organise the data into manageable chunks. These chunks were examined and compared in terms of similarities and differences (Thomas, 2016:204). The chunks were then coded using different coding units. Related coding units were grouped together.

Categories were identified by labelling them, bearing in mind the research questions and the aim of this study of exploring teacher perceptions of IQMS as a tool for teacher professional development (Bless, Higson--Smith & Sithole, 2016:352).

3.4.2 Coding all data

Thematic coding was used to reduce data by identifying themes. Employing a deductive approach allowed this study to scrutinize all text. Through the process of scrutinizing codes, themes and categories emerged using the constant comparative method (Thomas, 2016: 204). A deductive coding was used by employing a list of

themes anticipated from the data which was linked to the literature review and theoretical framework.

3.4.3 Test coding scheme on a sample text

To resolve all uncertainties and challenges related to the text, transparency and consistency of category definitions were tested on a sample text.

3.4.4 Assessing coding consistency

After coding was completed, the consistency of the process was rechecked.

3.4.5 Drawing conclusions from the coded data

Data was then interpreted according to the themes and categories identified. Data analysis was expanded based on this study's consideration of theoretical constructs and the meanings derived from the data (Du Plooy-Cilliers et al., 2014:242).

Table 3.2 is a summary of the themes and categories that emerged through the data analysis process. The findings are reported in Chapter 4.

Table 3.2: Summary of themes and categories

Themes	Categories
Theme 1: Teacher perceptions	- Teacher perceptions of IQMS - Teacher attitude - Forms of professional development
Theme 2: Motivation	- Intrinsic motivation - Extrinsic motivation
Theme 3: Teacher support with TPD	- Mentoring - Peer support - Internal developmental appraisal programme - Constructive feedback - School developmental focus - Resources - Lack of PLCS
Theme 4: Effective communication	Advocacy and training

	• Continuing Professional Teacher Development (CPTD) system

3.5   Trustworthiness

Reliability is concerned with the accuracy of the researcher's data collection instrument. It is important that the research instrument is reliable and can give accurate data on different occasions, in different circumstances (Thomas, 2016:64). Denscombe (2012:301) equates reliability in qualitative research to be reflective of procedures and decisions which other researchers can evaluate. This evaluation is done with the intention to see how reputable a researchers' decisions are, and if they made reasonable decisions. According to Du Plooy-Cilliers et al., (2014:256), validity is the degree to which the instruments that were utilized reflected the reality of the constructs being measured. For this study the instruments were interviews and one focus group interview. Internal validity is concerned with whether the researcher's method of data collection and analysis address the research question adequately. In contrast, external validity examines the extent to which the results of this study can be generalised (Bless et al., 2016). To ensure rigor and trustworthiness in this qualitative study, validity and reliability were adopted as guidelines.

Trustworthiness was ensured by employing different strategies which included triangulation, audit trail, thick descriptions and peer debriefing. Hadi and Closs (2016:3) suggest the use of at least two strategies to ensure trustworthiness of qualitative findings.

Data was checked by comparing transcriptions to audio recordings (Thomas, 2016:65). To ensure reliability, all participants were asked the same core questions, both at the individual and focus group interviews. To ensure reliability of the research instrument, namely the interview schedule for the school development team and teacher participants, each question in the schedule was coded with either the main research question or sub-questions. This process also ensured that data collected would answer the research questions.

3.5.1 Credibility

Credibility refers to the accuracy with which the researcher interpreted the data that was provided by the participants (Koonin, in Du Plooy-Cilliers, 2014:258). To safeguard credibility this study implemented various strategies which included data triangulation, peer debriefings of this study, and examination of previous research (Hadi & Closs, 2016:4).

Participants for this study were strategically purposefully selected to extract deep data from all post level ranking teachers, to realise the aims and objectives of this study. Participants represented post level four to post level one ranking teachers which included the school principal, deputy principals, a head of department and six post level one teachers to explore teacher perceptions of IQMS as a tool for teacher professional development.

This study considered in-depth and focus group interviews as the most appropriate method of data collection to ensure credibility. All participants were asked the same core questions employing a deductive approach. Interview schedules were reviewed by the supervisors of this study before interviews were conducted. As mentioned, interview questions were coded with either the main research question or the sub-questions to ensure that these questions were answered. Participants were encouraged to freely express their opinions and views during interviews. For participants to feel comfortable and safe during the interview process, this study entered the world of the participant as it exists and interviews were conducted in their natural setting. Triangulation was employed as a strategy to ensure trustworthiness by utilizing in-depth and focus group interviews to collect data. Sample elements were discussed in detail in 3.2.3.1. Coding units for data analysis were aligned with the research questions of this study and concepts relating to Schön's (1983) four construct model of reflective practice.

To further enhance credibility and trustworthiness, this study presented preliminary findings at a student research conference hosted at the University of Stellenbosch. This opportunity allowed other experienced researchers such as doctoral students, lecturers, supervisors from universities and departmental officials to meaningfully

question the researcher's interpretations, incite critical thinking, and provide alternative additional perspectives and explanations (Hadi & Closs, 2016:6).

3.5.2 Transferability

Transferability is the ability of the findings to be applied to a similar situation and to deliver the same results (Koonin, in Du Plooy-Cilliers, 2014:258). This study was conducted in one public school in the Metro South Education District in the Western Cape. A detailed description of the school context is provided. Perceptions of the school development team and post level one teachers regarding IQMS are reported. Findings in this study are compared and contrasted to previous research in teacher professional development and policy documents regarding teacher professional development. These sources were utilized to identify similarities and differences regarding teacher experiences and teacher professional development policy implementation. Providing a detailed description of sources and techniques of data collection and data analysis makes an audit trail possible which demonstrates the truthfulness in the findings of this study (Hadi & Closs, 2016: 5).

3.5.3 Dependability

Dependability refers to the quality of the process of integration between the data collection method, data analysis and the theory generated in the data (Koonin, in Du Plooy-Cilliers, 2014:259). To guarantee dependability, this study employed in-depth and focus group interviews. A detailed research process including the research design, data collection instruments, and data analysis are stated. This allows another research study to duplicate the process in another province or district, not necessarily producing the same results.

3.5.4 Confirmability

Koonin as cited in Du Plooy-Cilliers (2014:259) describes confirmability as how well the data collected support the findings and interpretation of the researcher. Therefore, the findings of this study reflect the participants' voices and the conditions of the inquiry. This study is also free from any biases, motivations and perspectives.

To ensure conformability, quotations from the transcribed text was presented with the analyses and discussion in Chapter 4, to show the connection between the data and results. Triangulation was employed when more than one data source was used to collect data, to guarantee that other research studies come to similar conclusions. The research methodology, design, data collection methods and data analysis process was fully detailed in this chapter.

3.6   Ethical Considerations

This study conformed to all the Cape Peninsula University of Technology's ethical protocols. To conduct the research, written permission was obtained from the ethics committee of Cape Peninsula University of Technology (Appendix A), where after approval was obtained from the Western Cape Education Department (WCED) (Appendix B). Included in the WCED application was a letter from supervisors confirming their role in the study (Appendix C).

The school principal was informed via e-mail about the research. He prearranged and confirmed all visits to the school. During an initial visit to the school, attended by the principal and the two deputy principals, the purpose of the research was explained. Verbal explanations were provided to all teachers who participated in this study. Permission was obtained verbally from all participants for the use of the audio recorder. After all explanations were given, teachers signed an informed consent form (Appendix D). Thereafter each participant completed a profile sheet to enable this study to collect biographical information concerning each participant. (Appendix E).

To be ethically considerate to the participants, this study implemented a list of guarantees to minimize risk or harm to participants, as set out by Denscombe (2012:7). Anonymity was guaranteed using pseudonyms for all participants. Data were treated as confidential and kept in a safe place. Data were disposed of after being analysed. This study assured all participants that collected data would only be used for the purpose of this study.

3.7   Conclusion

Chapter 3 offered a detailed presentation of the research design and methodology in collecting required data for this research. A qualitative research methodology allowed this study to extract deep data from the school development team and six post level one teachers during interviews. All participants in this study were discussed in detail. Data was analysed utilising content analysis deductively employing the eight-step process of data analysis of Zhang and Wildemuth (2009: 309-311) as adapted by Du Plooy-Cilliers et al. (2014:235-247). Actions taken to guarantee credibility, reliability, transferability and dependability in this study were reported. All the ethical protocols conformed to as required by the Cape Peninsula University of Technology were discussed. The next chapter reports on the results of the data collected.

CHAPTER 4
ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents a discussion and analysis of data gathered for this study. Data were collected from all post level ranking teachers at one particular school in the Metro South Education District in the Western Cape. It was considered necessary to collect data from all post levels to explore their perceptions of the IQMS. Secondly, all teachers at different post level rankings have different roles and responsibilities in the IQMS process. All participants were teachers, at different levels within the system, who are obligated through the Department of Basic Education to undertake the IQMS evaluation process annually. Therefore, this study aimed to explore perceptions of teachers in one Metro South Education District school in the Western Cape on the IQMS as a tool for teacher professional development. In this chapter, data collected is presented according to themes and categories identified during the data analysis process.

This study employed the eight step process of data analysis of Zhang and Wildemuth (2009: 309-311) as adapted by Du Plooy-Cilliers et al. (2014:235-247). Themes and categories were derived deductively from data collected through one focus group and six in-depth interviews. Through data analyses and interpretation, the following themes emerged: teacher perceptions, motivation, teacher support for teacher professional development and effective communication regarding teacher professional development.

The study was framed by Schön's (1983) theory of reflective practice. Drawing up of interview questions to collect data was influenced by Schön's four constructs of reflective practice. Kinsella (2009,4) describes his theory of reflective practice as concerned with teacher conceptualisation of professional knowledge, improving teaching and learning for the learners and teacher themselves, education as a whole, and society (Kinsella, 2009:4). Reflective practice according to Schön (1983) was acquiring and building on professional knowledge in a four-step process. Technical rationality was gaining professional knowledge outside of the workplace to address classroom practices (1983:30). Experience and routine contributed to knowing in

action, which caused teachers to overlearn, but could be corrected by reflection in action (1983:123-124). At this point in the process, self-reflection while teaching and the critiqueing of knowledgeable colleagues could assist to correct overlearning (1983:141). Reflection on action, which is the last step in the reflective practice model, is critically examining practices with others and putting plans in place to contribute to gaining professional knowledge. Dewey (1933, in Kinsella 2009) however, significantly expresses that reflection touches on a teachers intellectual and emotional dimensions, requiring certain attitudes such as broadmindedness, dedication and accountability.

4.2 Participants

Information on participants are summarised in the table below:

Table 4.1: Biographical information of participants

Participant	Participant Code	Years of teaching experience	Number of IQMS evaluations completed	Role in the IQMS process
Principal	P	32	12	Moderator and supervisor
Deputy Principal	DPA	30	12	Supervisor and peer
Deputy Principal	DPB	29	12	IQMS co-ordinator, supervisor and peer
Head of Department	HOD	33	12	Supervisor and peer
Teacher 1	Teacher A	20	12	Evaluee and peer
Teacher 2	Teacher B	23	12	Evaluee and peer
Teacher 3	Teacher C	2	0	Evaluee and peer
Teacher 4	Teacher D	30	8	Supervisor and peer
Teacher 5	Teacher E	8	12	Evaluee and peer
Teacher 6	Teacher F	23	12	Evaluee and peer

As indicated in table 4.1, most participants had more than 20 years teaching experience. In addition to this, table 4.1 indicated that most teachers have been evaluated through the IQMS process since its implementation in 2004. Only two participants had less than 20 years' experience. Teacher E was teaching for eight years and had undertaken the IQMS eight times. Teacher C had only been in the teaching profession for two years and had no experience in being evaluated through the IQMS. Teacher C however had perceptions regarding the process that could contribute to this study.

4.3   Summary of interviews

Teacher participants were strategically chosen from all post level rankings to explore how teachers perceived the IQMS as a tool for professional development. To identify best practices regarding developmental appraisal within IQMS and to propose ways bridge the gap between policy implementation and practice, this study obtained data from post level one to post level four teachers. The higher the post level ranking the more roles and responsibilities were assigned to the teacher. The same applied in the IQMS process.

4.3.1 The School Developmental Team

The full complement of the school developmental team was not available for the interviews. Nonetheless this team was represented by the school principal, the two deputy principals and one head of department.

4.3.2 Post level one teachers

Teachers are responsible for delivering the curriculum and imparting their content knowledge to learners. Six post level one teachers were interviewed, of which five were female s and one was male.

The deputy principal assisted in identifying the post level one teachers who participated in the study and in implementing the interview schedule. The teachers' biographic details are as follows:

- (*Teacher A*) is a female with 20 years' teaching experience and falls in the age category 41-50 years of age. She has a Higher Diploma in Education and teaches Mathematics across all grades.

- (*Teacher B*) is has 23 years' experience and falls in the age category of 41-50. She has a Bachelor of Education degree and teaches English across all grades.

- (*Teacher C*) has two years teaching experience with an Honours Degree in Education, and falls into the age category <30. She has taught Life Orientation, Social Sciences, Natural Sciences, English and History.

- (*Teacher D*) has a Higher Diploma in Education with 30 years of teaching experience, falling into the age category 51-60. Subjects he has taught include Mathematical Literacy, Economic and Management Sciences and Technology.

- (*Teacher E*) has 8 years' experience with a Bachelor of Education degree, and falls into the age category of 31-40. She has taught Physical Science, Mathematics, Mathematical Literacy and Life Sciences.

- (*Teacher F*) has a Higher Diploma in Education and falls within the age category between 51-60. She has been teaching for the past twenty-three years. Subjects she has taught include Mathematics and Mathematical Literacy.

4.4   Collection of data

Data were collected from the ten participants at one school from different post level rankings. Four of the ten participants were school development team representatives, and six were post level one teachers. Due to teacher participants representing all post level rankings and assuming different roles and responsibilities within the IQMS process, two sets of interview schedules were developed and utilized to collect data.

4.4.1 Data collection process

The school developmental team, as teachers operating above post level 1, were asked eight questions, which were aligned with the research questions.   The questions were:

- Tell me about yourself. Experience, qualification, etc.

- Explain your perceptions on teacher professional development?
- In your opinion, what motivates teachers to professionally develop?
- Do you participate in activities which foster professional growth and try new teaching methods/approaches and evaluate their success? (Review and reflection meetings, workshops planned by the subject advisor or district, department of education, teacher unions?)
- How do you as the school developmental team address the developmental needs of teachers?
- In your opinion, is the developmental support group knowledgeable with regards to teacher IQMS evaluation?
- What challenges do you as the school developmental team experience with regard to professional development?
- How often do you evaluate your practice as the school developmental team?

The responses to the first question were general, where teachers were warming up to the interview. The responses to the second question on teacher perceptions varied because of their different experiences and views. The third question pertaining to what motivates teacher to professionally develop elicited similar views from the principal and DPB. In their opinion a positive environment to teach in was key to motivate teachers to fulfil their duties. DPB and the head of department had no views on this question. The fourth question which was related to professional development activities was generally answered in the same way by participants while the school development team mentioned the different workshops presented by the Education District and Department of Basic Education and Higher Education Institution and professional bodies they were involved in.

Question five and six had similar responses. The responses from the principal and deputy principal as the curriculum head came through strongly in this question where they had similar responses and explained the internal system they had to eradicate biased teacher evaluations. There were no comments made by the other deputy principal and departmental head. In question seven, all responses were similar from the participants, identifying all the challenges to teacher professional development such as time, heavy workload, and teachers who were close to retirement. Question eight responses were similar from all representatives, stating special time allocated in the school time table per week for school management team meetings and the

school and the senior -staff as being leading examples to the staff in terms of professional development. Standard practice was bottom up teacher evaluations as well.

Post level one teacher participants were asked eight questions. The questions asked were aligned with the research questions as stated in the introduction of this chapter. The questions were:

- Tell me about yourself. Experience, qualification, etc.
- Explain your perceptions on teacher professional development?
- Do you participate in activities which foster professional growth and try new teaching methods/approaches and evaluate their success? (Review and reflection meetings, workshops planned by the subject advisor or district, department of education, teacher unions?)
- What motivates you to professionally develop?
- How does your principal influence your professional development?
- How does the school developmental team address your developmental needs?
- In your opinion, is your developmental support group knowledgeable with regards to your IQMS evaluation?
- Does your developmental support group assist in your development? Please motivate your answer.

The responses to the first question were general, where teachers were warming up to the interview. The second question on teacher perceptions varied because of their different experiences and views. However, there was a clear description in teachers' responses of traditions and job-embedded types of teacher professional development. In response to question three, all participants mentioned the professional development activities they were involved in which were offered either by Higher Education institutions, the Department of Basic Education, the education district office or other organisations. To the fourth question, all initial responses were the same, indicating that they were intrinsically motivated to professionally develop. As the interview progressed it was evident form all teachers that professional development was an expectation form the principal.

Question five, the question on how your principal influences teacher professional development, was answered by all participants in a positive manner, where the participants expressed how they admired their leader for his role in their professional development. Question seven and eight regarding a knowledgeable support group were answered by all teachers indicating the fact that teachers received constructive feedback after every evaluation.

4.4.2   Discussion on the responses per question

4.4.2.1   Questions to school development team

- Explain your perceptions on teacher professional development?

All school development team representatives mentioned that teacher professional development is a personal initiative that includes reflection as a tool to direct the specific development.   The principal emphasized self-introspection and open mindedness as key characteristics to improve as a teacher, yet voiced concern regarding teacher attitude and not seeing beyond their areas for improvement. While one deputy principal (DPB) associated teacher professional development with an action by the teacher to improve curriculum and classroom practice, the head of department and other deputy principal associated teacher professional development with job promotion.

- In your opinion, what motivates teachers to professionally develop?

The principal described motivating teachers to develop as challenging. As the curriculum head he tried to create a pleasant school environment and as senior managers of the school, he and the two deputy principals set examples by continuously developing themselves despite their age. DPA confirmed this initiative by the principal, describing their morning briefings as a positive, motivating experience where teachers leave with smiles. This, in her opinion, creates a positive working environment, motivating teachers to honour all expectations relating to their job description.

- Do you participate in activities which foster professional growth and try teaching methods/approaches and evaluate their success? (Review and reflection meetings, workshops planned by the subject advisor or district, department of education, teacher unions?)

The principal himself was involved in more than one off-site professional body such as the Principals Association, ATKV professional development forum and the board of Cite for Teacher International Education at Cape Peninsula University of Technology. The deputy principals and the head of department were more inclined towards job-embedded teacher professional development, mentioning the coercion by the principal of his colleagues into performing some of his duties as an opportunity to grow and develop. The deputy principals explained that as newly appointed school managers, they had attended the Advanced Certificate in Education course in School Leadership; however they were currently involved in no traditional forms of teacher professional development.

The head of department was of the opinion that even tasks being executed in managing the school day was a form of professional development. Their general perceptions differed, but their responses clearly described the two types of teacher professional development namely traditional and job-embedded.

- How do you as the school developmental team address the developmental needs of teachers?

The school development team ensured that teachers would attend the professional development activities presented to the school. DPA mentioned that. as one of the curriculum managers. DPB was very firm in terms of teacher professional development, specifically information and communications technology. The head of department mentioned that teacher duties such as playground duty also contributed to their developmental needs. He did not elaborate any further.

- In your opinion, is the developmental support group knowledgeable with regards to teacher IQMS evaluation?

The responses by the school development team regarding this question was very interesting. The principal was of strong opinion that development appraisal within IQMS had not reached its intended aim. He felt that teachers were not being critical friends during the evaluation process. He strongly felt that teachers were not collaborating and reflecting on teacher practices as they should with developmental appraisal. In strong agreement with the principal was DPB, who voiced his concern regarding teachers not being critical of their colleagues' practices. Furthermore, he described development appraisal as biased acts amongst colleagues, ensuring that all teachers received the monetary incentive linked to the IQMS. Both the principal and DPB shared the system they have developed internally to ensure that biased appraisals do not take precedence over teacher professional development. The principal and deputy principal do teacher appraisal bi-annually to ascertain teacher strengths and weaknesses so that they can make recommendations for support and development. This process further ensures that they have insight into teacher capabilities and scores after the IQMS process is completed. The process is completed with a written report to the teacher and a session to reflect on teacher practices.

DPA raised concern about developmental appraisal, explaining that teachers being expected to evaluate colleagues is unfair practice as teachers are expected to be open and honest in the IQMS process. This expectation, according to her, caused conflict. At this point the head of department had no comments.

- What challenges do you as the school developmental team experience with regard to professional development?

The principal highlighted time constraints and teachers close to retirement as two challenges to teacher professional development. He further added that to keep teachers motivated was also very challenging to the school developmental team. The head of department was in concert with the challenge of a lack of time for teacher professional development. He was very concerned about teachers' daily workload and the expectation after a full school day that tired teachers had to attend professional development activities. Deputy principal B shared the same sentiment as the principal, mentioning teachers who have reached a stage where they are close to retirement who pose challenges to teacher professional

development. Deputy principal A made no comments at this point.

- How often do you evaluate your practice as the school developmental team?

The head of department explained that their school management team and school development team are not two separate teams but act as one. The principal however mentioned that skilled post level members are co-opted onto the school developmental team. It is not only required by the *Collective Agreement number 8 of 2003* (RSA, 2003:11) but the principal describes some heads of departments as lazy leaders breaking down the trust and respect that post level one teachers should display towards them. DPB pointed out that communication was key in evaluating their practice. In addition to this, he explained that a special period was allocated on the school timetable so that the school management team could meet on a weekly basis to discuss relevant issues. DPA explained that with regard to IQMS, DPB communicates the process with all teachers throughout the year. The head of department expressed that reporting to the principal on their department's performance and monitoring their department's curriculum delivery keeps the school development team able to check and evaluate their practices.

4.4.2.2 Questions to post level one teachers

- Tell me about yourself. Experience, qualification, etc.

Teacher A introduced herself as a Mathematics teacher who had taught at her current school as well as another school within the Metro South District previously. She had been a teacher for twenty years, noting that she loved teaching Mathematics. She had a high regard for her school principal who was also her mentor. She was the acting head of department for Mathematics.

Teacher B mentioned she was returning to the teaching profession after a two-year break. She was previously a deputy principal at a secondary school who coordinated the IQMS. She was headhunted by the principal to teach English which she was passionate about. She also mentioned that she was at the school when the current principal was appointed. She explained how the school transformed, academically, into the success it currently is. According to her, she is very fortunate to be teaching at the school where he is in leadership.

Teacher C's noted that her time was limited, as she was scheduled to leave to attend a professional development programme after the school day ended. She did, however, briefly share that she was a novice teacher and had never been appraisal through the IQMS. Teacher D noted that he has been at the school for thirty years, teaching Mathematical Literacy, Economic and Management Sciences and Technology. He added that he was close to retirement. Teacher E noted that she had been teaching at the current school for eight years and loved teaching Physical and Life Sciences. In addition, she was teaching Mathematical Literacy. Teacher F indicated that she has been at the school for twenty-three years, teaching Mathematics. She mentioned that she was close to retirement.

- Explain your perceptions on teacher professional development?

Teacher A ascribed teacher professional development to job-embedded types of professional development, mentioning that the principal, as her head of department, was instrumental in her development as a Mathematics teacher. Teacher B perceived professional development as a teacher improving their qualifications. She mentioned the Advanced Certificate in Education and the courses at the Cape Teaching and Leadership Institute as opportunities for professional growth. Teacher C described professional development as a reflective activity, setting professional goals in terms of teacher development and then achieving those goals.

Teacher D perceived professional development as improving in one's career and associating it with professional development. Teacher E expressed professional development as reflective activity in concert with Teacher C's perceptions. Teacher E explained further that support with regard to teacher professional development can be gained from knowledgeable colleagues and the staff development team. In her opinion, keeping abreast with current trends in education such as information and technology communication informs teacher professional development. She had similar perceptions to Teacher B when she mentioned improving teacher qualifications and enrichment courses as useful professional development activities.

Teacher F expressed the same views as Teacher C and D, who described teacher professional development as a reflective activity and improving professional weaknesses with the support of colleagues. To her, professional development meant changing her teaching practices to assist her in giving constructive feedback to learners. She was of the same opinion as Teacher D when she expressed that keeping abreast with current trends in education informs professional development.

- Do you participate in activities which foster professional growth and try new teaching methods/approaches and evaluate their success? (Review and reflection meetings, workshops planned by the subject advisor or district, department of education, teacher unions?)

The responses of all teachers (Teacher A – F) included the view that the school was directing teacher professional development activities to information communication and technology. Teacher A mentioned that the Mathematics Department was involved with Capitec Bank's professional development programme. All teachers attended district meetings. Teacher representatives attended workshops offered by the Department of Basic Education. Professional development activities were always made available to all staff by the principal himself.

- What motivates you to professionally develop?

All teachers were intrinsically motivated to professionally develop and were passionate about their subjects. However, Teacher B, C and D explained that, when they do professional development, they have the learners in mind. They felt that if they were empowered and skilled, so too would learners be empowered and skilled.

- How does your principal influence your professional development?

Teacher A mentioned that, at times, she feels forced, by the principal, into the teacher developmental activities that he thinks will benefit her. She explained that most of her professional development as a teacher happened at her current

school, as well as the previous school at which she taught, and occurred amongst colleagues and mentors. She described the school principal as a knowledgeable mentor who directs her professional development activities according to her developmental needs. Teacher A explained that her professional growth is as a result of good communication and direction given by the principal.

Teacher F described the principal and members of the school development team as leaders in professional development, specifically with information and technology communication, ensuring that all resources and developmental activities are provided to the staff. She pointed out that the principal expects all teachers to continuously professionally develop.

- How does the school developmental team address your developmental needs?

Teacher B described developmental support groups as supportive to her developmental needs, in which her head of department offered guidance and advice on ways to improve her teaching practice. Teacher C mentioned that her developmental support group assists her in sharing information and communications technology which has improved her teaching practice.

- In your opinion is the developmental support group knowledgeable with regards to your IQMS evaluation?

Teacher A, C, D, E and F were in agreement about their developmental support group possessing good content knowledge and good communication with them offering constructive feedback after the teacher evaluation. Teacher B was an experienced teacher who had had a two-year break from teaching before she resumed teaching in 2016. At the point of data collection, she could not comment on the level of support given by the developmental support group in terms of teacher evaluations.

- Teachers also briefly responded to their perceptions of IQMS.

Teacher A and C perceived IQMS as a large administrative burden. Teacher D described IQMS as a fault-finding exercise which is a reminder for teachers to develop. Teacher B and C, D and F perceived the IQMS as a reflectivity activity with the goal of improving teacher practice.

4.5   Analysis of data

4.5.1   Data analysis process and determination of themes

Once data was transcribed, responses were organised per question. Short summaries were made on all the responses per question. During reading sessions, short notes, thoughts, common phrases and themes were noted on the right-hand margin of each transcribed text relating to the literature and Schön's four constructs that constitute reflective practice. When looking at the specific responses to the research questions, similarities and differences in teacher responses were compared. Thereafter an eight-column table was utilized to record all common phrases and descriptive themes. Each column was labelled with the participants of this study. By using this table, it was easier to establish a global view of common phrases and themes. Different colour highlighters were used to identify main themes and categories to this study. The school development team and Teacher A's transcriptions were used as sample text to test the coding system. At the end of this process, all transcriptions were read through and themes and categories were rechecked.

4.5.2 Theme 1: Teacher perceptions of IQMS

The data clearly indicates that school development team members (P; DPA; DPB; HOD) had no confidence in the IQMS process. As one of the school developmental team members, the principal described peer evaluations as not being critical and bas iased; another school development team member expressed the view that the IQMS could cause conflict, which had to be resolved by school management. The principal (P) said the following:

> I think IQMS, like developmental appraisal, has not reached its intended aim. You know teachers: when you do the peer evaluation how many teachers have you seen there going in with a critical outlook. Coming out there and

sitting and collaborating with their colleague and saying look at here, this is not done the way it should be done and this is where you can improve. They (teachers) go along with what the teachers have scored themselves.

The principal's view was echoed by one of the deputy principals (DPB):

Giving a peer the responsibility of evaluating their colleagues, and a lot of people are reluctant to do that, they will find the easy route. They will score you last year one or two up but okay, so we are trying to change that as well.

In contrast, one of the school developmental team members (DPA) made the following remark:

I don't think it's fair to put that (peer evaluations) on teachers. At school you expect people to be fair. When people do that, and the nature of the relationship, if you are open and honest, and you want to change something… then, I mean, it can create conflict in staff that you (management) won't be able to manage because of IQMS.

The IQMS was conceptualised as a process in which teachers were not willing to underscore their colleagues in the fear of causing them to lose their 1,5% incentive. It was argued that, if teachers failed to achieve the minimum score as prescribe by the IQMS, they would lose the incentive. In fact, one of the school managers was of the opinion that teachers deserved more than just the 1% incentive accompanying the completion of the IQMS process. This was evident when DPB made the following remarks.

You (peer evaluator) don't want to negatively score the person. They don't get the 1%. That is also not right. I think that everyone deserves more than 1%. So the whole story about IQMS and DSGs and all that; I think people are just going through the motions.

The views shared by the school developmental teams are similar to views of the IQMS as highlighted in the literature review. In Sekgale (2016:72-74), teachers admitted to only complying with IQMS for the monetary incentive, which was similar to Sekgale's (2016) findings. Sekgale (2016:77) asserts that IQMS will not be fair and honest as long as teachers are evaluating one another. For the participants, teachers were motivated by the incentive accompanying IQMS. They would therefore not disadvantage a colleague from the incentive. Pylman (2015:59) agrees that having colleagues as evaluators, undermines the system.

While some post level one teachers (Teacher A) view IQMS as an administrative task which was overloaded with paperwork and was a fault-finding exercise, some post

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level one teachers (Teacher C) found it useful to highlight their strengths and point out areas for improvement. These perceptions were highlighted by Teacher A saying:

> Can I say, from an IQMS point of view; I just fill it in because it must be done. Maybe they must do something about those forms. The admin part of it, man, that's not a good thing.

Teacher B regarded IQMS as a useful tool for development. She specifically mentioned the personal growth plan at the end of the IQMS process as a useful tool for teachers to reflect on their teaching techniques and classroom practices. She argued that this process is challenged when teachers repeat their areas for improvement with every process.

For teacher B, 'The personal growth plan is not meaningful, it is a joke'. She noted that the completion of personal growth plans is flawed. She said that 'the challenge that I felt that I had with the PGP was specifically that people were writing the same thing and unfortunately there's a gap between the PGP and the school improvement plan.'

Teacher C said: 'What I have gathered, it's a lot of paperwork, and it's a standard set; it's not going to change', while Teacher D regarded the IQMS more as a monitoring tool. He made the following comments:

> The process for me is not so laborious. Someone is coming to your class anyhow at any day, because I do my work, and they can come when they want to. My things are always ready.

While some participants regarded the IQMS as not contributing to teacher professional development, others differed. Few teachers regarded the IQMS as a benchmark to identify areas for improvement. As teacher E said:

> It's (IQMS) based on the current issues that the teacher is facing; if the teacher has all the tools and the knowledge to teach the subject, then look at how the teacher can gauge from her colleague or school development team members to get the help required.

In agreement, Teacher F remarked:

> Sometimes when you fill in your IQMS there are gaps or you feel you have answered all the questions there are certain areas that you are lacking, so

then obviously if you are going to fill those gaps, then it means that you are developing.

Teacher perceptions of the value of IQMS is at variance. While few teachers view the IQMS as a tool for development (Teachers B, E, F), others (Teachers A, C, D) do not. The school development team felt strongly that IQMS was a biased process, which was non-developmental and that teachers focused on the one percent incentive received if the process was completed. Two out of the six post level one teachers regarded the process as an administration task. One supervisor in the developmental group regarded IQMS as a fault-finding process.

Participant perceptions were similar to teacher perceptions of IQMS noted in the literature. As indicated by Johns (2018:62), Mthembu (2017:89), Joubert (2016:102), Sekgale (2016:72-74), the Centre for Development and Enterprise (2015:6) and Queen-Mary and Mtapuri (2014:12), IQMS is perceived as a biased administrative activity with a reward at the end of the process, irrespective of ineffective implementation.

4.5.2.1   Teacher attitude towards professional development

Teachers interviewed had both positive and negative attitudes towards teacher professional development. Most teachers (Teachers A, B, C, E, F) were positively inclined towards teacher professional development, while a few (Teachers A, D) were not. Teachers displayed willingness to participate in traditional and job-embedded forms of professional development activities, if the teacher professional development activities contributed towards their own development, or the development of the learners.

Teachers noted the benefits of traditional and job-embedded forms of teacher professional development in various ways. Teacher B stated that 'I wanted to improve myself in technology and that is something I made sure I did every year'. Teacher C felt that her involvement in learner activities contributed to her teacher professional development, saying:

> Currently I am busy with the RCL, the teacher liaison officer. It's given me more input into how I can look at the learners and their development; it

enhances me as a teacher. Automatically I can see learners from a different angle and perspective.

Teacher E was motivated by involvement in training, saying:

> We went for Google training where they want to make it easier, where teachers can easily mail to one another and right now we are on Google Drive. So, I can put content on Google Drive; it will stay there. It can't go missing, it cannot be interrupted with a flash drive, and then all the other teachers in the group, they can share it as well. So, we share it: if the top-level managers did not make this available to us, we would not have known because you wouldn't go and explore this on your own. So, like that, there's a lot of workshops in terms of technology where they show you things.

Teacher F's positive attitude was the result of a variety of professional development activities offered to all teachers. She said:

> A mouse (scanner mouse, an ICT tool) so yes that's so interesting and it makes your life so much easier that way, and then we are getting like Google training and all that. Then the last time, we also go for workshops at like, all of us went to Houw Hoek; it was part of the management team was supposed to go, but we all just thought let us just all go. So, it's quite nice, you always develop; they kind of always see to development not just for myself but for everybody (Teacher F).

Teachers who were negatively disposed towards teacher professional development did not necessarily not want to participate in professional development activities, but they were unhappy with elements of their experience. Teacher A noted that the way some activities were presented conflicted with her cultural beliefs. Teacher D and Teacher F were close to retirement, and reluctance to professionally develop was evident in their comments.

Teacher A said that her colleagues:

> like to go away (with other teachers). I don't do that. They went to Houw Hoek (a local hotel) once, for a weekend, and then they had school development but I wasn't with (them). I could do it but he (the principal) knows I don't sleep out.

Teacher D noted:

> I've been on all the googles and what have you (the e-learning workshops) then I don't go again, because I feel it's a waste of time, because I know most of the things already. I don't want to do basic things anymore.
> I don't lus (want to be involved) for this (professional development programmes) and I don't lus for that and I think that is probably the main reason.

Teacher F had a generally positive attitude towards teacher professional development, but, after 33 years was close to retirement and remarked that 'it is always better to develop but then you can't just stagnate and think it is now up to the young people to move forward'.

The above statements are similar to the view expressed by Mestry et al. (2009:488), who claim that school improvement and quality teaching and learning depend on teachers professionally improving their values, knowledge, skills and attitudes. Mestry et al. (2009:488) argue that teachers display the willingness to learn when they have a perceived need, and the desire to apply new skills and knowledge immediately.

Involvement is not simple. Teacher B noted that teachers in one of the departments had a negative attitude towards professional development. Members of this department were not willing to engage in professional development with a peer in their department, even though it could contribute to improving their knowledge and skills. As Teacher B noted, sharing of knowledge and skills could not take place as one teacher was 'not engaging enough', and another was not 'keen to learn'. She noted:

> There's a teacher here with ICT (knowledge, who can) teach all the English teachers. So, she's teaching me, so I can diplomatically assist others because you see people are also not keen to learn, but people are not engaging enough. Also, (it depends on) where you see yourself and it also depends on how passionate you are about it. If you are just here to earn your money, you are not going to worry about if children understand or not. I feel that if you don't share your best practice then it's going nowhere and if assessment is just 'ja goed ons moet nou die goed klaar kry' (let's just get this stuff done), what are we enabling?

Another teacher (Teacher A) offered a similar sentiment when she expressed the following:

> I have a grade 9 teacher in my group that … doesn't want to take grade 10 ... this year they tried it out… gave her grade 10. Somehow, she couldn't handle it.

4.5.2.2 Forms of teacher professional development occurring at the school

Teachers interviewed were engaging in traditional and job-embedded forms of professional development activities, offered by the Department of Education, the district, non-governmental organisations, private providers and the school. Senior management ensured that teachers were engaging in professional development activities. As one teacher (Teacher E) remarked:

> If they (the district) have things, I attend, I go for that. I've been on all the googles, and what have you (the e-learning workshops), then I don't go again, because I feel it's a waste of time, because I know most of the things already. I don't want to do basic things anymore, that's the thing, but I'm open to development.

Not all the teachers were required to attend the same workshop. The practice at the school is that one teacher would attend the development activity, and report it to other teachers involved (Teacher F). This practice was, however, time consuming as Teacher F explained:

> We do attend workshops, but there is not always time to attend. Sometimes you have things coming up so what we do in our department, we will say now I went this time, then we will take turns. Then it's not as hectic on you as a person who should go every time. Then we relay whatever we learned that was new. So it is not just one specific person.

Another teacher (Teacher A) said:

> Yes, there's one coming up, its Capitec[2], but when they have anything for us, they send a person. Sometimes everybody goes, but they usually send one person, and then that person must report back, but not only WCED, like Capitec is part of the school and they give us bursaries.

For school management representation was important, as the deputy principal (DPA) stated:

> Whatever short courses are coming to the school, we see that our school is represented, that (some) of the teachers go.

Workshops offered by the school are organised by the principal who secures funding for these workshops through sponsorships (Teacher A). Some teachers do not attend these workshops. One teacher (Teacher A) noted that teachers attend workshops at holiday resorts so that they can have free time away from home. She made the following remarks:

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[2] Capitec Bank is a South African retail bank.

The principal gets a sponsor and he will take it from there. But they had one at Goudini[3] also, so a weekend, and then they get speakers to come and speak to them (the teachers) … I'm seldom part of it, and the teachers they like it, just to get away from the house.

Statements about traditional forms of teacher professional development are aligned with Schön's (1983:30) construct of technical rationality. Schön (1983:30) argues that teachers learn to practice in their fields using theory. Mkhwanazi (2013:80) supports his view and posits that teachers learn 'how to teach' and solve problems outside their place of work. In considering the construct of technical rationality, it would be expected that teachers who participate in workshops increase their professional knowledge. However, data indicated that teachers interviewed tend to attend workshops to comply with expectations from the department of education, and school management itself, which aligns with Elmore's argument (2002:16) that, in terms of teacher professional development, teachers are not being asked to engage in self-directed activities that build on their own ideas, energies and values in the development process. Instead of building capacity, professional development demands compliance. The attendance of teacher representatives at workshops, not the entire population of teachers, reduces potential change to teacher classroom practices.

Job-embedded types of teacher professional development were lacking at the school under review, specifically in the English department. Teacher B mentioned that time constraints were one of the challenges to engaging in job-embedded forms of TPD. She noted that the time constraints had a negative impact on the working relationships of teachers in the department, as she responded:

> We had an English bonding session yesterday for the first time… which was very nice; now yesterday here the English department and I learnt a lot other than school. We learnt about the Book Lounge and we previously, when we started, and we had to leave at this unpropitious time of half past three. There was time: we left at half past two, and two o'clock, and we had more time to do. We had more time to interact, and we had more time to intellectualize around issues. Now you don't just have that time. You want to get done and we want to get home so… If you are teaching something in your classroom that works very well for your learners, why don't we have quality circle? Why

don't we share best practice that on an afternoon after school we have a curriculum/interphase meeting where we share best practice, and look where we are in the curriculum, and in my mind that is also a way to improve each other. Because here we ask district and NGOs to help us and to sit with us, but we are not willing to share and make the time to do it.

The concerns voiced by Teacher B are supported by Mohan et al. (2017:94) who conclude that even though job-embedded activities are found helpful to TPD, they are seldom practised.

Teachers interviewed (A, B, C, D, E and F) noted the existence of the two types of professional development activities, namely, traditional and job-embedded professional development activities. Although they did not classify the two types of professional development activities, their responses alluded to the descriptions of these types of activities. Teacher A mentioned that she could learn new methods for their subject from knowledgeable learners, as she noted:

> Sometimes there's new methods that I'm learning. I love teaching the subject; even the learners teach me new methods. I'll never forget one learner taught me something and I didn't know it, but he went to a workshop as a group, and that teacher taught him something there and he came back to me and he told me 'Miss. here's a new method'. So, at first, I don't believe them, and then I first check it out… okay its working, and then the mathematics: I told my husband also, if I must go study further I will go do it in mathematics or some Islamic studies. Don't ask me to go study further; I will not do it. But I'm willing to work towards new ways of doing stuff and the kids can teach you that also.

Theme 1 focused on perceptions of which teacher attitude was a category. It was evident in the findings that teachers had positive and negative attitudes towards teacher professional development. Most teachers, however, displayed a positive attitude towards teacher professional development, and engaged in these developmental activities for personal development. Teachers also engaged in teacher professional development to improve teaching and learning. From the findings, it was noted that teachers attended teacher professional development activities to comply with Department of Basic Education policy and because it was expected by school management.

4.5.3 Theme 2: Motivation

The second theme that emerged from data was motivation. Motivation is described by Martin and Dowson (2009:328) as a 'set of interrelated beliefs and emotions that influence and direct behaviour'. Schunk and Mullen classify (2013) motivation as either intrinsic or extrinsic motivation. Intrinsic motivation is self-motivation, and directed by personal beliefs and emotions of an individual, which influence their direct behaviour. Extrinsic motivation results in engaging in an activity with others, as a means to an end (Schunk & Mullen, 2013).

4.5.3.1   Intrinsic motivation

Teachers interviewed were both intrinsically and extrinsically motivated to develop professionally, but intrinsic motivation was more prominent. All teachers were self-motivated with improved classroom teaching and learning as motivating factor. These teachers displayed a willingness to participate in teacher professional development activities, so that they could improve their knowledge and skills, and teaching and learning. Teachers view their work as enabling learners to do well and an opportunity to invest in learners (Heystek & Terhoven, 2015:636). Teachers were motivated to be 'better' teachers (Appova & Arbaugh, 2018:13), as Teacher A noted, 'I love teaching the subject'.

Teacher E, similarly, remarked:

> I need to move ahead with the times, I cannot be the boring teacher, that's simply who I can't be. So, whenever there's a workshop and there's something I can learn, I'm always going to do it. I need to make sure the children enjoy my subject, and that's most important. I want them to exist in my classroom and go to the next classroom being empowered and being equipped with the skills. If there's more software that we need to learn, if there's things that I need to do, if I need to act in the class, I will do it, you know. You can't do the same thing over and over again, so whatever new opportunities there are I always make myself available. To learn from other teachers: you always learn from somebody else even if it's something small; even if it's a new teacher, I always encourage it.

Echoing the above, Teacher C noted:

I want to improve myself and I have to find different ways to attend workshops to increase my knowledge on different things and approaches that we can use to teach learners.

Teacher D noted that what motivated him to professionally develop is that 'I enjoy what I am doing; I think that would be the easiest, simplest thing.

Teachers from different post levels are motivated by different aspects. While post level 1 teachers are motivated to improve teaching and learning, management is motivated to improve their skills in school management. As one member of the school management team (DPB) stated:

I want to know all aspects of management. So, when we took over here as deputies there were people doing the timetable and doing the capturing of the marks, and I empowered myself. So last year was the first time I did the time-table. I developed a lot there because I know everything about that specific system. So I know everything now, so I want to take it a step further; so at the end of the day I must be required to do any task. One of my fears was public speaking: I didn't like that. Firstly, because I'm Afrikaans-speaking, and here I must speak English. I only speak English at school so it's an abnormal thing.

4.5.3.2 Extrinsic motivation

The principal strongly influenced teacher professional development as a form of extrinsic motivation. Participants mentioned that it was an expectation from the principal that all teachers professionally develop As Teacher F noted, 'The principal doesn't like you to do nothing; you must always be developing', while Teacher A said 'I myself have developed a lot here at school, the principal (also Mathematics HOD) forcing you because he sees your potential. He will tell you and guide you.'

One deputy principal (DPA) commented:

We are involved in a lot of activities and we get pushed into doing it. In management we often have to do what the principal has to do because of his busy schedule. We are at times forced into that situation and then we are also not seeing as being coerced into doing it, but it is seen as an opportunity for us to grow

The principal (P), agreed, by noting that, as the senior development team, they lead by example to motivate teachers to develop professionally. He said:

> Senior management are not staying where we are, regardless of how old we are and how many years we have been teaching. We are continuously leading by example, and continuously developing ourselves.

The principal's view is aligned with White's (2013:23) argument that leaders in schools could motivate their teachers by participating in on-going professional development activities, supporting the statement made by the principal.

Clearly, teachers are both intrinsically and extrinsically motivated towards professional development. Teachers were more intrinsically motivated, with the intention of improving teaching and learning. They were personally motivated to develop professionally and identified keeping abreast with learner needs as another motivating factor. Teachers engaged in professional development because it was an expectation of the principal. What was significant about their responses was that they included words like 'the principal forces me and tells me what to do' (DPA) and 'he (P) also doesn't just like you to do nothing, you must always be developing (Teacher F). This indicate the power and authority of the principal. It also indicates the strong influence a principal has on teacher perceptions of teacher professional development.

4.5.4   Theme 3: Teacher support with teacher professional development

It is generally accepted by school managers and teachers, that all teachers receive support with teacher professional development at school level, as is required by policy (RSA, 2015b:6). Various role players such as the Department of Basic Education, the Western Cape Education Department, the district office, the senior management team and peers of teachers offer support with the developmental activities that support teacher growth. In this study, teacher support with teacher professional development will refer to the assistance teachers receive from the senior management team and their peers to promote teacher professional development within the teacher practice.

4.5.4.1   Mentoring

Teachers receive assistance with professional development through mentoring from the school developmental team and the developmental support groups. School

management put structures in place, so that mentors assisted mentees with their professional growth. Mentors are knowledgeable and helpful with the developmental needs of mentees. Mentors consulted with mentees, sharing their expertise and advice to contribute to teacher development, as Teacher A noted:

> He knows a lot of stuff (the principal, who is also HOD of mathematics). I was doing a lesson for him in nuclear geometry, so he told the kids you must listen because next year you can get this again. It is the truth, but it's difficult, and if you don't know it now, you are going to have a problem. It might be because I talk to him a lot and I will tell him … geometry is a problem and he is taking note of what I'm saying; yes, he knows a lot.

At the school, management tends to appoint mentors to young staff, where they can mould young teachers by sharing their knowledge, skills and experiences. This is evident in the following statement made by the deputy principal (DPA) when she said:

> We are appointing a lot of younger staff because a lot of our older staff are leaving; to continue we need to carry on with this legacy and hand over the legacy.

The school developmental team as senior managers and mentors use reflection as a tool in mentoring. As school managers and mentors, continuous reflection and improvement is essential to them as a developmental team. As the principal (P) said:

> They (the school developmental team) must be the role models with that so there's on-going development. We (the school development team) never feel that we have exhausted all areas; there will always be room to continue and we are always on the lookout for improving and changing our game.

The principal's statement is aligned to Schatz-Oppenheimer's (2017:288) argument that highlights that reflection is essential to mentors as it is a means of learning overt and covert processes. Mentors who develop self-reflective ability regarding their performance, who can identify their own strengths and weaknesses, will increase their own self confidence; this enables them in turn to encourage inexperienced teachers to trust in themselves and their own qualities so that they can critically analyse their own teaching methods and the quality of their performance.

Although mentoring is not a formal process in the school, informal mentoring is a valuable strategy of teacher professional development. The value is supported by Smith (2015:117) who argues that mentoring gives a teacher understanding into daily teaching and learning practices.

4.5.4.2 Peer support

Teachers receive support in classroom practices from their peers. Teachers in the Mathematics department offered support to each other with classroom visits. Teachers in this department used collaboration to support each other, as Teacher F noted:

> We are always visiting each other's classes to check whether we are on the same level with the grades. So, when it is maths then I will teach two classes and the other will teach two classes; we always want to collaborate at the same level. So, it's forever like we're in and out of each other's classes.

An analysis of the data also revealed that peers were supporting one another in three other departments, as Teacher C pointed out:

> I would say yes (collaborating and working well with peers) because I work in three departments. We definitely do, otherwise I would definitely not have managed. I wouldn't have everyone's support.

4.5.4.3 Developmental focus

The school developmental team in this study established a development focus for teachers at the school. Findings also revealed that the principal and deputy principal are responsible for monitoring teachers' developmental progress, as the deputy principal (DPB) responded:

> So, the focus is on ICT. So, all the programmes we have are on ICT because we can't wait for the switch over to Wi-Fi and we want all our teachers to be ready for that. So, for the past 2–3 years the focus for the staff was on ICT and we have a lot of competent people and we try to use our own people to develop the others.

The other deputy principal (DPA) indicated:

> I mean, if the principal and DPB are not so firm on ICT then we wouldn't be moving as quickly and as firmly as we have in comparison to a lot of schools in our area.

This developmental focus was evident in participant responses. All participants indicated that they were involved in professional development activities aligned to the

focus of integrating information and communication technology (ICT) into teaching and learning. What emerged was that the principal was the key role player in promoting professional development at the school of study. These findings are also an indication that the school principal's strategy in terms of information and communication technology integration is aligned with the WCED Professional Development Strategy Plan 2016–2020 (RSA:2016). All participants identified the principal as instrumental in promoting teacher professional development, as Teacher C said:

> We are going for the e-learning approach so they have a lot of information on e-learning, so that we can enhance ourselves in the classroom as teachers and really get across to the learners so…. Well, our principal makes a lot of things available to us in terms of development like for the last two years' technology has been improved.

Teacher F added:

> So what I admire of the administration department here and the principal is always seeing that we are up to date with the newest technology and whatever there is available.

Supporting the view, Teacher E added:

> Well, our principal makes a lot of things available to us in terms of development. We went for Google training, where they want to make it easier where teachers can easily mail to one another.

Findings reveal that the school principal and school developmental team are proactive with regards to professional development. This could be due to the fact that the principal in terms of professional is a member of CITE as well as ATKV.

4.5.4.4   Resources

Resources are made available to teachers to support their professional development and integrate information and communications technology into teaching and learning. Teachers are provided with different technological gadgets such as whiteboards, data projectors and other gadgets to keep teachers updated with the 'newest technology'. Teacher F noted:

The schools, they are really, really getting us up to date with electronics and whatever gadgets that there are that are new that can help us in this profession. So what I admire of the administration department here and the principal is always seeing that we are up to date with the newest technology and whatever there is available.

Agreeing, Teacher E said:

For the last two years' technology has been improved at our school, like we have more whiteboards available and training for that and integrating the technology in our classroom… The school had projectors but I wanted my own projector and then the school definitely saw that (on the IQMS documents), so they gave me my own projector and I use my projector every day (Teacher E).

The views on the need for resources to be available is supported by More (2016:113), who argues that principals have to create an environment that is conducive to professional learning, with the purpose of strengthening learner performance through well-developed and competent teachers.

4.5.4.5 Internal developmental appraisal system

Overall findings are conflicting regarding developmental appraisal of teachers. The school developmental team noted that teacher appraisals within the IQMS were not utilized for the purpose intended by policy (RSA, 2003:3). Nonetheless, as the principal (P) noted, the school implemented a system additional to IQMS:

So what I do, I visit every teacher in this school. I spend at least twice a year in every teachers' class for a full hour and I with my deputy, the curriculum head, do a full analysis of every teacher so when we do get the scores, we sit with the DSGs of every individual. We have the information right with us, so we don't just accept they know that already; so that is why they come and they are very careful because we will question them.

One deputy principal (DPB) highlighted the bias that IQMS introduces during DA when he responded:

The DSG, it's myself, my friend and my HOD. You understand then we as management cannot change scores. We can make recommendations to the DSG and normally the scores just stay the same and you don't want to negatively score the person and they don't get the one per cent. That is also not right: I think that everyone deserves more than one per cent. So, the whole story about IQMS and DSGs and all that: I think people are just going through the motions.

These views on the use of internal developmental appraisal systems are supported by Queen-Mary and Mtapuri (2014:12), Pylman (2015:59) and Joubert (2016:105), who identified friends choosing friends as a criticism of developmental appraisal. Deputy Principal A noted that teachers being responsible for peer appraisals was unfair. She noted that being honest and suggesting areas for development to a colleague could cause conflict, which would require management intervention to resolve the conflict.

The senior management of the school that includes the principal and two deputy principals (P, DPA, DPB) pointed out that teacher appraisal posed certain challenges. However, teacher responses contradicted the sentiments felt by senior management. Teachers were of the opinion that their developmental support group was knowledgeable, and expressed that they had been teaching for a number of years. Most teacher participants mentioned that constructive feedback always followed teacher appraisals.

> Teachers C, E and F stated that their developmental support group was knowledgeable in terms of teacher appraisals. Both teachers revealed that their supervisors gave constructive feedback after their appraisals. The teachers in the mathematics department supported one another through classroom visits and used collaboration as a form of professional development, as Teacher C noted: 'I just had a discussion with my DSG. My supervisor has pointed out areas for development and now I have to sit with ways to improve.'

Teacher F said, indicating a similar view:

> When my peer can't make it and then she will maybe come in at another stage or whatever just to check. But we are in and out because we are always visiting each other's classes, to check whether we are on the same level with the grades. So, when it is maths, then I will teach two classes and the other will teach two classes. We always want to collaborate at the same level. So, it's forever like we're in and out of each other's classes.

Teacher A described her head of department as knowledgeable and rich in content knowledge. She often shared her concerns about the content with the head of department. By doing this, he was always aware of her issues and could advise her on areas of development when it came to her evaluation. She said:

I can say he is very knowledgeable because sometimes you would think that he doesn't know, but he knows a lot of stuff. Even in your classroom, maybe he is showing the kids, but it's the truth. I was doing a lesson for him in nuclear geometry. So, he told the kids you must listen, because next year you can get this again. Which is the truth, but it's difficult and if you don't know it now, you're going to have a problem. It might be because I talk to him a lot, or I will tell him geometry is a problem, he is taking note of what I'm saying. Yes, he knows a lot.

The school's development team offered support to teachers through continuous developmental appraisal. To overcome the challenges identified by the school developmental team and literature in terms of developmental appraisal, the school developmental team has developed their own internal appraisal system. Data and literature described developmental appraisal as biased acts of favouritism when friends appraise friends with the intention of gaining the one per cent incentive linked to IQMS (Queen-Mary & Mtapuri, 2014; Pylman, 2015; Joubert, 2016). Pylman (2015) argues that the one per cent incentive is a major weakness of IQMS which undermines development and improvement, creating a culture of self-interest for financial reward.

Findings revealed that the principal and the deputy principal, who are responsible for the advocacy and training for the IQMS, spend at least two periods a year per teacher on appraising. These appraisals were documented, then compared with DSGs scores, followed by constructive feedback, as the principal (P) noted:

So, what I do, I visit every teacher in this school. I spend at least twice a year in every teacher's class for a full hour and with my deputy, the curriculum head we do a full analysis of every teacher. So, when we do get the scores, we sit with the DSGs of every individual. We have the information right with us so we don't just accept. They know that already, so that is why they come and they are very careful because we will question them. And we have written reports and we meet with the teachers after the visit has been done. And we learn a lot as well: get new ideas, new things, oh look here, from first time teachers you know this new method and we share it with the full staff so development goes out with the individual, so it is shared.

Teacher C confirmed the implementation of this system. In contrast to IQMS, the school involved in this study continuously appraises teachers. They use a checklist to mark off criteria set by the school developmental team. Teacher appraisals took place across different post levels. Deputy Principal B explained the system and said:

I'm proud of this system. It does not always work 100%, but, in most cases, we have this development stage in the first term. If you're the head of department then you must invite all your colleagues for any lesson to come to your class. If we in one department, say Maths, and I'm the head of department, then for the first term then each one of you must have the opportunity to come sit in my class because I am the leader. Next term you as the head of department must go in there or the principal will go in there and then we start with our actual IQMS in term 3. People are quite open to having other teachers in their classroom and we have a nice checklist: it's not an evaluation but more of a checklist for development. You don't score on our sheet, you say yes achieved, not achieved, and then you make recommendations.

Teacher C also confirmed this system when she responded: 'The principal himself comes into the class to do baseline'.

4.5.4.6   Constructive feedback

Teacher appraisals are followed up with constructive feedback, as one teacher (Teacher C) noted:

> We just did it; we did have a discussion so the supervisor has pointed out areas and now I have to sit with ways to improve.' Teacher E agreed, 'My new supervisor has taught Life Sciences before and she could give me feedback on the lesson, so that was good as well.'

Teacher C added further substantiation:

> He himself comes into the class to do baseline and then he gives feedback to each person; you can ask for individual feedback or you can ask for a general meeting feedback. He also encourages us, when he sees what lines we're in, to go for workshops. He also tells us to find a place outside of the school in the sense of with the learners to take them to workshops, to interact, to be a part of the functions, so that you can learn and grow from those and become a holistic teacher, not just a classroom teacher.

> Evidence that feedback took place after teacher appraisal was provided by the principal (P): 'we have written reports and we meet with the teachers after the visit has been done'. Similarly, Teacher E noted: 'my new supervisor has taught Life Sciences before and she could give me feedback on the lesson, so that was good as well'.

The value of constructive feedback is supported by Ravhuhali, Mashau, Kutame and Mutshaeni (2017:66) who argue that classroom observation followed by constructive feedback should be offered as support to teachers in how they could improve teaching and learning.

4.5.4.7   Ineffective implementation of professional learning communities

Teacher support structures such as professional learning communities were not implemented as a formal structure within the school, as required by the policy, *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa* (RSA, 2011b). However, few departments (as per subject within a school) had implemented what matched the description of a professional learning community. As Teacher C and F explained: 'I work in three departments. We definitely do, otherwise I would definitely not have managed. I wouldn't have everyone's support' (Teacher C). In agreement, Teacher F said:

> We (teachers teaching the same subject) are always visiting each other's classes to check whether we are on the same level with the grades. So, when it is Mathematics, when I will teach two classes and the other will teach two classes (we) always want to collaborate at the same level. So, it's forever like we are in and out of each other's classes).

It was evident that, despite professional learning communities being formally introduced in 2011 in the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025* (ISPFTED) (RSA, 2011b), that teachers were unaware of this type of activity. It was evident from Teacher B's response when she said*: 'Now why can't I join that?'* She explained that in their department and in the school being studied, the professional learning communities were not a formal process. She mentioned that it was lacking and much needed in the English Department. Teacher B also noted that they had moved to starting a professional learning community in an informal manner. She argued that time constraints challenged professional development amongst colleagues. She said:

> It's something we've done, and something that is more institutionalised and structured. I feel that that is the way for us to move, for example. We had an English bonding session yesterday for the first time in the English Department, which was very nice. I learnt a lot: other than school we learnt about the book lounge.

As pointed out in the literature, professional learning communities offer a space where teachers can share innovative ideas (RSA, 2011b:3). The data indicates that learning within a community happened in the English Department, yet it was not a

formal process within the school. Teacher B's description of the English learning community also aligns with the description of Lillejord and Borte (2019:13) who note professional learning communities as informal self-governed groups. Teacher B's being uninformed on this form of teacher professional development is also evidence that, despite education authorities carefully crafting policy, its intentions and implementation do not always filter down to grassroot level.

Theme 3 focused on the support teachers received from the school developmental team and their developmental support group to assist teachers with developmental needs. Data revealed that mentoring, peer support, continuous developmental appraisal, constructive feedback, a developmental focus and making resources available to teachers promoted teacher professional development at the school of study. However, professional learning communities as indicated from data are not implemented at the school of study as a formal process. Teachers identified the principal as the key person who advises and supports teachers in promoting their professional development. He encouraged teachers to develop and keeps them informed of developmental opportunities.

Teachers perceived collaboration amongst teachers and classroom visits as support offered by the school developmental team and developmental support group to assist with developmental needs. Data indicated mentoring, especially, was enforced by school management through structures put in place. These support structures build confidence amongst teachers towards the school developmental team and teacher professional development.

Mentoring can be associated with Schön's (1983) theoretical construct of knowledge-in-action. A mentor is described as a person with expertise and wisdom/power who offers advice and counselling (Eby, 1997:126; Smith, 2015:113). Schön claims that there is a type of practical knowledge practitioners possess, gained through experience (1983:54). In this study, the knowledgeable practitioner who has more experience and skills will serve as mentor to advise and counsel inexperienced teachers. Most teachers shared that more experienced colleagues offered support for their development in the form of advice by giving guidance and opportunities for growth.

Teachers not only received assistance through more experienced colleagues: data also indicated that the school developmental team addressed concerns teachers had noted on their teacher performance records completed during the IQMS process. The school developmental team also offered support with regard to teacher professional development when setting one developmental focus for the staff as a collective. Teachers generally displayed a positive attitude towards professional development. Teachers identified the school developmental team, with specific reference to the principal, who made resources available to promote the developmental focus. Technological resources for the teachers were being provided, such as gadgets, whiteboards and data projectors, to improve teachers' technical skills and contribute to improved teaching and learning.

According to Schön, the practitioner over time develops a repertoire of expectations, images and techniques. He claims that repetition and routine make knowledge-in-practice more tacit, spontaneous and automatic, which makes the practitioner narrow-minded. Teachers are in the classroom for up to six hours per day repeating the same lesson to different learners during the day. Their practice becomes repetitive and they are comfortable in what they teach, as Schön claims: tacit, spontaneous and automatic. Therefore, Schön suggests reflection-in-action, which 'criticizes tacit understandings' of teachers who can then make 'sense of situations of uncertainty and uniqueness' (1983:148). In this study, teachers are appraised continuously, and a checklist is used to 'criticize tacit understandings' of teachers. Together with knowledgeable colleagues, a self-appraisal and peer appraisal is followed by a critical discussion of a teacher's knowing-in-practice. By doing this, a teacher can make sense of uncertainty and uniqueness, as Schön (1983:148) explains.

Constructive feedback can be associated with Schön's theoretical construct of refection in action. Reflection on action can be described as looking back on an event or an encounter with others (Ghaye, 2011:7). In this study, reflection on action will be associated with the constructive feedback given to teachers by knowledgeable colleagues and the school principal. It was noted from the findings that teachers viewed their appraisers as knowledgeable, and considered that their feedback assisted with their development.

4.5.5 Theme 4: Effective communication

Hunsaker (1993, in Goutam 2013) notes the following on effective communication:

> We are social beings gathered and filled with the people around us, and to exist ourselves we communicate with each other. In our personal lives, we need others to share and exchange our views, solve problems, we need them for friendship, comfort, love and security and at the workplace in order to achieve our goals and objectives. To achieve these goals, we need to communicate with each other. It is the glue that holds a society together. The better we are at communication, the more effective we are at achieving our hopes and dreams.

Effective communication in this study refers to how the school managers and the school developmental team shared information effectively with teachers, which is pertinent to teacher professional development.

4.5.5.1 CPTD MS (Continuing Professional Development Management System)

The school developmental team ineffectively communicates with the staff on information regarding the continuing professional development management system. All teachers are registered on the system, but no teacher is utilising the system to keep track of their continuing professional development points, as one participant (DPB) noted: ''This thing that they're going to bring in now, the CPTD: we only registered and it stopped there'.

Another (Teacher D) added:

> In the past they came up with this new thing two years ago where you're going to assess yourself and there were talks that this was going to fall away. But I see it's still there … QMS. So, I don't know: the department has many ideas and things, but they take long to move and everything takes long to happen. I know we have workshops here, that was two years ago, but they said they were starting at primary schools first. But that was the Department of Basic Education and then eventually it will get to us at high school. I don't know if they have started at primary school yet… the points system I couldn't get to that now, but by the time they get to us I would be out of the system … retired.

In agreement, Teacher F noted:

> Last year I went to a workshop at the department and they said they were not going to have it anymore in the form that they were doing it. It was SACE or whatever CPTD. I don't know how long you are still going to have this, but it

will be a different measuring tool. But they're still definitely going to measure like a monitoring tool just on a yearly basis.

There is a misunderstanding amongst teachers and the deputy principal regarding the continuing professional development management system. Although all staff are registered on the system, none of the teachers at the school of research was actively uploading their professional development activities. Furthermore, at least one participant was under the impression that continuing professional development management system would replace the IQMS.

Donald Schön's (1983) theory of reflective practice was valuable to this study as it enabled a better understanding of the findings which emanated from data collection. The study aimed to explore perceptions of teachers in one Metro South Education District school in the Western Cape regarding the IQMS as a tool for teacher professional development. Using the theory of reflective practice, findings could be associated to the four theoretical constructs of reflective practice as developed by Donald Schön. In essence, Schön suggests a four-step model that will contribute in professionals gaining professional knowledge. In addition, Kinsella (2006:276) argues that Schön's theory has constructivist roots and a constructivist orientation. One of the most significant aspects of constructivism explains that knowledge is constructed in part through a process of reflection. Added to that, constructive structures are activated through processes in construction; and cognitive structures are under continual development. By employing Schön's theory of reflective practice it made it possible to answer the research questions of this study. The main research question for this study: *What are Metro South Education District teacher perceptions of IQMS as a tool for teachers' professional development?* ; with the following sub-questions: *How do teachers perceive the IQMS as being a tool for development*?; and *What are best practices of developmental appraisal (DA) within the IQMS*?

Clearly, the IQMS could be a useful development tool that informs teacher professional development, of which reflection is a crucial step. When analysing the data, Schön's four-step model on reflective practice made it possible for this study to better understand the way teachers acquire their professional knowledge. According to Schön, teachers' universities have a dominant view of professional knowledge and this is where teachers learn how to teach and solve their problems outside of their workplace (Mkhwanazi, 2013:180). In the findings of this study, teachers

conceptualise gaining professional knowledge as described by Schön. What was significant was that many teachers also viewed their daily tasks, their colleagues as peers in their developmental support group, and mentors as catalysts for gaining professional knowledge. This type of professional development was possible during and after school. These findings were consistent with Newman's (1999) critique of technical rationality. He asserts that Schön's notion of technical rationality ignores job-embedded types of professional development. Themes that emerged from the data included mentorship, peer support and a school developmental focus which influences technical rationality.

Most of the participants in this study were experienced teachers, with the exception of one novice teacher. The experienced teacher tied in with Schön's second theoretical construct which was knowledge in action. Schön describes knowing in action as practical knowledge gained through experience where teachers can handle any situation in the classroom with less effort (1983:124). In this study, even the experienced teachers appreciated the opportunity to build their professional knowledge through teacher professional development opportunities. Data showed that they were intrinsically and extrinsically motivated to professionally develop. This added to Schön description of knowing in action, proving that knowing in action is not just about experience but is enhanced by professional development activities. Furthermore, Schön cautions that routine and repetitive practice eads to overlearning and narrow-mindedness (1983:61). Therefore, Schön proposes reflection in and on action.

The South African education system requires teachers annually to undergo teacher appraisals through the IQMS. The intention of the developmental tool is to ensure that teachers reflect on the teaching and classroom practices, and with their peers and subject heads to reflect in action. Reflection in action as described by Schön (1983:50) is the practice whereby teachers are constantly thinking about what they are doing while they are doing it. Van Manen (1995:2) argues that reflection in action is not possible due to the heavy workload that teachers have during the day. Yet Schön further describes reflection in action as involving an experiment (1983:141).

In this study, the IQMS was regarded as the experiment used to correct overlearning. John Dewey (1933, in Kinsella 2009) posits that reflection is an intricate process

involving intellectual and emotional dimensions requiring certain attitudes such as broadmindedness, dedication and accountability from a reflective thinker. Data indicated that the teachers fitted the criteria as reflective thinkers and were open to the IQMS as a process with others in reflecting in action. Furthermore, their professional growth was based on the gaps as pointed out during the IQMS process. What was significant was that as professionals they were comfortable with peers, mentors and school managers critiquing their practice.

The findings from the school developmental team negated the findings from teachers. In this regard, the principal was the dominant voice and one deputy principal (DPB), who was the IQMS coordinator, pointing out the IQMS was not used as a critical tool for identifying developmental needs. To eradicate biased teacher appraisals and evaluations that were not critical, the school development team developed their own internal continuous appraisal system. This system was not only top down but also bottom up which allowed post level one teachers to appraise their head of departments. Heads of department appraised the deputy principals. This instilled confidence in the appraisal system.

Reflection on action is Schön's fourth theoretical construct, which occurs after an event has happened (1983:141). In this study, reflection on action occurs after teacher appraisals. The appraised teacher together with their developmental support group reflect on the event which is the IQMS process, where the developmental support group offers constructive feedback and assists the appraised teacher with a plan for development. To ensure that the process is unbiased, where colleagues offer critique to the appraised teacher, the principal and deputy principal follow the same appraisal process and offer constructive feedback in conjunction with the support structures within the IQMS.

Reflection on action also gives the school developmental team the opportunity to set a developmental focus for the school as a whole and ascertain what resources to make available to assist teachers expanding their professional knowledge. Therefore, this study found that Schön's theory of reflective practice as valuable to the data collection and data analysis of this study. This study acknowledges that reflection is crucial to teachers constructing and reconstructing their cognitive structures. The IQMS is a fitting catalyst to inform and transform those structures, which are under

continual development (Kinsella, 2006:260). Findings also indicate that Schön's model of reflective practice has expanded beyond his notions of reflective practice.

4.6   Conclusion

Chapter 4 presented the research findings and discussion. Four themes emerged from the data analysis, namely: teacher perceptions, motivation, teacher support with TPD, and effective communication. Findings in this study reveal similarities in teacher perceptions regarding the IQMS identified in Chapter 2 of this study. At the school of research, school managers had no confidence in the IQMS, therefore an alternative appraisal system was implemented to ensure quality teaching and learning. Teacher professional development was also aligned to the ICT vision contained in the *WCED Professional Development Strategy 2016–2020* (RSA, 2016c:14). Although teachers were registered on the CPTD MS, it was not being utilised to keep track of PD points.

Chapter 5 presents the conclusion and recommendations from this study.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter provides the conclusion to this study and offers some recommendations from the research. The chapter highlights the answers to the research questions announced at the beginning of the study.

5.2   Summary of the research

The aim of this study was to investigate teacher perceptions of the extent to which IQMS is being used as a tool for teacher professional development, for which it was intended. This study further aimed to identify best practices regarding developmental appraisal (DA) within IQMS to propose ways to bridge the gap between policy implementation and practice.

The main research question for this study was: What are Metro South Education District teacher perceptions of IQMS as a tool for teachers' professional development?

From the main research question, the following sub-questions are asked:

- How do teachers perceive the IQMS as being a tool for development?
- What are best practices of developmental appraisal (DA) within the IQMS?

To achieve the aims of this research, a qualitative research methodology was applied. The study was conducted at one school. The school was purposively selected in the Metropole South District of the Western Cape Education Department (WCED), based on its continuous good performance in the NSC examination results. In-depth interviews were conducted with six post level one teachers to gain rich data in relation to what their perceptions of teacher professional development were. A focus group interview was conducted with representatives of the school development team to establish how they influence teacher perceptions of teacher professional development through the IQMS processes. It was established that teachers were

offered support with regard to teacher professional development by the school management team and their peers through mentoring, peer support, an internal appraisal programme, constructive feedback, and one developmental focus for all set by the school management team.

A review of literature relevant to the IQMS and teacher professional development was conducted, guided by the research questions. The review included teacher perceptions of IQMS and best practices regarding developmental appraisal. The literature highlighted that IQMS was not being effectively implemented with issues of contention. Biased teacher appraisals, the incentive link to the IQMS process and the continuing professional teacher development management system being ineffective were highlighted. The Teacher Summit held in 2009 and the *Integrated Strategic Planning Framework for Teacher Development in South Africa* (RSA, 2011:1) led to the development of a new rebranded, streamlined quality management system. In turn, the *Collective Agreement number 2 of 2014 Quality management system for school-based educators* was developed; with the aim of training and capacity building amongst all role players taking place from January 2015 to December 2015. The new system was to be implemented in January 2016 on condition that the system received majority support of all role players. This however was gained only in 2020.

According to the *Strategic People Management Minute: 0002/2020,* training and capacity building of all users of the QMS was conducted from January 2020 and will continue until December 2020. Furthermore, full implementation of the QMS will commence January 2021. During the current school year, all schools are required to continue with the implementation of the current IQMS as informed by *ELRC Collective Agreement Number 8 of 2003* (RSA,2020:1)*.*

As part of a response to a dire need to transform teacher professional development to contribute to teaching and learning, *The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025)* was a national plan for teacher professional development replacing the *National Policy Framework for Teacher Education and Development in South Africa* implemented in 2006 (RSA, 2006:21). The strategy's intention was to improve the quality of teacher education and development in order to improve the quality of teaching and learning (RSA, 2011:1). In the Western Cape Province, the Western Cape Education Department

implemented a *Professional Development Strategy 2016–2020*. This strategy was developed to address the human resource needs of the Western Cape Education Department and is aligned with the *Integrated Strategic Planning Framework for Teacher Development in South Africa (2011–2025)* (RSA, 2016:7).

Various role players in the teaching profession influence and support teacher professional development. The literature identified the principal as one of the key influencers and supporters to teachers in teacher professional development (Lillejord & Borte, 2019:11). Other role players included the school management team which was highlighted as not sufficiently involved in teacher professional development (Geldenhuys & Oosthuizen, 2015:208). Smith et al. (2013:173) presented an argument that heads of department were challenged by time and lack of experience, despite heads of department's role as advisor and mentor to teachers, which causes teachers to lose confidence in teacher professional development. Although teacher professional development is important to teaching and learning (Mohan et al., 2017:28), it is challenged by large classes, lack of learner discipline and resources which have a negative impact (Mettler, 2016:50).

Donald Schön's (1983) theory of reflective practice was viewed by this study as the most appropriate theory. As explained by Kinsella (2009:4), his theory of reflective practice is concerned with teacher conceptualisation of professional knowledge, improving teaching and learning for the learners and teachers themselves, education as a whole, and society. The IQMS and the effective implementation as a tool to inform teacher professional development was one of the key focuses of this study. The IQMS itself is a tool for reflective practice to inform teacher practice.

5.3   Findings

5.3.1 Teacher perceptions of IQMS as a tool for professional development

From this study it is evident that the senior managers in the school development team have different perceptions regarding IQMS as a tool for professional development compared to each other and to post level one teachers. IQMS was perceived by the principal and deputy principals as being a biased and non-critical process which does not reach its intended purpose. In contrast, one deputy principal

perceived the IQMS process as creating conflict between colleagues, which would hold management responsible to facilitate the conflict resolution process. Post level one teachers conceptualise the IQMS as a developmental process, able to point out areas of development. This process provides most post level one teachers with areas for development from their developmental support group. However, few participants conceptualise the IQMS process as a fault-finding, administrative exercise. Most participants perceive that IQMS as a tool for professional development. Therefore, it can be concluded, despite what was pointed out by the literature, that IQMS can be effectively used as a tool for development, if a conducive and developmental environment exists at a school with monitoring from senior management.

5.3.2 Forms of teacher professional development

Teachers have various views about teacher professional development. The most common trend at the school of study was for teachers to attend workshops to promote their own professional development. Teachers were also involved in weekend workshops, in some cases just to 'get away from home' (Teacher A), not necessarily with the intention of professionally developing. Although teachers indicate that they were involved in teacher professional development to improve the quality of teaching and learning, no teacher indicated that they were engaging in these professional learning activities to improve learner achievement.

The school principal is the key decision maker as to what workshops had to be attended to enhance teacher knowledge and skills. There was need for job-embedded developmental activities as indicated in the findings and discussion in Chapter 4, which was only being exercised in some departments. Responses from participants indicated that job-embedded activities were taking place in the Mathematics and Life Sciences departments. Job-embedded types of developmental activities were however lacking in the English department.

5.3.3 Continuing Professional Teacher Development management system

The management system implemented by the department of education and South African Council of Educators is not being utilised by teachers to keep track of professional development activities completed. The school developmental team and

teachers are unclear as to what the purpose of this management system is, and how it should be utilised. Teachers were registered on the system, but no further activity to keep track of developmental activities had taken place.

5.3.4 Developmental Appraisal

The school at which research was conducted experienced the same challenges regarding developmental appraisal as indicated in Chapter 2. What is significant about this case was that the school development team developed an internal continuous appraisal system to assist teachers with their professional development. Teachers found support offered through developmental appraisal and the IQMS process to be beneficial to their development.

5.3.5 Best practices

The school developmental team and the school management team were considered to be one body. The school management team met once a week to discuss relevant issues relating to the management of the school. Time allocated for these meetings was provided on the weekly school timetable. To gain insight into teacher classroom practices, the principal and the deputy principal heading the curriculum administered teacher appraisals bi-annually. The motivation for this was so that the principal and his deputy could offer advice to the appraised teacher on weaknesses identified. Secondly, it is done to eradicate biased teacher appraisals. The school does not rely only on funding from the Department of Basic Education or the district office. In this regard the principal is proactive, securing sponsorship for teacher professional development activities. The school partners with corporate business such as Capitec Bank for teacher professional development activities. Mentorship as a form of professional development was implemented to ensure succession planning in senior management. Mentorship as a form of teacher professional development was evident in certain departments although it was not a formal structure within the school. The school adopted a developmental focus for the whole school that was aligned with the *Integrated Strategic Planning Framework in Teacher Development and Education 2011 – 2025* and *Western Cape Professional Development Strategy 2016 - 2020* where one of the focus areas was Information and Communication Technology. Resources to realize the developmental focus identified by the school management

team were made available to staff. The IQMS personal growth plan was utilized to identify teacher resource needs.

5.4   Recommendations

5.4.1 Policy

Since the *Collective Agreement number 8 of 2003* was signed by the Educators Labour Relations Council and trade unions, there have been many developments and challenges regarding the effective implementation of the IQMS. Developments included the first IQMS report in 2011 published in 2012. The Department of Education employed moderators and monitors to the IQMS in all provinces. In 2006 the Department of Basic Education and the South African Council for Educators introduced a continuous professional development management system in conjunction to the IQMS, to keep track of teacher professional development activities. However, Johns (2018:88) described this system as ineffective, with teachers preoccupied to accumulate points in the demand for compliance.

The *Teacher Development Summit* in 2009 noted the need for a strengthened plan for teacher professional development namely the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025).* This plan aimed to delink IQMS in its current form and rebrand it into a new Quality Management System. Despite policies regarding IQMS being strengthened, research conducted still highlighted concerns regarding the quality management system. As reported by the Department of Basic Education to support challenges faced by teachers, IQMS monitors were appointed to monitor effective implementation of the system. Moderators were appointed to support and assist teachers with classroom practices and developmental needs when the need arose (RSA, 2012:8).

Literature on the IQMS sketches a different scenario to the framework's intention. Despite the intervention and support offered by education authorities in relation to the IQMS, Pylman (2015:59), Sekgale (2016:77), Joubert (2016:105), Queen-Mary and Mtapuri (2014:12) and Mpahla and Okeke (2015) point out that the IQMS, as it is, is a biased fault finding system where friends appraise. Johns (2018) reports that the IQMS process is still challenged, despite intervention strategies in the Western Cape

with a one-day training session for new entrants and school development co-ordinators.

In 2014 the *Collective Agreement number 2 of 2014,* signed by the Educators Labour Relations Council and trade unions, introduced a new quality management system which was very similar to IQMS. One of the key differences was that teachers would be formally evaluated twice a year as compared to once. With both evaluations, the principal verifies and signs off the appraisal process (2014:15). Compared to the IQMS, which overloaded teachers with paperwork, a new instrument was developed for every post level during the bi-annual evaluation. Changes as suggested in previous studies regarding the IQMS were taken into account when the new *Collective Agreement number 2 of 2014* was drafted and agreed upon. However, the concern is that if the IQMS was ineffectively implemented when it was only administered once a year, the expectations of completing the process bi-annually seem unmanageable. Even if the system was rebranded and streamlined, it requires the QMS process to be completed more than once, adding to the teachers' already demanding workload and requiring even more administration.

5.4.2 Practice

The causes of ineffective implementation of the IQMS, highlighted in the literature and confirmed in this study, were identified as lack of time and the teacher workload. Teachers are expected to deliver a curriculum that is content heavy, with expectations of engaging with learners in co-curricular and extracurricular activities. In addition, teachers are expected to improve learners' achievement. Research articles assert that this can be achieved through continuous teacher professional development.

This study revealed that the principal is the key decision maker as to professional development activities in which teachers participate. It is recommended that teachers should have more input and freedom to decide which activities to engage in, as it is important that teachers have a voice into the areas in which they need development. The personal growth plan in the IQMS process provides an opportunity for teachers to document their developmental needs

Many changes to the IQMS have been made, as pointed out in the literature. Changes such as the principal taking a lead role are suggested by studies such as those of Lillejord and Borte (2019:11) and Geldenhuys and Oosthuizen (2015:211). In the QMS, the school management team is the body involved in teacher professional development, which is a significant change from the school developmental team who were only representatives of each post level (RSA, 2003:12). The added responsibility in the job descriptions of the school management team by the QMS will ensure accountability towards team members in their subject areas. The involvement of circuit managers in terms of managing the performance of the principals is a consultative, supportive and non-discriminatory one with the intention to enhance school efficiency and accountability. Monitoring and support of teacher evaluation and teacher professional development at school level is notable (RSA, 2014b:10). This, however, does not ensure that the QMS will be free of biased teacher appraisals, and will bring a new monitor to the appraisal process. The developmental support group of the teacher will not be limited to colleagues as in the IQMS, but any other resource person (chosen by the teacher) who will act as an observer, giving their input on the appraisal process and signing off the documents (RSA, 2014b:9). This still gives teachers opportunity to choose friends to being part of their appraisal process. Therefore, the head of department is part of the process. However an education district official such as a subject advisor assumes the responsibility of the resource person.

A point of contention, as highlighted in the literature, is the incentive linked to pay progression which was agreed upon in 2018 as one and a half percent (RSA, 2018:2). However, the intention, according to the *Integrated Strategic Planning Framework for Teacher Development in South Africa* (RSA, 2011:1), was to delink teacher appraisal and pay progression. This is not found in the QMS *Collective Agreement number 2 of 2014 Quality management system for school-based educators*. The purpose of the QMS will be to provide a basis for paying salary progression, rewards and other incentives (2014b:8). This study recommends that pay progression be removed completely until there is an effective implementation of the QMS. The QMS should be evaluated on a bi-annual basis after the process is completed, where data should be collected from the circuit manager, school principal, deputy principals, head of departments and teacher to gain insight on the effectiveness of QMS and reported to the relevant role players. Once this process is

effective, this process should be done per term. The money used to rewards teachers after the process can be allocated to monitors and moderators of the QMS at national and provincial level to monitor and support the implementation of the system.

It is recommended that the principal school management team develop and implement an internal formalised structure that supports and promotes job-embedded types of professional development. It is further recommended that the school development team include in their school improvement plan a strategy to promote job-embedded types of teacher professional development in all departments at the school. Data analysis clearly indicated that these activities were happening in some departments but not all departments at the case study school.

The principal, together with the school development team, should prioritise training through the continuing professional teacher development management system, as it is policy from the department of education that has to be implemented. The principal, together with the school development team, should invite a facilitator from the South African Council for Educators or a knowledgeable person to workshop the purpose and management of this system. The principal and deputy principal should attend training offered by the district office annually on the IQMS and continuing professional teacher development training offered by the South African Council for Educators at the Cape Teaching and Leadership Institute. Teachers themselves should see the importance of being reflective practitioners and use the IQMS as a tool for teacher professional development.

5.5   Further research

The IQMS has been researched to the extent that studies highlight similar sets of challenges with little to no change to effective implementation of the IQMS, even though the policy was strengthened. This study recommends further studies into new quality management system (QMS) where teachers receive training in 2020 for implementation in 2021, and its effective advocacy, training and implementation. This study further suggests research into the effective implementation of professional learning communities that can assist teachers with professional development activities on the job. Lastly the continuous professional development management

system CPTD Ms is still described as ineffective. Research into ways to improve the use of this system is recommended.

5.6   Conclusion

The purpose of this chapter was to communicate findings and recommendations. Based on the findings and discussion in Chapter 4, recommendations were made regarding teachers' participation in teacher professional development, the implementation of a school structure that promotes job-embedded types of teacher professional development in each department at school, and the use of the continuing professional teacher development management system. This study concludes that for the QMS to be effectively implemented, principals, school management teams and teachers should become proactive regarding challenges posed by the IQMS process to ensure quality education in South African schools. At national level, the Department of Education should employ more monitors and moderators of the QMS to monitor and support the system ensuring quality education for all.

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Appendix A - Approval Ethics Commitee

***For office use only	
Date submitted	**26 July 2016**
Meeting date	**n/a**
Approval	**Approved**
Ethical Clearance number	**EFEC 6-8/2016**

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

1. **Applicant and project details (Applicant to complete this section of the certificate and submit with application as a <u>Word</u> document)**

Name(s) of applicant(s):	**Chantel Steyn**
Project/study Title:	Teacher perceptions of professional development within the Integrated Quality Management System process within the Western Cape
Is this a staff research project, i.e. not for degree purposes?	Yes / **No**
If for degree purposes:	Degree: Master in Education Supervisor(s): Dr C Potberg & Dr S Pather
Funding sources:	N/A

This Master's research project is granted ethical clearance by the Education Faculty Ethics Committee at Cape Peninsula University of Technology. This certificate is valid until **16 August 2018**.		
Approved: √	**Referred back:**	**Approved subject to adaptations:**
Chairperson Name: Chiwimbiso Kwenda **Chairperson Signature:** _____		**Date:** 17 August 2016
Approval Certificate/Reference: EFEC 6-8/2016		

2. **Remarks by Education Faculty Ethics Committee:**

EFEC Form
V6_update
d 2016

Appendix B – Approval from WCED to conduct research

Directorate: Research

Western Cape Government
Education

Audrey.wyngaard2@pgwc.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

APPLICATION TO CONDUCT RESEARCH IN PUBLIC SCHOOLS WITHIN THE WESTERN CAPE

Note
- This application has been designed with students in mind.
- If a question does not apply to you indicate with a N/A
- The information is stored in our database to keep track of all studies that have been conducted on the WCED. It is therefore important to provide as much information as is possible

1   APPLICANT INFORMATION

1.1 Personal Details		
1.1.1	Title (Prof / Dr / Mr/ Mrs/Ms)	**Ms**
1.1.2	Surname	**Chantel**
1.1.3	Name (s)	**Steyn**
1.1.4	Student Number (If applicable)	**198092091**

1.2 Contact Details		
1.2.1	Postal Address	**26 Magnolia Road Uitsig 7493**
1.2.2	Telephone number	**(021)593-3050**
1.2.3	Cell number	**0834984845**
1.2.4	Fax number	**(021)593-0936**
1.2.5	E-mail Address	**chantelkiewitz@gmail.com**
1.2.6	Year of registration	**2016**
1.2.7	Year of completion	**2017**

2   DETAILS OF THE STUDY

2.1 Details of the degree or project		
2.1.1	Name of the institution	**Cape Peninsula University of Technology**
2.1.2	Degree / Qualification registered for	**Masters in Education**
2.1.3	Faculty and Discipline / Area of study	**Education**
2.1.4	Name of Supervisor / Promoter / Project leader	**Dr. C. Potberg, Dr. S. Pather**
2.1.5	Telephone number of Supervisor / Promoter	**Tel 021 864 5536 / 0814764722 Dr. C. Potberg**
2.1.6	E-mail address of Supervisor / Promoter	**potbergc@cput.ac.za** **supather@uwc.ac.za**

2.1.7	**Title of the study**	

Teachers' perceptions of professional development within the Integrated Quality Management System process in the Western Cape.	

2.1.8	**What is the research question, aim and objectives of the study**

The study aims to understand what teachers' perceptions of professional development within IQMS are. The study further aims to investigate whether teachers are using IQMS as a tool for development.

RQ1: What are teachers' perceptions of professional development within IQMS?

RQ2: How do teachers' perceptions influence their professional development within IQMS

2.1.9	**Name (s) of education institutions (schools)**
Windermere High, Spine Road High, Elsies River High, Kensington High	

2.1.10	**Research period in education institutions (Schools)**	
2.1.11	**2016**	**2017**
2.1.12		

Appendix C – Letter from supervisors

FACULTY OF EDUCATION

Private bag X 8

WELLINGTON
7655

Tel: 021 864 5536

Fax: 086 516 4924
Email: PotbergC@cput.ac.za

29 August 2016

Dr A. Wyngaard
Directorate: Research
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000

Dear Dr Wyngaard

APPLICATION TO CONDUCT RESEARCH AT SCHOOLS

I hereby confirm that Chantel Steyn is registered as a Masters student at the Cape Peninsula University of Technology. Her research is supervised by Dr S. Pather and myself.

We confirm that her research proposal has been presented to and approved by the Faculty Research Committee

Any queries may be directed to me or Chantel.

Thank you and kind regards

Dr Conrad Potberg

Appendix D – Participants consent form

Cape
Peninsula
University
of Technology

Faculty of Education
Ethics informed consent form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

Principals		Teachers	X	Parents		Lecturers		Students	
Other (specify)									

You are kindly invited to participate in a research study being conducted by **Chantel Steyn** from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

An undergraduate project		A conference paper	
An Honours project		A published journal article	X
A Master's thesis	X	A published report	

Selection criteria
You were selected as a possible participant in this study because (give reason why candidate has been chosen):

The school has increased their NSC results significantly over the past three years.

The information below gives details about the study to help you decide whether you would want to participate.

Title of the research:

Teacher perceptions of professional development within the Integrated Quality Management System process within the Western Cape.
A brief explanation of what the research involves:

The research project aims to understand teacher perceptions of professional development within IQMS. Post level one teachers will be interviewed on a one-on-one basis the gain in-depth understanding of how teachers view professional development within the IQMS process.

Procedures

If you volunteer to participate in this study you will be asked to do the following things:

Each participant will be interviewed by the researcher at a place and time convenient to them. The first interview will last approximately one hour. A follow-up interview will be conducted so that participants could check transcripts to ensure accuracy of the interview. The follow-up interview will last for approximately 30 minutes.

Potential risks, discomforts or inconveniences
(Researcher please briefly describe any foreseeable risks, discomforts or inconveniences likely to affect research participants)

The researcher will be required to check the teacher performance record, specifically performance standard 5 which deals with teacher professional development.

You are invited to contact the researchers should you have any questions about the research before or during the study. You will be free to withdraw your participation at any time without having to give a reason.

Kindly complete the table below before participating in the research.

	Tick the appropriate column	
Statement	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.			
2.			
3.			

Contact person:	
Contact number:	Email:

Appendix E – Profile Sheet

Name and Surname	
Age Category	
< 30 years old	
31 – 40	
41 – 50	
51 – 60	
>60 years old	
Gender	
Highest post level matric qualification	
Post level	
Rank	
Teaching experience	
Number of years at current school	
Number of IQMS evaluations	
Subjects taught	
Extra-mural	

Appendix F – Teacher interview schedule

Interview Schedules for data collection

Interview Schedule for Teachers:

Title: Teacher perceptions of professional development within the Integrated Quality Management System process within the Western Cape.

Main research question: What are Metro South Education District teacher perceptions of IQMS as a tool for teachers' professional development?

Sub question 1: How do teachers perceive the IQMS as a tool for teacher professional development?

Sub question 2: What are best practices of developmental appraisal (DA) within the IQMS?

Date	August 2016
Participant	
Gender	M / F

	1	Tell me about yourself. Experience, qualification, etc.
MRQ & SQ1	2	Explain your perceptions on teacher professional development?
MRQ & SQ1	3	Do you participate in activities which foster professional growth and try new teaching methods/ approaches and evaluate their success? (Review and reflection meetings, workshops planned by the subject advisor or district, department of education, teacher unions?
MRQ & SQ1	4	What motivates you to professionally develop?
SQ2	5	How does your principal influence your professional development?
SQ2	6	How does the SDT address your developmental needs?
SQ2	7	In your opinion, is your developmental support group knowledgeable with regards to your IQMS evaluation?
SQ2	8	Does your developmental support group assist in your development? Please motivate your answer.

Appendix G

Interview Schedule for the School Development Team:

Title: Teacher perceptions of professional development within the Integrated Quality Management System process within the Western Cape.

Main research question: What are Metro South Education District teacher perceptions of IQMS as a tool for teachers' professional development?

Sub question 1: How do teachers perceive the IQMS as a tool for teacher professional development?

Sub question 2: What are best practices of developmental appraisal (DA) within the IQMS?

Date	August 2016
Participants	School Development Team

	1	Tell me about yourself. Experience, qualification, etc.
MRQ1 & SQ1	2	Explain your perceptions on teacher professional development?
MRQ1& SQ	3	In your opinion what motivates teachers to professionally develop?
SQ2	4	Do you participate in activities which foster professional growth and try new teaching methods/approaches and evaluate their success? (Review and reflection meetings, workshops planned by the subject advisor or district, department of education, teacher unions?
SQ2	5	How do you as the SDT address the developmental needs of teachers?
SQ2	6	In your opinion, is the developmental support group knowledgeable with regards to teacher IQMS evaluation?
SQ2	7	What challenges do you as the SDT experience with regard to professional development?

SQ2	8	How often do you evaluate your practice as the SDT?