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Teachers' Views of Continuing Professional Development related to Social Cohesion in the Western Cape, South Africa

by

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DOCTOR OF EDUCATION

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DECLARATION

I, Joyce L. Raanhuis, 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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ABSTRACT

Since the democratic transition in 1994, the South African government has committed itself to fundamental political and educational reforms toward inclusion, equity, and social justice. Teachers are central to achieving this reform, and teacher professional development is regarded as a core strategy of the government, as evident in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DBE & DHET, 2011), the Medium-Term Strategic Framework 2019-2024 (DMPE, 2020) and Action Plan to 2024 (DBE, 2020). While attempts are being made to move South Africa into a new era, many teachers experienced the effects of apartheid education, and therefore have carried its imprint and legacy. These experiences influence how and what teachers currently do in their classrooms. This highlights the crucial role which Continuing Professional Development (CPD) can play in supporting teachers to overcome these traumas, and to equip them with a range of methodologies to foster social cohesion in classrooms. Despite the governments' efforts to support teachers as agents of social cohesion, the current scholarship on social cohesion-related CPD in South Africa is limited. Therefore, this thesis explores the experiences and self-reported effects of teachers who participated in social cohesion-related CPD programmes in South Africa.

The overarching research question posed in this study is: "*What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?".* A multiple case study approach was used, drawn from the responses of purposively sampled high school teachers. These teachers work in diverse school contexts and participated in one of three selected social cohesion-related CPD programmes in Cape Town, South Africa. The data was collected through semi-structured interviews and document analysis, and was analysed using discourse analysis.

The study found that the quality of social cohesion-related CPD, as experienced by teachers, was influenced by the knowledge and experiences of facilitators, and the appropriateness of CPD programme materials and activities used in the CPD programme. The self-reported effects of teachers' CPD on their practices was found to be impacted by their renewed insights about themselves and their learners, their increased understanding of the syllabus, and their intrinsic motivations to build relationships of trust and care with their learners. The study found that self-reported CPD effects of social cohesion that go beyond classroom practices are significantly dependent on the support and school environment in which teachers work.

The study contributes to the body of knowledge in various ways. It contributes to complementing the existing bodies of literature by combining conceptual understandings about: i) the quality of CPD; ii) social cohesion-related CPD programmes; and iii) the effects

of CPD on teachers, to gain a more comprehensive understanding of how teachers experience social cohesion-related CPD.
The study contributes to the provision on social cohesion-related CPD programmes, such as those focusing on CPD facilitators and CPD materials; and it deepens the understanding of how CPD facilitators' knowledge and experiences influence the uptake and experiences of teachers who participate in CPD related to social cohesion. It also adds to the understanding on how the appropriateness of CPD materials can shift teachers' motivations and confidence to utilise newly acquired CPD learnings in classrooms and schools.

The study further complements the existing body of knowledge by providing insights into teachers' self-reported effects of social cohesion-related CPD on their practices; more specifically it contributes by creating understanding how content knowledge of social cohesion can influence teachers' awareness of themselves and their enactment within their classrooms. Furthermore, the study contributes to methodological and localised understandings of how teachers in South Africa experience CPD related to social cohesion.

The study provides suggestions for further research that can conceptually and methodologically contribute to the provision on social cohesion-related CPD, and how teachers experience such programmes. The suggestions include considering different stakeholders, drawing upon different research methods such as observations or evaluations, drawing upon a different definition of social cohesion, or considering longitudinal and comparative components to research teachers and social cohesion-related CPD. Furthermore, the thesis can enable policymakers to reflect upon current policy and consider the suggestions provided to further enhance building social cohesion through CPD programmes for teachers in South Africa.

Keywords: Continuing Professional Development, social cohesion, teachers, South Africa, post-apartheid

Disclaimer:

In my thesis, I use the apartheid-era racial terms “black African”, “coloured”, “Indian”, and “white”, which are currently still in use and can be described in ways how people were historically oppressed. The categories used as identity markers for teachers in this study are based on their self-identified racial background. Despite the use of race-based terminology as one of the markers of identity, I do not concur that the terms are authentic for the contemporary period.

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bring me to each school site and helped me delve deep into understanding the different underlying contextual elements and realities of the various South African communities.

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DEDICATION

This doctoral thesis is dedicated to my mother and my uncle, Hilda and Jerry, who were born and raised in the beautiful jungle of Dakshina Kannada, India, but were unable to finish Basic Education.

This is your achievement as much as mine.

LIST OF ABBREVIATIONS AND ACCRONYMS

CAPS	Curriculum Assessment Policy Statements
CAQDAS	Computer-assisted qualitative data analysis software
CEO	Chief Executive Officer
CEPD	Centre for Education Policy Development
CESA	Continental Education Strategy for Africa
CITE	Centre for International Teacher Education
CHED	Committee of Heads of Education
DHET	Department of Higher Education & Training
CPD	Continuing professional development
CPTD	Continuing professional teacher development
CSTL	Care and Support for Teaching and Learning
DAC	Department of Arts & Culture
DBE	Department of Basic Education
DET	Department of Education and Training
DoE	Department of Education
DSD	Department of Social Development
IAT	Implicit Association Test
ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
ITE	Initial Teacher Education
MTSF	Medium-Term Strategic Framework
NDP	National Development Plan
NEEDU	National Education Evaluation and Development Unit
NEPI	National Education Policy Initiative
NGOs	Non-Governmental Organisations
OECD	Organisation for Economic Co-Operation and Development
PD	Professional development
PEDs	Provincial Education Departments
PhD	Doctor of Philosophy
PLCs	Professional Learning Communities
SARB	South African Reconciliation Barometer
SACE	South African Council for Educators
SAPS	South African Police Services
SDGs	Sustainable Development Goals
SMTs	School Management Teams
TALIS	Teaching and Learning International Survey
WCED	Western Cape Education Department

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CHAPTER ONE: Introducing the study

1.1 Background and rationale

This research is located within the context of post-apartheid South Africa. The country has a long history of inequality due to colonialism and apartheid, which enslaved and oppressed the majority of its citizens. These political eras affected the lives of millions, and had a significant impact on access to and quality of education provided and received (Booyse et al., 2011; Chisholm, 2019). To redress the inequalities of the apartheid and colonial legacies, various education reforms were introduced aimed at creating a more unified education system through constitutional values such as “human dignity, equality, human rights and freedoms, non-racialism, and non-sexism” (South Africa, 1996a, section 1).

This thesis investigates how teachers are supported by various CPD providers through their participation in Continuing Professional Development (CPD) programmes, to promote social cohesion in their classrooms. Within post-apartheid South Africa, social cohesion is perceived as an urgent pursuit, and often invoked as a means to achieve a just and equal society (Abrahams, 2016:95). However, the latest insights from the South African Reconciliation Barometer (SARB) on citizens’ views about social cohesion and reconciliation reveal that the legacy of apartheid continues to influence people’s lives (Moosa, 2021:vii). The same report also highlighted that most South African citizens view that not enough has been done by citizens and the government to redress the inequalities, dispossession and hurt of the past (ibid).

In recent years, the explicit focus on social cohesion and the role of teachers has received increased attention within the macro-level policy sphere (see NPC, 2012; DBE, 2020; DPME, 2020). Recent policy provisions refer more implicitly to social cohesion, highlighting the need to support teachers through CPD programmes on diversity, human rights, classroom diversity, multiculturalism and multilingualism, racism, and discrimination (see DPME, 2020; MIET AFRICA, 2020). Despite the explicit and implicit mention of social cohesion in educational policies, there is currently no explicit policy definition that addresses this concept in relation to education in South Africa. This is important for the provision on social cohesion-related CPD, as it enables CPD providers to develop such CPD programmes based on their own interpretations, which can vary greatly from the governments’ overarching definition and aims of social cohesion (Sayed et al., 2017).

Furthermore, the current scholarship around social cohesion-related CPD within South Africa is limited, but emerging (see Wray, 2017; Sayed et al., 2017, 2018; Tibbitts & Weldon, 2017; Gaston et al., 2018; Raanhuis, 2021). Therefore, this thesis emphasises the role of teachers and their views regarding social cohesion-related CPD, as teachers can significantly

influence the quality of education (Mourshed, et al., 2010), contribute to learners' achievements (Dembele & Oviawe, 2007; Sayed, 2018; Tikly, 2020), and create cohesive classrooms (Horner et al. 2015; Kello, 2016; Probyn, 2017; Shepler & Williams, 2017; Kuppens et al., 2018).

1.2 Problem statement

The provision of CPD is still significantly influenced by the legacy of apartheid, despite the importance of teachers. CPD for teachers can be viewed as a continuum between teachers' initial teacher education and their continuing professional development (Sayed & Badroodien, 2018; Sancar et al., 2021). However, currently two-thirds of teachers who work in public schools received their Initial Teacher Education (ITE) before the education reforms of the early 2000s, and it is expected that all teachers will have the same ITE background by around 2038 (DBE, 2020:22). This means that despite the various educational policy reforms over recent years, teachers in South Africa have not received similar standards of teacher education (Sayed & Badroodien, 2018; Chisholm, 2019; DBE, 2020; van der Berg et al., 2020). As a result, teachers are inequitably prepared and supported to promote social cohesion (see Sayed et al., 2017), despite governmental policies stating the essential roles that teachers ought to play to promote social cohesion in classrooms (see NPC, 2012; DBE, 2020; DPME, 2020). It also highlights the need to provide all teachers with equal access to adequate CPD, as CPD can create the conditions for equity, peace, and social cohesion, and has the potential to support teachers in promoting these values and goals (Weldon, 2010; Horner et al., 2015; Sayed et al., 2017; Hughes & Loader, 2021).

Furthermore, most of the teachers' deeper learnings from CPD programmes often occur *after* their participation in CPD (Osman & Warner, 2020:2). However, research often does not consider how teachers interpret learnings from CPD programmes within their professional lives and school contexts (Opfer & Pedder, 2011:376). Within the context of South Africa, there are various aspects of social conflict and disorder that negatively influence teachers' professional lives and contexts, such as school violence, discrimination and racism in schools. Events in the country that are associated with school violence and its influence on teachers and learners have been widely reported (see Burton & Leoschut, 2013; Equal Education, 2016; Harber, 2019; Makhasane & Mthembu, 2019; Omar & Badroodien, 2020). These events can be linked to teachers' abilities or inabilities to establish and maintain social cohesion in their schools and classrooms. Concerning discriminatory aspects in schools, many learners experience discrimination based on racial, religious or cultural grounds policies and practices (see de Waal & Cambron-McCabe, 2013; Christie & McKinney, 2017:2). These challenges highlight the factors that may hinder social cohesion, and furthermore underline the need to understand how teachers in post-apartheid South Africa

perceive whether particular CPD programmes actively assist them in their efforts towards building this much-needed social cohesion.

1.3 Research aims and questions

This study aims to contribute to the existing South African and global literature on social cohesion-related CPD[1] through empirical research in a field that has been under-researched in post-apartheid South Africa. The study, focusing on thirty teachers, asserts that their narratives add localised, situated, and specific data to argue that teachers play a critical role globally, nationally, and locally to social cohesion.

The study adds to literature on a global level by stressing the importance of education for social cohesion in a more contextualised manner. The study also adds to a small but growing body of literature on how teachers experience social cohesion-related CPD programmes. It aims to shift how teachers in post-apartheid South Africa, and those who teach in other but similar contexts, think about social cohesion in their classrooms.

The study also attempts to influence policy and provision on an international, national, provincial and district level. Through understanding how teachers who work in diverse schools experience social cohesion-related CPD or the lack thereof, research and policy development regarding social cohesion-related CPD in South Africa and beyond can be enhanced.

The following overarching research question guided the study:

“What are teachers’ views about the quality of the CPD programmes they have received and the effects on their practices?”

To support answering the overarching research question, the two sub-questions below were developed:

Sub-question One: “*What are teachers’ views about the quality of the social cohesion-related CPD they have received?”*

This sub-question focuses on the views of teachers who participated in one of three selected social cohesion-related CPD programmes in the Western Cape. To investigate views regarding the quality of such CPD, Chapter Three provides a comprehensive understanding of the quality of CPD.

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[1] This thesis uses ‘social cohesion-related CPD’ and ‘CPD regarding social cohesion’ interchangeably to refer to CPD programmes that focus on elements of social cohesion.

Sub-question Two: "*What are teachers' views of the effects of the social cohesion-related CPD on their practices?*"

Whereas the first sub-question investigates the teachers' views about the CPD they received, the second sub-question is concerned with the teachers' self-reported effects of these particular CPD programmes. The second sub-question is furthermore concerned with how teachers perceive the effects of their CPD participation in relation to their practices.

1.4 Overview of the study

This study foregrounds the voices of teachers in post-apartheid South Africa and their perceptions of social cohesion-related CPD programmes. This analysis is conducted through the lens of teachers from eight high schools in the Western Cape who attended one of three specific CPD programmes. Within the timeframe of this study, three social cohesion-related CPD programmes that were externally initiated (see SACE, 2013) were identified. The selected CPD programmes were facilitated by the government, a teacher union, and an NGO. Therefore, teachers who attended these three CPD programmes were selected to participate in this study to explore their views and self-reported effects of the given CPD programmes.

Thirty high school teachers who participated in one of the three CPD programmes, as well as their principals, CPD programme managers and programme facilitators were purposively selected. The teachers teach at a diverse range of public, independent, no-fee and fee-paying high schools in various suburbs in Cape Town. They teach subjects from Physical Science, Mathematics, Economic and Management Sciences, Accounting, Business Studies, English, Afrikaans, isiXhosa, Life Orientation and History. A multiple case study design was used to gain insights into the CPD experiences of teachers, complimented with semi-structured interviews and documentary analysis.

Semi-structured Interviews

To understand the teachers' self-reported effects of social cohesion-related CPD programmes within eight different schooling contexts, teachers (n=30) and (deputy) principals (n=9) were interviewed. In addition, interviews with CPD programme managers and facilitators (n=5) were conducted to understand the significance of these CPD programmes in relation to social cohesion, and to gain an understanding of how the CPD programmes were designed and delivered (cf. section 4.7).

Document analysis

Programme materials of the three social cohesion-related CPD programmes were analysed to gain a better understanding of the content materials provided to teachers, and in which way these materials influenced the teachers' self-reported effects of their CPD programmes.

Themes were created using a discourse analysis (Gee & Handford, 2012) and the use of the computer software package ATLAS.ti. These themes are presented as findings in Chapters Five and Six.

1.5 Defining key concepts

Continuing Professional Development (CPD): The study defines CPD as "a long-term process, which includes all learning experiences and consciously planned activities that are planned systematically to promote quality education, and the growth and development of teachers" (Day, 1999:4; Villegas-Reimer, 2003:12; OECD 2009:45; Cordingley et al., 2018). Such activities can be applied across any subject area, and include the development of "skills, knowledge, expertise, and other characteristics of teachers, whereby their commitment as change agents to the moral purposes of teaching is constantly reviewed, renewed, and extended" (ibid).

Social cohesion: This study draws on the Department of Arts and Culture (DAC) definition, which understands social cohesion as "the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities" (DAC, 2012a:311).

In terms of this definition, "a community or society is cohesive to the extent that the inequalities, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/or eliminated in a planned and sustained manner – this with community members and citizens as active participants, working together for the attainment of shared goals, designed and agreed upon to improve the living conditions for all" (ibid).

Social cohesion-related CPD: To explore the views of teachers who participated in social cohesion-related CPD programmes, this study defined social cohesion-related CPD by combining the above two definitions of *CPD* and *social cohesion*. The first definition of CPD stated the various elements that CPD comprises of. This study focused on the views of teachers who participated in CPD with a particular focus, namely social cohesion. To understand the various elements of social cohesion, this study used the definition of social cohesion, as proposed by the Department of Arts and Culture (DAC, 2012a).

1.6 Structure of the thesis

The thesis is structured into eight chapters. The first chapter outlines the rationale of this study, the overarching research question this study endeavours to answer and the methods used to analyse the data.

Chapter Two provides the social and educational context of the study. The chapter begins with a contextualisation of the essential role that teachers play within the global sphere and their vital role in building social cohesion. The chapter then provides a historical overview of the provision of teacher professional development within South Africa. This is followed by an overview of various policy provisions on social cohesion, education, and CPD, and the policy implications in relation to teachers.

Chapter Three discusses relevant bodies of literature. The chapter begins with a conceptualisation of CPD and aspects contributing to the quality of CPD. It then provides an overview of relevant literature regarding components of the provision of CPD, followed by a conceptualisation of social cohesion and in relation to education and CPD. A review is then provided of the literature regarding teachers' perceptions of the effects of CPD on their practices. The chapter concludes with a conceptual framework which guides this study in answering the research question and sub-questions.

Chapter Four provides a detailed description of the methodology used for this study, which describes the research philosophy and design. The chapter discusses the research sites and sampling strategies used for this study. Furthermore, it critically outlines the data collection instruments and data analysis. The role of trustworthiness, positionality, limitations, and ethical consideration is discussed.

Chapter Five discusses the findings of the first research sub-question: "*What are teachers' views about the quality of the social cohesion-related CPD they have received?".* The main themes explored in this chapter relate to the teachers' views about the quality of the social cohesion-related CPD programme that they participated in, which are (i) the role of the facilitator, (ii) CPD materials, and (iii) CPD methods and activities.

Chapter Six contains a further discussion of the findings of this study, in relation to research the second sub-question: "*What are teachers' views of the effects of the social cohesion-related CPD on their practices?".* The main themes in this chapter relate to (i) teachers' renewed insights, (ii) classroom practices, (iii) and their school context. Chapter Seven discusses the overarching research question, which is *"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?".* Through a synthesis of the main findings of this study, three overarching themes emerged

and are discussed. The chapter starts with a discussion on how CPD facilitators can influence teachers' views on the quality of social cohesion-related CPD. It then provides a discussion of how an understanding of the appropriateness of CPD materials impacts teachers' engagement with and utilisation of their new CPD learnings in their classroom and school. Furthermore, the chapter discusses how teachers' renewed insights, through content knowledge of social cohesion influences their practices.

Chapter Eight is the concluding chapter that summarises the main findings of this study. The chapter provides contributions and recommendations for various stakeholders, and provides reflections on this study.

1.7 Summary of Chapter One

This chapter provided an overview of the study, starting with an introduction to the study. The rationale and problem statement contextualised the importance of conducting this research. The chapter then stated the research questions explored throughout this thesis, followed by an overview of the research methods used to analyse the data. The chapter followed by providing definitions of key concepts and an outline of this thesis. The next chapter contextualises the study.

CHAPTER TWO: Situating the context of teachers, social cohesion, and continuing professional development in South Africa

2.1 Introduction

The previous chapter provided an overview of the study. This chapter describes the context in which this study is located. Section 2.1 provides an overview of the global context of the importance of education, and discusses the roles of teachers who work in such contexts and their efforts to build social cohesion. Section 2.2 discusses the role of education and teacher development in South Africa, from the early 1900s to the post-apartheid period. Section 2.3 provides an overview of relevant policy initiatives regarding social cohesion, education, and CPD, and discusses the policy implications in relation to teachers. The chapter concludes with a summary in section 2.5.

2.2 The global context: The importance of education and social cohesion

The current global climate is significantly impacted by challenges that negatively impact social cohesion, such as increasing inequalities, climate changes, breaches of human rights and multiple forms of conflicts and violence (UNESCO, 2021). Such contexts affected by these challenges often leave civilians with massive psychological trauma (see Ring & West, 2015; Falk et al., 2019). In contexts disrupted by various forms of direct and indirect violence (Galtung, 1969), a failure to address mental health issues may increase the recurrence of violence and impose limits on rebuilding social capital and promoting social and economic development (Bannon, 2010:26). Societies in such contexts demonstrate the need for policy and practice change, including designing new constitutions (Samuels, 2006) and emphasising social interventions regarding peace and reconciliation (Bannon, 2010). Education can be perceived as the key to transforming societies (UNESCO, 2021) as it contributes to the psychological, emotional and cognitive protection of children affected by conflict, by equipping them with adequate tools to live their lives in more peaceful conditions (INEE, 2010:2). Furthermore, education can be used as a means of (re-) socialisation and identity development through the transmissions of skills, knowledge, attitudes, and values of peace and reconciliation across generations (Smith 2010:1). More recently, calls for a new social contract for education globally stress the importance of redressing injustices as a consequence of challenges to ensure the right to quality education and its pursuit of sustainability (UNESCO, 2021). Such social contracts can be viewed as “implicit agreements and principles that enable and inspire social cohesion in education”, by emphasising the importance of the right to education (UNESCO, 2021:146), in addition to stressing the need to strengthen education as a public and common goal (ibid).

In recent years international policies have steadily emphasised social cohesion as a contributing factor to peace (King et al., 2010; Brown & Zahar, 2015; Cox & Sisk, 2017). Social cohesion is an important means to overcome fragility, counter violence, and extremism by staving off polarization, offset political radicalism and identity-based differences (Marc et al., 2012 in UNDP, 2020:17). It is also considered an enabling factor to achieving developmental outcomes (see Easterly et al., 2006). Much of the violence in countries with histories of conflict are often rooted in conflictual relations between different (ethnic) groups, which causes obstacles to social cohesion (see Tawil & Harley, 2004; Davies, 2006; Easterly et al., 2006; Stewart, 2008, 2016). Such violence between ethnic groups also results in the inequality of education between ethnic groups (FHI 360, 2015). Structural factors, such as the unequal distribution of resources and power, significantly influence the promotion of social cohesion (Novelli et al., 2017; UNDP, 2020). Therefore, the role of education in building social cohesion is crucial.

Education is a critical instrument in achieving social cohesion (see Ritzen et al., 2002; Heyneman, 2003; Colenso, 2005; Sayed et al., 2018). Various authors have described the dual role of education in contributing to or hindering peace (see Bush & Saltarelli, 2000; Davies, 2010; Novelli et al., 2017; Sayed et al., 2018). Educational institutions can become physical and symbolic sites of conflict through specific policies, textbooks, and the curriculum, thereby reproducing inequalities (Davies, 2010). The education systems and schools are often contributory factors in conflict, “as they tend to reproduce skills, values, attitudes, and social relations of the dominant groups in society” (Buckland 2005:9). On the other hand, positive contributions of educational institutions include efforts that do not do any further harm and initiatives that interrupt violent or conflict-provoking cultural norms (Davies, 2010).

In recent years, the role of education and training has received more emphasis from national governments across the world. Such efforts include the enhancement of social cohesion through new curriculum policies on values, citizenship education, and “to promote neighbourhood renewal or to enhance employability and social inclusion” (Green et al., 2006:2). Education is vital in promoting social cohesion by transmitting knowledge and attitudes to help people cope with change and diversity and develop moral and ethical values in individuals (Aturupane & Wikramanayake, 2011:3). This can create a healthy society strongly committed to human rights principles (ibid). Thus, education does promote the idea of national identity but can neglect minority groups (Buckland, 2006; Davies, 2006). However, despite the interest of integrated education of learners from different backgrounds, in an attempt to build social cohesion, it is essential to foreground and historicise how social conditions have evolved (Zembylas & Bekerman, 2015:40). This includes understanding that

integrated education might often create an artificial bubble whereby everyone is viewed as equal, even though the societal structures are significantly unequal and unjust (ibid).

The role of teachers in promoting social cohesion

As stated at the start of this thesis, teachers play a key role in providing quality education and building social cohesion, hence it is vital that they are sufficiently trained. Various factors that significantly influence the ability of teachers and schools in promoting social cohesion include the schools' infrastructure, resources, support, and teachers' personal and professional experiences (see Horner et al., 2015; Lopes Cardozo & Hoeks, 2015; Van Ommeringen, 2017; Sayed et al., 2018; Clarke-Habibi, 2018a, b). The positive and negative roles of education in general also apply to the roles of teachers. Teachers can be both perpetrators and victims of violence. On the one hand, they can act as agents of change by promoting harmony and values of respect, justice, and inclusion (see Horner et al., 2015; Sayed & Novelli, 2016). On the other hand, they can act as agents of conflict by maintaining negative prejudices and biases and by perpetuating inequality and conflict between different groups through pedagogy and the curriculum (ibid). These roles can be performed simultaneously within different moments and times (ibid). This complexity points to the need for teachers to receive ongoing professional development, as explored in this research.

This study is situated within post-apartheid South Africa. Apartheid was characterised by racial inequality where the powerful structures of state power were designed to "defend the privileges of the white minority and to restrict the political, social and economic rights of the black majority", and the "coloured" and "Indian" population groups (Kallaway, 2002:1). It was characterised by promoting Afrikaner culture, language, and economic interests, and by significantly restricting the liberty of citizens, increasing breaches of human rights, and a high degree of enforcement and control within the society (ibid). The education system of the time was guided by principles of racial, paternalistic, and Christian values, promoting white Afrikaner ideology, enabling teachers to uphold and promote prejudice and stereotypes through their classroom practices (Kallaway, 2002; Chisholm, 2019). However, despite the challenges of the racist and divisive ideology within education, teachers were found to be important in building politically targeted social cohesion. For example, various teachers actively promoted non-racialism and democratic practices within their schools, as fostered by the People's Education Movement (see Wieder, 2008; Omar, 2015; Soudien, 2019).

To understand the significance of the apartheid history on the lived experiences of the teachers in this study, it is essential to highlight that the United Nations declared apartheid to be a crime against humanity, arguing that the inhumane acts resulting from the policies and practices of apartheid and of racial segregation and discrimination constituted crimes that violate principles of international law, principles of the United Nations (UN) Charter, and

posed a serious threat to international peace and security (UN, 1976). To put this in perspective, the mass-murder during the Yugoslavian war (1991-2001), the genocide of Jews and other 'undesirables' during World War 2, and the ethnic cleansing of Hutus and Tutsis in Rwanda have also been declared crimes against humanity (see Royer, 2021). Hence, this study considers the importance of such historical and socio-political influences.

This section situated the study by providing an overview of the global context, whereby education plays a significant role in peacebuilding and social cohesion. The above point to the need for teacher support in providing quality education. Considering the legacy of apartheid, teachers' experiences are influenced by historical and socio-political factors that may impact teaching and learning in the post-apartheid state.

The following section provides a historical overview of teacher development in South Africa.

2.3 A historical overview: The changing place of teacher development in South Africa

While the previous section contextualised the importance of teachers globally and their critical role in building social cohesion, this section provides a historical overview of education in South Africa. It contextualises how teachers were trained in the past and how they are currently trained.

The culture of CPD within South Africa is significantly influenced by historical educational provisions (Mestry et al., 2009:476). Therefore, to understand how teachers in South Africa experience social cohesion CPD programmes, it is essential to stress the conditions in which education was regulated and provided under apartheid and how this has affected children and teachers from various communities. With the formation of the Union government of South Africa in 1910, provincial departments were responsible for higher education, although teacher education was managed by the national government (Chisholm, 2019).

In the first two decades of the 20th century, education was already organised according to four different schooling systems: white, Indian, coloured and "native" education (Chisholm, 2019). However, the role of education for people of different racial backgrounds was investigated in more detail by the Commission on Native Education. In 1948 the Nationalist Party became the ruling party, which appointed the Commission on Native Education, commonly known as the *Eiselen Commission*, to investigate education differentiation of white and black African people. In 1951 the Commission reported that education for black African people should be "an integral part of a carefully planned policy of segregated socio-economic development for black people" (Christie & Collins, 1982:59). Soudien (2015:32) argues that one can see the report as "the systematic subversion and subordination of understandings of

the world of African people that did not conform to the dominant attitudes lodged in the science of the day through both omission and denigration". The social effects of the report influenced how subordinate groups were "incorporated into social and epistemological regimes", and how power and control was mediated (ibid).

Following the report of the Eiselen Commission, the *Bantu Education Act* was introduced in 1953 (South Africa, 1953; Chisholm, 2018), which meant that control over schools for black African people had been taken over and was placed under the Native Affairs Department. Although the education of the black African majority had always been separated from the white population, the results of the Eiselen Commission report and the Bantu Education Act brought schools for black Africans under direct state control (see Chisholm, 2019; Seroto, 2020).

Under the *Extension of University Act* in 1959, separate universities were established for different racial groups (South Africa, 1959). In 1969 the *National Education Policy Act* (South Africa, 1967, 1969) was enacted, whereby the Committee of Heads of Education (CHED) was given the power to advise the Minister on teacher education policy. Before that year, no formal accreditation of teacher education existed in South Africa. CHED had developed the *Criteria for the Evaluation of South African Qualifications for Employment in Education* for evaluation purposes. However, these criteria only served learners who were classified as white (Reeves & Robinson, 2010:5).

By the 1970s, all teachers were racially and ethnically separated and trained in different colleges or universities (Sayed, 2002:281). Primary school teacher education for students of coloured and Indian population groups was handled by coloured and Indian colleges of education (ibid). High school teacher education for coloured and Indian students was provided by particular universities, whereby the University of the Western Cape catered to coloured students and the University of Durban-Westville to Indian students (Sayed, 2002; Chisholm, 2019). Primary school teacher education for Africans was taught in colleges, overseen by the Department of Education and Training (DET) and bantustan[2] departments. African students wanting to become secondary school teachers were mainly trained in bantustan-based universities (Gordon, 2009:13). These colleges and universities played a significant role in training teachers. Chisholm (2019:2-3) indicates that the importance of controlling teacher education during apartheid was "to ensure that teachers subscribed to dominant racial and ethnic assumptions about the superiority of white, and inferiority of black African people, and would unquestioningly prepare their students to take their appropriately prescribed places in the racial hierarchy of the country".

[2] The term "bantustan" refers to a critique of the ethnic-based formations as per the apartheid policies.

One of the significant educational protests happened on June 16th, 1976, when high school learners in Soweto protested against using Afrikaans, the primary language of their oppressors, as a medium of instruction in schools. These protests, also known as the Soweto uprising, set the foundation for the liberation struggle and changed the country's political landscape (Ngomane & Flanagan, 2003). The Soweto uprising eventually led to doors opening to new private actors in teacher development, namely four types of non-governmental in-service education: (1) teacher development undertaken by universities, with a research component; (2) programmes operating under the management of independent organisations; (3) programmes run by bodies with broader interests, of which teachers' professional development (PD) was one activity; and (4) several professional development providers which had grown out of local community action involving teachers and others, had a strong community flavour, and were initiated at the grassroots level (Hartshorne, 1992, in Sayed et al., 2016).

Furthermore, in the 1980s and beginning of the 1990s, the concept of *People's Education* gained more traction. Valley (2020:4) argues that "*People's Education* promised liberation from an authoritarian and unequal education system and in its place one that could provide an alternative and a basis for a future democratic system". Samuel (2014:612) indicates that teachers' voices became "a source for alternative discourses to the apartheid education system, and teacher development flourished in 'street-driven' defiance and resistance movements; in political organisations; in teacher union movements pointing out alternative directions".

After apartheid ended in 1994, the new democratic government focused on producing a new Constitution (South Africa, 1996a). The Constitution envisaged a new democratic country founded on values such as "human dignity, equality, human rights and freedoms, non-racialism and non-sexism (South Africa, 1996a, section 1). The Bill of Human Rights, as a part of the new Constitution, states in relation to education that "everyone has a right to basic education and further education, which the State, through reasonable measures, must make progressively available and accessible" (South Africa, 1996a:14). Article 29 of the Bill of Rights also states that "everyone has the right to receive education in the official languages or language of their choice where that education is reasonably practicable and that everyone has the right to establish and to maintain, at their own expense, independent educational institutions that: a) do not discriminate on the grounds of race; b) [are] registered with the State; and, c) maintain standards that are not inferior to standards at comparable public educational institutions" (South Africa, 1996a:12). Other aspects of the Constitution relate to cultural, religious, and linguistic communities (sections 31 of the Constitution) or freedom of religion, belief, and opinion (section 15 of the Bill of Rights).

The National Education Policy Initiative (NEPI) carried out a project between 1990 and 1992. Within this department, various educational policy options were critically examined based on these democratic principles (Gordon, 2005). It involved a consultation process with major education stakeholders, such as '300 academics, educators and activists' (Kulati, 2005:561). The recommendations from this project stressed the need for a more central role of colleges of education in training teachers, emphasising different urban and rural contexts (Gordon, 2005:14). The recommendations also included the need to "measure capacity-building by focusing on rural colleges for black African students, and suggested closing colleges that were not performing adequately" (Gordon, 2005:14).

The African National Congress established the Centre for Education Policy Development (CEPD) in 1993 to design new education policies, suitable for the new democratically elected country. Key findings were that only a completely transformed education and training system would be needed to overcome the deeply rooted inequalities created during apartheid. They acknowledged that such transformation would be a lengthy process, "due to the fact that the educational cycle is long and the benefits of a good education would accumulate over a lifetime. However, immediate steps had to be taken to achieve this redress" (Gordon, 2005:14).

Three key features characterised teacher education during apartheid:

1. a racially and ethnically fragmented system;
2. limited or unequal access to education at all levels of the system; and
3. a lack of democratic control and decision making within the education system (ANC, 1994).

The discussion document, 'Policy Framework for Education and Training in South Africa' (ANC, 1994), was the first post-apartheid government document in which teacher development was conceptualised. The document distinguishes between initial teacher education and continuing professional development, and addresses teacher education as a continuous process (ANC, 1994), whereby Continuing Professional Development was defined as:

> *…the processes of education combined with experience by which teachers and trainers are enabled to enquire into and reflect on their work and roles, deepen their specialised knowledge, improve their effectiveness as facilitators of their students' learning, and prepare themselves for positions of greater responsibility and leadership* (ANC, 1994: 48).

Furthermore, between 1994 and 2007, seven White Papers, three Green Papers, 26 Bills, 35 Acts, 11 regulations, 52 government notices, and 26 calls for comments were issued, covering basic to higher education to transform the post-apartheid educational landscape

(Sayed & Kanjee, 2013:7). At that time, “19 education departments were responsible for teacher education, with 32 autonomous universities, 174 technikons, and about 105 colleges of education based throughout the previous bantustan states” (Sayed, 2002:382). An ongoing need for more qualified teachers for specific phases and learning areas was identified, as teachers were found not always to be teaching subjects within their expertise (CHEC, 2009). Interestingly, teachers continued to have similar experiences, as current teachers do not always teach the subjects that they were trained to teach (see van der Berg et al., 2020). Although teacher training was the responsibility of colleges of education, which were under the control of the provinces, teacher professional development was often provided by NGOs (Taylor & Vinjevold, 1999). Thus, many policies and papers were developed to improve the education sector from basic to higher education, including evaluating and examining of current processes (Sayed & Kanjee, 2013:7).

With regards to the development of teachers, the *Norms and Standards for Educators Act* (DoE, 2000a) was the first education policy in the newly established democracy that applied to all teachers nationally and sought to address the fragmented provision of teacher education through uniformity (Kimathi & Rusznyak, 2018:7). The policy conceptualised the following seven roles of educators:

1. *Learning mediator*
2. *Interpreter and designer of learning programmes and materials*
3. *Leader, administrator and manager*
4. *Scholar, researcher and lifelong learner*
5. *Community, citizenship and pastoral role*
6. *Assessor*
7. *Learning area subject/discipline/phase specialist*

(DoE, 2000a)

What is significant in the descriptions of these various roles concerning social cohesion-related CPD is the emphasis on the role of being a lifelong learner. This stresses that teachers are to grow personally and professionally through study or research in their learning area and other areas. Furthermore, the policy mandates teachers to mediate learning by being sensitive to learners' diverse needs and communicating effectively through showing recognition and respect for the differences of others (DoE, 2000a). Another essential role described in the policy is the fifth one, regarding the community, citizenship and the pastoral role of teachers. The Act (2000a:14) states the following:

> *The educator will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators.*

This role explicitly states the importance of upholding and promoting values and practices in schools and society, as set out in the Constitution. Thus, competent teachers would need to be able to respond to the various needs within the school and develop a supportive, empowering environment for learners and their peers. However, despite stating the relevance of the school environment in relation to the roles of competent educators, the policy does not encompass how other external factors would influence teachers to become competent in the seven roles. For example, the bifurcated education system still influences the way teachers in schools that are under-resourced, have large class sizes or have dilapidated school infrastructure (see Hoffmann et al., 2016).

The profession of teachers also became more regulated through the establishment of the *South African Council for Educators* (SACE). SACE was established as a self-regulatory body according to the SACE Act (DoE, 2000b), and provided a set of standards aimed at advancing the professional conduct of teachers (DoE, 2000b). The *SACE Code of Professional Ethics* was developed and agreed upon by all teacher unions and SACE in 1997 (25: SACE, 2021). In relation to teachers, the Code includes ethics and values for professional educators and guides their conduct in the teaching profession, workplace, and society (SACE, 2021:26). It contains a set of guidelines that educators can use to make ethical decisions in and outside of their workplace. The Code sets standards and expectations on what is acceptable in the profession and indicates processes for teachers when confronted by issues that require ethical decision-making (ibid). Furthermore, SACE can hold teachers who violate the *Code of Professional Ethics* accountable, which can result in disciplinary procedures or revocations of registration. The latest report by SACE shows that the Western Cape has the highest number of cases of professional misconduct against teachers, with a 23 per cent (96 cases) score in 2019/2020 (SACE, 2020:37).

In 2009, a teacher development summit was held which comprised various key stakeholders who stressed the need for a new integrated plan for teacher development. As an outcome of the summit, a declaration was developed stating the core aims of teacher development. These aims were to "achieve sustainable improvement in the quality of teaching and learning; redress past neglect in the provision of teacher education as a result of apartheid policies" (Teacher Development Summit, 2009:2). The core aims furthermore are to enable teachers to "improve their knowledge, competencies, confidence, morale and professionalism, including attitudes to lifelong learning" (ibid). The need for an integrated plan for teacher development was realised in 2011, through the *Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) 2011 – 2025* (DBE & DHET, 2011). The ISPFTED is a 15-year plan and serves as a sector plan for the development and provision of quality CPD, aiming to "improve the quality of teacher education and

development in order to improve the quality of teachers and teaching" (DBE & DHET, 2011:1).

The ISPFTED set intended outcomes and four outputs for different stakeholders, for example the DBE, provincial education departments (PEDs), and the Department of Higher Education and Training (DHET), as shown in Table 2.1.

Responsible stakeholder	Outputs
DBE	Output 1: Individual teacher development needs are identified and addressed Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching
PEDs	Output 3: Teacher support is enhanced at the local level
DHET	Output 4: The establishment of an expanded and accessible formal teacher education system

Table 2.1. Intended outputs per stakeholder (DBE & DHET, 2011:4-18)

The outputs stated in Table 2.1 are paired with a set of activities to achieve the stated outputs within the 15-year duration of the ISPFTED. These outputs and activities include the development of short-course interventions, and the need for school leaders to set up Professional Learning Communities (PLCs) (DBE & DHET, 2011:10, 14).

The ISPFTED highlights four requirements that are important for successful implementation: 1) collaboration between the different role-players; 2) a coordinated national system for teacher education development; 3) adequate time; and 4) funding. The ISPFTED furthermore mandates that SACE plays a significant role in "promoting and supporting the system for identifying and addressing teacher development needs", by ensuring that CPD courses are SACE approved and endorsed with CPD points (DBE & DHET, 2011:3). This also includes their regulation that teachers need to obtain a total of 150 continuing professional teacher development (CPTD) points within a cycle of three years, based on three types of professional development (PD) activities. These types of activities are: 1) teacher initiated, 2) school initiated and 3) externally initiated activities (SACE, 2013). Whereas teacher- and school-initiated activities are available to all teachers at all times, externally initiated CPD is only occasionally available to some teachers (SACE, 2013). Thus, externally initiated CPD is offered by external CPD providers, such as teacher unions, NGOs, professional bodies, (provincial) governments, and universities (SACE, 2013).

Over the years, the quality of teacher education and development has changed. At the end of apartheid in 1994, only 54 per cent of black African teachers were qualified (Balfour, 2015).

This percentage was significantly lower than their peers who were educated in coloured, Indian, and white institutions. These percentages were respectively 71 per cent for coloured teachers, 93 per cent for Indian teachers and 99 per cent for white teachers (Balfour, 2015:3). Thus, 36 per cent of all teachers were un- or under-qualified (Hofmeyr & Hall, 1995:32). This shows the significant impact that the apartheid policies had on teachers and the need to improve quality education for all teachers.

As discussed in Chapter One, the majority of teachers were trained differently and inequitably supported with regard to social cohesion. Teachers might have directly or indirectly experienced segregation and inequalities under the apartheid government. Despite the increased quality of ITE programmes over recent years, patterns of inequity are often not sufficiently addressed (Sayed et al., 2017). Furthermore, the current institutional context is still influencing the content and delivery of ITE programmes, considering that universities used to form part of "apartheid's social engineering in that they were racially segregated, differentially resourced, and invested with institutional orientations aimed at upholding white dominance" (Rensburg, 2020 in Motala et al., 2020:1003). Understanding the provision of teacher development within South Africa is useful for this thesis, as it provides key insights into how teachers' training and support could potentially influence their current views on social cohesion-related CPD.

The above section discussed the role of education and professional development in South Africa from the early 20th century until the present. It highlighted how schooling before and during apartheid was profoundly racist and unequal, whereby education was favoured for the white population. The various exclusion policies during apartheid further segregated education based on racial lines. Students were trained in racially segregated colleges or universities, significantly impacting how they were trained to become teachers. Within the new democracy, various education policy reforms took place to redress the inequalities of the past. Despite an increase in the quality ITE programmes, the legacy of apartheid is found to have significantly influenced the ways in which teachers are trained and are supported to build social cohesion in their classrooms.

The next section discusses the various policy initiatives regarding education and social cohesion post-apartheid.

2.4 The education policy landscape: Contextualising social cohesion and professional development in South Africa

The following sections describe the policy landscape regarding social cohesion, education, and CPD. The section begins with an overview of the policy landscape of social cohesion policies, whereby I focus on the role of education in these policies. The first policies describe

the emergence of a focus on social cohesion, followed by a discussion of the two current macro-level development policies. The section then focuses on sector policies within the education sphere which outline the objectives of the macro-level development policies about teachers and their professional development.

Adequate policy alignment is essential to implement social cohesion in education (Colenso, 2005; Novelli et al., 2017; Sayed et al., 2017, 2018). Since democracy in 1994, the government has endeavoured to promote social cohesion within society. As South Africa has a history of racial segregation, intolerance, and conflict, the government states that social contact among young people across different race groups is especially important to transform political attitudes and racially exclusive identities (DAC, 2012a). Social communication is also essential for developing tolerance, trust and broad social networks that are the foundations of a democratic and non-racial society (DAC, 2012a). In relation to education, the DBE indicates that discussions of social cohesion within the South African context "are largely built on Durkheim's ideas of social solidarity, invoking the notions of equality within the culture of democratic participation" (DBE, 2011, cited in FHI 360, 2015:10). The DBE's definition of social cohesion in relation to education comprises multiple dimensions, "encompassing social trust, social and cultural capital, social inclusion, local history and heritage, and democratic governance and citizenship" (2011, cited in FHI 360, 2015:10).

The *Working Group on Values in Education, Values, Education and Democracy* (DoE, 2000c) highlighted six qualities that the education system should actively promote, which are (1) equity, (2) tolerance, (3) multilingualism, (4) openness, (5) accountability and (6) social honour. The *Manifesto on Values, Education and Democracy* (DoE 2001) report has further explored these ideas and concepts based on ten fundamental values of the constitution to be taught as part of the syllabus. The ten fundamental values are; "(1) Democracy, (2) Social Justice, (3) Equity, (4) Non-Racism and Non-Sexism, (5) *Ubuntu* (Human Dignity), (6) An Open Society, (7) Accountability (Responsibility), (8) Respect, (9) The Rule of Law, and (10) Reconciliation" (DoE 2001:3). According to the Manifesto report, "teachers must demonstrate the values they uphold and recognise their responsibility by setting examples as role models" (DoE, 2001:4). Furthermore, the Manifesto states that teachers must be "competent and committed, as their competencies are meaningless if there is no commitment" (ibid).

The Manifesto states the tremendously important role of teachers in teaching values, as "the most potent way young children acquire values is through observing individuals that they admire and respect exemplify them [sic]" (Mandela, 2001 in DoE, 2001:19). However, the report provides limited information on teachers' CPD. Only one recommendation in the report relates to History teachers, to plan a strategy for ITE to upgrade History teachers' educator

training, convened by the Department of Education (DoE) in 2002. Furthermore, the report states the important role teachers have in demonstrating values. However, it does not recommend appropriate pedagogies to teach children the same values (DoE, 2001). Teachers and learners might come from various backgrounds, personal values might differ, and therefore the need for appropriate teacher education and development is vital.

The *Concept Paper on Social Cohesion/Inclusion in Local Integrated Development Plans* (Cloete & Kotzé, 2009) specifies the roles of schools and education in promoting social cohesion. Schools provide opportunities for different cultural groups to mix or gain awareness and understanding of different communities. However, some schools only focus on specific cultural or language groups, or parental choices based on schools' quality, which increases segregation. The concept paper states that connecting schools from different communities might help to break down barriers between ethnic groups. This way of connecting schools can also be seen as a development for teachers to learn from teachers in other types of schools. The paper indicates that social cohesion can be promoted "through the school curriculum by providing concepts and ideas intended to promote greater understanding and tolerance of other cultures" (Cloete & Kotzé, 2009:46). However, the paper does not focus on the roles of teachers and appropriate classroom practices to act upon this. The document states that programmes that promote social cohesion need to be inter-disciplinary and inter-sectoral between partners, such as the government and NGOs. The importance of these programmes is stipulated, but no guidance is provided on how these programmes take form in relation to education.

The *Social Cohesion and Social Justice in South Africa Report* (DAC, 2012b) states that teacher training in gender violence and abuse is highly recommended. The report indicates that the education department formulated and implemented a school-based module for which the effectiveness of the programme had not yet been evaluated (DAC, 2012b:97). The school-based module covers topics on managing sexual harassment and gender-based violence, intended to serve as a handbook for learners and educators (ibid). The programme covers issues of gender violence and sexual harassment; homophobia; abuse of learners; school policy on sexual harassment; School Management Teams (SMTs) and sexual harassment, gender and HIV/AIDS, and counselling and healing (DAC, 2012b).

There are currently two macro-level foundational development policies: the National Development Plan: Vision 2030 (NPC, 2012) and the Medium-Term Strategic Framework 2019-2024 (DPME, 2020). The two macro-level policies refer to the working definition of social cohesion, as defined by the Department of Arts and Culture (2012a:311) as:

…the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities.

The socio-economic development framework*, National Development Plan: Vision 2030* (NDP) was published in 2012. The long-term macro policy aims to eliminate poverty and reduce inequality by 2030. In order to do so, challenges must be tackled in an integrated manner, thereby increasing employment and prioritising the improvement of the quality of education (NPC, 2012:3). Concerning social cohesion, the plan envisions a country where "everyone feels free yet bound to others; where everyone embraces their full potential, a country where opportunity is determined not by birth, but by ability, education and hard work" (NPC, 2012:24). One of the chapters is dedicated to the improvement of education, training and innovation. Furthermore, the Plan states that education "empowers people to define their identity, take control of their lives, raise healthy families, take part confidently in developing a just society, and play an effective role in the politics and governance of their communities" (NPC, 2012:261). The report furthermore highlights that teachers are key to education, and that teaching should be a "highly valued profession" (NPC, 2012:264). The Plan furthermore states that teachers need to have a good knowledge of the subjects they teach, and bodies such as SACE need to play a leading role in CPD and the promotion of professional standards (ibid). Thus, bursary programmes for existing teachers that promote good teaching by attracting, investing, and retaining the best teachers need to be institutionalised (NPC, 2012).

The *Medium-Term Strategic Framework (MTSF)* was introduced in 2014. The current Framework states the Governments' strategic plan for the 2019-2024 electoral term (DPME, 2020). The Framework for 2014-2019 sets out an outcome-based monitoring framework towards the goals of the 2012 MDP, whereas the current framework outlines the implementation priorities within the electoral term of 2019-2024 (DMPE, 2020). In line with the previous Framework, the MTSF 2019-2024 highlights the importance of having "capable and committed teachers" (DPME, 2020:72). Specific targets are set out in the MTSF to achieve this, such as by funding interventions to support effective approaches to teacher development and improve the training of future teachers (DPME, 2014, 2020).

Priority 6 in the MTST 2019-2024 relates to social cohesion. The Framework states that a number of in-service teachers and SMTs should be trained in anti-discrimination, and it has a target of training 60 per cent of teachers and SMTs in handling diversity and how to deal with: 1) infusing the classroom with a culture of human rights; 2) classroom diversity; 3) multiculturalism and multilingualism; 4) and dealing with signs of racism and discrimination within the current electoral term (DMPE, 2020:204).

The DBE created various Strategic Action Plans (DBE, 2020), which align with the objectives set out in the NDP 2030 (NPC, 2012), the Sustainable Development Goals (SDGs) and the Continental Education Strategy for Africa 2016-2025 (CESA) (AUC, 2015). The *Action Plan to 2014* (DBE, 2011a) and the *Action Plan to 2019* (DBE, 2015a) were replaced by the *Action Plan to 2024: Towards the realisation of Schooling 2030* (DBE, 2020).

The *Action Plan to 2014* acknowledges the nine factors regarding education that continue to undermine the wide range of achievements, as stated in the South African Human Rights Commission public hearings report (2006) (DBE, 2011a). These factors include (1) the lack of infrastructure, (2) the impact on addressing the inequalities of the past on teachers, (3) the adverse impact of issues arising from the varying levels of qualifications, punctuality and attendance, (4) insufficient training in the new curriculum; (5) using old teaching methods; (6) being disconnected from the communities in which they teach governance, and community participation and (7) many schools governing bodies (SGBs) were ineffective and inoperative.

The *Action Plan to 2024: Towards the Realisation of the Schooling 2030* (DBE, 2020) is aimed at attaining the Millennium Developmental Goals for access, participation and gender equity. The Action Plan has 27 goals, set to achieve these goals in 2030. In relation to teachers, Goals 14 to17 in the *Action Plan to 2024* clearly define these.

Goal 14 refers to the supply of young teachers. The *Action Plan to 2019* set the target of recruiting 12 000 new teachers below the age of thirty. This was met as the supply of new teachers rose to 14 000 new teachers (DBE, 2020). However, many new teachers move into private or SGB employed teaching posts at independent or public schools, which increases the demand for new teachers in publicly funded teaching posts (DBE, 2020:102-203).

Goal 15 refers to the availability of teachers and class sizes. The report states that between 2011 and 2017, the learner-educator ratio was rising (DBE, 2020). In 2011 the learner-educator ratio nationally was on average 31,0:1, and in 2017 32,4:1 (ibid). However, over the past years, these ratios have been increased across all provinces, except the Northern Cape Province (DBE, 2020:105). According to the DBE's *2021 School Realities Report* (DBE, 2022), the current learner-to-teacher ratio in South Africa is 31.4:1 nationally.

Teacher capacity and professionalism are discussed in Goal 16. The report state that current graduates show higher levels of subject content knowledge compared to older colleagues who received their teacher training before 2000. Thus, the report highlights that teachers with the largest subject content knowledge gaps work in provinces with the highest poverty levels and the lowest learning outcomes among learners (DBE, 2020).

PLCs remains significant in this Action Plan and can be attributed to the setup of the national framework for PLCs (DBE, 2015b). It is essential that such PLCs are teacher-driven and less managerial (DBE, 2020:22). The report states that South African teachers are behind in utilising and gaining access to online training compared to other developing countries (TALIS, 2018 in DBE, 2020). The report indicates that the ideal number of hours spent on professional development per year is 80. The *Action Plan to 2019* sets a target for 2030 to work toward teachers spending 80 hours of CPD per year. The target for 2019 was 70 hours per year. The report states that in 2017, the average hours spent on CPD was 36 per year, which is less than in other developing countries (DBE, 2019 in DBE, 2020). The average hours spent on CPD per year were significantly higher in the Western Cape, in which teachers spent on average 76 hours on CPD (DBE, 2019 in DBE, 2020). Over half of these hours were self-initiated and school-initiated CPD programmes (ibid).

Goal 17 refers to teacher well-being and job satisfaction. The report indicates that 78 per cent of teachers in lower secondary schools in South Africa are satisfied with their jobs (TALIS, 2018 in DBE, 2020). This number is significantly lower than the average of countries that participated in the Teaching and Learning International Survey (TALIS), in which the average percentage of job satisfaction was 90 per cent (DBE, 2020). Challenges negatively affecting teachers' job satisfaction in South Africa relate to large class sizes and insufficient access to technologies (ibid). The *Action Plan* highlights the challenges of improving working environments and making CPD programmes available to all teachers (ibid).

In relation to building social cohesion and reducing violence, the *Action Plan* refers to UNICEF's multi-country Care and Support for Teaching and Learning (CSTL) initiative (DBE, 2020). The CSTL initiative consists of a framework to ensure that all schools in the Southern African Development Community (SADC) region provide transformational, quality, inclusive education for all, emphasising the most marginalised, to empower them as agents of sustainable, inclusive development (MIET AFRICA, 2020:4). With regards to CPD, the CSTL framework states the following four points (MIET AFRICA, 2020:14):

- *CSTL schools need to include sufficiently qualified teachers to provide quality, inclusive and relevant 21st-century curriculum;*
- *Teachers need to receive support to advance their knowledge, skills, and competencies for these qualifications to develop their learners' agency as active and engaged citizens;.*
- *Teachers need to be enabled and supported to identify vulnerable learners and to ensure they receive additional support to overcome educational barriers to access and participate meaningfully in all learning to become engaged and active citizens;*
- *All teachers and principals need access to a community of 21st-century teaching practices that support the development of 21st-century leadership and teaching and learning competencies.*

The CSTL framework does provide an overarching view of how social cohesion-related CPD might look, and the current sector plans such as the *MTSF 2019-2024* and *Action Plan 2024* highlight the importance of supporting teachers through professional development. However, the current policy provisions do not include targets on training teachers and SMTs regarding diversity and how to deal with human rights, classroom diversity, multiculturalism and multilingualism, racism, and discrimination (see DPME, 2020; MIET AFRICA, 2020).

Despite the relevant educational policies, Sayed and Ahmed (2015:332) argue that one of the biggest challenges influencing the transformation of education relate to the contradiction between the discourse of participation in policy documents, and the absence of substantial participation by all education stakeholders. This is important, as it is currently unclear which CPD providers provide social cohesion-related CPD. It is also unclear how the above-mentioned policies support teachers' participation in such CPD, as there is currently no overarching body in South Africa regulating CPD explicitly aimed at social cohesion (Sayed et al., 2017). The policies stated in this chapter are macro-level, top-down policies. The formulation of social cohesion in relation to education comprises a conceptual understanding of various dimensions (DBE, 2011, in FHI 360, 2015:10). This could potentially pose challenges for the enactment of strategies for social cohesion, as the implicit and explicit mentions of social cohesion in various policy provisions could be interpreted differently. Similarly, there are no government-led CPD programmes with an explicit focus on social cohesion to articulate the national vision at a constructive level for teachers to operationalise in their practices (Sayed et al., 2017). In practice, this means that teachers in post-apartheid South Africa have to rely on initiatives from other CPD providers, such as NGOs, intergovernmental organisations, universities, or teacher unions, in order to learn about social cohesion and their role as teachers in building socially cohesive classrooms (ibid). As a result, CPD providers such as NGOs, intergovernmental organisations, universities, and teacher unions are able to design CPD programmes based on their interpretations of the concept of social cohesion (Sayed et al., 2017).

In South Africa, CPD programmes are not closely regulated, aside from SACE approved CPD. Therefore, a discrepancy might occur between the interpretations of social cohesion endorsed by organisations and the official, macro-level interpretation advocated by the government (Sayed et al., 2017). Despite the recent policy initiatives, such as the *MTSF 2019-2024* and *Action Plan 2024*, to train teachers and SMTs on handling issues of social cohesion (see DPME, 2020; MIET AFRICA, 2020), it is unclear how teachers experience such CPD programmes. The current availability of social cohesion-related CPD programmes in South Africa is minimal (see Maxwell et al., 2004; Weldon, 2010; Sayed et al., 2017; Tibbitts & Weldon, 2017; Wray, 2017; Raanhuis, 2021) and might not be consistently available for all teachers.

The South African schooling system is historically unequal, reflected by the current bifurcated schooling system (see Sayed & Soudien, 2005; Hall & Giese, 2009; Spaull & Jansen, 2019). Although the above-mentioned post-apartheid educational policies and practices emphasise ways of creating active citizens through the emphasis on social cohesion, Staeheli and Hammett (2013:2) stress that it cannot change the context in which these policies and practices are being implemented.

The teachers who participate in the study work in different contexts, which may influence the effects of their participation in social cohesion-related CPD programmes. To understand the context in which teachers work, it is important to note that the majority of schools in South Africa are "black schools in poor socio-economic circumstances", that are often under-resourced in terms of laboratories, computers, sports fields, and opportunities for extracurricular activities (Christie et al., 2007:4). These historical, socio-economic, socio-cultural, structural factors are found to significantly influence teachers' efforts of building social cohesion within their schools (see FHI 360, 2015; Hatch et al., 2017; Sayed et al., 2017, 2018).

The majority of teachers who currently work in South Africa were trained before the educational reforms between 1994 and the early 2000s, and may therefore be inequitably trained for social cohesion (cf. Chapter One). Many teachers directly experienced apartheid and thus carry the legacy and imprint of apartheid education (see Davids, 2018; De Kock et al., 2018; Carrim, 2019). Therefore, it is critical to know more about such social cohesion-related CPD programmes, how teachers experience them and if these CPD programmes have the desired knock-on effect of promoting social cohesion in classrooms.

This section discussed the role of South African policy provision regarding education and social cohesion. The section first provided an overview of relevant frameworks, discussion documents and policies, highlighting fundamental values and the need for education to help build social cohesion, followed by an overview of macro-level and educational policies regarding teachers as agents of social cohesion. Furthermore, a range of policy provisions were provided, stating the importance of education, specifically teachers, in building social cohesion and the role of social cohesion-related CPD in the South African context. The implications of these policy provisions for teachers highlighted the different interpretations of social cohesion in policies, unregulated social cohesion-related CPD, and the contextual factors and individual needs of teachers who may be influenced by these policies.

2.5 Summary of Chapter Two

This chapter provided a contextual understanding of this research and started with a discussion about the global context of education and social cohesion, and the role of

teachers in their pursuit of building social cohesion. The chapter then followed with a discussion about the role of teacher development from the early 1900s till the present. A review of relevant policy provisions regarding social cohesion, education and professional development was provided, and discussed in relation to teachers.

A global contextualisation provided insights into how global challenges relating to inequalities created by climate changes, human rights violations, conflict and violence can negatively impact social cohesion. Social cohesion is perceived to be essential in transforming societies, and teachers are viewed to be key in building cohesive classrooms. However, teachers' agency and various structural aspects of their schools might influence their enactment of social cohesion in the classroom.

A historical contextualisation of teacher development in South Africa shed light on the influences of the historically unequal and divided education system. As a result, teachers were trained in different ways. Despite a range of policy reforms to redress past inequalities in education, the majority of teachers have been inequitably trained and supported to address social cohesion in their classrooms, which highlights the need for social cohesion-related CPD.

The review of the educational policy landscape in South Africa provided a contextualisation of macro-level policies and frameworks on social cohesion, education, and professional development. In relation to teachers, these policies were found not to adequately state how social cohesion can be interpreted in the educational context. As CPD regarding social cohesion is unregulated, discrepancies between the government's national strategies of social cohesion and the different interpretations by CPD providers could potentially weaken efforts for social cohesion. Furthermore, a contextualisation of the educational policy provisions showed that to address social cohesion through CPD, circumstantial factors and individual needs of teachers need to be considered.

The next chapter provides a review of literature relating to the quality of CPD for teachers, components of CPD, social cohesion and CPD, and the effects of CPD on teachers' practices.

CHAPTER THREE: Review of literature

3.1 Introduction

This chapter provides an overview of the literature as it relates to the overarching research question: *"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?"*.

The chapter is divided into two parts, reviewing the literature and developing a conceptual framework. The first part of this chapter reviews literature around three main bodies of knowledge relevant to the research questions. These are CPD, social cohesion, and CPD effects on teachers. Section 3.2 provides relevant literature on CPD, discussing the different definitions of CPD, contributing to the quality of CPD, and elements influencing the provision of CPD. Section 3.3 reviews the literature about social cohesion and its influences on the provision of CPD. Section 3.4 discusses the effects of CPD on teachers' practices. The chapter concludes with section 3.5, synthesising the relevant literature and providing a conceptual framework guiding this thesis in answering the overarching research question and sub-questions.

3.2 Continuing Professional Development and its importance for teachers

In conceptualising components of CPD, it is essential to foreground the importance of the quality of CPD programmes to adequately support teachers (Ring & West, 2015; Howell & Sayed, 2018). This chapter, therefore, starts by defining CPD in section 3.2.1, followed by an understanding of elements contributing to the quality of CPD in section 3.2.2, and a discussion of relevant components influencing the provision of CPD in section 3.2.3.

3.2.1 Defining CPD

The concept of CPD is understood in numerous ways. Although there are different definitions of CPD, none of them are fully comprehensive. However, various scholars drew upon the various elements in defining this multi-faceted concept.

> *Professional development consists of all 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, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.* (Day, 1999: 4)

The definition of CPD, proposed by Day (1999), goes beyond the benefits to teachers who participated in CPD, as he recognises the direct and indirect benefits of individuals, groups and the school. Although CPD is viewed as comprising of a range of learning experiences that are consciously and planned, it should contribute to improving teaching and learning within the classroom. In relation to social cohesion, the definition perceives CPD as a process toward developing change agents, and emphasises acquiring and developing the necessary knowledge, skills and emotional intelligence for the moral purposes of teaching. Another definition is proposed by Villegas-Reimer (2003):

> *…a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession* (Villegas-Reimer 2003:12).

Another definition of CPD is proposed by Villegas-Reimer (2003), who emphasises explicitly the long-term process of CPD, one of the core elements of CPD as proposed by Darling-Hammond et al. (2017). The definition of Villegas-Reimers (2003) furthermore emphasises that CPD needs to be regular. Whereas Day (1999) includes conscious and planned activities as part of the definition of CPD, Villegas-Reimer (2003) emphasises the planned opportunities and experiences to promote growth and development. Another definition is that of the OECD (2005, 2009). The OECD views CPD in the following way:

> *Effective professional development is ongoing, includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones that they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experiences more systematically* (OECD, 2005 in OECD, 2009:49).

This definition is shortened to a broader definition in their TALIS report as "*activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher*" (OECD 2009:45), and includes people in all training stages, such as training for student teachers, teachers and principals (OECD, 2009). A more recent definition of CPD, proposed by Cordingley and colleagues (2018) distinguished between subject-specific CPD and general CPD:

> *Subject-specific CPD is defined in terms of programmes and activities which focus on enhancing teachers' understanding of the subjects they teach (i.e., subject knowledge); how pupils learn in those subjects and how to teach them (sometimes called pedagogic content knowledge); and/or helping teachers to understand how generic CPD might apply to specific learning issues in the subjects they teach, in explicit and structured ways* (Cordingley et al., 2018:2).
>
> *General CPD relates to activities and programmes which seek to develop teaching and learning approaches which can be applied across any subject area* (Cordingley et al., 2018:7).

The definition of CPD by Cordingley et al. (2018) emphasises the various activities and programmes to enhance teachers' understanding of subjects, how learners learn, and how to

teach their new CPD learnings to those learners. The definition proposed by Cordingley et al. (2018) has a strong focus on the professional development of teachers in relation to their classroom context. This is unlike the definitions of the OECD (2005) and Day (1999), which posit a correlation between teachers' professional development and their peers and school.

Similar to Villegas-Reimers (2003), the definition of the OECD (2005, 2009) furthermore approaches CPD as an ongoing process. However, the definition proposed by the OECD (2005) explicitly sets out the required components of (effective) CPD, such as that it needs to include training, practice, modelling and feedback, and provides adequate time and follow-up support, similar to the models of Desimone (2009) and Darling-Hammond, et al. (2017). The definitions of both Day (1994) and the OECD (2005) include the benefits of CPD for individuals, their teaching and within their schools, whereby Day (1994) refers to the benefits of CPD influencing the school, and the definition of the OECD (2005) more explicitly refers to professional learning communities whereby it is essential that teachers share their expertise and experiences.

Drawing upon the above definitions and elements of CPD (see Cordingley et al., 2018; OECD 2009: 45; Villegas-Reimer, 2003: 12; Day, 1999:4), this study defines CPD as:

> *a long-term process, which includes all learning experiences and consciously planned activities that are planned systematically to promote quality education, and the growth and development of teachers. Such activities can be applied across any subject area, and include the development of skills, knowledge, expertise, and other characteristics of teachers, whereby their commitment as change agents to the moral purposes of teaching is constantly reviewed, renewed, and extended.*

3.2.2 The quality of CPD programmes

Views about the quality of CPD have shifted over the past decades. The quality of CPD programmes first emphasised improving school programmes and practices, and CPD was viewed as a short-term process with little emphasis on teachers' growth (see Lieberman & Miller, 2014; Villegas-Reimer, 2003). However, in recent years, a new paradigm has emerged that emphasises various characteristics.

The quality of CPD programmes comprises a range of characteristics. Current studies on the quality of CPD stress the importance of CPD as a continuum after initial teacher training (see Hassler et al., 2020; Sancar et al., 2021). The quality of CPD is viewed as a long-term process to equip teachers with competencies, such as knowledge, beliefs, skills, and practices relevant to their school contexts (Desimone, 2009; Darling-Hammond, et al., 2017). Such competencies are highly influenced by the teachers' organisational working conditions, such as in their classrooms and schools (Korthagen, 2017; Sancar et al., 2021). To internalise new CPD learnings, it is essential that such CPD is provided over a longer period of time (Dunst et al., 2015; Darling-Hammond, et al., 2017; Popova et al., 2022). Considering

the long-term aspect of CPD and its duration, it is essential that such CPD supports collaboration with teachers, and provides coaching and expert support to the individual needs of teachers (Barrera-Pedemonte, 2016; Darling-Hammond, et al., 2017). The content and activities are essential aspects of the quality of CPD (see Cordingley et al., 2015; Barrera-Pedemonte, 2016). Content of such CPD needs to focus on subject matter, pedagogy, and curriculum (see Barrera-Pedemonte, 2016). The quality of CPD is also concerned with the need to incorporate active learning aspects, opportunities for reflection, and models of effective practice, whereby teachers can actively engage in activities, and model and envision best practices (see Darling-Hammond, et al., 2017; Power et al., 2019; Popova et al., 2022). Furthermore, literature on the quality of CPD emphasises the need for CPD to be coherent with policy frameworks, such as national teacher education frameworks or school policies (Burns & Lawrie, 2015; Cordingley et al., 2015; Darling-Hammond, et al., 2017).

3.2.3 Unpacking components of CPD

CPD programmes comprise various components that can contribute to teachers' perceptions of effective CPD. Although scholars argue for the need to have a clear definition and theoretical understanding of the concept of CPD (see Opfer & Pedder, 2011; Kennedy, 2014), various elements of CPD influence its provision.

This section discusses essential components of CPD in relation to a) the modality, b) facilitators, c) CPD content, and d) the duration and dosage of CPD.

(i) Modality

The professional development of teachers can be provided in various ways. Villegas-Reimer (2003) distinguishes between two types of CPD models, which are 1) organisational partnership models, and 2) individual or small group models.

According to Villegas-Reimer (2003:70), models that require partnerships in and between organisations in order to be effective include professional development schools, university-school partnerships, inter-institutional partnerships, distance education and networks between schools and teachers. The type of model focusing on the implementation of CPD on a smaller scale, such as within the school or classroom, consists of a range of CPD. This includes supervisions, assessments, workshops, seminars, courses, case-based studies, skills-development, and development which is self-directed, cooperative, or collegial (Villegas-Reimer, 2003:70).

Furthermore, cascade approaches, observations, narrative approaches, project-based, reflection, action research, coaching/mentoring, the use of portfolios or action research fall

under this type of CPD model (ibid). Villegas-Reimer (2003) furthermore stresses the importance of considering contextual factors in which the various models are implemented. The two types of models described by Villegas-Reimer (2003) also highlight the different locations where CPD programmes can take place. Studies often report that the most effective CPD is embedded within the school context, such as whole-school CPD programmes (see Darling-Hammond, et al., 2017). However, the effects of CPD programmes are highly influenced by the environment in which teachers work. For example, teachers who work in difficult environments might find it more desirable to participate in CPD facilitated outside their school (see Kraft & Papay, 2014 in Popova et al., 2022). The various effects of CPD programmes will be discussed in more detail in section 3.4.

CPD is often provided through face-to-face interactions, such as through the various CPD models previously discussed. However, CPD can also be provided online or in a hybrid form (see Fishman et al., 2013; Wastiau, 2014; Dikkers, 2015; Rosato et al., 2017). Such CPD programmes are partly or entirely digital and can be facilitated through a range of modalities, such as lectures, courses, or online communities of practice (Wastiau, 2014; Moore et al., 2017). The CPD models can be provided through a range of technologies, such as mobile phones, audio, video, or other digital materials (see McAleavy et al., 2018).

Another way to characterise the modality of CPD is based on its purpose. A range of such models is differentiated by Kennedy (2014), who distinguished between three categories of CPD characteristics and purposes identified across eight CPD models. This model is illustrated in Table 3.1.

Purpose of Model		**Examples of CPD which may fit within this category**
Transmissive	Increasing capacity for professional autonomy and teacher agency (↓)	Training models Deficit models Cascade models
Malleable		Award-bearing models Standard-based models Coaching-mentoring models Community of practice models
Transformative		Collaborative professional inquiry models

Table 3.1: Spectrum of CPD models (Kennedy, 2014)

The examples of CPD that fit within the transmissive model are concerned with a more generic way of training teachers, whereby the CPD is often not context-specific. Kennedy (2005:237) indicates that a transmissive CPD model is often delivered to teachers by ‘experts’ with a set agenda, whereby teachers often have a passive role. The model is often used as it enables the transmission of new knowledge, though in decontextualised settings

(Kennedy, 2005:237). What CPD examples within the malleable model have in common is that they are somewhat structured in nature but provide teachers with more opportunities for transformative, collaborative inquiry than the transmissive model. However, CPD in this model is still constrained by specific standards, power relations within mentorships or a community of practice, or due to the content, funding or validation of a degree (Kennedy, 2005, 2014).

Kennedy (2014) argues that transformative CPD models, which include collaborative professional inquiry models, are most likely to increase professional autonomy and teacher agency. Furthermore, Kennedy (2014:694) argues that such transformative CPD models include elements of collaborative problem identification and subsequent activity, which involves inquiring into one's own practice and understanding more about other practices.
One of the fundamental changes in Kennedy's original framework (2005) is the inclusion of increasing capacity for teacher agency and professional autonomy. Kennedy argues that capacities for professional autonomy increase when one moves down the categories within the framework (Kennedy 2014:693). However, this can only be transformative if it is translated into agency, which she specifies "…must be enacted in some way as to make a positive change to practice" (ibid). Kennedy (2014:693) viewed autonomy as both an individual and as a profession-wide construct, whereby individual autonomy can contribute to teacher agency and profession-wide autonomy with regard to how teachers are governed, regulated, trusted, and respected as a professional group.

(ii) Facilitators

Those who facilitate CPD programmes play an essential role in how teachers perceive their CPD participation (see Bayar, 2014; Cordingley et al., 2015; Perry & Boylan, 2018; Taylor, 2020). Borko (2004) argues that facilitators of CPD programmes are one of the three key elements that make up the professional development system, together with the CPD programme, teachers who attend these programmes and the context in which the CPD occurs. Darling-Hammond et al. (2017:vi) argue that coaching and expert support, such as from CPD facilitators, are essential in sharing expertise, best-practice examples, and focus on the teachers' individual needs. Despite their importance for CPD, the role of CPD facilitators has received little attention (Perry & Booth, 2021).

The role of CPD facilitators is viewed as multifaceted, as facilitators can be coaches, mentors, critical friends, trainers, designers, or consultants (Fransson et al., 2009; Perry & Boylan, 2018). It is essential that facilitators are able to develop collegial relationships (see Rogers et al., 2007; Starkey et al., 2009). Learning through such collaborative relations can lead to the professional growth and self-improvement of teachers, and help them to focus on the needs of their learners (Patton et al., 2012 in Goodyear, 2017:2; Ince, 2017). Hadar and

Brody (2021:11) found that facilitators' actions to support collegial participation took the form of exploring and examining ideas and different perspectives. This was found to be a substantial component of the interactions between the participants and facilitators (ibid). However, the ability to facilitate relationships whereby teachers examine their ideas and different perspectives requires facilitators to be experienced in their role as facilitators and reflect upon their own assumptions and behaviour (Santoro, 2005; Hogan, 2007; Apte, 2009; Ince, 2017;).

Furthermore, facilitating the processes that examine ideas and different perspectives requires facilitators to have knowledge and understanding of cognitive dissonance in learning (see Ince, 2017). This requires facilitators to identify and facilitate the process of cognitive dissonance in their CPD participants' learning process (ibid). However, it requires facilitators to be able to create safe environments where their CPD participants can share experiences and engage with their new learnings (Ince, 2017). It also requires facilitators to be mindful of their own positionality, as the facilitators' embodiment influences how knowledge is shared and conveyed (Godbee et al., 2015; Ince, 2017; Turner et al., 2017).

Reflecting on the facilitators' embodiment requires an understanding of power relations between themselves and their participants (Perry & Boylan, 2018), whereby it is essential to understand where the power lies and its effects (Hogan, 2007). The situatedness of knowledge is inherently influenced by one's context and experiences and is therefore subjective and incomplete (Haraway, 1988; Simandan, 2019). Facilitators draw upon their intersectional identities, influenced by their race, class, age, gender and schooling experiences (see Crenshaw, 1989, 1991). Disclosing personal information or feelings could enable facilitators to deepen their relationship with their participants about complex issues (Griffin & Quellet, 2007).

The knowledge provided by CPD facilitators forms an essential part of CPD. The adequate knowledge of facilitators' subject and content are important components of facilitators (Starkey et al., 2009; Ince, 2017). Field (2012) furthermore argues that facilitators need to have knowledge of how to teach others; and knowledge of how to teach others *how to teach*. Perry and Boylan (2018:257) add that it is important that facilitators have knowledge on how to facilitate the professional learning of those who already are teaching a subject. This is important, considering that CPD facilitators often work with teachers who have varying prior knowledge and experience (Turner et al., 2017; Perry & Booth, 2021). However, Borko (2004:10) argues that it is important that facilitators themselves are supported with sufficient resources and training to adequately facilitate CPD programmes. It is also essential that facilitators are equipped with sufficient knowledge of the contexts in which participants work (Salas & Cannon-Bowers, 2001; Senge, 2012 in Taylor, 2020).

Such understandings are also highlighted by a case study on CPD in South Africa by Phasha et al. (2016), who found that where facilitators have limited knowledge about school realities and content knowledge, it could negatively influence the experiences of teachers' CPD participation. Taylor (2020) indicates that the type of CPD programmes whereby facilitators have limited knowledge are often more transmissive in nature. In such programmes, the capacity for autonomy and teacher agency is often low (Kennedy, 2014). The importance of the facilitators' knowledge is also stressed in a study by Prinsloo (2007), who reported how facilitators of CPD related to the Life Orientation subject did not have sufficient pedagogical content knowledge or experience within schools to understand the classroom realities in which teachers work. This requires CPD facilitators to be able to connect new knowledge to the school realities of teachers through engaging in various activities such as modelling new strategies and facilitating opportunities for critical thinking and reflection (see Diazgranodos et al., 2014; Ince, 2017; Sayed et al., 2018; McMurray & Murphy, 2019; Perry & Booth, 2021).

The facilitators' knowledge is also vital in relation to knowledge (re)production, concerned with whose knowledge counts and which knowledge is reproduced (Rudolph et al, 2018; Muller & Young, 2019). These findings corroborate the study of Santoro (2005), who investigated the role of professional identities of trainers in the vocational education and training sector in Australia. She found that the facilitators' intersectionality between gender, race, and class shaped the power relations and experience of CPD participation (ibid). The facilitators' intersecting identities shaped the relationship they developed with their students, and the training strategies and practices they privileged (Santoro, 2005:123).

Understanding the role of CPD facilitators is important, as both facilitators and teachers are influenced by their "troubled knowledge" (Jansen, 2009) from their past, whereby their own experiences and histories can potentially influence their implicit bias and prejudice towards their participants (Jansen, 2009; Sayed & Novelli, 2016; Zembylas & Bekerman, 2019). The role of CPD facilitators is essential to this study, as some of the programmes focus on shifting teachers' insights and behaviour about themselves, their teaching, and their schools. Considering South Africa's racist and unequal past, both teachers and facilitators have different (educational) experiences, which can influence teachers' perceptions of social cohesion-related CPD.

(iii) CPD Content

CPD content, which includes the materials, methods and activities, has a significant influence on the learning process of teachers (Timperley et al., 2007). However, it is important that the content of CPD programmes is highly relevant to the context in which teachers work (see Timperley et al., 2007; Burns et al., 2015a; Cordingley et al., 2015; Korthagen, 2017). CPD

materials can provide teachers with new competencies, and support teachers in utilising their new learnings in their classrooms (Allier-Gagneur et al., 2020; Popova et al., 2022). Such CPD content forms an essential component of CPD programmes and can consist of a range of resources, such as teacher guides, structured lesson plans, workbooks, (policy) guidelines or practical activities and case study examples (see Knights & Lee, 2015; Darling-Hammond, et al., 2017; Allier-Gagneur et al., 2020). Receiving instructional materials as part of CPD is associated with improved learner outcomes (Knights & Lee, 2015; Popova et al., 2022). It is also important that teachers are prepared to integrate the strategies of these materials within their lessons (Allier-Gagneur et al., 2020). It is therefore essential that CPD programmes convey "specific goals that teachers should strive for, whereby they are provided with particular practices in achieving that goal" (Kennedy, 2016:955). A good understanding of the use of these goals can help teachers to independently decide when and how practices and procedures from the CPD materials can be best utilised within the classroom or school (ibid).

Furthermore, the CPD methods and activities can influence the learning process (Timperley et al., 2007; Opfer & Pedder, 2011), and it is important that the content of CPD comprises a combination of theory and practice (see Sancar et al., 2021). There are a range of methods and activities that can be used in CPD programmes, such as lecturing, group work, reading, case studies, journalling, dialogue, reflection, mentoring and coaching (see Sancar et al., 2021; Popova et al., 2022). CPD can include visible (overt) and covert learning activities in which teachers can engage (Bakkenes et al., 2010:534). Popova et al. (2022) highlight that the various CPD methods and activities are essential in providing teachers with knowledge, skills, and practices. However, such methods and activities need to be context-specific, which will address and accommodate teachers' individual needs, and form connections with the curriculum suitable to the diverse needs of learners (Cordingley et al., 2015; Appova & Arbaugh, 2017; Sancar et al., 2021).

The types of methods and activities are also crucial in enabling teachers to actively engage with their newly acquired CPD learnings (see Barrera-Pedemonte, 2016). Methods and activities for active learning can include collaboration with peers, and opportunities for feedback and reflection in order to share ideas and to internalise new knowledge (Darling-Hammond, et al., 2017). Furthermore, modelling is perceived to be an important aspect of CPD (see Burns et al., 2015a; Cordingley et al., 2015; Darling-Hammond, et al., 2017). Modelling can be fostered through interactions with facilitators, or various methods and activities whereby teachers can observe, receive feedback, and engage with their new CPD learnings (ibid). In the context of Colombia, the facilitators modelled democratic and experimental strategies during the training, which supported teachers to make changes to their existing practices (Diazgranodos et al., 2014:159). It also enabled teachers to shift their understanding of their role as change agents in relation to sustainable democratic practices

and peacebuilding (ibid). In Northern Ireland, CPD facilitators modelled a range of inquiry-based, active strategies which teachers could use and change when teaching particular lessons (McMurray & Murphy, 2019). However, whereas modelling practices during or after CPD participation can be seen as useful, Burns et al. (2015a) also stress that the approaches modelled during the CPD programmes are often not tailored to large classrooms, those that are resource-constrained, or where teachers teach multiple levels or ages (Burns et al., 2015a). This also highlights the importance of contexts, as such modelling activities as part of CPD programmes may constrain teachers' efforts and benefits to incorporate new CPD learnings within their classrooms.

(iv) Duration and dosage of CPD programmes

Most studies highlight the importance of the duration of CPD programmes, as it is essential that CPD learnings are sustained over time (see Cordingley et al., 2015; Darling-Hammond, et al., 2017). This includes the dosage of CPD, such as the time in between CPD programmes and follow-up initiatives, as the duration of CPD can influence how teachers engage, implement, or reflect on their CPD learnings (Timperley et al., 2007; Dunst et al., 2015; Knights & Lee, 2015; Darling-Hammond et al., 2017).

Teachers benefit most from their CPD if they have sufficient time and space to internalise their new skills, knowledge, and attitudes (Cordingley et al., 2015). This includes the ability to have time and space to hold formal or informal conversations with peers (Evans, 2019; Okeke & van der Westhuizen, 2020) but also to engage with the process of changing existing assumptions (Timperley et al., 2007; Darling-Hammond, et al., 2017). However, various studies have shown that sufficient time is not always available within schools, which could potentially hinder teachers' enactment of their new CPD learnings (see Heystek & Terhoven, 2015; Mogliacci et al., 2016; cf. section 3.4.2).

Despite its importance for CPD, there is no consensus on what duration can most effectively contribute to effective CPD. Cordingley et al. (2015) argue that a duration of at least two terms is needed for organisational and cultural change within schools. Based on a review of various CPD programmes, Dunst et al. (2015) found that on average CPD programmes with 15 to 80+ CPD contact hours were associated with positive results. The study reported that high doses of CPD, in terms of hours, intensity and number of CPD sessions, were more likely to be successful to classroom practices compared to smaller dosages of CPD (Dunst et al., 2015:1738). However, the study did not report on the desired dosage that can potentially contribute to changes in teachers' practices. Another view on the duration of CPD is that of Sims and Fletcher-Wood (2020). In their review, Sims and Fletcher-Wood (2020) highlight that the repeated practice of new CPD learnings is more important than a programme of long duration. For example, when a CPD programme is provided over two years in which each

element of the curriculum is only covered once, the programme does not necessarily incorporate repeated practices and might therefore be less likely to change teachers' practices (Sims & Fletcher-Wood, 2020:11).

Furthermore, the duration and sustainability of CPD also highly influence the risk of a so-called "fading-out effect" of new CPD learnings (see Darling-Hammond, et al., 2017). This refers to the teachers' ability or inability to enact new CPD learnings and strategies (see Sayed et al., 2017; Wolf & Peele, 2019). An understanding of the implications of the duration and dosage of CPD is important for this study, as the duration of the CPD programmes that teachers in this study participated in varied.

3.2.4 Summary

This section highlighted the various aspects of CPD, in relation to different interpretations of it, and essential elements of the quality of CPD programmes. This review of relevant literature is important for this study, because the chapters devoted to findings discuss teachers' views on the quality of the CPD programme that they participated in. This section furthermore provided insights into different components relevant to the provision of CPD, such as the modality, facilitators, CPD content and duration. These insights are essential for this study, as CPD programmes are characterised in different ways and for different purposes, which can potentially influence the CPD participation of teachers in this study.

The next section reviews literature regarding social cohesion and its importance for the provision of CPD.

3.3 Social cohesion and the influences on the provision of CPD

The previous sections provided insights into the quality of CPD and the various components that influence the provision of CPD. This study is concerned with the experiences of teachers who participate in social cohesion-related CPD programmes. However, social cohesion is a complex concept, comprising various dimensions, and views thereof have changed over time (Heyneman, 2003; Schiefer & van der Noll, 2017). Therefore, in section 3.3.1 a review of literature discusses the concept of social cohesion in general, followed by literature on social cohesion in relation to education in section 3.3.2. Section 3.3.3 discusses social cohesion with regards to the provision of CPD.

3.3.1 Conceptualising social cohesion

Within Europe, the origins of the concept of social cohesion reach back to the late 19th century, through the works of Emile Durkheim (1897), Gustave Le Bon (1897), Ferdinand Tönnies, as well as Talcott Parson (American) (in Berman & Phillips, 2004; Chan et al., 2006;

Bruhn, 2009) and received a growing interest since the late 1980s (Jenson, 2010 Lefko-Everett et al., 2018:1). However, the origins of the concept of social cohesion are also found in the pre-colonial era, and in indigenous knowledge systems. Within Africa, the concept of *Ubuntu* is often linked to social cohesion (Carey, 2013; Desai, 2015; Burns, et al., 2018; Lefko-Everett et al., 2018). Thakhathi and Netshitangani (2020) analysed various pan-African indigenous proverbs, which embody social cohesion and sustainable development. Thakhathi and Netshitangani focused on the principle of "*Ubuntu* as Unity" and found that the indigenous proverbs in relation to this principle were tied to collaborative leadership, collective power, collective well-being and collective wisdom (2020).

Over the years, social cohesion has been conceptualised within various academic disciplines, such as political science, sociology and psychology (see Bollen & Hoyle, 1990; Gough & Olofsson, 1999; Lockwood, 1999), and by various international and inter-governmental organisations (see European Commission, 2001, 2007; Council of Europe, 1998, 2005; OECD, 2011; UNDP, 2020) in various contexts. However, there is still a lack of consensus on the conceptual underpinnings of the term (Chan et al., 2006; Jenson, 2010; Schiefer & van der Noll, 2017). The reason that there is no consensus about the conceptualisation of social cohesion, is that its conceptualisation is often tied to particular research or policy agendas (Harlan, 2009; Jenson, 2010; Schiefer & van der Noll, 2017), or is influenced by a particular context (see IJR, 2017; UNDP, 2020). Thus, the foundations of social cohesion have also changed over time (Heyneman, 2003). Heyneman (2003:31) argued that in the 20th century, the term was understood in relation to "assimilating groups of people with different religions, ethnicities, and social groups into a nation with a common language and common values". This view has shifted over the years, from emphasising assimilation to fostering accommodation, which requires a re-definition of the "typical citizen" (ibid).

There is no agreed-upon definition opposed by the various policy and academic fields (Chan et al., 2006; Jenson, 2010; Schiefer & van der Noll, 2017). Most scholars describe social cohesion concerning relationships between citizens and between citizens and the state (Chan et al., 2006; Stanfield, 2006; Green & Janmaat, 2011; OECD, 2011; Marc et al., 2012). These relationships also relate to attitudes and behaviour that find themselves in shared norms, values, and solidarity (Chan et al., 2006; Stanfield, 2006; UNICEF, 2014; Fonseca et al., 2019). However, Barolsky (2013) argues that the way in which solidarity is conceptualised within the South African context of social cohesion is seen as problematic, as it overemphasises social consensus in the realm of values, which devalues democratic forms of dialogue and pluraty (2013:378).

Social cohesion is also viewed in relation to a sense of belonging (Chan et al. 2006; OECD, 2011; Healy, 2018; Fonseca et al., 2019) and related to social capital and membership (Easterley et al., 2006; Stanfield, 2006; OECD, 2011), or participation and orientations towards the common good (Chan et al., 2006; Stanfield, 2006; Green & Janmaat, 2011; UNICEF, 2014; Daviet, 2016; Fonseca et al., 2019; UNDP, 2020). The role of trust towards others and towards governments or institutions is also connected to the concept of social cohesion (Chan et al., 2006; Easterley et al., 2006; OECD, 2011; UNICEF 2014; UNDP, 2020). Although the above-mentioned concepts are commonly linked to the understanding of social cohesion, some definitions explicitly state the importance of its members' well-being (Council of Europe 2007; OECD 2011; Fonseca et al., 2019), equal rights and opportunities (Fonseca et al., 2019), and (in)equality (Council of Europe, 2007; OECD, 2011), which includes the focus on structural equity and social justice (UNICEF, 2014).

There are several commonalities and differences in the various dimensions of social cohesion and how they are measured. Social capital is often viewed as an essential component tied to social cohesion (Bourdieu, 1986; Coleman, 1988; Berger- Schmitt, 2002; Putnam, 2007, 2004; Schiefer & van der Noll, 2017). These can be distinguished between physical and human capital and social networks, such as networks and norms of reciprocity and trust by building bonds and bridges (Putnam, 2004). These conceptualisations of social capital can furthermore be used to 'bond and bridge' people within a society (ibid). However, this might be a difficult task within the South African context, considering the racial, cultural, linguistic, and economic divisions and diversity (Monson et al., 2012:5).

Berger-Schmitt (2002:282) refers to the conditions of social cohesion in relation to social capital, combined with inequality and exclusion. Inequalities are connected to lower levels of social relations and higher levels of violence (Colletta & Cullen, 2000; Pickett & Wilkinson, 2010; Lamb, 2019). Jenson (2010) describes the measures of social disparities, such as income shares and poverty, by measuring the financial resources of minorities and immigration. However, Chan et al. (2006:283) argue that factors such as poverty cannot be viewed as conditions of social cohesion, as poverty cannot be assumed and has to be empirically tested.

Besides the horizontal and vertical levels of relationships or inequalities (see Coletta & Cullen 2000; Chan et al., 2006; Jensen, 2010; Stewart, 2010), individual and group relationships are important facets of social cohesion (see Friedkin, 2004; Hewstone, 2015; Berman & Takahashi, 2019). This is often identified with in- and outgroups (see Tajfel & Turner, 1979, 2004; Laurence et al., 2019). A UNDP (2015) report argues that group membership and identification are central to social cohesion. The report observes that people belong to various social groups and that their individual sense of social identity

consists of their knowledge of their own membership, together with the "value and emotional significance they attach to it" (UNDP, 2015:43). Their group membership also influences perceived out-group threats and prejudice in relation to diversity and cohesion (Laurence et al., 2019). However, there is no consistent evidence to show how such threats and prejudices exactly influence diversity and cohesion within communities of society (ibid). In relation to South Africa, the current SARB survey highlights that the divisions between racial groups are amongst the main obstacles to social cohesion (Moosa, 2021). This is essential as the quality of interactions between people of different racial groups can contribute to reducing prejudice and bias (Bornman, 2016 in David et al., 2018).

Jenson's (2010) approach to social cohesion includes institutions and governance, arguing that social cohesion is often connected to economic performance. Similarly, Easterley et al. (2006) also include the importance of institutions and governance in their approach to social cohesion, as they believe that "more social cohesion leads to better institutions, and better institutions, in turn, lead to higher growth" (2006:13). Turok (2006:355) argues that social division and fragmentation undermine long-term success of social cohesion. Therefore, active civil institutions, connected communities, and common values are key to improving the economy (ibid). Thus, the durability of economic relationships can improve when a society collectively contributes through a shared purpose, mutual support or agreed-on norms and rules of behaviour (in Jenson, 2010).

The above review illustrated how the concept of social cohesion is interpreted in a variety of ways. As social cohesion is understood in different ways, this study is guided by the definition of the Department of Arts and Culture (2012a) which views social cohesion as:

> *…the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities. In terms of this definition, a community or society is cohesive to the extent that the inequalities, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability or any other distinctions which engender divisions, distrust and conflict are reduced and/or eliminated in a planned and sustained manner – this with community members and citizens as active participants, working together for the attainment of shared goals, designed and agreed upon to improve the living conditions for all.* (DAC, 2012a: 311)

Despite using the concept of social cohesion within the South African policy landscape, various studies have reported that citizens are not fully aware of the meaning of this concept (see Sayed et al., 2017; Lefko-Everett et al., 2018). This is important to highlight considering the various macro-level policies in South Africa, such as the NDP 2030 (NPC, 2012) or MTSF 2019-2024 (DBE, 2020) that emphasise the importance of social cohesion (cf. Chapter Two).

3.3.2 Social cohesion and education

Within South Africa, the Department of Arts and Culture (DAC) is the central government department responsible for issues related to social cohesion. In addition, other departments such as the Department of Basic Education (DBE), the Department of Social Development (DSD), and the Department of Sports and Recreation also play essential roles in realising social cohesion policies (FHI 360, 2015; Sayed et al., 2017). As discussed in Chapter Two, the definition of social cohesion in relation to education focuses on "social trust, social and cultural capital, social inclusion, local history and heritage, and democratic governance and citizenship" (FHI 360, 2015:10). However, the conceptual understanding could potentially pose challenges for practical application within the schools.

Heyneman (2003) identified four indicators, referred to as 'rules of the game', which can influence social cohesion in education: 1) the teaching of social and legal principles, underpinned by the notions of good citizenship; 2) educational processes that provide an experience of such principles; 4) the provision of equal opportunities for all students; 4) and incorporating the need and interests of different groups (Heyneman, 2003:29-30).

Social cohesion in relation to education can furthermore be approached on an intertwined level, connecting interdependent factors such as the individual, the community, and institutions (see Fonseca et al., 2019). Such economic, political, and social institutions are often tied to economic inclusion and principles of equity, which influences the promotion of social cohesion (see Struwig et al., 2013; Chipkin & Ngqulunga, 2008). Such institutions can include schools, the conditions of the schools, and the access or lack of access to these schools (ibid).

In line with the approaches of Struwig et al. (2013) and Chipkin and Ngqulanga (2008), Colenso (2005) uses a sector-wide approach to understand, plan, and measure interventions to promote social cohesion and education. His framework focuses on three aspects. The first aspect is the political economy, which includes policies, governance, and institutions. The second aspect concerns equity/equality of opportunities, such as the redistribution of resources, participation, and achievement. The third aspect concerns teaching and learning, such as segregation, curriculum, textbooks, teacher training and school-based activities. These elements are also part of the framework of Novelli et al., (2015, 2017), who approach social cohesion and education from a social justice lens. They draw on the 3-R framework of Fraser, encompassing the politics of redistribution, recognition, and representation (Fraser, 1995, 2005), and on reconciliation (Lederach, 1995, 1997; Hamber, 2007, 2009). Novelli et al. (2015, 2017) have extended this framework by adding the dimension of reconciliation (see Horner et al., 2015; Datzberger et al., 2016; Novelli & Sayed, 2016; Sayed et al., 2017, 2018; Lopes Cardozo & Maber, 2019). In relation to the South African context, Kwenda (2003:69-

70) argues that cultural aspects play a significant role in reconciliation on a societal level, as people often take the role of their culture for granted, whereby people often act within their comfort zone.

Their "4-R" framework can be used to examine inequalities within education in the following way:

Redistribution:	*Addressing horizontal and vertical inequalities in education outputs, resources and outcomes, and in the redistribution of macro educational reforms or policies.*
Recognition:	*Respect for difference, such as on policies on the language of instruction, diversity and identity in curriculum and citizenship and civic education as a means of state-building.*
Representation:	*Participation in education policy and reforms at all levels of the education system as well as decision-making regarding allocation and distribution of people and material resources.*
Reconciliation:	*Dealing with injustice and legacies of the past, material and psycho-social effects of conflict and building new relations of trust.*

(Novelli et al., 2017:29)

The approaches to social cohesion in education described above place emphasis on equal redistribution of resources, and participation within the decision-making process. The approaches also include the recognition given to respecting differences, such as through the curriculum, and professional development of school-based activities. The additional components to the framework of Novelli et al. (2017) include the element of reconciliation, which may be particularly useful to individual teachers in South Africa and the influences of the lasting effects of the apartheid legacy. These four approaches to social cohesion could also be useful for understanding teachers who either were not born or did not receive schooling during apartheid, to explore how their indirect experience of the apartheid legacy influences their current experiences and practices.

An insight into aspects that influence social cohesion in relation to education is essential in understanding how CPD can potentially provide teachers with adequate competencies to build social cohesion.

3.3.3 Social cohesion-related CPD

Over the past years, an increasing body of literature concerning social cohesion-related CPD has emerged. Most studies investigated the teachers' experiences of CPD programmes that focussed on particular elements of social cohesion, such as concerning teachers and learners' *well-being* (see Frisoli, 2014; Wolf et al., 2015; Mendenhall, 2018; Falk et al., 2019; Sayed & Bulgrin, 2020), their racial, cultural, linguistic, or ethnic *identity* (see Wray, 2017;

Bekerman & Zembylas, 2012) or *diversity and inclusion* (see Sayed et al., 2020; Szelei et al., 2020). Other programmes emphasised the role of *values* (see Robertson et al., 2015; Mogliacci et al., 2016; Sayed et al., 2017; Clarke-Habibi, 2018a, b; Dover et al., 2018), *reconciliation* (see Tibbits & Weldon, 2017; Charalambous et al., 2020), or *violence and discipline* (see Sayed et al., 2017, 2018; Makhasane & Mtembu, 2019; Quail & Ward, 2020).

Some studies in South Africa focused implicitly on social cohesion, such as those studies that investigated teachers' CPD experiences with regard to particular aspects of social cohesion (see Sayed et al., 2017 & 2018; Wray, 2017; Gaston et al., 2018; Tibbits & Weldon, 2017). However, I only found two studies in South Africa in which the specific content of these CPD programmes explicitly focused on social cohesion (Rangasami & Field, 2018; Raanhuis, 2021). Despite the various policy initiatives highlighting the importance of social cohesion within education (cf. Chapter Two), CPD that explicitly focuses on social cohesion may be very limited. As a result, teachers may rely more heavily on CPD programmes with an implicit focus on social cohesion, such as emphasising the role of well-being, values, identity, or violence prevention.

The following sections discuss relevant aspects that can influence teachers' experiences of CPD related to social cohesion, and how such CPD can potentially support teachers with the necessary competencies to promote social cohesion in their classrooms.

(i) CPD components supporting efforts towards changing teachers' insights and behaviour

Providing teachers with new insights is a way to facilitate the enactment of teachers' new ideas from CPD programmes (Kennedy, 2016). Kennedy (2016:955) argues that new insights can be created by letting teachers "re-examine familiar events and come to see them differently". Their raised awareness during a CPD programme could potentially help change "the way teachers interpret certain classroom situations, and how they would respond to [them]" (Kennedy, 2016:956). A change in insights is essential in social cohesion-related CPD, as it can potentially initiate changes in teachers' behaviour towards others.

Teachers' backgrounds are shaped by past and present experiences (Biesta et al., 2015; Pantić, 2021). Hence, it is vital for teachers to examine their own assumptions and behaviour, through self-reflexivity. De Oliveira Andreotti (2014:36) describes this as the practice to "trace individual assumptions to collective socially, culturally and historically situated 'stories'". Such stories have particular "ontological and epistemological assumptions that define what is real, ideal and knowable" (ibid). This suggests that teachers' practices are not neutral, but conditioned by particular contexts (De Oliveira Andreotti, 2014). This includes the relationships of power, privilege, and oppression, based on their own intersectional

identities, and how their implicit bias influences their interactions with others (see Reygan & Steyn, 2017; Navarro, 2018; Roberts, 2021). The engagement in discomfort is a way to disrupt such existing assumptions and behaviour (Boler & Zembylas, 2003; Zembylas, 2015) that may be shaped by teachers' emotions and wounds of their violent past (Jansen, 2009; Steyn & Davis, 2012; Robertson et al., 2015; Tibbitts & Weldon, 2017), as illustrated in Chapter Two. Charalambous et al. (2020:1) assert that critical ambivalence of teachers' emotions is "the first step in deconstructing hegemonic nationalist discourses".

Furthermore, Freire (2000) argues that through a process of reflection and action against oppressive elements of reality, one can become critically conscious and aware of their social realities. This is also highlighted in a study by Nussey (2018), who found that the teachers' awareness of their biases and prejudices influenced their interactions with their learners. These biases and prejudices were reported in both teachers and learners, whereby the use of dialogue encouraged positive shifts towards their peers (ibid). Hughes et al. (2018) also found that such intergroup contact among learners from different backgrounds could potentially reduce prejudice and increase trust among peers, which could contribute to fostering cohesive classrooms. An understanding of one's implicit biases can furthermore increase forgiveness, trust, and empathy and can reduce prejudice (Hughes et al., 2018; Tam et al., 2008). A way to measure one's levels of implicit bias and prejudice is by participating in the online Implicit Association Test (IAT) (Greenwald et al., 1998). Devine et al. (2012) argue that such tests regarding implicit bias can produce long-term change in one's implicit bias by making people aware of their unconscious bias. In relation to education, it was found that participation in the IAT promoted critical reflection on the relationship between the "Self" and "Other" (Nadan & Stark, 2016:15). To internalise new insights from CPD programmes, it is essential that teachers critically reflect (see Darling-Hammond, et al., 2017; Pantić, 2021; Korthagen, 2017). This is important, as a change in teachers' competencies can lead to shifts in their classroom practices (see de Vries et al., 2013; Sancar et al., 2021). Furthermore, reflecting on teachers' competencies is particularly important in countries with a divided past, as teachers might have prejudices and implicit biases about others who are different to them (see Sayed & Novelli, 2016; Tibbitts & Weldon, 2017; Kuppens & Langer, 2019). It is therefore essential that social cohesion-related CPD includes ongoing reflection that provides teachers with a space to internalise new ideas and tools to critically reflect upon their existing assumptions and classroom practices over time (see Mogliacci et al., 2016; Clarke-Habib, 2018a; Charalambous et al., 2020; Raanhuis, 2021).

Korthagen (2017) argues that a meaning-making approach to reflection, encompassing different layers of core reflection is essential to influence teachers' learning and behaviour. Through core reflection, teachers can develop an awareness of core qualities and ideals, and

how to support or overcome challenges relating to these qualities and ideals (Zwart et al., 2015:583). The layers of reflection focus on the teachers' environment (classroom or school), behaviour, competencies, beliefs, identity, and their core qualities. These core qualities refer to teachers' personal qualities, such as "creativity, trust, care, courage, sensitivity, decisiveness, spontaneity, commitment, and flexibility" (Korthagen, 2017:396). These different layers are important as teachers' learning processes, such as through CPD, are multi-dimensional, multi-level and often unconscious (Korthagen, 2017:399).

The need for specific CPD that addresses teachers' prejudices and implicit biases is stated in various studies (see Tibbitts & Weldon, 2017; Peacock, 2021). Various social cohesion-related CPD programmes reported the use of self-reflection exercises in conjunction with the use of discussions (see Freedman et al., 2008; Weldon, 2010; Robertson et al., 2015; Mogliacci et al., 2016; Wray, 2017; McMurray & Murphy, 2019).

These activities were found to be important to enable teachers to internalise their new CPD learnings, to discuss new learnings with colleagues during their CPD programme, and to become more confident in their teaching (ibid). Activities such as case studies of other contexts were furthermore used to engage teachers in discussing controversial topics (Freedman et al., 2008). In this study, the use of case studies from other contexts allowed the teachers to talk about Rwanda indirectly, which promoted direct discussions about the country (ibid).

(ii) CPD components supporting teachers' classroom practices

Teachers play a crucial role in creating cohesive classrooms (Horner et al. 2015; Kello, 2016; Probyn, 2017; Shepler & Williams, 2017; Kuppens et al., 2018). Important benefits of CPD are the changes in teachers' competencies, such as knowledge, skills, and practices, as a result of CPD participation (see Desimone, 2009; Avalos, 2011; Popova et al., 2022). These competencies are often concerned with *what* to teach and *how* to teach.

According to Shulman (1987), the teachers' knowledge base consists of seven different types of knowledge, which include:

- *Content knowledge*
- *General pedagogical knowledge*
- *Curriculum knowledge*
- *Pedagogical content knowledge*
- *Knowledge of learners and their characteristics*
- *Knowledge of educational contexts*
- *Knowledge of educational ends, purposes and values, their philosophical and historical grounds*

(Shulman, 1987:8)

Shulman (1987:8) argues that “pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue”. He defines content knowledge as the “knowledge, understanding, skill, and disposition to be learned by learners” (ibid). This includes knowledge “accumulated from literature and studies, and through historical and philosophical scholarship on the nature of knowledge of those fields” (Shulman, 1987:9). Shulman furthermore indicates that teachers’ “communicate ideas about the ways in which ‘truth’ is determined in a field, and a set of attributes and values that markedly influence learners’ understandings” (ibid). This is something that can happen unconsciously, but it highlights the importance of teachers’ subject matter and the ways in which their attitudes influence their classroom practices (Shulman, 1987). It is an important aspect of social cohesion-related CPD, as today’s classrooms have become more diverse, and societies have become increasingly complex, knowledge-based and digitally interconnected (Guerriero & Deligiannidi, 2017:31). This requires both teachers and student teachers to invest their understanding of culture and language, and requires negotiation in the way in which this plays a role in national schools (Bajaj, 2011). It is therefore essential that teachers are aware of how their attitudes influence their subject matter and interactions with learners within the classroom.

Furthermore, Shulman highlights the importance of pedagogical content knowledge, among the various types of teacher knowledges. As noted above, he argues that it differentiates the understanding of “the content specialist from that of the pedagogue” (1987:8). He defines pedagogical content knowledge as “representing the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organised, represented, and adapted to the diverse interests and abilities of learners, and represented for instruction” (Shulman 1987:9).

Various studies indicate that the underpinning knowledge of the syllabus needs to be sufficient to implement the new pedagogical content knowledge more effectively (see Timperley et al. 2007; Barrera & Pedemonte, 2016). This highlights the importance of CPD initiatives emphasising the pedagogical content knowledge and subject knowledge of teachers, notwithstanding that there is a lot of out-of-field teaching (ibid). However, CPD in the post-apartheid context requires the need to overcome the trauma and injustice of the past. The traumas and injustice due to conflict may only be accentuated further when it was teachers and the education system who promoted social exclusion, inequity, and injustice (Samuel, 2018:xxii). Therefore, in addition to subject matter knowledge and pedagogical content knowledge, CPD needs to emphasise the act of social reconstruction (ibid).

Within the classroom, the content of the syllabus plays an essential role in building social cohesion (Mickelson & Nkomo, 2012; Sayed et al., 2018; Kuppens & Langer, 2019; Hughes

& Loader, 2021). According to Westbrook et al. (2013:12), teachers' pedagogical approaches, strategies and practices serve to enact the syllabus (2013). Tikly (2020:145) argues that the colonial syllabus introduced a Western episteme, which considerably differed from the indigenous knowledge systems or from other forms of education in Africa. Such indigenous forms of knowledge are perceived to be rich social resources that can potentially bring about social change (Freire & Faundez, 1989, in Semali & Kincheloe, 2002). Although education within South Africa has significantly changed over the past years, the current *Action Plan to 2024* recognises how epistemological and ontological assumptions influence the education system. The policy states the need to "undo the marginalisation of African cultures and values due to apartheid and to move beyond the use of Eurocentric world views and curriculum" (DBE, 2020:4). For teachers working in the South African context, Christie (2008:202) argues that teachers need to know "how to work with cultural and linguistic diversity; how to teach learners with different educational levels in the same classroom; how to deal with the complexities of HIV and AIDS; and how to understand and change the challenges of recognition and redistribution in the complex South African context".

Furthermore, Tikly (2020) argues that there are two dominant forms of classroom practices used within Africa: "progressive" and "formalistic" approaches. The progressive approaches are often perceived to be learner-centered, whereas formalistic approaches are often viewed as non-transformative and teacher-centered (Westbrook et al., 2013; Tikly, 2020). Learner-centered practices are often viewed to be suitable for social cohesion and peacebuilding (see Tabulawa, 2013; Sayed et al., 2017, 2018; UNESCO, 2017), as such approaches are often critical, participative, collaborative and cooperative (see Freire, 2000; Bajaj, 2011; Gill & Niens, 2014; Horner et al., 2015). These strategies can lead to reconciliation, such as in a study by Du Preez (2014), in which dialogue was used to speak about nostalgia in ways that could influence reconciliation.

The need for reconciliation was also stressed by Keet et al. (2009) through the importance of "mutual vulnerability" as a pedagogical principle. The importance of representation within the syllabus was also reported in various studies, such as that of Hanna (2019), stressing the importance of "finding oneself in the story", in relation to representations of Palestinians in the syllabus. A misrepresentation of these narratives could lead to reluctance to engage with the stories of others (Hanna, 2019:112).

Another key aspect important for the provision of CPD related to social cohesion is the relationship between teachers and learners. The literature on the quality of CPD programmes highlights the importance of CPD to affect learner outcomes (see Dunst et al., 2015; Darling-Hammond, et al., 2017; Popova et al., 2022). These outcomes are not limited to the academic developments of learners, but also emphasise the role of sociocultural

development and educational needs (Sancar et al., 2021). Classrooms are viewed as important spaces whereby an ethic of care and trust can be built through relationships between teachers and learners (see Noddings, 2012; Shuayb, 2012). Such relationships can foster a sense of relatedness between teachers and learners, and among learners by using strategies that furthermore include conveying warmth and respect to students (Prinsloo, 2007; Niemiec & Ryan, 2009; García-Moya, Brooks, & Moreno, 2020).

Nodding (2012) indicates that the role of a caring teacher requires receptive listening, dialogue, and critical thinking. Fostering positive relations with learners plays an essential role in creating a caring climate, whereby social or moral topics can be discussed within the classroom, should they arise (Noddings, 2012:777). Teachers are able to model care and trust within their classrooms by fostering cohesive behaviours and attitudes (Barrett, 2007; Smith, 2010). This shows the importance of creating safe classrooms. Such safe classrooms are commonly defined as a "metaphorical space in which students are sufficiently comfortable to take social and psychological risks by expressing their individuality (particularly their thoughts, beliefs, opinions, experiences, and creativity)" (Barrett, 2010:3). However, Stengel and Weems (2010:506) indicate that safe spaces are often described to be 'contentious' and 'risky', yet 'playful', 'pleasurable'. They argue that such spaces are "ripe with pedagogical possibilities – even as the specific directionality and outcomes of these emotional, psychosocial, and intellectual events are unplanned, unshared and/or unrecognizable in the 'real-time' of the physical encounter" (Stengel & Weems, 2010:506). In violent contexts, safe spaces focused on structured play and recreation can help to normalise children's behaviour when it is most essential (Boothby & Melvin, 2007).

Psycho-social support, such as through safe spaces, can support both teachers and learners to cope with trauma and to recover (UNESCO-IICBA, 2017). Garcia and van Soest (1997:121, cited in Barrett, 2010:3) argue that creating safe spaces is essential for engaging with diversity and social justice, contending that "the learning process will be stymied if students do not feel sufficiently 'safe' to openly discuss their experiences and feelings". Zembylas (2015:170) furthermore argues that to create such safe spaces, there needs to be an element of discomfort. He perceives that "discomforting feelings are valuable in challenging dominant assumptions, social habits and normative practices that sustain social inequities and thus create openings for individual and social transformation" (ibid). An understanding of the influences of safe spaces is important for this study as it provides insights into ways in which teachers can enact their new CPD learnings within their classrooms.

Furthermore, the need to understand the learners is emphasised by various studies. Burton and Leoschut (2013) found that more than a quarter of high school learners experienced fear

and forms of violence in and around the school, although they did not always share their experiences with teachers. Sayed et al. (2017) indicated that teachers' participation in social cohesion-related CPD enabled them to significantly change their understandings of their learners. The teachers felt that their CPD participation enabled them to reflect and make meaningful changes in understanding their learners' behaviour (Sayed et al., 2017). These findings were similar to earlier studies of CPD, such as by Maxwell et al. (2004) and Nash and Schlösser (2015). A study of CPD for peace by Maxwell et al. (2004) was facilitated in parts of Gauteng and North-West provinces to teachers of 40 pre-schools. The study found that a reduction of aggressive behaviour among learners was a result of CPD participation. The teachers felt that the learners' behaviour in their home environments significantly impacted their behaviour at school. The increased focus and care towards each learner in response to their specific needs and behaviour affected them positively (Maxwell et al., 2004).

(iii) CPD components influencing teachers' school environment

The duration of social cohesion-related CPD can influence teachers' enactment with their new learnings within their school. As discussed in section 3.2., sustainable duration of CPD forms an essential aspect of the quality of CPD programmes (Dunst et al., 2015; Darling-Hammond, et al., 2017). This is important for social cohesion-related CPD that places emphasis on teachers' insights and behaviour, which requires critical reflection and repeated practices over time (see Timperley et al., 2007; Cordingley et al., 2015; Mogliacci et al., 2016; Korthagen, 2017). However, despite the need for a sustained duration of CPD programmes, Sayed et al. (2017) in South Africa found that over 40 per cent of teachers reported having spent between one and five days on CPD related to social cohesion. This duration would translate to short-term courses, once-off interventions, or activities (Sayed et al. 2017:271).

Some studies reported on social cohesion-related CPD programmes which consisted of multiple workshops over a period of time (see Bekerman & Zembylas, 2012; Berkvens et al., 2012; Charalambous et al., 2020). However, in some instances, CPD regarding social cohesion that was offered over a longer duration had to be amended due to the teachers' time constraints (Wray, 2017). In contexts whereby teachers work in large classrooms and with at-risk learners, CPD provided over longer durations or multiple follow-ups was found to be more helpful in supporting teachers to bring about change (Burns et al. (2015b:85).

Furthermore, teacher collaboration is essential whereby teachers are able to exchange experiences and reflect on practices from peers (see Barrera-Pedemonte, 2016). Such collaborations can happen with teachers from the same school, teaching the same subjects, or from different schools (see Barrera-Pedemonte, 2016). Various studies stress how

important it is that collaborative learning needs to be job-embedded and context-specific (Appova & Arbaugh, 2017; Darling-Hammond, et al., 2017) and include both formal and informal learning activities (Evans, 2019; Kyndt et al., 2016). Collaborative CPD activities, such as PLCs, can potentially contribute to changing school environments by creating spaces where teachers can share ideas and collaborate (Frisoli, 2014; Torrente et al. 2015; Feldman, 2020). A range of studies on social cohesion-related CPD reported the use of professional learning communities (Frisoli 2014; Torrente et al., 2015; Wolf et al. 2015), whereby teachers, principals and cluster coordinators or master trainers would meet on a weekly basis. Kohli et al. (2015) reported that teachers' participation in a CPD programme aimed at social justice created unity among the participants as they felt that they were among like-minded people with a shared political vision. Furthermore, working collaboratively with a focus on social justice and cohesion is also perceived as a useful way to sustain teachers' commitment to heal and build hope (Ginwright, 2016 in Navarro, 2018).

3.3.4 Summary

Through a review of relevant literature on social cohesion, this section discussed the different elements of social cohesion, and how this influences the education sector at various levels. These insights were important as they provided a lens of how CPD in relation to social cohesion can be understood. The literature on social cohesion-related CPD therefore focused on particular aspects, such as how CPD can potentially provide teachers with new insights and influences within the classroom and the school.

The following section provides a review of literature about the effects of CPD on teachers' practices.

3.4 CPD and its effects on teachers' practices

Section 3.2 provided a review of literature on the various aspects contributing to the quality of CPD programmes. In section 3.3.3, key literature on social cohesion and elements that are important for the provision of CPD regarding social cohesion were discussed, whereby section 3.3.3. (ii) discussed aspects of CPD regarding social cohesion on teachers' practices within their classroom.

This section reviews the literature regarding CPD effects on teachers' practices. This section is divided into two sub-sections. Section 3.4.1 discusses the broad understanding of classroom practices, followed in section 3.4.2 by the various components that can influence the effects of CPD on teachers' practices.

3.4.1 Classroom practices

Chisholm argues that teacher knowledge of both classroom practices and subject matter is currently considered to be "the most critical factor in determining learning outcomes within South Africa" (2019:3). This is considered to be more critical than their teaching qualification, as Chisholm (2019) stresses. Giroux (2004:61) argues that classroom practices do not only comprise the social construction of knowledge, values, and experiences, but teachers' practices are also embodied in their lived interactions with others and within institutions.

According to Fataar (2015:160), teachers' classroom practices are located at the intersection between "knowledge production and its reproduction at the school site". This intersection would be the "mediating space where knowledge recontextualisation via the implementation of the syllabus occurs through teachers' classroom pedagogical work" (ibid). Within this recontextualization process, both teachers and their practices are viewed to be central. The importance of contextual factors is also addressed in other studies on teaching and learning (see Crossley, 2010; Schweisfurth, 2013). Tabulawa (2013:xix) argues that the way in which these activities take place is "a function of many factors to do with context, such as the political, historical, economic, social and cultural aspects of context". This suggests that there is no universal approach due to the various contexts in which teachers work.

To understand the teachers' self-reported CPD effects on their classroom practices, the study is guided by Alexander's (2009) definition of pedagogy. He argues that classroom practices do not begin and end within the classroom, and distinguishes pedagogy as a discourse from teaching as *an act, a practice, and ideas*, but makes them also inseparable (2009: 2). Alexander (2009) views pedagogy *as practice*, of which teaching in any setting is an act of using certain methods to enable students to learn something. He views pedagogy as *an act*, which comprises core acts of teaching, which include tasks, activities, interactions, and judgements through a lesson (Alexander, 2009:6). These lessons are framed by their classroom space, pupil organisation, time, curriculum, and by rules, rituals and routines within the classroom (ibid).

Furthermore, pedagogy is understood *as "ideas* and views that these ideas, values and beliefs are informed or justified through teaching" (Alexander, 2009:2, my emphasis). What is important is that this is a broad view of pedagogy. This understanding of classroom practices does not only focus on the ideas that shape classroom practices, but also includes the incorporation of ideas that formalise and legitimise teaching, such as the infrastructure of schools, training, and policies (Alexander, 2009). This view of classroom practices also includes ideas which locate teaching by recognising the importance of cultures and the individual, and how such collective and individual ideas, customs and relationships influence teaching (ibid). This broader view of classroom practices is important for this study, as it

enables the analysis of this study to look at teachers' self-reported CPD effects. These effects on their practices go beyond the 'act' of teaching, and include the close connections between other aspects, such as classroom practices, the schooling environment and the individual teachers who have participated in social cohesion-related CPD.

3.4.2 Components influencing the effects of CPD on teachers' practices

There are various aspects that influence the effects of teachers' CPD participation on their practices, such as their motivations and needs, engagements with new CPD strategies and learnings, relationships of trust, and the school environment. These facets will be discussed separately below.

(i) Teachers' motivations and needs

The different motivations and needs influence what 'moves' one to action, such as how they energise and give direction to behaviour (Ryan & Deci, 2017:13, original emphasis). This is important for this study, to understand what 'moves' teachers to action, as a result of their CPD participation. Teachers' competencies, such as knowledge, beliefs, skills, and practices are influenced by their motivations (Desimone, 2009; Niemiec & Ryan, 2009; Appova & Arbaugh, 2017). Motivations and confidence levels can be influenced by various personal, situational, or structural variables, and can be strongly guided by teachers' sense of understanding their moral roles, their sense of identity, and motivations as agents of social justice (Ahl, 2006; Pantić, 2015). People motivate and guide themselves by creating action plans, adopting goals, and visualizing the likely outcomes of their actions (see Niemiec & Ryan, 2009). In relation to teachers, this includes the view that their enthusiasm and creative energy weakens when their satisfaction with their autonomy is undermined (Niemiec & Ryan, 2009:140). This is also influenced by the pressure of learning outcomes that often rely on teachers' extrinsically motivated classroom practices (ibid).

Motivation plays an essential role in understanding the effects of teachers' CPD participation (Osman & Warmer, 2020), as teachers' motivations are direct results of needs, desires, and expectations, and can influence behaviour (Adiele & Abraham, 2013:140). Studies on motivations in relation to CPD highlight the influence of teachers' personal growth, career progression, school structures and collaborations (see Heystek & Terhoven, 2015; Avidov-Ungar, 2016; Appova & Arbaugh, 2017). These needs are context-specific and depend on structural factors (Selemani-Meke, 2013; Osman & Warmer, 2020).

Considering the imprint of the apartheid legacy on teachers in South Africa (cf. Chapter Two), teachers' motivations, needs, desires and expectations might be vastly different, and influenced by the school contexts in which they work. To understand the influence of the

different needs in relation to these particular contexts, Maslow (1943, 1954) distinguishes between five levels of needs: 1) physiological and basic; 2) safety; 3) belongingness; 4) esteem; and 5) self-actualisation. Through a hierarchical approach of these five levels, Maslow argues that the lower levels of needs first need to be satisfied before addressing other, higher levels of needs (ibid). By applying Maslow's hierarchy of needs to the education context of low- and middle-income countries, Evans and Yuan (2018:6) combined the hierarchy into four levels, whereby the higher levels of needs refer to teachers' CPD (see figure 3.1).

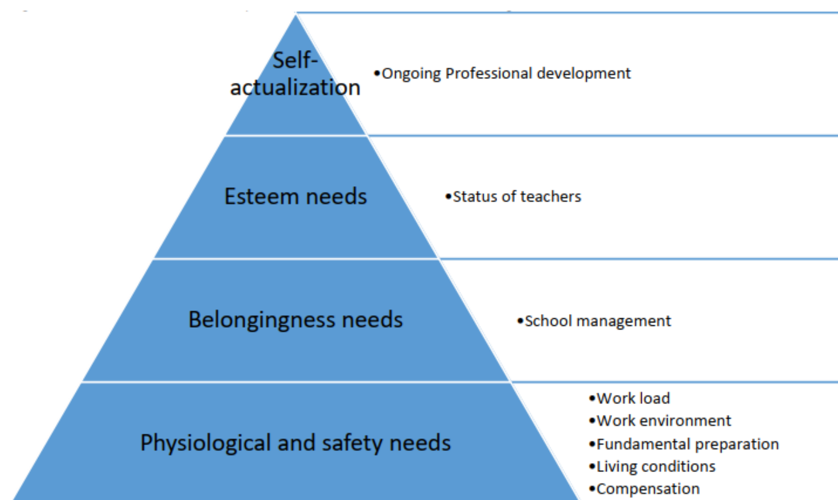

Figure 3.1: Hierarchy of needs in an educational context (Evans & Yuan, 2018)

The above figure indicates that the psychological and safety needs comprise the teachers' workload, work environment, fundamental preparations, living conditions and compensation. Belongingness needs relate to the school management, and esteem needs refer to the status of teachers (ibid). Finally, self-actualisation comprises teachers' full professional potential and their ongoing professional development (Evans & Yuan, 2018:6). Although Evans & Yuan (2018) did not explicitly focus on teachers' experiences of CPD, the model provides an understanding of how various underlying factors influence teachers in their process of self-actualisation.

Furthermore, motivational drivers can be categorised as intrinsic, extrinsic, or both (see Herzberg, 1966, 1968; Ryan & Deci, 2017). Within a school, teachers intrinsic and extrinsic motivations are significantly influenced by their schools' support for their autonomy and competencies to create cohesive school cultures (Ryan & Deci, 2017). They argue that when school cultures are restrictive, this hampers teachers' efforts to be autonomous within their classrooms (ibid). Teacher autonomy is essential, as it can positively contribute to learners' interest, engagement, self-conception, and well-being within the classroom (Ryan & Deci, 2017:355). They furthermore argue that in autonomy-supportive contexts, teachers can be

driven by intrinsic motivations, despite external demands and pressures (Ryan & Deci, 2017). Similarly, Herzberg's two-factor theory focused on the relationship between peoples' motivations and hygiene factors within their workplace (Herzberg, 1966, 1968; Herzberg et al., 1959). Herzberg found that an interaction of both intrinsic and extrinsic motivations is essential within different contexts. Guided by Herzberg's theory in relation to teachers' CPD participation, McMillan et al. (2016) differentiate between factors influencing teachers' enactment of CPD. These motivational factors are personal, school-related, and system-wide (ibid).

Evans and Yuan (2018), McMillan et al. (2016), and Ryan and Deci (2017) use different approaches to gain an understanding of teachers' motivations and needs. However, what they have in common in their approaches is that teachers' motivations in relation to the effects of CPD are highly influenced by the teachers' enactments within the school environment. The teachers' working conditions (Bennell & Akyeampong, 2007; Selemani-Meke, 2013; Evans & Yuan, 2018), and incentives (see Appova & Arbaugh, 2017; Popova et al., 2022) affect their motivations. Thus, trusted relationships with peers and a sense of belonging are found to significantly influence motivation (see Heyskey & Terhoven, 2014; McMillan et al., 2016; Slaten et al., 2016; Evans & Yuan, 2018).

(ii) Engaging with newly acquired CPD strategies and learnings

It is often understood that teachers internalise their new CPD learnings best through repeated practices (cf. sections 3.2.3iv and 3.3.3iii). As indicated previously, content knowledge and pedagogical content knowledge are important for improved learner outcomes, and are important aspects of the provision of CPD. However, insufficient content knowledge and pedagogical content knowledge provided in CPD programmes can negatively affect teachers' abilities to utilise their new CPD learnings within their classrooms (see Geldenhuys & Oostenhuizen, 2015; Govender, 2018; Yoon & Kim, 2022). The teachers' engagements with their new CPD learnings can also vary significantly depending on the teachers' frame of reference. For example, Yoo (2016:91) found that when teachers gained more knowledge on content and instructional strategies, they either overrated themselves with much confidence, or underrated themselves by feeling uncertain.

Furthermore, the appropriateness of the content materials of CPD programmes can influence teachers' perceptions about the effects of their CPD participation (Knights & Lee, 2015; Phasha et al., 2016). Various studies furthermore stress the importance of context-specific CPD materials (see Westbrook et al., 2013; Hassler et al., 2020; Popova et al., 2022). Phasha et al. (2016) in South Africa reported the usefulness of practical CPD materials to enable teachers to immediately implement their new CPD learnings within their classroom and school environment. These findings were similar to Nkopodi's (2006). The practicality of

the content of CPD materials was also emphasised by Mestry and Hlongwane (2009). They found that the materials of a government-provided workshops for SGBs in South Africa were perceived to be too academic for their participants (ibid).

Knights and Lee (2015) highlighted that the use of CPD materials empowered teachers to adapt the CPD materials to other activities, and allowed teachers to reflect on the use of these materials and their influence on learners. Nash and Schlösser (2015) found that the CPD materials led to greater mutual understanding and respect in teachers' attitudes towards disruptive behaviour in learners. The study reported that teachers' relationships with learners changed by moving away from blaming or labelling learners as "troublesome, challenging or disruptive" (Nash & Schlösser, 2015:153).

Despite the positive contribution of CPD materials to teachers' professional development, the use of materials might not necessarily be sufficient to change behaviour and classroom practices (Clarke-Habibi, 2018b). Vavrus and Bartlett (2012) argue that CPD programme materials should be contextualised and culturally and socially grounded, highlighting the importance of having CPD materials derived from local practices. This includes epistemological concerns around CPD materials, as examples from Europe or North America might not be suitable for classrooms in sub-Saharan Africa (ibid). It also includes being mindful of the language of CPD materials. This was found to hamper teachers' ability to fully understand the appropriateness of these strategies and could hinder them from sharing their materials with peers (see Berkvens et al., 2009; Mestry & Hlongwane, 2009).

Another aspect that can negatively influence teachers' CPD experiences or perceived effects is when CPD programme designs have insufficiently ensured that teachers within a CPD programme are compatible (Kennedy, 2016). Such compatibility can be based on the same grade level, subject, or type of learners (ibid), and can for example influence opportunities for collaborative learning, or teachers' engagement with content knowledge.

Closely connected to the comparability of teachers is the voluntary or involuntary nature of CPD. Teachers who choose to participate in CPD are often found to be more motivated to learn (Kennedy, 2016; Appova & Arbaugh, 2017). Thus, when CPD is meaningful to teachers, they might feel more involved in the process of internalising and enacting their CPD learnings (Mokhele & Jita, 2010; Heystek & Terhoven, 2015:6).

(iii) Relationships of trust

Relationships of trust between colleagues and the school leadership can impact teachers' perceptions about the effects of their CPD participation. The relationships that teachers have with their colleagues can influence the perceived effects of their participation in social

cohesion-related CPD. Collaboration forms a key aspect of the quality of CPD programmes (cf. section 3.2). Their engagement with new CPD learnings within the school can consist of a range of activities, such as peer-learning, collaboration through PLCs or ongoing, critical reflection (see Darling-Hammond, et al., 2017; Pantić, 2021). Such forms of collaboration can potentially build motivation and confidence, change assumptions, and bring positive change within the school (Kempen & Steyn, 2017:168; Artman et al., 2020). Such collaboration can furthermore build social capital, whereby teachers can share information and newly acquired CPD learnings with people inside and outside the school through professional learning and networking (Leana & pol, 2006:357: Kempen & Steyn, 2016).

Although these forms of collaboration may lead to bonding and bridging social capital, the level of trust, collegial norms and school leadership influence teachers' CPD experiences (Hochberg & Desimone, 2010). For example, negative views of colleagues towards CPD can hamper teachers' perceptions of the effects of CPD programmes (see Geldenhuys & Oosthuizen (2015). Timperley et al. (2007) argue that teachers may reject new ideas that conflict with their current ideas or understandings, if these ideas or new learnings are not part of their learning process. Similarly, various studies highlighted the difficulties of bringing colleagues on board to share new CPD learnings (see Weldon, 2005; Bekerman & Zembylas, 2012; Sayed et al., 2017;). Weldon (2005) showed that peers felt threatened by these new learnings and did not incorporate new learnings and approaches. Ravhuhali et al. (2015:1) indicate that opportunities for peer learning within a school could be hindered by peers who are resistant to transformation and who do not see the benefit of CPD for their profession or growth.

Teachers may experience a sense of professional isolation due to contextual challenges, limited support, or relevance (see Artman et al., 2020; Sayed & Badroodien, 2018). These challenges can negatively influence teachers' self-reported effects of CPD participation. The aspect of professional isolation is particularly essential in relation to power dynamics within schools (see Steyn & Davis, 2012; Davids & Waghid, 2015; Gore et al., 2017). Dlamini (2002:63-64) argues that teachers of colour often experience resistance that is linked to their racial position and that it is challenging to share power with those already in. Dlamini (2002:64) furthermore indicates that it is likely that teachers with more overall positional power, for example in relation to race, gender, age tenure, prominent status or recognised work will have an easier time implementing more challenging methods (in Steyn & Davis, 2012:34). Hence, it is essential to understand that these dynamics can potentially hinder teachers' efforts to bring peers on board and to change their dominant assumptions and normative practices through collaboration (see Weldon, 2005; Bekerman & Zembylas, 2012; Sayed et al., 2017). This highlights the importance of school leaders, as school leaders such

as principals have the ability to provide spaces for peer learning and collaboration within the school (see Darling-Hammond, et al., 2017; Sancar et al., 2021).

Good relationships between teachers and their school leadership influences teachers' experiences of CPD (see Steyn, 2009; Hochberg & Desimone, 2010; Thoonen et al., 2011). School leaders play a pivot role in implementing and nurturing elements of social justice and cohesion within schools (Theoharis, 2007; Molla & Gale, 2019). This includes their ability to provide spaces for collaboration and where CPD learnings and strategies can be cascaded (see USAID, 2008; Bekerman & Zembylas, 2012; Molla & Gale, 2019).

Teachers have the ability to establish a shared vision within the school and demonstrate the values and mutual interest and commitment to a common purpose (Niemann & Kotzé, 2006:618, 619). Their behaviour could also instil a greater sense of hope (Freire, 2014), as it involves a shared vision of what could be, with a shared commitment and determination to make it a reality (Ginwright, 2016:21 in Navarro, 2018). However, teachers can feel a sense of despair when collective efforts toward hope are not realised (see Le Grange, 2011). For example, school leaders can negatively influence their school culture through negative behaviour or lack of commitment and efforts towards transformation and social justice, which could hamper the desired effects of CPD on teachers (see Mafora, 2013, Niemann & Kotzé, 2006).

(iv) Teachers' school environment

The school environment plays an essential role in sharing and implementing new CPD learnings and strategies within schools to create cohesive and just environments (Forde & Torrance, 2021). These findings are echoed by others, who stress the essential roles of the context and adequate support structures with regards to teachers' CPD experiences and their self-reported effects (Borko, 2004; Darling-Hammond, et al., 2017; Fischer et al., 2018;). The school environment is important for this study, as it influences how teachers perceive the effects of their CPD programme within their classroom and school.

Teachers often have limited trust in their institutions, which can influence the self-reported effects of their CPD programmes (see Bekerman & Zembylas, 2012; Sayed & Bulgrin, 2020). The policies and politics within the school can shape the motivations, focus and priorities of teachers and their school support (Ryan & Deci, 2017:354). Other factors that can negatively influence teachers in their enactment of CPD are resources and the schools' infrastructure (Onwu & Stoffels, 2005; Govender, 2018; Tikly, 2020). As a legacy of apartheid, the infrastructure in which teachers work is significantly inequitable (FHI 360, 2015; Hatch et al., 2017). For example, schools in historically affluent communities are still better resourced and mobilised compared to schools in historically disadvantaged schools (ibid). In order to

potentially change competencies, it is essential that policy and management design CPD which is suitable to the personal circumstances and motivations of teachers and that teachers are involved in the planning of CPD (Mokhele & Jita, 2010:1765). Nkopod's (2006:68) study in Limpopo found that teachers' self-reported success of a CPD programme was highly influenced by the available resources and the planning and coordination of related activities. Despite teachers' increased motivation, classroom management, and abilities to effectively incorporate new approaches, the study found that the infrastructure and working conditions limited their implementation (ibid). These insights reflect various studies that highlight that the school's environment and resources, such as safety, class sizes, textbooks and other school materials, can negatively influence teachers' CPD experiences (see Govender, 2018; Schwartz et al., 2019; Juta & van Wijk, 2020; Mabasa & Singh, 2020).

The school environment furthermore can impact teachers' autonomy (see Shields et al., 2015; Sayed et al., 2017; Ryan & Deci, 2017; Niemiec & Ryan, 2009). A study reporting teachers' perspectives on school violence in Cape Town stresses the need for increased levels of teacher autonomy in addition to a change of school and classroom climate, community-based responses, [and] individual (learner) level interventions" (Shields et al., 2015:59). Sayed et al. (2017) found that teachers' enactments with their syllabus hampered their autonomy in promoting social cohesion, considering that their prescribed Curriculum Assessment Policy Statements (CAPS) syllabus provided little space for teachers to decide what needs to be taught to build social cohesion within their classrooms (ibid). In addition, large class sizes can significantly influence teachers' utilisation of their new CPD learnings. The influences of large class sizes on the CPD effects for teachers are shown in various studies, indicating that teachers are often unable to implement CPD due to their large class sizes (see Heystek & Terhoven, 2015; Govender, 2018; Mabasa & Singh, 2020).

Furthermore, a whole-school approach to CPD can enable teachers to collaborate and disseminate their new CPD learnings with peers in their schools (Darling-Hammond, et al., 2017). This is particularly important as part of social cohesion-related CPD (see DBE et al., 2015; Meyer & Chetty, 2017), as such whole-school approaches can also enable teachers to nurture and embed values and principles of social cohesion within their schools and can support the prevention of school violence (see Robertson et al., 2015; Hunt, 2020).

By sharing common values and views among teachers and learners within the school, a whole-school approach can contribute towards a supportive learning culture (see Niemann & Kotzé, 2006; Hochberg & Desimone, 2010; Slaten et al., 2016; Pillay, 2020). It is essential that such an approach focuses on teachers' interrelationships that include their dispositions and relationships with peers (Diazgranodos et al., 2014). It is also essential that collaborative efforts, such as the setup of PLCs, need to be supported by educational districts as this

significantly influences the teachers' self-reported successes of the effects of CPD (Appova & Arbaugh, 2017).

3.4.3 Summary

To understand the effects of CPD on teachers' practices, this section first provided an understanding of classroom practices. The section followed with a review of relevant literature about components that can influence the effects of CPD on teachers' classroom practices. These components include teachers' needs and motivation, their engagement with new CPD strategies and learnings, relationships of trust, and the school environment. These insights are essential for this study, to gain an understanding of the various elements that influence teachers' views of their self-reported effects of social cohesion-related CPD.

The following section provides a summary of this chapter and presents the conceptual framework used in this study.

3.5 Summary and conceptual framework

The review of literature provided in this study was guided by the overarching research question: *"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?"*

The chapter focused on three aspects important for this study, which are CPD, social cohesion, and CPD effects on teachers. Each of these bodies of knowledge influence the experiences of teachers' participation in CPD regarding social cohesion. They furthermore provide a deeper understanding of the relationship between teachers' views about the quality of social cohesion-related CPD programmes, and the self-reported effects of the given programmes on their practices.

Section 3.2 provided relevant literature on CPD and its importance for teachers. The conceptualisation of CPD highlighted the different interpretations about CPD and the various elements of the quality of CPD programmes. CPD is approached as a long-term process of planned and unconscious learning and experiences, which influences teachers, their peers, and their schools. Other components affecting the quality of CPD relate to the modality, CPD facilitators, and the context in which teachers work.

Section 3.3 reviewed the literature about social cohesion and influences on the provision of CPD. The conceptualisation of social cohesion showed the complexity of this concept, as it is perceived as multi-faceted, and its foundations have changed over time. The approaches to social cohesion in education highlight the need for a system-wide approach. This includes equal redistribution of resources; participation within the decision-making process; respect

for difference, such as through the curriculum, or professional development; and the need for reconciliation. The section furthermore reviewed relevant aspects of social cohesion to CPD, by discussing the role of CPD in relation to teachers' insights and behaviour, their classroom practices and the school environment. An understanding of the different interpretations of the quality of CPD, social cohesion, and relevant components of social cohesion-related CPD are essential for this study, as it provides insights into how teachers perceive the quality of such programmes.

Furthermore, section 3.4 provided a body of literature on the effects of CPD on teachers' practices, by understanding the relationship between teachers' CPD participation and their motivations and needs, engagement with new CPD learnings, relationships of trust and their school environment.

In understanding teachers' views of social cohesion-related CPD programmes, and the self-reported effects of these programmes on their practices, the following conceptual framework was used:

Figure 3.2: Conceptual framework of components influencing teachers' views of social cohesion-related CPD programmes

The literature reviewed in this chapter informed the conceptual framework used in this study, as illustrated in figure 3.2. The figure foregrounds teachers and social cohesion. Their experiences of CPD are influenced in two ways: 1) by their views about their participation in CPD and 2) by their views about the self-reported effects of these programmes. Therefore, the conceptual framework illustrates the relationship between teachers' views about the quality of CPD that they have received related to social cohesion (cf. sub-question One) and their views about the self-reported effects of CPD regarding social cohesion on their practices (cf. sub-question Two).

The following chapter outlines the methods and methodology used in this study to answer the above-mentioned research questions.

CHAPTER FOUR: Methods and Methodology

4.1 Introduction

This study aims to understand the teachers' perceptions of their participation in social cohesion-related CPD, and the effects of such programmes on teachers. The review of literature (cf. Chapter Three) guided the research questions and approach for this study.

In this chapter, the research design and methodology of the study are explained. This chapter begins with a discussion of the study's philosophy in section 4.2, followed by the research questions in 4.3. The research design is discussed in section 4.4, the research site in section 4.5 and the sample selection in section 4.6. The chapter then provides an overview of the data collection instruments and analysis in sections 4.7 and 4.8 respectively. In section 4.9 and 4.10, aspects of trustworthiness in qualitative research and issues of positionality are addressed. Sections 4.11 and 4.12 discuss the limitation and the ethical considerations of the study. The chapter concludes with a summary in section 4.13.

4.2 Research philosophy

The ontological assumptions about the reality and nature of things influence one's epistemological assumptions about research and enquiry, which have methodological implications for collection techniques (Cohen et al., 2018: 3). This is important, as it recognises that research is concerned with understanding the world and that this is informed by "how we view our world(s), what we consider our understanding to be, what we see as the purpose of understanding and what is deemed valuable" (ibid). In qualitative research, which is engaged with social and cultural inquiry, it is essential to consider the different paradigms in relationships of conflict and succession (Guba & Lincoln, 2005 in Erickson, 2018:114). Such paradigms are defined as "a basic set of beliefs that guide action" (Guba, 1990:17 in Denzin & Lincoln, 2018). The following sub-sections discuss the ontological and epistemological assumptions in relation to this study in sections 4.2.1 and 4.2.2.

4.2.1 Ontology

Denzin and Lincoln (2018:56) describe ontological questions and assumptions in social research as concerned with what a human being is and the nature of reality.

I hold a social constructivist view, as I believe that social reality is, to an extent, a product of an individual's understanding, as people make sense of the social world (Cohen et al., 2018). Ontological approaches in qualitative research note that realities are multiple, constructed, holistic, and capable of sustaining multiple views, including those of all parties involved (Cohen et al., 2018:288). People, situations, events and objects are unique and have

meaning conferred upon them, rather than possessing their own intrinsic meaning. Furthermore, ontological assumptions are also influenced by politics and interests which shape multiple beliefs and values, as these are socially constructed, privileging some views of reality and under-presenting others (Mertens, 2007:216, 224).

4.2.2 Epistemology

Epistemological assumptions are concerned with the very base of knowledge – its nature and form, how it is acquired and communicated to others (Cohen et al., 2018:5). It questions whether it is possible to identify and communicate the nature of knowledge as "hard, real and capable of being transmitted in tangible form" (positivist assumption) or whether knowledge is "a softer, more subjective, spiritual or even transcendental kind, based on experience and insight of a unique and essentially personal nature" (anti-positivist assumption) (Cohen et al., 2018:5). Furthermore, epistemology also centres on ways "in which power, the economy, political and social factors affect how groups of people form an understanding and formal knowledge about their world" (Richardson, 2003:1624).

Cohen et al. (2018) describe normative and interpretive paradigms as two terms to describe the positivistic and anti-positivistic perspectives. The normative paradigm relates to ideas that human behaviour is essentially rule-governed and that it should be investigated by the methods of natural science, whereas the interpretive paradigm is characterised by a concern for the individual (2018:19). Theories constructed within a normative paradigm are positivist, in contrast to anti-positivist (ibid). Situations were examined through the lens of teachers who attended three selected CPD programmes. I believe that the best way to know what happens in the social world is to see how people make sense of the social world (Cohen et al., 2018: 15).

This study uses an *interpretive paradigm*. In this research, the participants were given the opportunity to talk about their actions based on their lived experiences. By focusing on the teachers' individual experiences and perceptions, I endeavoured to understand the teachers' interpretations and the world around them. As such worldviews are perceived as constructed, interpreted, and experienced by people who interact with each other and with their wider social systems (Denzin & Lincoln, 2018; Saldaña & Omasta, 2018), I took an interpretivist stance as it enabled me to understand the phenomenon under scrutiny without generalising (Farzanfar, 2005), and by understanding how their real-world situations naturally unfolded within a nonobtrusive or non-controlling way (Tuli, 2010:100). A case study approach enabled me to investigate teachers' concrete and context-dependent experiences (Flyvbjerg, 2006) of their CPD participation and to understand the self-reported effects of such programmes within different school environments.

4.3 Research questions

The research question and sub-questions which guides this study are:

Overarching research question:

"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?"

Sub-question One: "*What are teachers' views about the quality of the social cohesion-related CPD they have received?"*

Sub-question Two: "*What are teachers' views of the effects of the social cohesion-related CPD on their practices?"*

The above research questions were addressed through a set of methodologies described in the following sections.

4.4 Case study as a research design

Flyvbjerg claims that the advantage of case studies is the closeness of a case study to real-life situations (2006:224). He argues that developing a nuanced view of reality is vital, which is essential for the researcher's learning process (ibid). Yin (1994:4) defines a case study as a ''an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident''. A significant strength of a case study is that it enables one to observe effects in real contexts, recognising that context is a powerful determinant of both causes and effects, whereby an in-depth understanding is required to understand the case (Cohen et al., 2018:376). Gaining concrete and context-dependent experiences can be achieved via continued proximity to the studied reality and via feedback from the phenomenon under scrutiny (Flyvbjerg, 2006:224). According to Yin (2014), a case study approach allows different research methods as evidence in order to triangulate data.

Stake's (1995, 2006) approach to case study research is qualitative in nature and closely aligned with a constructivist and interpretivist orientation (in Harrison et al., 2017:1). Stake (1995, 2006) distinguishes between 'intrinsic', 'instrumental' and 'collective' case studies, which are each viewed as complex historical and contextual entities (in Denzin & Lincoln, 2018:557). Intrinsic case studies are used to gain a better understanding of the case. Instrumental case studies are used when the intent is to gain insight and understanding of a particular situation or phenomenon (Baxter & Jack, 2008:550). Collective case studies are used when multiple cases are being examined. Yin also differentiates between single, holistic, and multiple case studies (2008, cited in Baxter & Jack, 2008). Yin (2014) identifies

three types of case studies in terms of their outcomes; 1) exploratory – as a pilot to other studies or research questions, 2) descriptive – providing narrative accounts, and 3) explanatory – testing theories.

This study uses a multiple case study approach to gain a fuller picture of the particular cases within their context. The unit of analysis of this case study approach are teachers who have attended one of the three selected social cohesion-related CPD programmes. The benefit of using a case study approach is that it enabled me to analyse the data within each situation and across different situations (Gustafsson, 2017:1). It also enabled me to understand similarities and differences between cases, which can provide findings with important influences drawn from the data (ibid). Furthermore, the data generated from case studies are often strong and reliable, and it allows for a wider discovery of theoretical development and research questions compared to single case studies (ibid). Therefore, by using this research design, the goals of the three CPD programmes regarding social cohesion as well as the teachers' experiences and self-reported effects of these CPD programmes on their practices could be investigated.

Although a case study approach was chosen for this study, I was aware of the weaknesses of using case studies. Nisbet and Watts argue that only when other researchers the applicability, the results of case studies may not be generalisable (1984, cited in Cohen et al., 2018:379). Case studies are often perceived to not be open for cross-checking, and they are considered to be 'selective, biased or personal, which can lead to problems of observer bias' (ibid). It is also important to be aware that in case studies a selection process had taken place, which only the researcher knows and which the participants might not be aware of (Dyer, 1995:50-52 in Cohen et al., 2018). This includes considerations as to what was selected or not, and on what criteria (ibid). Dyer argues that a case study approach combines 'knowledge and inference, and that researchers need to be clear as to which aspects are featuring in the case study data, considering that both knowledge and inference are often difficult to separate' (1995:48-49, cited in Cohen et al., 2018). Furthermore, multiple case studies can be costly and the implementation of them can be time-consuming (Baxter & Jack, 2008 in Gustafsson, 2017). Multiple case studies are also perceived to be less suited to creating high-quality theory, compared to single case studies, 'as single case studies produce extra and better theory' (Dyer & Wilkins, 1991 in Gustafsson, 2017:3).

4.5 Research site

This research focused on the experiences of teachers who attended a CPD programme regarding social cohesion within the Western Cape. In order to understand their experiences, I identified social cohesion-related CPD programmes, offered between 2016 and 2017, by CPD providers identified by SACE, such as teacher unions, non-governmental organisations

(NGOs), the South African government, and universities (SACE, 2013). A one-year timeframe was chosen due to time restrictions and logistical convenience, as my aim was to follow up with teachers after their participation in the relevant CPD programmes. I therefore targeted CPD programmes that were facilitated between 2016 and 2017, which provided sufficient time for the interviews. Furthermore, by targeting CPD programmes in the Western Cape, I was able to arrange the logistics of transportation to the different research sites in order to interview the teachers and principals in this study.

The following three social cohesion-related CPD programmes were selected for this study:

Provider type	**Programme**
Teacher union	Embracing Social Cohesion
Government	School Violence Prevention Framework
NGO	Reflect & Respond

Table 4.1: Overview CPD providers

This study used synonyms to anonymise the above-mentioned CPD programmes. Vainio (2012) stresses the importance of incorporating explicit considerations of anonymity in research designs, such as by anonymising or revealing the identity of organisations or programmes. Therefore, this research chose to anonymise both the CPD programme and the participants, as it could potentially influence the way teachers shared their views about their CPD participation.

From each programme, several teachers were selected to participate in this study. The following section describes the sampling strategies.

4.6 Sample selection

Sampling methods can be categorised into two groups, namely, probability sampling and non-probability sampling methods. Cohen et al. (2018:214), state that in non-probability sampling methods, the chances of members of the wider population being selected for the study are known, whereas for non-probability sampling methods the chances of members of the wider population selected for the sample are unknown.

This research used a non-probability sampling method, as in this type of sampling, participants are selected deliberately by the researcher instead of using the techniques of random sampling (Haque, 2016:4). Non-probability sampling techniques include: quota sampling, purposive sampling, systematic sampling, snowball sampling and double sampling. To find participants for this research, a purposive sampling technique was used. A non-probability sampling method enabled me to target a particular group which does not need to present the wider population, as described by Cohen et al. (2018:217). This means

that the sample was not intended to be statistically representative, but the characteristics of the population were partly used as the basis of the selection (Ritchie et al., 2003:78).

I was interested in social cohesion CPD programmes and teachers who participated in these programmes because it is currently unclear how teachers in South Africa are supported to enact the governments' objectives to promote social cohesion, and because the various CPD providers may have different approaches towards building social cohesion (cf. Chapter One and Two). I used a purposive sampling strategy to identify the CPD programmes by discussing the various programmes with the programme managers, and by doing desk-based research. Due to logistic convenience and time constraints, I focused on social cohesion-related CPD programmes which were facilitated in the Western Cape between July 2016 and May 2017. The criteria for the relevant CPD programmes were based on the information available and that they were externally initiated CPD programmes (SACE, 2013) offered by different external CPD providers, such as teacher unions, NGO's, the government, and universities (SACE, 2013).

Once the programmes were identified, an opportunistic sample selection of high school teachers was predetermined based on their participation in one of the selected CPD programmes. In other words, the high school teachers I chose had participated in specific CPD programmes between 2016 and 2017. For the purpose of this study, teachers at high schools were chosen, as the ability to think critically is higher when learners are older. This is based on the notion that even though critical thinking can be developed when learners are young, the ability to think critically appears to improve with age (Kennedy et al. 1991 in Lai, 2011). Furthermore, research on education in emergency contexts has often focused on access to primary education and neglected challenges within secondary education (Talbot, 2013).

The total number of teachers who participated in the selected CPD programmes were 40 (Embracing Social Cohesion), 120 (Reflect & Respond) and 60 (School Violence Prevention Framework). I chose a reasonable number of around ten high school teachers per CPD programme and, where possible, I used criteria, such as looking at a variety of teachers in terms of their gender, racial background and teaching experiences. However, although I used the criteria where possible, I could not apply the criteria consistently due to the opportunistic nature of the sampling selection of teachers who participated in the particular CPD programmes.

A description of the selected programmes can be found on the following pages.

Overview CPD provider type: Government – School Violence Prevention Framework

General information	
Provider type	*Government*
SACE CPTD endorsed?	*Yes, 15 CPTD points per April 2017*
Training dates	*February / March 2017*
Duration	*Two consecutive days*
Timings	*Fridays from 13.00 to 16.00 and Saturdays from 8.00 until 15.00*
Venue	*The CPD programme is facilitated in school venues close to those of the participants*
Targeted audience	*Teachers, principals, non-teaching staff, parents/caregivers, learners of selected schools*
Language of instruction	*English*
Cost	*Zero*

Table 4.2: Overview CPD provider type – Government

The CPD programme School Violence Prevention Framework is facilitated by the national and provincial government. However, during February and March, the programme was collaboratively facilitated by both (provincial) government- and NGO-led provider types. The CPD programme was mandated by the DBE to train all schools nationwide and was endorsed by SACE who allocated CPD points to teachers.

The School Violence Prevention Framework was selected for this study due to its national scope and because the content of the CPD programme relates to structural components of social cohesion relating to violence. The prevention of violence can contribute to higher levels of civic cohesion, trust, and collective efficacy (Barolsky et al., 2016).

The exposure to school violence can have a significant impact on both teachers and learners (Burton & Leoschut, 2013; Omar & Badroodien, 2020), during their journeys to and from school and within their school environment (see Mncube & Harber, 2013; Francis & Reygan 2016; Koekemoer et al., 2017; Simons et al., 2018). However, despite the high levels of violence within South Africa and within particular schooling contexts, CPD to adequately support teachers about school violence is limited (Makhasane & Mthembu, 2019).

Context and aims of the School Violence Prevention Framework

The School Violence Prevention Framework aimed to create "a safe, violence and threat-free, supportive learning environment for learners, educators, principals, school governing bodies and administration" (DBE et al., 2015). A whole-school approach was used to address school crime and violence (DBE et al., 2015). The NGO suggests that a well-functioned monitoring and evaluation system allows schools to be more confident in the progress towards increasing the safety and well-being of teachers and learners at their schools (Lazarus et al., 2012). The programme provided teachers with clear strategies for identifying, responding to, and evaluating the intervention aimed at improving school safety (DBE et al., 2015:55). The programme consisted of stand-alone training manuals and materials that

cover aspects of addressing bullying in schools, positive discipline and classroom management. The participation in this CPD programme was free of charge.

Design and facilitation of the School Violence Prevention Framework

The School Violence Prevention Framework was based on the School Safety Toolkit, developed by the NGO in collaboration with the DBE. The workshops were facilitated in different school venues for easy access of the participants. The workshops were offered to principals, teachers, SGB members and pupils. The School Violence Prevention Framework was intended to be implemented in every school nationwide. However, the schools for the particular training sessions in 2017 were pre-selected by the Western Cape Education Department, based on their risk levels.

The government offered the programme. However, in 2017, the programme was facilitated by an NGO. The NGO has expertise regarding justice and crime prevention and designed an earlier version of this programme (interview programme manager School Violence Prevention Framework, 2017). The NGO employed the facilitators on a contractual basis, and the recruitment criteria for facilitators included prior work experience of five years in facilitating and training; fluency in the language of instruction of the programme; ability to work with minimal supervision; at least two years' experience in working in organisational development/coaching; and a professional background in either formal education or community development (interview programme manager School Violence Prevention Framework, 2017). Facilitators received two days of training and a short refresher training session before the programme regarding the content and the facilitation of the workshops (interview programme manager School Violence Prevention Framework, 2017). The NGO provided a facilitator manual with guidelines regarding the training content (cf. Appendix B1.2 for the trainers' manual). This study includes the responses of selected teachers who participated in one of the three workshops facilitated off-site, in three different school venues in and around Cape Town between February and March 2017.

Overview CPD provider type: Teacher union – Embracing Social Cohesion

General information	
Provider type	*Teacher union*
SACE CPTD endorsed?	*Yes, 15 CPTD points per April 2017*
Training dates	*February / March 2017*
Duration	*Two consecutive days*
Timings	*Fridays from 13.00 to 16.00 and Saturdays from 8.00 till 15.00*
Venue	*The CPD programme is facilitated at a venue in a small village which is 45 km outside Cape Town*
Targeted audience	*Any educator*
Language of instruction	*English*
Cost	*Two fee structures available, one for members of the teacher union and one for those who are no members*

Table 4.3: Overview CPD provider type – Teacher union

The CPD programme Embracing Social Cohesion was selected from the provider type 'teacher union'. This programme was the only available SACE endorsed CPD programme between January and March 2017 which explicitly focuses on social cohesion, according to the SACE portal[3].

The CPD programme was selected for this study due to its explicit name, as it was the only programme found during 2016 and 2017 that explicitly referred to social cohesion. The CPD programme referred to social cohesion in relation to social contracts (see UNESCO, 2021), to explore teachers' existing assumptions and their practices in relation to diversity and transformation in education. This is an important aspect, considering that the educational policies during apartheid were deeply unequal and racist, favouring the white minority. Therefore, to promote diversity and transformation in education, members of the school, such as teachers, SGB members and learners, must interrogate forms of power and privilege (Reygan & Steyn, 2017). The programme also included other components of social cohesion, such as inclusion, by gaining an understanding of the need and interests of different groups (see Heyneman, 2003), and social and cultural capital, in relation to the schools' policies, traditions and history (DBE, 2011, cited in FHI 360, 2015).

Context and aims of Embracing Social Cohesion

The teacher union's National Conference in 2016 emphasised the importance of social cohesion in education and the teachers' role to act as agents of social cohesion. The conference had further sparked debates about the theme, and the teacher union's members had expressed the need to be trained on social cohesion issues within classrooms. In light of these discussions, the teacher union developed the above course, which was offered for the first time in May 2017.

The CPD programme aimed to examine how existing assumptions and behaviour could be challenged and embraced, by exploring different forms of diversity and social identity theory relating to intergroup relations (see Tajfel & Turner, 1979, 2004). Differences between 'diversity' and 'transformation', and their importance for a peaceful South Africa were examined during the programme. A critical exploration of democracy and value systems in schools was undertaken, and different methodologies to create safe spaces were discussed (interview programme manager Embracing Social Cohesion, 2017; overview Embracing Social Cohesion, in Appendix B2, 2017).

The programme used an experiential approach, with small-group work, structured activities, simulations, skill-building and creative design – a high degree of interaction and hands-on

[3] The SACE CPTD management system was utilised between January and March 2017 to seek social cohesion CPD programmes. It could be possible that there were more SACE endorsed CPD programmes available within the given timeframe, but they were not available to me on this system.

activity (interview programme manager Embracing Social Cohesion, 2017; overview Embracing Social Cohesion, in Appendix B2, 2017). The programme costs ZAR 2580 for teacher union members and ZAR 3025 for non-teacher union members. The cost included shared accommodation and programme materials for the duration of the training.

Design and facilitation of Embracing Social Cohesion

The programme was developed by an internal department of the teacher union, which has developed its CPD programmes for over 36 years. The CPD programme in the Western Cape was facilitated by a male and a female, both working as principals; one at an independent high school and one at a former model C high school. Both facilitators were members of the union, have extensive experience within education and were also involved in the design of the CPD programme (interview programme manager Embracing Social Cohesion, 2017).

The course was situated off-site, in a small town, 45 km from Cape Town. The CPD programme was facilitated for the first time in May 2017. This study includes the responses of selected teachers who participated in the CPD programme in May 2017.

Overview CPD provider type: NGO – Reflect & Respond

General information	
Provider type	*NGO*
SACE CPTD endorsed?	*No*
Training dates	*Various days since 2016; the teachers participating in this study attended this CPD programme in January 2017*
Duration	*The programme was set up in three stages, targeting different stakeholders within the school. The first workshop is held with principals of different schools. The second step is to include all staff of a school for a workshop aimed at teaching and non-teaching staff. A third alternative workshop can be scheduled, which is aimed at the school management team of that particular school.* *For the purpose of this study, the main focus of the programme was the second training stage, as this was provided to all teachers at the school.* *The duration of the second workshop was one day.*
Timings *	*From 8.00 till 15.00*
Venue *	*The workshop was facilitated at the venue of the participating schools*
Targeted audience *	*Teaching and non-teaching staff*
Language of instruction	*English*
Cost	*Schools are billed per participant*

Table 4.4: Overview CPD provider type – NGO

The third programme, Reflect & Respond is NGO-led CPD programme. The CPD provider is an educational organisation which works on topics such as human rights and democracy. The provider has offered social cohesion-related CPD courses since 2003 and has collaborated with various other organisations to develop CPD programmes.

Reflect & Respond was selected for this study, as the programme was developed in response to protests around racism and the use of discriminatory school policies at various historically white public and independent schools (Christie & McKinney, 2017; Orchard & Davids, 2020). These protests highlighted various underlying challenges in schools which contributed to the lack of social cohesion, relating to racism, inclusion and belonging. The CPD programme provided a space wherein teachers could engage in various activities in order to reflect upon existing assumptions and behaviour, and to confront implicit biases and prejudices. The programme also focused on methodologies to create safe and cohesive classrooms and discussed how teachers' identities and practices were influenced within the school. These are important components for social cohesion, as they enable teachers to engage and reflect on their identity and emotions in relation to the wounds of their (violent) pasts (see Charalambous, et al., 2020; Robertson et al., 2015; Zembylas & Bekerman, 2018), and seek ways for schools to be reformed (Colenso, 2005; Novelli et al., 2017).

Context and aims of Reflect & Respond

This was the CPD provider's most recent programme, which was redesigned after school debates regarding diversity. The programme was based on the ideology of their previous CPD programme, which had run since 2003. The programme was developed after recent protests at schools and discussions around race and diversity in South Africa and the roles of principals, management, teachers, learners and SGB members. It was set up in three stages, whereby the first workshop was held with principals or school leaders of different schools. The second step included all school staff for one day, and the third workshop was a separate workshop with school managements. This study focuses on the second training process, as this workshop was centered around teachers and their practices. From October 2016 till mid-2017, eight schools were trained within the provinces Western Cape, Gauteng and KwaZulu-Natal.

The programme's overall aim was to "help schools see the current conversations around diversity in schools as potentially transformative moments in which truly inclusive and emotionally literate learning environments can be created" (Website Reflect & Respond, 2017).

The CPD programme is an interactive workshop of reflection and learning for all teaching and non-teaching staff members at schools, exploring solutions and providing staff with concrete actions that can be implemented and supported. The programme is based on the programme logic of 'Facing History and Ourselves', an international organisation that has provided support for teachers and school leaders to create safe and inclusive schools for 40 years (CPD booklet, Reflect & Respond, 2017 in Appendix B3.1). The programme focuses on three aspects: 1) reflecting on teachers' identity and practices; 2) exploring the impact that

implicit or unconscious biases have on teachers, how this plays out in schools and what can be done about it; 3) understanding whom one is fostering civil discourse for and teaching for a diverse work environment (Website Reflect & Respond, 2017). The programme's outcome is to conceive concrete plans regarding diversity and transformation that can be implemented and supported within the school. The cost of the full-day programme is ZAR 700 per person. A discounted rate to ZAR 600 is available to schools whereby a minimum of 100 participants attend the programme (Website Reflect & Respond, 2017).

Design and facilitation of Reflect & Respond

The CPD programme was designed and facilitated by two males who were co-directors of the organisation. Both facilitators had extensive experience in education as teachers: one facilitator had experience as a former principal, while the other facilitator had experience as a teacher and of facilitating various CPD programmes.

The workshop was facilitated as an onsite, whole-school staff development workshop for teaching and some administrative staff of one particular school. This study includes the responses of selected teachers who participated in the workshop facilitated in January 2017.

Teacher profiles

The teachers who participated in this study worked in diverse schools. The tables on the following pages provide basic profiles of the teachers and their schooling environments. An extensive profile of the teachers can be found in Appendix A, considering that an intersectional understanding of teachers' lived experiences is important in understanding their CPD experiences within different contexts.

Teacher profiles – CPD programme School Violence Prevention Framework (Government)

Pseudonyms	Gender	Age (category)	Racial self-identification	Teaching experience	Teaching subjects
Ms Vukubi	Female	26-35	black African	7 years	Accounting & Life Orientation
Ms Mapaile	Female	26-35	I choose not to respond	10 years	Life Science
Mr Wessels	Male	46-50	coloured	15 years	Afrikaans (Home language & 1st Additional Language)
Mr Herby	Male	20-25	coloured	3 years	Economic & Management Sciences, Business Studies & Life Orientation
Ms Peters	Female	20-25	coloured	3 years	English & Life Orientation
Mr Daniels	Male	26-35	coloured	6 years	Economic & Management Sciences, Business studies & Life Orientation
Mr Alexander	Male	46-50	black African	10 years	Physical Science & Mathematics
Mr Fredricks	Male	51-55	I choose not to respond	24 years	Afrikaans & Life Orientation
Mr Erasmus	Male	26-35	coloured	1 year	Mathematics

Table 4.5: Teacher profiles – CPD programme School Violence Prevention Framework (Government)

The nine high school teachers who participated in the School Violence Prevention Framework CPD programme worked in co-educational government schools in historically disadvantaged communities in Cape Town. Ms Peters, Mr Wessels and Mr Herby worked in low-fee, quintile[4] 4 schools, whereas Ms Vukubi and Ms Mapaile worked in a no-fee, quintile 2 school. Mr Daniels, Mr Alexander, Mr Fredricks and Mr Erasmus worked in a low-fee, quintile 5 school. Their schools were located in three different communities across Cape Town, but were all located in environments with high levels of crime. The reason for this is that between February and March 2017, the CPD programme was specifically facilitated to teachers and other stakeholders, such as principals, learners and SGB members, who worked in schools in so-called 'hotspot' areas (Braga et al., 2012 in SACN, 2017). Such hotspot areas have the highest reported crime statistics in the Western Cape. The Western Cape Education Department (WCED) Safe Schools unit identified schools in 25 hotspot areas near police stations to participate in this CPD programme in February and March (interview programme manager School Violence Prevention Framework, 2017). Therefore, all nine teachers worked in contexts with high levels of violence and crime.

[4] In the description of the school environments, I referred to quintiles as they are currently a proxy for race and inequality.

Teacher profiles – CPD programme Embracing Social Cohesion (Teacher Union)

Pseudonyms	Gender	Age (category)	Racial self-identification	Teaching experience	Teaching subjects
Ms Jacobs	Female	46-50	coloured	25 years	Afrikaans
Mr Andralt	Male	46-50	coloured	26 years	Afrikaans (1st Additional Language)
Ms Booysens	Female	26-35	coloured	6 years	Afrikaans
Mr Mkhonto	Male	46-50	Other: African	21 years	isiXhosa (1st Additional Language) & History
Ms Kent	Female	Older than 55	white	37 years	English
Ms Adams	Female	51-55	coloured	25 years	English (Home Language)
Ms Jordaan	Female	46-50	coloured	18 years	Technology & Consumer Studies
Ms Gadlela	Female	46-50	black African	11 years	isiXhosa & Life Orientation
Ms Fourie	Female	51-55	coloured	24 years	Business Studies, Economic & Management Sciences
Ms Mntunaye	Female	26-35	black African	9 years	Life Orientation, Creative Art & Drama

Table 4.6: Teacher profiles – CPD programme Embracing Social Cohesion (Teacher Union)

The ten high school teachers who participated in the Embracing Social Cohesion CPD programme worked in quintile 5 schools, which were historically designated as 'white' schools. Although the CPD programme was open to teacher union members and non-members, all teachers who participated in this programme worked in so-called former model C, government schools. Ms Jacobs, Mr Andralt, Ms Booysens and Mr Mkhonto worked in a boy's high school, whereas Ms Adams, Ms Jordaan, Ms Gadlela, Ms Fourie, Ms Mntunaye and Ms Kent worked in co-educational high schools. Ms Kent worked in a 'commuter' school, whereby most of their learners lived in different communities and commuted daily to and from their school in different suburb.

Teacher profiles – CPD programme Reflect & Respond (NGO)

Pseudonyms	Gender	Age (category)	Racial self-identification	Teaching experience	Teaching subjects
Ms Barnes	Female	Older than 55	white	35 years	History, Life Orientation (gr12) Citizenship module, (gr9) Current events and thinking skills, (Gr8) research skills & (Gr11)
Ms Botha	Female	36-45	white	16 years	Afrikaans (Home Language and 1st Additional Language)
Ms Marais	Female	51-55	white	30 years	History & Life Orientation
Mr Brand	Male	51-55	white	28 years	Physical & Natural Science
Ms Lawson	Female	26-35	white	1 year	English
Ms Carsten	Female	26-35	white	10 years	English (Home Language)
Ms Smith	Female	Older than 55	white	17 years	English (Home Language & Advanced programme)
Mr Siphamla	Male	46-50	black African	22 years	Mathematics
Ms Sauls	Female	Older than 55	white	35 years	isiXhosa 2nd Additional Language & Life Orientation
Ms Theron	Female	26-35	I choose not to respond	5 years	History & Life Orientation
Ms Lake	Female	Older than 55	white	33 years	Life Orientation, Career Counselling & academic support

Table 4.7: Teacher profiles – CPD programme Reflect & Respond (NGO)

The selected teachers who participated in this CPD programme worked in one independent girls' high school, which was historically designated as a 'white' school. This is because at the time of this study, the CPD programme Reflect & Respond was facilitated by three high schools in the Western Cape, which were all historically white schools. I contacted all three schools to invite them to take part in my research but I only received a positive response from this school. The nature of the CPD programme was an onsite, whole-school programme, hence the selected teachers who participated in this CPD programme worked in the same high school.

4.7 Data collection Instruments

The research aimed to look at teachers' experiences of their participation in their CPD programmes regarding social cohesion through a qualitative research approach, as this approach can provide rich insight into human behaviour (Lincoln & Guba, 2013). This study

used two sets of data collection instruments: detailed semi-structured interviews and the analysis of programme documents. The importance of using different research instruments is described by Tracy (2010), referring to the process of crystallisation (cf. section 4.9). Tracy (2010:844) argues that crystallisation "encourages researchers to gather multiple types of data, use various methods, different researchers and frameworks". In this study, the interview technique was used as the predominant data collection instrument. The analysis of CPD programme documents, and supporting fieldnotes from the interviews were furthermore used to support claims. This section starts with a description of the data collection approach used in this study, followed by a discussion of the two data collection instruments.

The following process described how I gained access to the teachers from three selected CPD programmes:

The attendance lists of the CPD programmes were made available through the programme managers. The attendance lists consisted of information about the schools of the teachers who participated in the selected CPD programmes, which informed the basis of the sampling selection criteria as previously described (cf. section 4.6).

In order to request participation in my research, I established contact with relevant principals by telephone or email to seek permission to do research in their schools. I had already received ethical clearance from the Western Cape Education Department (WCED) and the Cape Peninsula University of Technology (CPUT) (cf. section 4.12) which I shared with the principals, and I informed them about my overarching research. In cases where more than five teachers attended the programme, an initial selection based on the teachers' gender was made to enhance the equal representation of gender for this study. I felt that it was important to enhance equal representation of gender, as 'experiences of social cohesion-related issues playing out in classrooms, schools and the community can be gender-inflicted', and because teachers often 'display their own gendered identities and experiences in enacting as agents of social cohesion' (see Sayed et al., 2017:359,385).

Where possible, I aimed to gather information from the principal or school leader regarding the grades and subjects these teachers taught, and their teaching experience. I then contacted the teachers individually, telephonically, via email or in person, to gauge their interest in participating in this research. In some instances, this request was made by principals themselves. As I believe that their personal and professional experiences influence the experiences and realities of the participants within the social structures and systems of power (see Solórzan & Yosso, 2002), an overview of the intersectional characteristics of the teachers in this study is provided in Appendix A: Demographic information of teachers.

Programme managers of the three identified CPD programmes were contacted directly to gauge their interest in allowing their CPD programmes to be part of this study and to indicate their interest in being interviewed. Furthermore, the programme managers connected me with the facilitators of their CPD programmes to request their participation in this study.

4.7.1 Semi-structured interviews

Interviews can be seen as an interchange of views between two or more people on a topic of mutual interest, given the centrality of "human interaction for knowledge production, and emphasise the social situatedness of research data" (Kvale, 1996:14 in Cohen et al., 2018:506).

There are different types of interviews which can be generally divided into structured, semi-structured and unstructured interviews (Cohen et al., 2018).

- Structured interviews have a fixed structure of key questions and will not probe for further information about something the participant is sharing. This type of interview is sufficient to obtain demographic information but is not adequate to allow participants to respond to questions in a personal context.
- In semi-structured interviews, the interviewer asks key questions in the same way, but also asks probing questions for further information. However, this probing is more limited than in unstructured, in-depth interviews.
- Unstructured interviews involve a broad agenda that maps the issues to be explored across the sample, but the order, wording, and way they are followed up will vary considerably between interviews. This type of interview allows participants to talk freely about different topics. However, as this type of interview is not structured by the conducting researcher, the participants might talk about many topics irrelevant to the research.

Cohen et al. (2018:508) state that interviews are flexible tools for data collection, which enables the use of multi-sensory channels, such as verbal and non-verbal communication, but also seeing, speaking, hearing, and writing. In comparison to other data collection instruments, Hochschild (2009) argues that interviews explore issues in depth in order to see how and why people frame their ideas in particular ways and how they make connections between ideas, values, events, behaviour, or opinions (in Cohen et al., 2018:506). Hence, explaining such insights through the use of interviews can be faster than using methods such as surveys.

Although most interviews are often conducted in person, it is also possible to conduct interviews by other means, such as over the phone or through online video chat programmes, such as Skype or other virtual meeting platforms (Saldaña & Omasta, 2018; Opdenakker, 2006). I used a semi-structured research approach, which enabled me to

clearly understand the teachers' experiences of their CPD participation and to investigate the self-reported effects of these CPD programmes on their practices. Despite distance and time constraints, the interviews were conducted in person, and telephonically in one instance. With this approach, the main issues that needed to be covered could be established. Thus, it left the structure and relevance of the interviewee free to vary (Freebody, 2003:133). Furthermore, Hochschild (2009, cited in Cohen et al., 2018:506) argues that interviews are powerful for researchers but can be expensive in time, open to interviewers' bias or inconvenient for participants. Thus, interviewees might become fatigued, which can hamper the interview and anonymity (ibid).

Opdenakker (2006:11) states that face to face interviews are preferred when the social cues of interviewees are an essential source for the researcher, when the researcher has enough budget and time for travelling and when standardisation of interviews is important. When using telephonic interviews for data collection, Opdenakker (2006:11) argues that social cues of interviewees can be less important or unimportant information sources for interviewers, thus supports conducting interviews within a small budget or limited travel time; and telephonic interviews allow access to people on sites which otherwise have limited access. In some instances, standardisation of interview situations are less important with telephonic interviews. However, the level of anonymity within this type of interview is higher (ibid).

For this research, semi-structured interviews were used for all interviews with programme managers/ facilitators, teachers, and principals. In addition to using semi-structured questions for all interviews, a few closed questions were asked to all participants to obtain basic demographic information. I conducted all the interviews myself, one-to-one, in English. During the interviews, handwritten field notes were taken to aid my own memory and to enhance reliability by putting certain behaviours into context (Cohen et al., 2018). Although the data was transcribed, fieldnotes were helpful in reflecting back on specific moments during the interview.

Pilot interviews were conducted prior to practice interviews and reviewed to refine the interview schedule (Cohen et al., 2018). The interview schedules were first internally and externally piloted by colleagues of CITE and external academics, and (former) teachers who were located in South Africa. The pilot interviews were conducted in 2016, as part of the 'Engaging Teachers in Peacebuilding and Post-Conflict Context' research project, in which I designed and conducted the interviews with teachers regarding their CPD experiences. These interviews were conducted with 11 high school teachers in the Western Cape who participated in one of four social cohesion-related CPD programmes. Ten teachers worked in government schools and one teacher worked in an independent school. Ten teachers taught at urban schools and one teacher taught at a rural school (see Sayed et al., 2017). The

interviews were semi-structured, and conducted as one-to-one, in-person interviews. The interviews were conducted at the teachers' school sites and lasted between 45 and 60 minutes. Through conducting these interviews, I became aware of the length and clarity of the interview questions. Hence, I made minor changes to my original interview schedule. The minor changes in the interview schedule for this study were to clarify interview questions and to contextualise interview questions to particular CPD programmes.

(i) Interviews with programme managers and facilitators

Semi-structured interviews were conducted with the programme managers and facilitators (cf. Appendix C for the interview schedules). In total, seven facilitators (co-) facilitated the three programmes in which the teachers in this study participated. Within the time of the research, I contacted the various facilitators. Alas, I was able to interview only one facilitator per CPD programme, as I did not receive a response from the other four facilitators within the available timeframe of the research to indicate their willingness to participate in this study. I had information about the gender of these four facilitators, but I did not know their home language or self-identified race. Therefore, the below table with a basic profile of the facilitators (cf. Table 4.8) does not include demographic information regarding the home language or racial self-identification of the four facilitators who did not participate in the study.

I conducted one interview per participant. The interviews with facilitators were conducted in English, as one-to-one semi-structured interviews. The facilitators could choose their preferred location to be interviewed. Two interviews were held in-person, with one facilitator choosing to be interviewed in an office at my university, and the other facilitator choosing to be interviewed in a quiet café. One of the facilitators lived outside of Cape Town and preferred conducting the interview over the telephone. The average length of the interviews was 60 minutes.

Demographics facilitators			
CPD programmes	**Gender**	**Racial self-identification**	**Home language**
School Violence Prevention Framework	Female	black African	isiXhosa
	Female	-	-
	Female	-	-
Embracing Social Cohesion	Male	white	English
	Female	-	-
Reflect & Respond	Male	White	English
	Male	-	-

Table 4.8: Basic profile of facilitators

Furthermore, there were three programme managers, one manager of each CPD programme. The below table provides a basic profile of the demographics of the three programme managers (cf. Table 4.9). I interviewed all three CPD managers, using semi-structured interviews. In the case of the CPD programme Reflect & Respond, the programme manager was also the facilitator of the workshop. The interview schedule was amended accordingly to ask questions in relation to their role as facilitators and as programme managers.

The interviews with the programme managers were conducted in English, as one-to-one semi-structured interviews. They were held in-person, and the programme managers could also choose their preferred location to be interviewed. One programme manager chose to be interviewed in an office at my university, one programme manager chose to be interviewed in a quiet office space near his home and another programme manager chose to be interviewed at her office. The average length of the interviews was between 60 and 90 minutes.

Demographics programme managers			
CPD programmes	**Gender**	**Racial self-identification**	**Home language**
School Violence Prevention Framework	Female	white	English
Embracing Social Cohesion	Male	I choose not to respond	English
Reflect & Respond	Male	white	English

Table 4.9: Basic profile of programme managers

The interviews with programme managers and facilitators were used to form an in-depth understanding of the design and delivery of the three social cohesion-related CPD programmes. Although the study focuses on the views of teachers, the interviews with CPD programme managers were useful in understanding the inner workings of the social cohesion-related CPD programmes, such as how the programme emerged, by whom it was designed, or to better understand the content of the CPD programme. The interviews with the facilitators were used to understand how they experienced the facilitation of the social-cohesion related CPD programmes, as well as their preparation and intended or unintended outcomes of the programme.

(ii) Interviews with teachers

To capture teachers' experiences with regards to their CPD programmes and their enactment within their diverse schooling environment, semi-structured interviews with teachers were chosen (cf. section 4.6 for a basic profile of the teachers and Appendix A for an extensive overview of their profiles). The interviews with the thirty teachers were conducted at least three months after attending the CPD programme, as this allowed most teachers to have completed at least one school term after participating in the programme (cf. Appendix D for the interview schedule).

I conducted one interview per teacher. The interviews were conducted as one-to-one interviews at the teachers' school sites. Most teachers (n=28) preferred the interviews to be held in their own classroom and three teachers had a separate office or room where they preferred the interview to be conducted. The semi-structured interviews were held in English and lasted on average between 45 and 60 minutes. The interviews focused on how the teachers viewed social cohesion-related CPD programmes, and explored their views about the self-reported effects of these CPD programmes on their practices. As part of data crystallisation (see Tracy, 2010) the interviews, fieldnotes from these interviews, and the analysis of the content of the social cohesion-related CPD programme materials (cf. section 4.7.2) provided rich insights into the ways in which ways the teachers were able or unable to engage with the programme materials, during and after their CPD participation. Although I interviewed thirty teachers, after analysing the data I realised that I relied more heavily on the quotes of particular teachers. Their quotes were significant as they were representative of the views of other teachers.

(iii) Interviews with principals

School leaders play a significant role in the continuing professional learning of their teachers (cf. Chapter Three). Furman and Shields developed a model on how educational leadership can promote and support social justice and democratic community in schools (2005). This model suggests that moral leadership, grounded in moral purposes of democratic community and social justice, is essentially about socially just pedagogy, which is created and sustained in the context and the process of deep democracy (Furman & Shields, 2005:128-129).

I conducted one interview per principal and interviewed in total eight principals and one deputy-principal. The teachers who participated in social cohesion-related CPD worked in eight different schools and I therefore interviewed the principals of all eight schools. In addition, I interviewed one deputy-principal who participated in the School Violence Prevention Framework programme with four teachers. Owing to the fact that the principal did not participate in the CPD programme, I chose to interview the deputy principal and principal

of this school, as both their views could provide insights into how teachers experienced the CPD programme during and after their participation. The below table provides a basic profile of the nine principals (cf. Table 4.10).

Demographics principals						
Name CPD programme	**Gender**	**Racial self-identification**	**Home language**	**Participated in this CPD programme (Y/N)**	**Years principal of this school**	**Living in same community/ suburb as school (Y/N)**
School Violence Prevention Framework	Female	black African	IsiXhosa	Yes	10 years	No
	Male	coloured	English	Yes	4 years	No
	Male	coloured	English	No	3 months	Yes
	Male	coloured	English	Yes	23 years as deputy-principal	No
	Male	coloured	Afrikaans	Yes	28 years	Yes
Embracing Social Cohesion	Female	white	Afrikaans	Yes	2 years	No
	Male	white	English	No	6 years	Yes
	Male	white	English	No	10 years	No
Reflect & Respond	Male	white	English	Yes	4.5 years	Yes

Table 4.10: Basic profile of principals

I aimed to shed light on the roles of principals with regards to the benefits of teachers' CPD participation at a school and classroom level, as Goldfarb and Grinberg (2002:162, cited in Furman & Shields, 2005) state;

> *Leaders interested in fostering and forwarding social justice ought to problematise existing practices and reform proposals with the purpose of not just becoming more efficient at doing more of the same, but with the purpose of imagining and constructing new institutional possibilities.*

Understanding the views of principals towards social cohesion within their school's context is essential in potentially diminishing a 'fading-out' effect of what teachers have learned during the CPD programmes (cf. Chapter Three). Therefore, the (deputy-)principals of the selected teachers were also interviewed (cf. Appendix E for the interview schedule). The interviews with principals were semi-structured, one-to-one interviews, and conducted at the school sites. The interviews were conducted in English and lasted on average 60 minutes. As this study focuses on the views of teachers, I largely drew upon the experiences of teachers in the findings chapter. However, through semi-structured interview approaches with the principals, I gained a deeper understanding of the community in which the schools were situated, and of the dynamics within the classrooms and schools. Additionally, the principals were also able to explain, from a management point of view, how newly acquired CPD learnings about social cohesion could or could not be utilised within the school.

4.7.2 Document Analysis

In addition to the detailed interviews with teachers, principals and CPD programme managers and facilitators, this study used a document analysis.

Saldaña and Omasta (2018:109) describe documents in the broadest sense, as a form of textual and sometimes visual communication. Such documents can include *personal materials* (such as journals, diaries or poetry), *physical materials* (such as letters, newspapers or books), or *digital modes of communication* (such as Tweets, Facebook posts or blogs) (ibid). Documents are viewed as social products, reflecting the interest and perspectives of their authors, which include intended or unintended influences of their values and ideologies (Hammersley & Atkinson, 2007 and Hitchcock & Hughes, 1995, cited in Saldaña & Omasta, 2018:209). This is particularly the case of official documents, which are influenced by sites of claims in relation to power and legitimacy (Lindlof & Taylor, 2017).

In addition to the detailed interviews with teachers, principals, CPD programme managers and facilitators, I analysed the content of the CPD programme documents that were used as part of the three selected social cohesion-related CPD programmes. The CPD manuals, such as a CPD handbook, booklet and handouts of the three selected programmes were analysed to understand the content of these programmes (cf. Appendix B). The facilitators of the School Violence Prevention Framework were provided with a facilitators' manual, which was also analysed. I chose to analyse these documents to gain an in-depth understanding of the CPD materials that teachers in this study were provided with. During the interviews with teachers, this helped me to ask them clarifying questions when they made remarks about the programme documents or the content of the CPD programme. The analysis of the CPD programme documents also allowed me to contextualise the responses of the teachers in relation to their perceived CPD effects within their classrooms and schooling environments.

4.8 Data analysis

The data was analysed by using discourse analysis and computer software package ATLAS.ti. The computer software package ATLAS.ti was used to code and analyse the transcribed interviews, whereas the CPD programme documentation was coded and analysed manually.

Computer-assisted qualitative data analysis software (CAQDAS) can be beneficial for managing data and ideas, querying and searching data, visualising data and reporting from data (Jackson & Bazeley, 2019:3). The use of such software is particularly effective when dealing with data overload and retrieval in qualitative research, coding data, performing

quantitative counts of qualitative data, and finding linkages and patterns to connect to literature (Cohen et al., 2018).

Prior to coding the data using ATLAS.ti, I printed out the transcribed interviews to read and re-read the interviews multiple times, 'to understand the meaning and key ideas' (Creswell, 2012:244 in Cohen et al., 2018). I uploaded all interviews into ATLAS.ti and grouped the interviews into different categories, creating groups for teachers, principals, programme managers and facilitators. In addition, I created a group for each individual CPD programme, to allow me to code the data per programme and to be able to look at initial patterns reported by teachers per programme. I analysed the data using an iterative process, by using axial and selective codes.

Strauss and Corbin describe axial coding as 'a set of procedures to follow whereby the data that were originally segmented into small units or fractions of a whole text through open coding are recombined in new ways' (1990:96, cited in Cohen et al., 2018). Such codes can include causal conditions, a phenomenon, context and intervening conditions (Strauss & Corbin, 1990:100-103 in Cohen et al., 2018). By using axial codes, I could pick up on key ideas of teachers who participated in particular CPD programmes or who work in the same schools. In combination with axial codes, I also used selective codes. Cohen et al. (2018:672) argue that selective coding can be used to 'identify core categories of text to be integrated in a form of theory'. As part of the iterative process of data analysis, I coded particular sentences where participants described their experiences, for example in relation to themselves, their school context, classrooms, colleagues, programme documents and facilitators. I assigned the selective codes to the axial codes. For example, where teachers made particular remarks about their participation, I connected these selective codes to the axial codes about the CPD programme or school.

Paulus and Lester (2015) indicate that ATLAS.ti can be used in various ways to analyse data through discourse analysis, as it allows one to, for example, code data, make notes, use word frequencies, retrieve text based on keywords, and generate visualisations of the emerged codes and relationships to the themes. They found that using ATLAS.ti for discourse analysis enabled them to solve methodological challenges, such as working with large datasets and supporting deeper levels of analysis than would otherwise be possible (Paulus & Lester, 2015:1). However, my personal preference was to first code the data using ATLAS.ti, export it to Microsoft Word, and then manually analyse the data through discourse analysis.

My reasoning was that despite the usefulness of computer software to analyse data, when coding and analysing through using software packages, one can lose the meaning of context when codes are stripped of the data (Gibbs, 2012; Glaser & Laudel, 2013). Saldaña and

Omasta (2018:107) argue that analysing discourse can occur during participant observations, and during the analytical scrutiny of conversations and interview transcripts. They highlight that this process involves looking at subtleties and nuances such as by reading between the lines, not taking everything at face value and detecting hidden agendas (ibid). I felt that the axial and selective codes I created through ATLAS.ti were useful in finding emerging patterns and themes, and that ATLAS.ti was an efficient tool whereby the comprehensive text documents could be rigorously and systematically analysed. However, I felt that I was unable to fully understand the participants' deeper meaning by using a software package such as ATLAS.ti. I also felt that I 'lost the meaning of the context', as described by Gibbs (2012) and Glaser and Laudel (2013), and could not pick up on the 'subtleties and nuances' of the participants (Saldaña and Omasta, 2018).

I created a Microsoft Word document through ATLAS.ti, comprising all codes and quotes. I exported the document and manually copied codes into another Microsoft Word document whereby I grouped the different codes and quotes once more. For example, at this stage I was able to create groups whereby teachers across CPD programmes described their views about participating in CPD with their colleagues, with other teachers or alone.

There are various interpretations of discourse analysis. Gee (2017:110) defines discourse analysis as:

> *A set of ways of speaking (writing), acting, interacting, valuing, dressing, using objects, tools, and technologies in specific sorts of places and at specific sorts of times in order to be recognized as enacting a socially significant identity.*

Taylor (2013:4) argues that discourse analysis is the close study of language and language use as evidence of aspects of society and social life. According to Saldaña and Omasta (2018:107), discourse analysis does not only examine contents (what), but also contexts (how) of narrative and visual texts, and focuses on the nuances of what was said or what was left unsaid. Considering that the social world is shaped by historically accrued, partial contingent knowledge and language (Taylor, 2013:10), discourse analysis also focuses on the implications regarding history, society, culture, class, power, identity and knowledge (Saldaña & Omasta, 2018; Gee, 2014, 2017; Taylor, 2013).

I found these interpretations useful in understanding what discourse analysis entails, but it did not provide me with a structured approach for how I could analyse the data. I therefore used the approach of Gee and Handford (2012) in analysing the interview transcripts and CPD programme documents.

Gee and Handford (2012:2) argue that discourse analysis can undertake one or both tasks: one relating to the *"utterance-type meaning task"* and the other relating to the *"utterance-*

token meaning or situated meaning task". The first task involves the correlation between form and function in language, relating to general meanings (ibid). The 'forms' can include morphemes, words, phrases or other syntactic structures, whereas 'function' can consist of meaning or communicative purposes which a form can carry out (Gee & Handford, 2012:2). The utterance-token meaning or situated meaning task involves discovering the situation-specific or situated meanings of forms used in specific contexts of use (ibid). The distinction between the tasks of general meanings and situated meanings are critical in analysing and unpacking the taken-for-granted and tacit implications of the data in this study. A distinction was made between the two tasks when analysing, coding, and grouping the data in order to find meaningful correlations in the data. While analysing the data on a Microsoft Word document, I could easily go through the quotes to pick up what teachers said about one aspect, and about which they made tacit remarks at a later stage. For example, at the beginning of the interviews, teachers described their views about their participation in social cohesion-related CPD programmes – with colleagues, their school leaders or with teachers from different schools (*utterance-type meaning task)*. Later during the interviews, the teachers described their perceived effects of the CPD programmes, such as by referring to particular instances relating to their principals or colleagues (*utterance-token meaning or situated meaning task*). By using this approach, I was able to pick up on the subtle nuances of what was said and left unsaid (Saldaña & Omasta, 2018). Similarly, by understanding the content of the CPD programme manuals, through document analysis, I was able to pick up the nuances when teachers were speaking about their engagement with their CPD manuals during or after their participation in social cohesion-related CPD.

4.9 Trustworthiness in qualitative research

Validity and reliability within qualitative research can be achieved when researchers rigorously follow a number of verification strategies in different stages of the research (Rolfe, 2006:203). Maxwell (2005:126) indicates that validity in qualitative research can be enhanced by a range of elements, such as intensive long-term engagement, rich data, respondent validation, intervention such as case study research, searching for discrepant evidence and negative cases, triangulation and comparison, and by considering alternative explanations of a phenomenon. Forms of trustworthiness can be established through the reflexivity of the researcher, the appropriate methodology, instruments and data approach, which are further divided into *dependability*, *transferability*, *confirmability, credibility* (Tracy, 2010; Lincoln & Guba, 1985 in Cohen et al., 2018).

Meeting the *dependability* criteria implies that the researcher should strive to enable a future investigator to repeat the study (Shenton, 2004:63). This was done by reporting the research process in great detail and using different overlapping research methods, enabling future

researchers to gain the same results. Patton (2002) describes this as methodological triangulation. Tracy (2010:844) refers to this as crystallisation and comments that this encourages researchers to gather multiple types of data and employ various methods, frameworks or researchers, with the aim not to provide researchers with a more valid truth but to open up a more complex, in-depth, thoroughly partial understanding of the issue.

To allow *transferability,* the researcher must provide in-depth background data to establish the context of this study and provide a detailed description of the phenomenon (Shenton, 2004:63). Accurately describing the phenomenon will increase the internal validity. Cohen et al. (2018:254) describe external validity as “the degree to which the results can be generalised to the wider population, cases or situations”. However, Lincoln and Guba (2013:104) claim that in interpretivism, this is not an aim. Instead, they argue that the applicability of the findings and the interpretations are to be determined by those who want to apply the interpretations and findings (ibid). I aimed to demonstrate external validity by describing the programmes in detail, by using the same semi-structured interviews for participants, by using discourse analysis to analyse documents in a systematic way and by using a multiple case study approach, which enabled the replication of the same phenomenon under different conditions to be examined (Yin, 2014).

To achieve *confirmability,* the role of triangulation in promoting confirmability must be emphasised to reduce the effect of investigator bias (Shenton, 2004:72). With regards to triangulation and crystallisation, the data crystallisation in this study was achieved by using multiple research sources aimed at opening up a more complex, in-depth, thoroughly partial understanding of the issue (Tracy, 2010:844). Yin claims that data triangulation helps to strengthen the construction of the case study (2014:121). Therefore, I used different sets of resources, such as document analysis, detailed interviews and field notes, to better understand teachers’ experiences with regards to their CPD participation and experiences in their school and classroom.

Credibility deals with the question of how congruent the findings with reality are in order to establish whether the study measures what it actually intends to research. I aimed to assess trustworthiness through different activities such as;

- Adopting appropriate research methods, such as documents analysis, semi-structured interviews.
- Purposive sampling CPD programmes that included elements of social cohesion and subsequently purposively sampling high school teachers who participated in the selected CPD programmes.
- I frequently debriefed with my supervisor and colleagues at CITE, and provided multiple draft chapters of my thesis to discuss this with my supervisor.

Based on Lincoln and Guba's suggestions (1985:219, 301 in Cohen et al., 2018:270), credibility can be further addressed in this research by the following factors;

- *Prolonged engagement in the field*
- *Persistent observation*
- *Cross-checking the data with feedback from the participants*

I migrated to South Africa and remained there for the entire duration of my study. As I was neither born or brought up in South Africa (I was born in India and lived most of my life in the Netherlands), I felt it was essential for me to gain insight into and increase my understanding of the cultures, various social settings and complex relationships in post-apartheid South Africa. The actual fieldwork in schools was conducted between March and September 2017 (first – third terms), but considering that I had already been living in Cape Town for over a year by that point, I had also been able to establish relationships with programme managers and teachers who participated in various other social cohesion-related CPD programmes. Prolonged engagement in the field enabled me to gain a better understanding of issues that teachers come across or deal with daily and by living in South Africa, I became more aware of the subtleties of the context of South Africa, the education system and the inequality. In addition, the prolonged exposure to the research participants enabled me to establish a relationship of trust, as the participants could become used to my presence.

Persistent observation

Multiple research methods can be used to generate reliable evidence (Lee et al., 2017). This study used multiple sources for data collection. The data collected through interviews with teachers, principals, CPD programme managers and facilitators constructed realities from different sources. This data was triangulated in the analysis stage. To understand the experiences of teachers, data was collected through documents and detailed interviews in order to achieve data crystallisation (Tracy, 2010).

Cross-checking the data with feedback from the participants

This can be established by confirming participants' viewpoints. During the interviews with teachers, I enabled teachers to give their opinions about their experiences and understandings of the social cohesion CPD programmes. If needed, I asked for clarifications during the interviews.

Member checking – to assess intentionality, to correct factual errors, provide feedback on the content and to check the adequacy of the analysis.

Throughout the research process, my supervisor provided feedback on the content of the research. I informed my supervisor closely about my progress and provided feedback on draft versions of chapters and research tools. I handed in draft versions of chapters to report on progression and receive feedback. Research tools, such as the various semi-structured

interview schedules, were internally peer-reviewed by supervisors and colleagues within CITE and externally reviewed by at least one other academic, located in South Africa. The interview schedules were furthermore piloted, as described in section 4.7.1. Peer feedback ensured the integrity of the research, as critical feedback was sought throughout the research process. Thus, a transparent process for data analysis was put in place for coding and concluding the raw data, based on differentiating between general and situated meanings in the language (Gee, 2014).

4.10 Positionality

A researcher's knowledge is always partial because of their positionality and is influenced by how it is produced, evaluated, or used (Bettez, 2015). Bettez argues that our positionalities, which is how we see ourselves, are influenced by various factors, such as cultural values, beliefs, ascribed and achieved social positions, status, gender, race, sexuality, and insider/outsider status (2015, cited in Cohen et al., 2018:306). As highlighted in the previous section, I migrated to South Africa in order to begin my doctoral study and remained there for the entire duration. I am a brown female, with Indian ethnicity, and in her mid-30s. Although I have resided in a number of different countries, I have lived most of my life in the Netherlands and therefore my values and beliefs have been largely shaped by my upbringing there.

To conduct qualitative research in another country, such as South Africa, I was aware of the importance of my positionality. As a reflexive researcher, this means that I bring my personal background, experiences and identity to the research (see Pillow, 2010; Bettez, 2015), which influence the research and the dynamics with participants (see Cohen et al., 2018:302). This highlights the importance of power relations within research. Embedded in the interview context, such power relations can be influenced by factors such as gender, educational background, class, race or cultural identity (Merriam et al., 2001; Srivastava, 2006; Briggs, 2007; Cohen et al., 2018). Merriam et al. (2008) argue that one should be aware of these aspects, and that such power relationships need to be negotiated throughout the research.

Power relationships are influenced by a researcher's positionality, and can affect data collection (Merriam et al., 2008). This also means that although I sought to gain insights from my participants, this research's final product is yet another interpretation of my views of teachers' experiences, filtered through my own lens (Ashby, 2011). Despite the importance of negotiating power relationships, while it may be impossible to eradicate the power differential between researchers and participants altogether, I believe it is possible to reduce it. . For example, power relations can be made more equitable when researchers enable participants to have power over decision making in the research (Cohen et al., 2018:136). A way to negotiate power is for research participants to determine where and when the

interviews will take place and what information will be shared (Merriam et al., 2001).
In this research, a way to negotiate power relations was first to ask the participants to participate in my research and fully explain the interview process. To gain access to teachers who participated in one of the three social cohesion-related CPD programmes, I contacted their principals and shared the letters from the university and the WCED, confirming the ethical clearance for this study. In addition, I shared the information sheets, consent forms and interview schedules for principals and teachers, in order to be transparent about the study and my request to conduct research. I also asked the participants for suitable times and preferred places where the interviews could be conducted (cf. 4.7.1). On the day of the interviews, I fully explained the research and the interview process once more, and asked whether the participants felt comfortable being interviewed before conducting the interviews.

Positionality is also conceptualised in terms of 'insider' and 'outsider' statuses. Lee (2016 in Cohen et al., 2018:519) argues that members of a particular linguistic, social, cultural or ethnic group, having a natural affinity with the group (insider), may have greater access and rapport than those who are viewed as 'social intruders' (outsiders). Both 'insider' and 'outsider' statuses can have advantages and disadvantages. These statuses are significantly valuable for data collection (Cohen et al., 2018). Whereas historically such positionality statuses referred to a strict dichotomy between insider and outsider status, more recent attempts have gone beyond this dichotomy by perceiving researchers as falling into a liminal space (Kerstetter, 2012). Kerstetter (2012:3) argues that researchers most likely occupy different spaces depending on the context of a specific research project. Hence, the multidimensional space 'in between', such as the researchers' identity, cultural backgrounds, and relationships to the participants, influence how they are positioned within that space.

All participants were South African citizens and lived in various communities in and around Cape Town. Most participants were educated during, and had lived experiences of apartheid. This was different to my own experience, considering that my nationality is Dutch, I grew up in the Netherlands, and at that time had only been living in Cape Town for just over a year. Those who chose to racially identify themselves for the purpose of this study, classified themselves as black African, African, coloured or white, whereas I would identify myself as Indian. Their home language was isiXhosa, English or Afrikaans, whereas my home language is Dutch. Furthermore, most participants had many years of teaching experience, whereas I had limited teaching experience and at that time no teaching experience within South Africa. Considering the above, I was aware that these aspects of my positionality could be perceived differently depending on the participants and the social settings we were in.

Considering the previously described aspects, I positioned myself as an outsider throughout the research, and felt that I needed to conduct interviews with principals, CPD programme

managers and facilitators, to understand the views of teachers. I did not draw heavily upon the views of principals, CPD programme managers and facilitators in the findings chapters. However, as I was an outsider, conducting research in South Africa, I felt that their interviews helped me to gain more contextual insights to the study.

Furthermore, I felt that at different times I was able to negotiate my insider/outsider status. For example, as I attended two of the three CPD programmes in this study, some teachers became more familiar with my presence as a researcher and discussed their experiences of the attended CPD programmes in depth with me, which enabled me to negotiate my insider/outsider status, as teachers with whom I participated in the CPD programme referred to particular situations of the CPD programme that I witnessed. I was aware that my ability to negotiate my 'insider/outsider' status only referred to my engagements with particular teachers who discussed their experiences of participating in two of the three CPD programmes, and not with other research participants. The reason for this was that I did not share particular experiences, historical, linguistic, cultural or ethnic ties (see Lee, 2016, cited in Cohen et al., 2018:519) with the participants and their lived experiences in post-apartheid South Africa.

Merriam et al. claim that an outsider's advantage is the "curiosity of the unfamiliar" and being seen as non-aligned with the subgroups (2001:411). This leads to the ability to ask 'taboo' questions and to receive fuller explanations to the interview questions (ibid), which I experienced during my fieldwork too. For example, the CPD programmes Embracing Social Cohesion and Reflect & Respond focused on aspects such as teachers' unconscious bias, the lasting effects of the apartheid legacy and the need to transform schools. Therefore, issues around prejudice and race came up often during these interviews. During the interviews, I was particularly surprised by how explicit some teachers, who racially identified themselves as white, discussed their (unconscious) bias and prejudice in relation to race. When I asked follow-up questions for clarification, I often received detailed response from them, such as when a female teacher described her feelings by using the term 'white guilt'.

I was surprised by the detailed responses regarding race relations, considering that I am a brown female, Indian by ethnicity, and interviewed teachers who racially identify themselves as white. When reflecting on these interviews at later stages in relation to my positionality, I often wondered whether I would have gotten the same detailed responses if my nationality (Dutch) would be different. Similarly, I questioned whether white teachers in the Netherlands would have given such detailed responses to me if I would have conducted this study in the Netherlands.

Another example is that of some teachers and principals who, for this study, racially identified themselves as coloured. They grew up in historically disadvantaged communities and shared

their lived experiences of apartheid, and its legacy. Although I would certainly not assume that their willingness to share their detailed lived experiences would be influenced by my outsider status, one principal did make an explicit remark about my positionality. After conducting the interview with this principal, I spoke with him informally. He shared with me that he had worked as a principal for many years and that he had always lived in the same community. The principal shared that it was 'easier' speaking about his lived experiences regarding the legacy of apartheid to me, as I was an outsider and not from this country. He described feeling this way as he often felt hesitant sharing his lived experiences with other South Africans, as *"the other person [South African] might have experienced similar or worse hardship"* - principal School Violence Prevention Framework 4, 2017.

The above examples show how my positionality in terms of insider/outsider status influenced my interactions with the research participants. I was aware that these factors could influence my own views and interpretations, and I acknowledge that these factors could be limitations to the study. However, I adopted a reflexive approach to navigate these possible limitations. For example, through active reflexivity (Soedirgo & Glas, 2020:1), I continuously interrogated my positionality, engaged with others (from South Africa and elsewhere) to understand how my positionality was understood by others, given my own social location and the context in which I interacted, and made assumptions about these engagements. Considering that I am not from South Africa, I tried to carefully interpret the participants' answers to the South African context without making assumptions of what was said. I made sure to follow the relevant interview schedules and asked follow-up questions for clarification, when needed. In addition, I wrote a personal journal and wrote field notes to describe my experiences. This enabled me to critically reflect upon specific moments and contexts of the research at a later stage. I also developed early mutual relationships of trust with participants, so they would potentially feel more comfortable being interviewed by me.

4.11 Limitations

I am aware that the teachers' experiences of the selected three CPD programmes might differ from the school realities of teachers in other provinces of South Africa and that, therefore, the outcome of teachers' experiences of social cohesion-related CPD in South Africa may vary. As this is a small scale, in-depth study, I am aware that claims cannot be generalised.

The research foregrounded the perspectives of teachers regarding CPD programmes, through interviews and the analysis of documents. The data was supported by interviews with principals and CPD programme managers and facilitators. As the study foregrounded the views of teachers, it may not have fully captured the relational aspects of teaching. This

includes the roles of other stakeholders, such as colleagues, learners, parents, or community members.

This research drew upon a case study approach. Limitations to a case study approach include that it can be difficult to draw cause and effect conclusions from case studies and that it has the potential for biased self-reporting (Flyvbjerg, 2011; Shaughnessy et al., 2003 in Cohen et al., 2018). However, all case studies are unique and context-specific, which enables me to provide a rich description of the case, on which other researchers can draw and which can provide casual explanations (Cohen et al., 2018).

Furthermore, my own positionality as a researcher yields limitations, as this influences how my positionality influences the interactions with participants in particular contexts. The limitations relate to my outsider status, how I engaged in active reflexivity to interrogate my positionality, and how I negotiated power relationships with my research participants throughout this research (cf. section 4.10 for a detailed discussion on the limitations of my positionality and how I mitigated these limitations).

4.12 Ethical considerations

Ethical bodies such as university ethics committees, and guidelines, legislation, ethical frameworks, or personal ethics, form essential regulatory mechanisms (Cohen et al., 2018:115). Such mechanisms form a 'gatekeeping' function to prevent unethical research, to ensure that no harm will be done to participants and that the research is ethically designed and conducted (ibid).

This study was approved by ethics committees on two levels. The first ethics permission to conduct research was obtained from the Faculty of Education Ethics Committee of the Cape Peninsula University of Technology, where my research topic, research design and methodologies were approved (cf. Appendix F). Subsequently, I received ethics approval from the Western Cape Education Department, whereby I had to include my research topic, research design, methodologies and the specific schools in the Western Cape, which I identified for my research (cf. Appendix G).

I contacted the programme managers of the three identified CPD programmes directly to receive permission to research the experiences of teachers who attended one of the three CPD programmes as part of the study. All organisations approved the request. Furthermore, I contacted principals of the identified teachers who participated in the three identified CPD programmes to make appointments at their schools. During personal meetings, I explained the research process and requested access to the schools and to the specific teachers. The

principals received the ethical approvals from the University and WCED, and the interview schedules used in this study.

Informed consent

Informed consent forms the cornerstone of ethical behaviour, according to Howe and Moses (1999, cited in Cohen et al., 2018:123), considering that it respects the right of individuals to exert control over their lives and to take decisions for themselves. Diener and Crandall (1978, cited in Cohen et al., 2018) describe four elements of informed consent: competence, voluntarism, full information, and comprehension. This means that it is important that the participants are capable of deciding to undertake research, that the participation is voluntary and knowingly offered, and that the participants are not exposed to risks and are fully informed and understand the nature of the research project.

As a principle of transparency, information sheets and consent forms were given to all participants to explain the purpose of this research and seek permission to be interviewed and/ or observed. The consent form outlined the nature of the research – such as the research aims, objectives and interview methods – and stated the location of the research (cf. Appendix H). The form also affirmed that the data was confidential and anonymous and would solely be used for the purpose of this research. All participants had to sign and return the consent form stating whether they would like to participate in the study or not. The forms needed to be signed and returned to the researcher prior to the conduction of the interviews. Participants received a copy of the signed consent form, which included the research outline, iterating that the data would be treated confidentially, that the data could be shared with the participants after transcribing, and that pseudonyms for participants would be used to protect their identities. The participants were informed that they had the right to withdraw up until three months after their interview. I was aware that ethically the participants should have the right to withdraw at any time. However, I chose a timeframe as it would allow teachers to decide if they would like to withdraw from the research at a later stage. However, it would also enable me as a researcher the time to find other participants to interview if someone wished to withdraw from my research.

Confidentiality and anonymity

Ensuring anonymity can be done by addressing privacy and protection from harm (Cohen et al., 2018). Anonymity means that others cannot be identified by the participants outside of the research team. However, in case absolute anonymity could not be guaranteed, the participants needed to be aware of this and of who would know about their participation (Ritchie et al., 2003:67). In order to treat the data confidentially and to guarantee anonymity, the three organisations that delivered the social cohesion-related CPD programmes were

given different names, and pseudonyms were used to anonymise the teachers and schools in this study.

In classroom settings, teachers were referred to as Ms and Mr, which I wanted to honour and have reflected in the study. I was therefore seeking to anonymise last names of the participants. Choosing pseudonyms can be very political and personal (Allen & Wiles, 2015), so the participants were given the chance to choose their own pseudonym, which I used to anonymise their data. For participants who did not choose their own pseudonym, I selected a pseudonym based on their provided demographic profiles and the historical and cultural background of their original surnames. I chose to select their pseudonyms this way in an effort to reflect their cultural and ethnic identities as much as possible (Fazio et al., 2011).

Promising confidentiality can be a way of protecting participants' rights to privacy, and means that information from participants cannot be disclosed in ways that they can be traced or identified (Cohen et al., 2018:130). Therefore, the study used pseudonyms for participants and CPD programmes throughout the data analysis and write-up process to maintain anonymity and confidentiality. Thus, as the perception of anonymity in qualitative research can be difficult to maintain (Vainio, 2012), anonymity was approached as 'ontology', as 'anonymity', and as 'interdependent' (Vainio, 2012). This means that by treating research participants anonymously, I made ontological modifications by turning something that participants said or wrote into 'data', 'analysing' this by abstracting the data and applying theory (Vainio, 2012:687). However, this process increased my autonomy as a researcher, as it was based on my interpretation of why and what participants said about the CPD programmes (ibid). As the anonymity of participants involves conscious modification of the empirical data (Vainio, 2012:695), it is essential to be aware of the various ways anonymity can be perceived.

'Do no harm' principle

I aimed to develop an ethically considered research project that would benefit society and minimise social harm. It was, therefore, important to be aware of the do no harm principle. Non-maleficence (do no harm) requires the researcher and participants to carefully consider the consequences of the research on participants and on the research (Cohen et al., 2018:127). Although non-maleficence considers the importance of not harming participants, Hammersley and Traianou (2012:57) argue that all research involves risk but that it is the researcher's task to minimise the harm. This also requires the adoption of consequentialist ethics to minimise harming participants physically, emotionally, psychosocially, professionally, or personally (Cohen et al., 2018:127). One way of minimising potential harm caused to participants was to guarantee the anonymity of the teachers and the schools in which they worked. In this way, teachers felt more comfortable talking about complex

situations and relationships. Thus, the semi-structured interviews allowed the teachers to be in charge of which sensitive information they wished to share with me, which could potentially minimise the risk of recalling distressing or traumatic experiences (Cohen et al., 2018:127).

4.13 Summary of Chapter Four

This chapter discussed key methodological aspects of the study, relating to the study's philosophy, research design, site, and sample selection. This was followed by a discussion of the data collection instruments, data analysis, aspects of trustworthiness in qualitative research, issues of positionality, limitations, and ethical considerations.

The chapter explained that for this qualitative study, an interpretive paradigm was most suited through using a multiple case study as a research design. The study focused on the experiences of teachers who participated in particular social cohesion-related CPD programmes in the Western Cape. The sampling selection described how these three CPD programmes were identified, how subsequently the participants of these programmes were identified by using a non-probability sampling method. Furthermore, the CPD programmes and teacher profiles were described.

Data collection instruments used in this study were detailed semi-structured interviews with teachers, principals, CPD programme managers and facilitators. In addition, analysis of CPD programme documents were used. The data was analysed using discourse analysis and the computer software package ATLAS.ti to examine and analyse written (e.g., programme documents) and spoken (interviews) discourses, and their nuances within particular contexts.

The section on trustworthiness in qualitative research described how multiple research methods were used for triangulation, that my research tools were peer-reviewed, and that I received critical feedback throughout this journey to ensure the integrity of the research. Issues related to the positionality of the researcher were discussed and the limitations to the study were foregrounded. Further, the ethical considerations for this study were explained, such as ways to protect and anonymise data and the participants.

The next chapter presents and discusses the findings of this study with regards to teachers' experiences of the social cohesion CPD programmes that they attended.

CHAPTER FIVE: Teachers' views about the quality of social cohesion-related CPD

5.1 Introduction

The previous chapters set the context and importance of investigating teachers' views of their participation in CPD programmes regarding social cohesion, and the effects such programmes might have on them (cf. Chapters One & Two). Chapter Three provided a review of literature which guides the research questions in this study, and Chapter Four set out the research design and methodology used. This chapter offers the findings from the first research sub-question: "*What are teachers' views about the quality of the social cohesion-related CPD they have received?".*

This chapter focuses on the main themes emerging from the data, relating to the teachers' views about the quality of the CPD programmes they participated in. These themes are the role of the facilitators, content materials, and activities. The data used in this chapter was drawn from semi-structured interviews with teachers (n=30), CPD programme managers and facilitators (n=5), and document analyses of the CPD programme materials related to social cohesion.

The chapter is divided into various sections. Section 5.2 focuses on teachers' views regarding the role of CPD facilitators, followed by section 5.3, which discusses teachers' views about the CPD programme materials. Section 5.4 analyses how teachers experienced the various methods used in the CPD programmes, followed by a concluding summary of the overall chapter in section 5.5.

5.2 Facilitating social cohesion-related CPD programmes: Teachers' perceptions about the role of CPD facilitators

Various scholars stress the role that CPD facilitators have in shaping teachers' experiences of CPD (see Perry & Boylan, 2018; Taylor, 2020; Perry & Booth, 2021). In post-apartheid South Africa, facilitators play a significant role in supporting teachers for social cohesion, as facilitators have "histories and experiences of conflict, both as victims and perpetrators of violence" (Sayed & Novelli 2016:16). Thus, "facilitators can carry prejudice with them or have biases against others who do not share their identity and belonging" (Sayed & Novelli 2016:16).

Adequate knowledge and experience are essential aspects of CPD facilitation. The demographic profiles of the facilitators may offer some understanding of the teachers' experiences of their CPD facilitator (cf. Table 5.1 on the following page).

CPD programmes	Gender	Racial self-identification	Home language	Experience
School Violence Prevention Framework	Female	black African	isiXhosa	- Limited experience in education; - No experience in facilitating CPD programmes, but has experience in facilitating matters relating to safety as an external facilitator; - No prior experience in facilitating a CPD programme regarding social cohesion.
Embracing Social Cohesion	Male Female	white -	English -	- Extensive experience in education as a principal of an independent high school / former model C high school; - Extensive experience in facilitating CPD programmes; - No prior experience in facilitating a CPD programme regarding social cohesion.
Reflect & Respond	Male Male	white -	English -	- Extensive experience in education as an educator / principal; - Extensive experience in facilitating CPD programmes; - Extensive experience in facilitating CPD programmes regarding social cohesion.

Table 5.1: Basic profile of facilitators' demographics and experiences

The data in Table 5.1 describes characteristics of the facilitators in relation to their gender, race, home language and CPD facilitation experiences. The above demographic profiles were created based on the semi-structured interviews with one facilitator per CPD programme. Reasons why other facilitators were not interviewed are described in Chapter Four (cf. section 4.7.1). The School Violence Prevention Framework was facilitated in three stand-alone workshops, facilitated in three different locations, by three different facilitators (cf. section 4.6). All facilitators of this programme were female and delivered the programme by themselves. The data in the above table regarding the School Violence Prevention Framework refers to the particular facilitator who was interviewed, and captures her individual experiences. The CPD programmes Embracing Social Cohesion and Reflect & Respond were co-facilitated. The facilitators of each of these two programmes had similar experiences to their co-facilitator, as captured in the above table.

Whereas the interviewed facilitators of Embracing Social Cohesion and Reflect & Respond stressed their extensive experience within education, the interviewed facilitator of the School Violence Prevention Framework emphasised her substantial content knowledge about safety. The facilitator of Reflect & Respond was the only facilitator who indicated experience in facilitating social cohesion-related CPD programmes. In analysing experiences of CPD programmes through the lens of teachers, it is crucial to understand how teachers' view their engagement with CPD facilitators, to learn about social cohesion.

The teachers' assessment of the content knowledge of facilitators, their understanding of the facilitators' experiences in CPD facilitation, and the teachers' views on the importance of equitable representation among CPD facilitators are each discussed separately below.

5.2.1 Teachers' assessment of the content knowledge of CPD facilitators

Teachers, including facilitators, need to be equipped with adequate subject and pedagogic content knowledge to facilitate learning (see Starkey et al., 2009; Ince, 2017; Perry & Boylan 2018). The data highlighted that how teachers experienced the CPD programmes was highly influenced by the facilitators' content knowledge and educational experiences, as described below:

> *They themselves were very knowledgeable, you know, you could see that they had worked through this and I think we were one of the first groups to do that course. So, considering that, I thought they did very well. You know it's not tried and tested thing they done a hundred times before and they were quite open about that.* – Ms Adams, English teacher, 2017

Ms Adams captured the views of her peers who attended the CPD programme Embracing Social Cohesion. She taught at a historically white school and perceived that the programme was well designed, and that the facilitators were conscious of their delivery. The programme was co-facilitated by two people (cf. Table 5.1). She indicated that at the start of the programme, both facilitators introduced themselves and spoke about their experiences within the education sector. They also discussed the emergence of the CPD programme. They stated upfront that this CPD programme was newly designed and had therefore not been facilitated by the teacher union before. Thus, what Ms Adams and most of the participants from Embracing Social Cohesion and Reflect & Respond felt useful was how the facilitators referred to their own schooling environments and experiences throughout the CPD programme. According to Ms Gadlela and Ms Theron, regarding the CPD programmes Embracing Social Cohesion and Reflect & Respond respectively:

> *It was useful because sometimes they will take us out of the class and tell us about their [experiences], about something.* – Ms Gadlela, isiXhosa and Life Orientation teacher, 2017

> *…and I think it helped that they are both teachers it is teachers talking to teachers and I think that helped it too it makes a difference.* – Ms Theron, History and Life Orientation teacher, 2017

When Ms Gadlela was asked about her CPD experiences in relation to the role of her facilitator, she commented that she found it useful that the facilitator was "*taking them out of the class*", by drawing upon their own experiences in relation to the content of the CPD programme. The facilitators of CPD programmes Embracing Social Cohesion and Reflect & Respond were principals or educators and had extensive experience within the education sector (cf. Table 5.1). The majority of the teachers taking part in Embracing Social Cohesion and Reflect & Respond found this very insightful in learning about practical challenges and

solutions regarding social cohesion within their schooling environments, as indicated by Ms Theron, above, and in keeping with the findings of Griffin and Quellet (2007:97). As indicated in Chapter Three, Griffin and Quellet indicate that personal disclosures by facilitators of their experiences, feelings and struggles with social cohesion could deepen participants' understandings of complex issues. Thus, they argue that it allows participants to model the facilitators' personal disclosures in order to make personal connections for themselves (ibid), such as Ms Theron describes: "*I think it helped that they are both teachers it is teachers talking to teachers".*

With regards to the School Violence Prevention Framework, most teachers felt that the facilitators of a CPD programme on school violence reduction (cf. section 4.6 for an overview of this CPD programme) ought to have an adequate understanding of the different schooling contexts in which the teachers work, as illustrated by Ms Peters:

> *... [S]he explained it well, but there were certain things.. I don't think she was that well equipped to explain certain things, like questions, especially from the teachers and stuff or from whoever there was [..] Maybe it was because her knowledge was only, she only knew to some extent, that's why she could not actually answer certain things to the best of her ability."* – Ms Peters, English teacher, 2017

Ms Peters reflected on her experiences of the facilitation and described the facilitators' content knowledge of the programme to be 'good', as she was able to deliver the content of the programme in a clear manner. However, she felt that the facilitator had not been able to respond sufficiently to the practical school realities of the teacher due to the facilitators' limited education experience. The hiring criteria for facilitators of this programme included prior work experience of facilitation and training and a professional background in formal education or development (cf. section 4.6 for the complete hiring criteria). However, the hiring criteria did not specify the need for explicit education experiences. Borko (2004) stresses the importance of supporting CPD facilitators with the necessary resources and training to facilitate a CPD programme adequately. Facilitators of the School Violence Prevention Framework received a facilitator manual (cf. Appendix B1.2). However, it could be argued that the programme document and the facilitators' experiences around safety might still not be sufficient to support the practical applications of the CPD programme within specific school contexts.

The School Violence Prevention Framework programme was initiated by the government, but at the time of this study was presented jointly by an NGO and the government, as described in Chapter Four (cf. section 4.6). The facilitators of this CPD programme were not part of the design process and were externally contracted by the NGO. Most teachers who participated in this CPD programme expected the facilitators to be government representatives of the national or provincial education department:

> *We felt that whatever we were discussing, we wanted the government to actually be in our presence and hear our cry. Because what is actually happening, at other schools as well, so we felt that this is just another meeting, but what is going to happen after that.* – Mr Daniels, Economic and Management Sciences, Business Studies & Life Orientation teacher, 2017

The teachers who participated in the School Violence Prevention Framework worked in co-educational government schools in historically disadvantaged communities. These schools receive government funding, and most aspects of the school structure and environment are the responsibility of the government, through the DBE or WCED. Considering that the government presented this particular CPD programme, the teachers expected the facilitators to understand their school realities. The teachers indicated that during their CPD participation, they thought that they could engage directly with the government department regarding their schools' safety. However, as the programme was facilitated by facilitators who were perceived as having limited experiences of these particular school realities, the teachers felt that this was "just another meeting", as indicated by Mr Daniels.

Furthermore, the findings showed that teachers felt that the new CPD learnings were not made tangible and applicable to their educational experiences. Mr Alexander's quotation below captures his views of him and those of his colleagues:

> *...because the lady [facilitator] was not, I don't want to say not doing it the right way, but she looked unfamiliar with what she was doing.* – Mr Alexander, Physical Science and Mathematics teacher, 2017

Mr Alexander taught in a historically disadvantaged school, situated in a community with a high incidence of violence. He participated in the School Violence Prevention Framework and felt that the facilitator looked unfamiliar with the content material on school violence and safety prevention. He felt that the facilitator was unable to answer the questions from programme participants in relation to their schools. These views were similar to those of the majority of teachers in this CPD programme, who felt that the facilitator had adequate knowledge about violence prevention, but had limited knowledge about the schooling contexts of the teachers. This influenced the way the teachers experienced the CPD programme, as Mr Alexander furthermore indicated:

> *You need someone who actually knows the things, because at the end of the day it was actually the teachers that were giving the information. Some schools didn't even have safety committees. In our school we do have [a safety committee]. So, they asked how do you establish one?* – Mr Alexander, Physical Science and Mathematics teacher, 2017

The School Violence Prevention Framework hired several facilitators, and although the findings regarding CPD facilitation of the School Violence Prevention Framework were based on a particular facilitator, they do highlight the importance of the required content knowledge of CPD facilitators. One of the School Safety Framework's components include setting up a safety committee within a school. Mr Alexander indicated that teachers asked specific

questions regarding the utilisation of strategies of the Framework in their school contexts. However, the facilitator was unable to provide practical information about the implementation of the Framework. These findings are congruent with the studies of Prinsloo (2007) and Phasha et al., (2016), as indicated in Chapter Three, who found that facilitators' inadequate content knowledge and limited knowledge about school realities negatively impacted the CPD experiences of teachers in South Africa.

From the above, it could be suggested that the facilitators' content knowledge about CPD programmes and their educational experiences form important aspects in successfully facilitating social cohesion-related CPD. The teachers in this study reported the usefulness and importance of the facilitators having adequate content knowledge and being able to draw upon their educational experiences during the facilitation of the CPD programmes. In this way, teachers could concretise their newly acquired CPD learnings more easily. Therefore, educational knowledge could potentially enable teachers to make their newly acquired CPD knowledge tangible, through hearing about the personal insights of their facilitators. This can potentially lead to a better understanding of the new CPD learnings within their schools. The findings may suggest that when facilitators have limited content knowledge and educational experience within their particular context, it may have an adverse effect on teachers and their CPD experiences.

5.2.2 Teachers' views about the importance of equitable representation of CPD facilitators

The facilitators' personal experiences within a teaching context influenced the teachers' experiences of the CPD programme (see Starkey et al., 2009; Ince, 2017). The teachers found that equitable representation of facilitators played a key role in their experiences of participation. The following findings show how teachers believed the facilitators' representation in relation to their race, class, and gender influenced them. Thus, representation in terms of CPD provider type can potentially be significant.

Teachers who attended CPD programmes Reflect & Respond and Embracing Social Cohesion indicated the importance of considering the facilitators' representation in terms of their race, class, and gender. This was not reported by teachers who participated in the School Violence Prevention Framework programme. One of the aims of Reflect & Respond was that it focused on transformation, and on how teachers' identities and practices could be influenced by their school environment, as described in Chapter Four (cf. section 4.6). The facilitators of this programme explained to teachers what implicit bias is and how teachers could confront their own prejudices. In doing so, the facilitators referenced their experiences of confronting their own biases. The facilitators made references to the online Implicit Association Test (IAT) (Greenwald et al., 1998; Project Implicit, 2011) and indicated that it

was a valuable tool to explore one's own implicit biases. The facilitators furthermore spoke about their own journey and pitfalls, by providing examples of how the results of the Implicit Bias Test challenged them to confront and change their own behaviour and values. The teachers who participated in this CPD programme described the usefulness of hearing about their facilitators' personal journey regarding transformation and the impact of implicit and unconscious bias, as indicated by Ms Theron:

> *I think for both of them what they did is that they started off by talking about their own biases and being very honest about the Implicit Bias Test and I thought that was very good because it was a sense that we are not sitting here and telling you that you guys are all prejudice and it came out that 90 per cent bias against women or whatever it was I can't remember, so that you immediately start with that, obviously you level it a bit, so it's not a sense that well I'm 100 per cent not biased you lot are going to be doing this test and it is all doom and gloom for you. It didn't come across as a proselytising at all.* – Ms. Theron, History and Life Orientation teacher, 2017

The facilitators came from various backgrounds and varied in their self-identified race, their language and experiences (cf. Table 5.1). Although the facilitators' backgrounds might not necessarily be similar to those of the teachers, Ms Theron expressed the value of the facilitators in stating their positionality, knowledge, and experiences upfront. As described in Chapter Three, facilitators' embodiment requires an understanding of the power relations between them and their participants (Santoro, 2005; Hogan, 2007; Perry & Boylan, 2018). This is essential, "as both teachers and facilitators hold prejudice and implicit bias against others who do not share their identity and belonging" (Sayed & Novelli, 2016:81). Explaining the facilitators' personal journeys regarding bias and prejudice could potentially be a way to overcome power imbalances, as it gave Ms Theron and her colleagues a better understanding of this change process. This can mean that teachers may feel a level of discomfort (Boler & Zembylas, 2003; Zembylas, 2015), created by cognitive dissonance, and requires facilitators to be aware of this in an effort to support the teachers through cycles of reflection (Ince, 2017:8).

Aims of CPD programme Embracing Social Cohesion included learning and reflecting on teachers' competencies in relation to diversity and transformation in schools, as described in Chapter Four (cf. section 4.6). Some of the teachers of this programme described the facilitators' experiences in terms of their exposure to the diversity of the realities of the South African school contexts. This was described in the following way:

> *...the two principals [facilitators] were from very like-minded environments, so it might have been to diversify in that as well, where the presenters are concerned. They should get someone from a school [that] represents a bigger working-class environment* – Ms Kent, English teacher, 2017

Ms Kent indicated that it could be helpful to have facilitators who were familiar with a broader range of schooling environments. As both facilitators had experience within historically white schools (cf. Table 5.1), some teachers were unsure if the facilitators represented teachers

who taught in diverse schooling realities and would understand the lived experiences and conditions of teachers in other contexts. This is an important aspect, considering that the majority of schools in South Africa are schools in "historically disadvantaged areas in relatively poor socio-economic circumstances" (Christie et al., 2007:23) as a result of the legacy of apartheid, as indicated in Chapter Two. Similarly, the importance of hands-on experience with issues of social cohesion was questioned by another participant, Mr Mkhonto. He connected the absence of the racial representation of the facilitators with the partial knowledge they might have had of the issues of social cohesion and the lived realities of children living in historically disadvantaged areas:

> *I still fail to understand why there are no presenters from other racial groupings ... If you want to understand the struggles of black people, you must have had some exposure to black situations or backgrounds. Or have taught maybe in black communities, have dealt with big numbers, trying to teach about hundred children in one small classroom you know* – Mr Mkhonto, isiXhosa and History teacher, 2017

Mr Mkhonto taught at the time at a historically advantaged high school. He did not want to be identified by a set of racial categories and wanted to be identified as "African" instead. He taught isiXhosa and indicated that he acted as a mentor to disadvantaged learners within his school. He described the facilitators in terms of their race as *"white male"* and *"white female"* and questioned why the facilitators of the CPD programme were not racially diverse. He described the importance of "understanding the struggles of black people". He asserted that such a CPD programme preferably should not be facilitated by someone from a privileged background but from someone who knew and understood the different lived experiences and schooling realities within South Africa. Although the facilitators and all participants of Embracing Social Cohesion taught at historically white schools, the demographics of the learner population of most of these schools has changed differently, and over time (Soudien, 2012; Hoadley, 2018). Sayed and Novelli (2016:81) indicate that both teachers and CPD facilitators carry prejudice and biases against others who have a different identity or sense of belonging. Such historically white schools used to cater exclusively to white learners and were governed in particular ways, as contextualised in Chapter Two. Therefore, the identity of CPD facilitators can often be viewed in relation to particular experiences within education. Hence, some teachers in this study felt that the facilitators' experiences did not sufficiently represent the classroom realities of the wider South African schooling context. This could potentially run the risk of talking about social cohesion in a shallow way, rather than tackling deep-rooted issues, as indicated: *"It's easy to for us to sit here in this environment. It's not nice and neat, but the two talk easier about social cohesion, because no one feels threatened here."* – Ms Kent, English Teacher, 2017

The racial representation of facilitators was also important for a few teachers who attended the CPD programme Reflect & Respond. Ms Theron, a female teacher at an independent girls' high school, indicated the following:

At least they were not two white males […]A black female facilitator would be better. But then the flip side is, what do you identify with? You want to see someone who you can identify with and then you've got to have a white female because of white females [at our school]. Which is a good idea to practice because that is the thing, I suppose it would probably be more effective. – Ms Theron, History & Life Orientation teacher, 2017

In both Embracing Social Cohesion and Reflect & Respond, challenges regarding diversity and transformation within the school were explored. The two CPD programmes also emphasised the roles of teachers in promoting social cohesion in the classrooms by confronting teachers' personal belief systems and understandings about the diverse needs of their learners. The teachers behind the previous quotations felt that in facilitating a CPD programme regarding social cohesion, importance must be given to the facilitators' backgrounds regarding their race and gender. Only some teachers in Embracing Social Cohesion and Reflect & Respond explicitly shared their experiences of the facilitators' race or gender. However, it does raise important questions regarding the identities of facilitators of CPD programmes, specifically for CPD regarding social cohesion. Godbee et al., (2015) indicate that what is shared in a CPD programme relies heavily on the individual facilitator's agency regarding what knowledge is shared and how these messages are conveyed. In the context of South Africa, identities and race relations are inevitably linked to apartheid history and the "troubled knowledge" (Jansen, 2009) of teachers and facilitators. Thus, equitable representation (Fraser, 2005) of facilitators of social cohesion-related CPD is essential as it can contribute towards greater social justice and cohesion. The system of apartheid privileged while male knowledge as superior to any other knowledges. This indicates that the delivery of non-racist, non-sexist, pro-social justice messages cannot be de-linked from the perceived representations of the facilitators, and therefore, explicit attention to equitable representation in education is essential.

The above section shows teachers' views on their facilitators' embodiment and equitable representation, and how this influences teachers' perceptions on the quality of CPD regarding social cohesion. The findings show that facilitators shared their personal journeys, and the implicit biases and prejudices they might hold. This could potentially help to overcome power imbalances between facilitators and the teachers. An understanding of the facilitators' journeys and pitfalls might motivate teachers to engage with their own discomforts, which would require facilitators to understand and have knowledge of cognitive dissonance in learning. Facilitators might share their personal stories and backgrounds during their CPD programmes. However, their embodiment in relation to their race, gender, lived experiences and understandings of different school contexts seemed to strongly influence how teachers interpreted their CPD participation.

5.2.3 Teachers' understandings of their facilitators' experiences in CPD facilitation

The teachers described the role of their facilitators in relation to the way they facilitated aspects of the CPD programmes. The teachers indicated that their receptiveness towards changing their competencies was influenced by the nature of the CPD programmes and how the facilitators' approached the process of transformation to the teachers:

> *… they were gentle, yet they were firm. They were not compromising in what they were trying to get across, but they did it in such a way that one couldn't really be upset with them."*– Ms Lake, Life Orientation teacher, 2017

Ms Lake taught at an independent high school for girls and attended Reflect & Respond as a whole-school staff development programme. This programme was mandatory in nature, unlike Embracing Social Cohesion and the School Violence Prevention Framework, which were voluntarily attended.

Reflect & Respond included aspects of confronting one's implicit bias and transformation within the school, as described in Chapter Four (cf. section 4.6). Ms Lake described the role of her facilitators as "gentle, yet firm" and indicated that her facilitators were not compromising on the message they were trying to get across. She felt this was essential as the facilitators had to facilitate this programme to some of her colleagues who were less motivated to participate in a programme requiring deep reflection and self-reflexivity. Therefore, this meant that the facilitators' teaching style had to be conducive to engaging with participants who held different views regarding social cohesion and their own role in transforming the school. Her views were shared among several other teachers who participated in this programme. They indicated that the facilitators were mindful of teachers' opinions, used humour and did not provide too much information (interview Ms Barnes & Ms Botha, 2017). This was viewed as important for CPD programmes conveying content that was described as having "*plenty potential to create offence with its audience*" by another teacher (interview Ms Barnes, 2017). These findings are congruent with various studies, discussed in Chapter Three. These studies reported on the facilitators' relationships with their participants and their actions to examine teachers' ideas and different perspectives (see Santoro, 2005; Apte, 2009; Hadar & Brody, 2021). However, these studies were not conducted in South Africa, which highlights the significance of the finding in relation to the South African context.

Some teachers who participated in the School Violence Prevention Framework reported the usefulness of their facilitators' alertness to slightly change the direction of the workshop, according to the needs of their participants. For example, the teachers indicated that some participants wanted to use the workshop as a platform to share their challenges regarding school violence instead of learning how to use the Framework to identify and respond to

violent threats. The teachers indicated that when the facilitator noticed the change of behaviour of participants, she altered her approach to allow participants to discuss their challenges regarding school safety:

> *When she saw that we were extremely uninterested in what she had to say, because we wanted to discuss the real issue, […] Then she realised, no she had to have a different approach, and she asked questions about what is really happening at schools and this is when we aired our laundry.* – Mr. Daniels, Economic and Management Sciences, Business Studies & Life Orientation teacher, 2017

Although the approach was not anticipated, the teachers felt it was the most appropriate during that workshop, as the facilitator recognised that she had to change her teaching style to accommodate her learners. Therefore, instead of using the prescribed facilitators' manual, the facilitator autonomously decided to slightly change the presentation of the content to better suit the needs of the teachers in the programme. Her practice is compatible with the studies of Senge (2012 in Taylor, 2020) and Salas and Cannon-Bowers (2001) as indicated in Chapter Three, who stress the need for facilitators to understand school contexts. Similarly, Field's (2012) study highlights the importance of facilitators having appropriate knowledge of how to teach others. Considering teachers' individual needs and the different contexts in which they work, there might be no uniform approach to facilitating social cohesion-related CPD. However, it is desirable that facilitators' pedagogical practices accommodate the needs of their participants when the desired objective of the programme are not being achieved during a workshop.

Another way the role of facilitators was described by the teachers was in relation to the modelling of new methodologies. The teachers felt that it was beneficial to model the instructions of these methods during the workshop. This helped them to learn about social cohesion, as they could experience and model how such methods could potentially be used within their own classroom settings, as indicated:

> *They took us through all the techniques that we would be able to use in the classrooms, so I got the first-hand experience of how to do it, being a participant myself, and then they used issues that I could also use in my class.* – Ms Botha, Afrikaans teacher, 2017

This form of learning was found to be particularly useful, as it allowed the teachers to become active participants in their learning process. It also enabled the teachers to model the new teaching strategies during the workshop, as illustrated by another Afrikaans teacher, Mr Andralt: "*That's also a great learning way how to learn. And that's something you can apply in the class as well, which is great! And I think that is a brilliant way. I saw it a learning method of learning*". Thus, this form of learning was perceived to enable the teachers to critically engage with the CPD materials and activities. It also created opportunities for teachers to reflect upon their behaviour and values, as Ms Botha indicated: *"In hindsight, I like the fact that they actually focus on teaching strategies, but then also got us thinking. So,*

it was sort of you get your medicine in with the sugar." – Ms Botha, Afrikaans teacher, 2017. These findings are similar to the studies of Ince (2017), Turner et al. (2017) and Perry and Booth (2021) regarding the facilitators' experiences influencing their facilitation in connecting new CPD learnings to the teachers' school realities (cf. Chapter Three).

The findings indicate that the teachers' perceptions about the facilitators' usefulness in modelling social cohesion-related methodologies during the programmes was similar to research on other social cohesion-related CPD programmes (see Diazgranados et al., 2014; Sayed et al., 2018; McMurray & Murphy, 2019). Furthermore, modelling is an important characteristic of effective professional development, as it allows teachers to repeat their practices by modelling the newly acquired learnings (see Burns et al., 2015a; Darling-Hammond, et al., 2017; Sims & Fletcher-Wood, 2020).

This section discussed the teachers' views about the experience of their CPD facilitators. The findings show that the facilitators' experiences could potentially influence teachers' perceptions about the quality of CPD. The findings seem to indicate that adequate knowledge of facilitators' experience to facilitate processes of reflection and cognitive congruence was essential, as social cohesion-based CPD often includes aspects of teachers' behaviour and values. Furthermore, teachers perceived that the facilitators' knowledge on how to teach was essential and that it was important to change their facilitation style when needed. The facilitators' ability to model methodologies conducive to social cohesion throughout the CPD programme was also perceived to be useful by teachers in understanding what suitable behaviour and practices might look like.

5.2.4 Summary

The quality of CPD programmes regarding social cohesion-related CPD, as reported by teachers, was influenced by their interactions with CPD facilitators. Teachers highlighted the significant role of facilitators when facilitating CPD on topics relating to their knowledge and experiences. Considering the post-apartheid context of this study, and the mandatory aspect of some CPD programmes, teachers felt that it was important to have facilitators who could make their newly acquired content knowledge more tangible in relation to the school realities of teachers. The teachers also described the usefulness of facilitators who recognised that their initial approaches did not work and changed their approach according to the needs of their participants. Furthermore, the teachers indicated that the facilitators' use of modelling new strategies supported them to see how they could use such strategies themselves. It also enabled teachers to become active participants in their learning processes by reflecting upon their assumptions and behaviour. Thus, teachers perceived that their facilitators' ways of modelling assisted them in understanding how the methodologies of the programme could potentially be transferable to their classroom settings.

The next section explores teachers' views regarding the content materials of social cohesion-related CPD.

5.3 Enacting with the content of CPD materials: Teachers' reflections about the appropriateness of instructional programme materials in social cohesion-related CPD

After exploring the teachers' perspectives regarding their CPD facilitators, the following section analyses how teachers experienced the use of the CPD programmes materials, as CPD materials play an essential role in the provision of CPD (Knights & Lee, 2015; Allier-Gagneur et al., 2020; Popova et al., 2022).

In order to understand which instructional materials teachers in this study were exposed to, the following table provides a brief overview of the programme materials used in the social cohesion CPD programmes.

CPD Programme	Programme materials
School Violence Prevention Framework (Government)	Participants received a handbook (cf. Appendix B1.1), which included two parts: Part A is a conceptual reader which consist of definitions, policies, challenges and a whole-school approach for school safety. Part B consists of a manual and a step-by-step guide on the implementation and monitoring and evaluation of the framework, including templates of the framework. Flipcharts and sheets were used for some exercises. The workshop covered topics about the background of the overall Framework, indicators of school safety and different categories of violence. Additional stand-alone materials are available as online documents and cover the following topics: addressing bullying in schools, positive discipline and classroom management (cf. Appendix B1.3).
Embracing Social Cohesion (Teacher union)	Participants received a journal and were provided with handouts consisting of literature, exercises, and templates (cf. Appendix B2). In addition, PowerPoint presentations and videos were used to engage with new concepts and theories. The workshop covered topics on unconscious bias and prejudice, individual differences, different levels of diversity and transformation, skills to develop cultural intelligence, ways to create safe spaces in classrooms and how to transform school cultures and practices.
Reflect & Respond (NGO)	Participants received a journal and were provided a booklet (cf. Appendix B3.1) with information and examples of hands-on teaching strategies. They also received handouts with case studies, transcripts and quoted passages from radio interviews, speeches, and news articles (cf. Appendix B3.2). In addition, PowerPoint presentations and videos were used to engage with new concepts and theories. The workshop covered topics about unconscious bias and its impact on teaching and learning, the influence of reflecting on teachers' identity and practices, in-group and out-group dynamics, and modelling new methodologies, such as how to facilitate deep listening or discussions.

Table 5.2: Overview of programme materials

The main themes identified were teachers' perceptions regarding the role of programme materials to support policy implementation; the relevance to local teaching contexts; and the applicability of the programme materials to the subjects that teachers teach. These three themes are discussed individually in this section.

5.3.1 Teachers' assessments of CPD materials to support policy implementation

For CPD to be adequately implemented, it is essential that it is in line with the relevant policies (Timperley et al., 2007; Burns & Lawrie, 2015; Darling-Hammond, et al., 2017). The analysis of the CPD programme materials highlighted that each of the three CPD programmes included components regarding policies. The interview data with teachers indicate that the programme manuals in relation to policy implementation were used in two ways: the manuals provided the teachers with insights to recognise the importance of specific policies, and thereafter provided teachers with the necessary skills to promote social cohesion within the boundaries of these policies. The first example is from Mr Wessels, who participated in the School Violence Prevention Framework:

> *It [the program materials] gives us a reference point, a framework from where to operate in terms of safety, both for learners and for other members of the school community. So, I think it was extremely relevant.* – Mr Wessels – Afrikaans teacher, 2017

The School Violence Prevention Framework programme materials were based on relevant national and international policies, which were stated on pages 10 to 12 of CPD handbook Part A: The Conceptual Reader (cf. Appendix B1.1). These policies highlighted the necessity of the safety of teachers and learners, and provided descriptions of a range of relevant national and international policies that could contribute towards school safety. The CPD handbook provided descriptions of a range of international policies, such as the convention on the Rights of the Child (UN, 1989), the African Charter on the Rights and Welfare of the Child (African Union, 1990) and the African Youth Charter (African Union, 2006).

Descriptions of relevant national policies relating to education include the *South African Schools Act* (South Africa, 1996b), *Norms and Standards for Educators* (DoE, 2000a), *National Strategy for the Management and Prevention of Alcohol and Drug Use amongst Learners in Schools* (DBE, 2013), *National guidelines for the management and prevention of drug use and abuse in all public schools and further education and training institutions* (DoE, 2011c), and the Implementation Protocol on *Safety in Education*, between the DBE and the South African Police Service (SAPS) (see DBE, 2011b, DBE et al., 2015:12). Mr Wessels, above, describes how the Framework provided him with a point of reference; it did so by enabling him to become aware of the various policies and procedures that needed to be in place to create a safe school environment. Mr Alexander, who also participated in a

workshop of the School Violence Prevention Framework, described how the awareness of relevant policies was subsequently useful in understanding the relevance of such policies to his own school environment:

> *One of the things they said [in the programme materials] is we need to identify what is happening in the schools. Initially we didn't know about [some things], so we have to look at the school and identify the targeted areas.* – Mr Alexander, Physical Science & Mathematics teacher, 2017

Mr Alexander's quotation captured the views of his peers. He described how he was not aware of certain safety hazards in and around the school. Whereas the policies provided insights into ways of creating a safe school environment, the ability to recognise hotspot areas in his school enabled him to potentially put in place the necessary measures to create a safe school environment. In relation to diversity, a similar experience was described by teachers who participated in the Embracing Social Cohesion programme. The content of the programme emphasised the role of school-level policies, such as by stressing the importance of an inclusive code of conduct in order to bring about transformation in the school. In addition, the handouts distributed during the workshop provided teachers with new CPD learnings on various topics. Examples of these topics were the CPD materials to provide teachers with levels of diversity and transformation (cf. Appendix B2). These materials gave the teachers insights into how aspects of assimilation, colour-blindness, multiculturalism, and bias could potentially affect their practices. Another example was the use of CPD materials containing strategies on how to hold difficult conversations (cf. Appendix B2), which might guide teachers in their discussions of challenging topics around the transformation of existing school policies and traditions.

On the last day of the workshop, the teachers were requested to explore one of the CPD topics in relation to their own school context and policies, by drawing upon the CPD materials (cf. Appendix B2). Ms Booysens explained the usefulness of these exercises in relation to the CPD materials:

> *I think the whole idea of the training was to promote social cohesion, especially with the idea that we need to go to school and try. And I think one of the last activities we had to, they had different colour pages where you had to look at different aspects [of the programme] and try to use one theme.* – Ms Booysens, Afrikaans teacher, 2017

The dissemination of the various handouts throughout the workshop allowed the teachers in the Embracing Social Cohesion programme to gradually engage with the different topics around social cohesion during the workshop. In addition, the last handouts and exercises emphasised the teachers' school context. This could potentially support teachers to adapt the content of the CPD materials to their particular school context. This is in keeping with the findings of various studies, such as Knights and Lee (2015) and Allier-Gagneur et al. (2020), indicating the importance for teachers to integrate their CPD materials to the context in which they work (cf. Chapter Three), albeit in an international context.

Furthermore, teachers who participated in the Reflect & Respond CPD programme also described the influence of their programme materials in relation to policy implementation. The teachers in these programmes indicated the use of case study material that emphasised the role of school-level policies in order to bring about transformation within their schools (cf. Appendix B3.2). For example, the handouts used during this programme highlighted experiences of inclusion and exclusion in other schools. Engaging with these handouts enabled the participating teachers to discuss and reflect upon their school's current policies, as indicated by Ms Botha:

> *…they would give us newspaper articles on the hair protest in Pretoria and we had something similar, but it wasn't quite that, but the moment that our own teachers raised issues in our own school the discussions got very lively, and we talked about that.* – Ms Botha, Afrikaans teacher, 2017

Ms Botha described how the programme materials allowed teachers to engage in meaningful discussions regarding their school policy with peers. This was done by providing case study materials of a relevant example of non-inclusive school policies and how teachers and (former) learners of these schools felt about these policies (cf. Appendix B3.2). The teachers reported that this helped them to identify with the current policies within their own school. Staeheli and Hammett (2013:2) argue that education policies and practices in post-apartheid South Africa are aimed at creating new citizens, but these policies and practices cannot change the context in which they are implemented (cf. Chapter Two). Therefore, to transform school environments, it is important to become aware of the relevance of various policies and how they relate to building social cohesion within the schools' boundaries. Hence, the teachers in this study felt that the programme manuals provided useful information about the policies and practices in order to understand their relevance and ways to implement or transform policies suitable to building social cohesion within their own schools.

The above section shed light on how teachers viewed their CPD materials in relation to policy implementation. The findings seem to suggest that programme materials could potentially provide teachers with a greater awareness of macro-level or school-level policies that can possibly contribute to social cohesion. The findings indicate that materials could potentially be used to engage teachers through discussions or activities on how to implement the policies within their school environment.

5.3.2 Teachers' perceptions about CPD materials relevant to local teaching contexts

Various studies stress the importance of context-specific CPD materials (see Westbrook et al., 2013; Hassler, Bennett & Damani, 2020; Popova et al., 2022). The document analysis of the programme materials (cf. Appendix B) revealed that the materials of all three CPD

programmes consisted of steps, theories or concepts that were potentially suitable for teachers who teach in diverse South African school settings.

The findings highlighted that the teachers across all three CPD programmes felt that their programme materials were potentially relevant to their work context. The teachers who participated in the School Violence Prevention Framework taught in four different fee- and no fee-paying public schools located in marginalised communities. The Framework, which formed part of the workshop, focused on crime and violence prevention, which the teachers felt to be directly suitable to the context in which they worked, as described below:

> *We really needed that programme — especially the area where the school is situated. We have problems with safety. We have problems regarding that. So, it was relevant.* – Mr Herby, Economic and Management Sciences, Business studies & Life Orientation teacher, 2017

Mr Herby taught in a co-educational school which was situated in a 'hotspot' area. Such areas are described as areas near police stations with the highest number of reported crimes (Braga et al., 2012 in SACN, 2017). Considering this location, the teachers indicated that they, and their learners, were exposed to various forms of direct and indirect violence (Galtung, 1969). The programme manual provided step-by-step guidance on how the Framework could be used (cf. Appendix B1.1). The manual described the necessary steps to be taken to identify safety issues and threats, and how to develop an action plan, and monitor and evaluate progress. Considering that the teachers were exposed to different forms of violence inside or outside their school, all teachers who participated in this programme felt that the programme manuals were suitable to their context. The School Violence Prevention Framework was mandated by the government to be implemented in all schools nationwide. The teachers who participated in this study felt that the programme materials and content were relevant to all schools, regardless of their schools' exposure to violence. Thus, considering the prevalence of school violence in South Africa, including corporal punishment and harassment, the need for CPD regarding school violence is argued to be necessary for all schools (Makhasane & Mthembu, 2019).

The teachers who participated in the Embracing Social Cohesion and Reflect & Respond programmes worked in historically advantaged schools situated in historically white neighbourhoods. During apartheid, the schools catered exclusively to white learners and education was based on racial, paternalistic values of the Christian National Education system (Chisholm, 2019). Although some historically white schools have significantly changed their population of learners, in terms of race, class, language or culture, other schools might still be influenced by old traditions and cultural events. Both CPD programmes were developed as a result of protests about racism and discrimination in various historically white schools (interviews programme managers Reflect & Respond and Embracing Social Cohesion, 2017; see Christie & McKinney, 2017). Some of the case study materials and

examples related to underlying challenges around the importance of transformation in historically white schools and in relation to the society at large. Some of the examples and case studies related to issues that made headlines in newspapers, which can be found in Appendix B3. Ms Smith of Reflect & Respond described this in the following way:

> *They had newspaper articles of things that have happened in the past and how they were dealt with, and I think South Africa, we had also just moved to that phase of an incredible amount of disruption at universities. So we were at that particular point in time. So, the programme sort of strove to highlight those difficulties* – Ms Smith, English teacher, 2017

The various newspaper articles from current and former learners of schools where discriminatory policies and practices were happening were shown as quoted passages, news articles and radio interviews (cf. Appendix B3). The particular schools described in the programme materials were historically white schools in affluent areas that focused on academic excellence and were rooted in old, hegemonic traditions and school cultures. The quotation by Ms Smith, above, captures the views of most teachers of both CPD programmes who viewed the programme and the CPD materials was relevant to the context in which they taught. They felt that the CPD programme materials were relevant to their school contexts. Examples of this are the CPD materials of Embracing Social Cohesion, which included handouts with various quotations or case studies (cf. Appendix B2), and the news articles used in the CPD programme Reflect & Respond (cf. Appendix B3.2). The teachers felt that the CPD programme materials highlighted issues in other schools that were similar to their particular school context, as the other schools were also historically catering to white learners. By using CPD materials about similar school contexts, teachers could learn how other schools approached the process of transforming contemporary practices within their schools.

The findings also highlighted the importance of knowledge production, disseminated through CPD programme materials. The CPD materials were questioned by a teacher who attended Embracing Social Cohesion in the following:

> *Don't we have South African stories? And there any writings about South Africa for South Africans* – Mr Mkhonto, isiXhosa and History teacher, 2017

Most teachers in Embracing Social Cohesion felt that their CPD programme materials were relevant to the context of their historically white schooling environment. However, Mr Mkhonto highlighted the limited CPD materials written by South Africans, or that drew upon South African classroom contexts. His view is similar to that of Vavrus and Bartlett (2012), who highlight epistemological concerns of CPD materials, as examples from Europe or North America might not always be relevant to the context in which teachers in Sub-Saharan Africa work.

Document analysis of the programme materials of Embracing Social Cohesion reveal that most of the theoretical knowledge used drew on American and European authors. Of the materials that were reviewed, four drew on American psychologists or academics (cf. Appendix B2). This included a summary of steps to hold difficult conversations, which could contribute to the process of transforming processes and ideas. The summary was based on the work of a best-selling female American author, Susan Scott. In order to explain how unconscious bias in the brain works, the CPD materials included a handout of a blog post written by Dr Bernard J. Luskin, a male American who is a CEO, a physiotherapist and holds a Doctorate in Education. Furthermore, a handout on an article describing the role of prejudice was written by Dr Mona D. Fishbane, a female American PhD candidate in neuroscience. A handout on overcoming unconscious prejudice was based on a blog by Dr Caitlin Millett, a female American who holds a PhD and is a clinical psychologist, and another handout exploring the role of identity referenced John Amaechi OBE, a British-American psychologist.

Of these materials, there were two sets of documents that made explicit reference to the South African context. One handout referenced the experiences of a South African educator and school leader, the late Roy Hellenberg, who reflected on his role as a teacher and his responsibilities (cf. Appendix B2). The other handout document included various case studies with examples that were suitable to diverse South African classrooms and enabled teachers to discuss the content of these materials with each other (cf. Appendix B2). In addition, two of the three video clips in this programme were talks given by English-speaking people and the third clip included a short cartoon. The two talks were directly related to the theories discussed in the programme, of which one clip included a white female and the other clip a male of English and Nigerian heritage.

Although the materials used during the programme drew upon individuals who had significant experience in their field as researchers, psychologists or authors, Mr Mkhonto felt that the programme drew on content which was not embedded in the South African context. Hence, the lack of CPD programme materials representing the South African context, and use of Eurocentric and American theories or examples could have potentially led Mr Mkhonto to question the limited use of content materials that were more contextually specific to South Africa or the African continent. These findings are congruent with the study of Vavrus and Bartlett (2012) who stress that CPD materials need to be culturally and socially grounded, and need to include local practices. Although only one teacher explicitly referred to the knowledge production within a CPD programme, it is vital to consider its importance. His views highlight the importance of *whose* knowledge counts and *what* knowledge is reproduced through CPD. Considering South Africa's violent past, through colonialism and apartheid, the nature of knowledge production is deeply influenced by relationships

concerning power and violence (Rudolph et al., 2018). Therefore, it is important to be mindful of the content of CPD materials in order to diminish possible epistemic reproduction of European or Western knowledge through such CPD materials.

The above findings show how teachers viewed the relevance of the CPD materials in relation to the context in which they worked. Teachers who participated in the School Violence Prevention Framework felt that the overall programme and its materials were directly relevant to the violent context in which they worked. The majority of teachers of Embracing Social Cohesion and Reflect & Respond felt that their materials were suitable to their school realities regarding the importance of transforming practices and school structures. The findings furthermore seem to suggest the importance of attending to the epistemic reproduction of knowledge by providing teachers with new CPD learnings that were relevant to the South African context.

5.3.3 Teachers' views about CPD materials that are relevant to different school subjects

The majority of teachers in this study taught subjects that were considered carrier subjects of social cohesion, such as Life Orientation (LO), History, or languages, such as Afrikaans, English and isiXhosa (e.g. Sayed et al., 2017). However, a small number of teachers indicated that they taught Economic and Management Sciences, Natural Sciences, Technology or Mathematics. Although the teachers in this study taught various subjects, the data revealed that teachers of all three programmes felt that the programme materials were suitable for teaching different subjects. This section indicates the teachers' self-reported views about the relevance of CPD materials in relation to the subjects they taught.

The School Violence Prevention Framework programme materials comprised additional stand-alone modules around addressing bullying in schools, positive discipline and classroom management (cf. Appendix B1.3). Some teachers across various schools, who teach a range of different subjects, felt that the school bullying model could be used during the WCED's anti-bullying week, as illustrated below:

> *Bullying is part of LO, as I also taught LO, so it is part of the curriculum. So that is something that you can also address with the learners.* – Mr Alexander, Physical Science and Mathematics teacher, 2017

Mr Alexander participated in the School Violence Prevention Framework together with three peers and his principal. The stand-alone materials were not designed to be explicitly connected to the CAPS syllabus (interview programme manager School Violence Prevention Framework, 2017). However, Mr Alexander and various other teachers who participated in the same programme felt that the content of the stand-alone materials could be incorporated into their subjects. The school bullying model was the only stand-alone material reportedly

used by the teachers who participated in the School Violence Prevention Framework. This could be because the content of the model was applicable to the WCED's anti-bullying week. Assume that topics relating to the other stand-alone materials about discipline and classroom management had an explicit component within the syllabus. In that case, there could potentially be a better opportunity to use the stand-alone models more effectively. However, even though the teachers who participated in the School Violence Prevention programme taught different subjects, all participating teachers felt that the materials were useful, regardless of the subjects taught. This is important as it allowed teachers to share the programme materials with their peers who taught different subjects but who did not attend the social cohesion-related CPD programme.

The content of programme materials used in Embracing Social Cohesion and Reflect & Respond emphasised teachers' assumptions and behaviour. Overall, the teachers who participated in both programmes stressed the relevance of the CPD materials to both the context of the schools and the subjects they taught. However, a few teachers who participated in Reflect & Respond felt that a small number of their colleagues did not view the content of the programme and its materials as relevant to the subjects they taught, as indicated below:

> *...I found teachers in the social sciences more open to what could be done with it, drama, art, the languages [sic], I think because debates about human relations are naturally part of what you do. But, there were others who in particularly other subject areas school where they felt it is not really relevant.* – Ms Barnes, History, Life Orientation, Current Events, Research Skills and Thinking Skills teacher, 2017

Ms Barnes indicated that her peers who taught carrier subjects for social cohesion, which she described as Drama, Art, and Languages, such as English, Afrikaans and isiXhosa were more receptive towards the programme's content. Even though the programme materials in this workshop included practical teaching strategies to promote socially cohesive classrooms (cf. Appendix B3), some teachers of other subjects did not understand the workshop's relevance. Their negative views towards the CPD content and materials could potentially be understood by their limited engagement with topics around social cohesion through their syllabus, compared to peers who taught carrier subjects. Clarke-Habibi (2018b) also argues that CPD programme documents alone are insufficient in changing behaviour and classroom practices. This could mean that a change of insights and behaviour needs to go beyond the use of such materials.

However, the efforts to create cohesive classrooms and school environments cannot solely be the responsibility of teachers who teach carrier subjects of social cohesion, or teachers who are active agents of social cohesion. Therefore, these insights have significant implications for creating a socially cohesive school environment, as this is influenced by the

context of the school, and requires a holistic approach and support (see Robertson et al., 2015; Sayed et al., 2018; Hunt, 2020).

The section above seems to show the importance of the relevance of CPD materials in relation to different teaching subjects. Despite carrier subjects addressing elements of social cohesion more often through the syllabus, the teachers felt that it was necessary to attend social cohesion-related CPD that was relevant to all subjects. The findings seem to suggest that efforts to build social cohesion in the school should not be aimed at teachers who taught particular subjects, as this could potentially diminish a holistic approach to promote social cohesion within the school.

5.3.4 Summary

The discussion of this theme described the teachers' views about the role of programme materials in CPD programmes for social cohesion. The teachers in this study described the relevance of the programme materials in relation to policies and contexts. For example, the international, national, and school-level policy frameworks stated in the CPD programme materials provided teachers with increased awareness about relevant policy provisions in relation to their own schooling context. The teachers indicated that the materials supported further engagement with peers during the programme and enabled them to discuss how the relevant policies could be implemented within their school environment.

Furthermore, the teachers described the importance of CPD materials relevant to the context in which they worked. Overall, the majority of teachers indicated that the programme materials were directly relevant to their school contexts. However, it is important to consider the epistemic reproduction of knowledge through CPD materials by drawing upon CPD materials that are relevant to the South African context. Although topics around social cohesion are more prevalent in the carrier subjects, such as languages, History and Life Orientation, it is important that CPD materials are suitable for teachers who teach a range of other subjects.

The following section discusses the teachers' views about the CPD methods and activities.

5.4 Engaging with CPD methods and activities: Teachers' insights about CPD methods to promote active learning

The previous sections provided an analysis of how teachers experienced the participation in their CPD programmes in relation to their CPD facilitators and the use of CPD programme materials. This section focuses on the teachers views regarding engagement with their CPD methods. CPD methods form an essential component of CPD programmes, as they can

equip teachers with relevant competencies (see Darling-Hammond, et al., 2017; Popova et al., 2022), potentially suitable for building social cohesion.

In order to understand how the teachers in this study experienced their participation in social cohesion-related CPD programmes, it is imperative to understand which CPD methods and activities were used. It is also essential to gain insights into how the teachers experienced the use of these methods to promote active learning for social cohesion.

This section analyses the teachers' responses regarding the methods used in their CPD programmes. The section first provides an overview of the CPD programmes as stated in Table 5.3.

CPD programmes	CPD model	Methods	Duration	Onsite/ offsite
School Violence Prevention Framework	Transmissive	- Lecturing; - Group work activities.	Two consecutive days (Friday afternoon and Saturday)	Offsite
Embracing Social Cohesion	Transformative	- Group work activities; - Reflection; - Case studies; - Dialogue.	One weekend (Friday afternoon till Sunday midday)	Offsite
Reflect& Respond	Transformative	- Group work activities; - Reflection; - Case studies; - Dialogue.	One day	Onsite

Table 5.3: Overview of CPD methods

All three CPD programmes for social cohesion were offered as workshops, and the duration was between one day and over a weekend. Table 5.3 shows that transmissive and transformative CPD models were used. The School Violence Prevention Framework programme can be categorised as a transmissive CPD model (Kennedy, 2005, 2014), as described in Chapter Three. Kennedy (2005, 2014) indicates that a transmissive CPD model often has a set agenda, through decontextualised settings, whereby the capacity for teacher agency and autonomy is low. The training model used for the School Violence Prevention Framework is largely dependent on a lecturing style of facilitation with interactive group work activities.

Embracing Social Cohesion and Reflect & Respond both used CPD models that were influenced by the transformative model proposed by Kennedy (2014). As described in Chapter Three, this model has higher levels of professional autonomy than the transmissive model, and often provides more opportunities for activities (Kennedy, 2014). The CPD

methods used in Embracing Social Cohesion and Reflect & Respond were interactive and collaborative, whereby methods such as group work activities, reflection, case studies, and dialogue were used.

Although Embracing Social Cohesion and Reflect & Respond were both transformative CPD models, the design of these programmes was different. Embracing Social Cohesion was an offsite programme and relied on a cascade approach to train peers, like the School Violence Prevention Framework. Reflect & Respond, on the other hand, was facilitated as an onsite, whole-school staff development workshop for teaching and some administrative staff of one particular school.

This section discusses how teachers described their use of active learning approaches during their CPD programmes, their views on collaborative learning, and the influence of the duration and dosage of their CPD programme.

5.4.1 Teachers' assessments of using aspects of active learning to foster social cohesion in classrooms

Active learning activities are important aspects that are often viewed as essential characteristics to the quality of CPD (see Darling-Hammond, et al., 2017; Power et al., 2019; Popova et al., 2022). The teachers in all three CPD programmes felt that the workshops allowed them to share their knowledge and experiences throughout the workshops, through activities that engaged in dialogue, group work, or case studies.

Case studies to support dialogue

Teachers who participated in Embracing Social Cohesion and Reflect & Respond indicated that case studies were used to engage teachers with new concepts and understandings about social cohesion, which was not reported by teachers of the School Violence Prevention Framework. The perceptions of the usefulness of this learning approach is best captured by the following quote from Ms Smith, who participated in Reflect & Respond:

> *When we did the brainstorming, then we would have a certain scenario, and we would then have contributions from each and every participant to be able to say in this particular scenario you could do this and you could do that, so you had quite a varied response and then you could work with that you could go forward with all of those ideas.* – Ms Smith, English teacher, 2017

The experiences of Ms Smith reflected that of other teachers who had been through Embracing Social Cohesion and Reflect & Respond. Most teachers of both CPD programmes indicated that the case study examples allowed them to critically engage in dialogues and provided opportunities for self-reflection. The case studies entailed examples of best practices or situations where the promotion of social cohesion within a schooling environment was hindered. As the case study examples were relevant to the teachers'

schooling realities, the teachers felt that it allowed them to relate the case study examples to their own schooling environment in an indirect way. This was illustrated by another teacher in Reflect & Respond: *"They [colleagues] might be uncomfortable at times [because of the exercises, such as case studies], but it is important to engage with them. And I think that program actually did one of those things, and it exposed a lot of our staff members about things. Or [they were] not aware of things, because the unfortunate thing is that in our country this whole system of apartheid protected white people and didn't expose them to things"* – Mr Siphamla, Mathematics teacher, 2017

These findings are similar to those of Freedman et al. (2008), in which case studies of conflict in various countries were used to engage history teachers in Rwanda in emotional and controversial topics. This can be a beneficial approach to engage with teachers about transforming belief systems and values in a less intrusive way.

Self-reflection

The use of receiving CPD materials with theoretical underpinnings about topics such as prejudice and unconscious bias (cf. Appendix B2) was combined with various activities. This allowed teachers to reflect on their new knowledge during the workshop, as the programme provided time and space for reflection and dialogue around elements contributing to social cohesion. This was described by the majority of teachers who had been through Embracing Social Cohesion and Reflect & Respond, as illustrated by Mr Andralt:

> *…it definitely allowed you to engage in your own mind that you knew but had an opinion on but never had a chance to really grapple.* – Mr Andralt, Afrikaans teacher, 2017

Mr Andralt had participated in Embracing Social Cohesion and felt that the programme allowed for self-reflection and gaining higher-order critical skills needed to promote social cohesion. Some teachers of the School Violence Prevention Framework and most teachers of Embracing Social Cohesion and Reflect & Respond reported that the workshops allowed them to reflect upon their behaviour. The teachers of the School Violence Prevention Framework largely referred to self-reflection after their participation (cf. Chapter Six). The teachers of Embracing Social Cohesion and Reflect & Respond indicated their use of explicit reflective activities, which include journalling during various times throughout their workshops. The teachers in these two programmes described the reflective activities during the CPD programmes in relation to behaviour and experiences on a personal level and classroom practices, as illustrated by Ms Smith:

> *One of the things that [the facilitator] placed an enormous amount of emphasis on was, are you prejudiced? Would you be able to say that you have no prejudice at all? So that was very, very interesting. So, it's irrespective as well. It actually expected the teachers to look quite sort of honestly at themselves as well.* – Ms Smith, English teacher, 2017

Reflection in relation to the classroom settings was illustrated by Ms Theron in the following way: "*It was more of a self-reflective... let's look at where you position yourself in a classroom.*"

– Ms Theron, History and Life Orientation teacher, 2017

The programmes allowed teachers to critically reflect upon their positionality in relation to social cohesion through various explicit activities. These activities included deep listening, explored in- and out-group dynamics, or engaged teachers more implicitly with their new CPD programme materials. This allowed teachers to critically reflect upon their own teaching practices, as described by Ms Lawson, English teacher (2017): *"You kind of almost got there on your own terms about somebody lecturing you too much".*

Despite the importance of critical reflection, it is also imperative to consider the various emotions that teachers experience during their process of change. As a result of the apartheid legacy, teachers in South Africa have wounds of their past (Robertson et al., 2015; Tibbitts & Weldon, 2017) and carry with them troubling knowledge that needs to be engaged with, disrupted, and transformed (Jansen, 2009:258). Critical ambivalence of teachers' emotions is the first step in deconstructing hegemonic nationalist discourses (Charalambous, et al. (2020: 1). This includes the process of moving out of their comfort zones and disrupting assumptions and behaviour, which can ultimately result in discomfort (Boler & Zembylas, 2003; Zembylas, 2015; Charalambous, et al., 2020). This was highlighted in this study by the way some teachers described the content of Reflect & Respond to be *"difficult"* or noted that their peers felt *"guilty or defensive"*, as it allowed participants to question their existing assumptions and behaviour (interviews Ms Botha & Ms Marais, 2017). Thus, while all teachers of Reflect & Respond had different experiences and views about transformation, they also felt that it was helpful that the programme provided time and space for reflection.

Mr. Brand's quotation below captures the views of some of his colleagues who were initially negative or hesitant about the programme:

> *I think that a lot of my colleagues showed a lot more pain in how they were engaging with the process. […] I felt that there were some members of staff who entered the process negatively. And as one often does, if you sort of predict, biased people would go in and expect to be offended and then come out offended. And so, people have come out and expressed their frustration at having to revisit old wounds.* – Mr Brand, Physical and Natural Science teacher, 2017

All teachers may have different experiences and views about the process of transformation. Adequate time and space are important aspects within a CPD programme, to critically reflect on existing assumptions and behaviour for social cohesion (see Mogliacci, et al., 2016). In reflecting on his participation in CPD programme Reflect & Respond, Mr Brand commented that some of his peers "*showed a lot more pain in how they were engaging in the process*". These views were also described by other teachers of the same CPD programme, as

colleagues who might be "*a little conservative"*, or who might feel "*uncomfortable*" or "*unequippe*d" to deal with diversity (interviews Barnes, Ms Lawson, and Ms Smith, 2017). The views described in the quotation confirm the views of Timperley et al. (2007), who indicate that teachers are likely to reject new ideas that conflict with their current ideas if their existing understandings are not engaged with as part of the professional learning process. Mr Brand's views about his peers' somewhat negative feelings are in keeping with the findings of Kennedy (2016) and Appova and Arbaugh (2017) who highlight the influence of voluntary or involuntary participation in CPD on teachers' motivations, as discussed in Chapter Three. Furthermore, as all teachers hold various views on confronting their implicit bias or have different attitudes towards transformation within their schools, importance must be given to the various processes of teacher learning in the design of the CPD programme to engage teachers about existing understandings.

The data in this section provides insights into teachers' perceptions on the use of various inquiry-based learning methods, such as case studies to support dialogue and the use of self-reflection. The case studies were used to engage teachers with new concepts and understandings about social cohesion. The teachers in this study indicated that the case studies provided opportunities for self-reflection and critical engagement in dialogue, as teachers could directly or indirectly relate to the schooling environments of the case study examples. Thus, the reflective activities during the workshops enabled teachers to reflect upon their behaviour and personal and professional experiences critically. The activities enabled teachers to engage with their own discomfort and wounds of the past.

5.4.2 Teachers' perceptions on collaborative learning: Building upon existing knowledge and experiences

Collaborative learning forms an essential aspect of CPD (see Frisoli, 2014; Kennedy, 2014; Torrente et al., 2015; Appova & Arbaugh, 2017; Sancar, et al., 2021). The teachers of all three CPD programmes indicated that the workshops used various collaborative learning strategies, such as "think-pair-share," jigsaws, and activities conducive to dialogue and problem-solving. However, the data highlighted that the nature of collaboration was important. This section shows how teachers experienced forms of collaborative learning with teachers from other schools or from learning from their peers and school leadership during the workshops.

The Embracing Social Cohesion and the School Violence Prevention Framework workshops consisted of teachers from various schools, while Reflect & Respond was facilitated to one particular school. However, the majority of the teachers across all three CPD programmes indicated that the workshops enhanced the opportunity for them to share their knowledge with colleagues during the workshop, as illustrated by Ms Booysens:

There at the actual training, we were very open with each other. We were exchanging ideas that happened, there was that flow. I felt that people were quite willing to share their own, you know, tips and successes, and exchange ideas about this so yah we did [that]. – Ms Booysens, Afrikaans teacher, 2017

Ms Booysens commented that during the workshop, everyone was very open to each other and exchanged ideas and practices. These views were shared by teachers who participated in the various CPD programmes. Teachers who participated in their CPD programme with teachers from other schools described the usefulness of engaging with colleagues who worked in other school contexts to learn about their approaches towards building social cohesion. This is illustrated in the following way by Ms Booysens, who participated in the CPD programme Embracing Social Cohesion:

It was one of the techniques that one of the colleagues shared. She's actually from [name of school], this is the other school, primary school. So yah I thought that was a really good idea that she mentioned. So, there's small things that you take away and that you try to implement, yah. – Ms Booysens, Afrikaans teacher, 2017

The ability to share knowledge with teachers who worked in different contexts was reported to be useful, as indicated by Ms Booysens. These findings are congruent with other studies regarding collaborative learning through CPD (see Torrente et al. 2015; Wolf et al. 2015; Kempen & Steyn, 2017).

The teachers reported the usefulness of participating in a CPD workshop with teachers from different school contexts in learning about social cohesion. However, the data also showed that workshops with both primary and secondary school teachers were found to be a little less useful:

I'm just not sure if we need to be primary school and high school together maybe if we can do it at… [sic] because I think our issues are different. – Ms Botha, Afrikaans teacher, 2017.

The quotation from Ms Botha captures the views of some of her peers regarding their CPD attendance with teachers of both primary and secondary schools. The Embracing Social Cohesion and Reflect & Respond workshops included teachers who worked in primary and secondary schools. However, Ms Botha felt that that the experiences of teachers in primary schools were not similar to those of teachers who worked in secondary schools.

Lai's (2011) review on critical thinking reveals that children's levels of critical thinking can increase with age into more complex ways of thinking. Therefore, the quotation by Ms Botha can arguably be understood that the context and the use of certain methodologies needed to foster social cohesion in primary schools are different to those of teachers who work in high schools. Hence, sharing knowledge and experiences during a workshop on practices of social cohesion might be more relevant to teachers who work at similar school levels. These findings are congruent with Kennedy (2016), who highlights the importance of ensuring

teachers' comparability within a CPD programme design, as this can negatively influence their motivation to learn (cf. Chapter Three).

Furthermore, a shared view among teachers across the three CPD programmes was that attending a CPD programme with one or more peers from the same school allowed teachers to share and discuss the content of the programme among each other, as described below:

> *I think the five of us [participating in the same CPD programme was useful], because we then afterwards spoke about it. I think if it just had to be myself going there, it would be difficult to come and bring some things to the staff. So, it actually, just the fact you got more than just yourself attending the course and there's just maybe strength in numbers.* – Ms Jordaan, Consumer Studies and Technology teacher, 2017

Ms Jordaan participated in Embracing Social Cohesion with four of her peers. Her views were shared among teachers across the three CPD programmes who felt that it was useful to attend a CPD programme for social cohesion with their peers. This allowed the teachers to critically engage with the new content in relation to their own schooling context and allowed teachers to reflect upon their own assumptions and behaviour, congruent with studies that highlight the importance of collaborative learning to be job-embedded and context-specific (see Appova & Arbaugh, 2017; Darling-Hammond, et al., 2017). The teachers felt that every teacher might have experienced the CPD programme on social cohesion in different ways, based on their experiences and knowledge. These views were similar to teachers who participated in their CPD programme together with other colleagues, such as non-teaching staff or their principal. This was indicated by Ms Peters, English and Life Orientation teacher, 2017: *"Having all sectors within the school grounds, non-teaching and teaching staff at the programme was actually very good [as] not everyone viewed a specific thing in the same way […]".*

Mr Herby participated in the School Violence Prevention Framework programme together with his principal, a few learners, and some teaching and non-teaching staff who formed part of their school's safety committee. Mr Herby describes considering the collective approach towards school violence reduction it was beneficial to have all role-players working together towards creating a safer schooling environment. The different participants could draw upon their own backgrounds during discussions or activities, which provided Mr Herby and his colleagues with important insights regarding school safety within their school. Thus, some teachers felt that the workshop enabled them to engage with their role players on challenges within the community because of limited time to speak with guardians about issues in the community (interview Mr Herby, Economic and Management Sciences, Business Studies & Life Orientation teacher, 2017). This was perceived particularly useful, considering that a holistic approach towards school violence prevention is needed (see DBE et al., 2015; Meyer

& Chetty, 2017). However, such an approach is also necessary for CPD regarding social cohesion (see Robertson et al., 2015).

The above findings show how teachers experienced forms of collaborative learning with teachers from other schools, or from their peers and school leadership during the CPD workshops. The findings seem to indicate that the CPD programmes can be viewed as useful spaces for teachers to learn from colleagues in other contexts about social cohesion. The findings furthermore may suggest that the comparability of teachers within a programme is essential and its lack can potentially hamper teachers' motivations to learn. The findings showed the teachers' self-reported usefulness of sharing their CPD learnings in relation to their school-specific context. Furthermore, the findings seem to suggest that CPD participation with school leaders could potentially be beneficial for the utilisation of the programmes' strategies within a school.

5.4.3 Teachers' understandings about the duration and follow-up of CPD initiatives

The duration of CPD and follow-up initiatives are important aspects of CPD. However, there is no consensus on the duration of CPD programmes that may lead to effectively internalise and utilise new CPD learnings within the school (Dunst et al., 2015; Knights & Lee, 2015; Darling-Hammond et al., 2017). Literature suggests that for CPD to be effective, this should be repeated or provided over a more extended period to internalise new skills, knowledge, and beliefs (see Timperley et al. 2007; Cordingley et al., 2015; Sims & Fletcher-Wood, 2020). Most teachers in this study indicated a preference for programmes presented over a more extended period of time and would like follow-up training or activities to learn about social cohesion, as indicated by Ms Jordaan:

> *Equipped, I won't say I'm fully equipped. You deal with things as it comes and normally you do what you think is best. There needs to be continuation in order for you to change that and to instil it.* – Ms Jordaan, Consumer Studies and Technology teacher, 2017

The views on the teachers' perceptions of successful social cohesion CPD uptake in this study are similar to that of a recent study of programmes in South Africa directed to teachers' CPD activities (Sayed et al., 2017), as described in Chapter Three. Despite the importance of the sustained duration of social cohesion-related CPD, Sayed et al. (2017) stated that most teachers in the Eastern Cape and Western Cape reported spending between one and five days on CPD regarding social cohesion. This indicates that teachers "most often participate in short term courses, or once-off interventions and activities to learn about building social cohesion" (Sayed et al., 2017:271).

Furthermore, time for critical reflection and repeated practices is more likely to change teachers' competencies (see Timperley et al., 2007; Sims & Fletcher-Wood, 2020; Pantić,

2021). This seems to indicate that it is essential that social cohesion-related CPD is spread over a longer duration, whereby teachers have the ability to incorporate repeated practices, and have time to reflect and raise awareness of their assumptions and behaviour, as indicated below:

> *I think it is a process, you won't cover it all in one, you've got to raise the awareness and then do something with it I think.* – Ms Barnes, History, Life Orientation, Current Events, Research Skills and Thinking Skills teacher, 2017

Ms Barnes participated in the Reflect & Respond programme, which was facilitated in one day. However, the teachers indicated that they had also attended other interventions regarding social cohesion, which indirectly re-emphasised their new learnings from the Reflect & Respond workshop. These interventions were facilitated by various organisations and aimed at both teachers and learners. Although the Reflect & Respond programme was a once-off event, the exposure to various other interventions was viewed as particularly useful. The teachers felt that their exposure to the other interventions enabled them to revisit their newly acquired CPD learnings from the Reflect & Respond workshop, and enabled teachers to reflect on their existing assumptions and behaviour over a longer period. These views are similar to other studies that report the usefulness of professional development through various forms of formal and informal initiatives (see Cordingley et al., 2015; Kyndt et al., 2016; Evans, 2019).

The Embracing Social Cohesion and School Violence Prevention Framework programmes were facilitated over consecutive days. Both workshops spoke about a follow-up of the programme in different ways. At the end of the Embracing Social Cohesion workshop, teachers voiced their interest in a follow-up workshop, either as part of the CPD programme or to be self-driven by the participants. However, an official announced that a follow-up of the programme had not yet been realised. During the facilitation of the School Violence Prevention Framework, a government official indicated that 'Safe Schools Fieldworkers', who were employed by the educational district offices, would visit schools. They would come to follow up on the implementation of the strategies of the Framework within their schools. However, when I interviewed the selected teachers six months after their CPD programme participation, they indicated that they had not received a school visit from a government representative in relation to the implementation of the Framework. During the interview with the CPD programme manager, she was asked whether there would be possible follow-up school visits from the Safe Schools Fieldworkers. However, the CPD programme manager was unable to provide specific reasons why the educational district offices had not done this, as she was employed by the NGO and not by the government which was responsible for implementation of the Framework (interview programme manager School Violence Prevention Framework, 2017).

Furthermore, a factor that can negatively influence the duration and sustainability of the quality of CPD programmes is the so-called 'fading-out effect' (Darling-Hammond, et al., 2017), as discussed in Chapter Three. The fading-out effect refers to the teachers' ability or inability to enact their new CPD learnings (Wolf & Peele, 2019; Sayed et al., 2017). The teachers across all three programmes felt that changing assumptions and behaviour requires time and shared the view of Ms Barnes of Reflect & Respond who indicated that it is "a process". These views are congruent with various studies such as Timperley et al. (2007), Cordingley et al. (2015) and Mogliacci et al. (2016), as discussed in Chapter Three. Therefore, it could possibly be argued that CPD regarding social cohesion is most beneficial to teachers if it is provided over a longer period, with follow-up workshops, as congruent to other studies (see Cordingley et al., 2015; Darling-Hammond, et al., 2017). Thus, as social cohesion is approached from both an individual and collective level (see Chan et al., 2006; OECD, 2011; Marc et al., 2012), social cohesion-related CPD needs to include strategies that are suitable to transform both teachers and the schools in which they work.

From the above, it seems that the sustainable duration of CPD regarding social cohesion influences teachers' views about the self-reported effects of their participation. The findings show that teachers' perceptions of ongoing support in the form of formal or informal CPD, or other workshops in the school could potentially provide teachers with opportunities engage with their new learnings over a longer period. Thus, from the findings it can be suggested that careful attention needs to be given to the duration of such CPD in order to facilitate the process of transforming teachers and the schools in which they work. This includes preventing a possible fading-out effect that may influence teachers' enactments of their new CPD learnings.

5.4.4 Summary

The discussion of this theme discussed the role of CPD methods and activities to promote active learning. The teachers described the methods used during the workshops in relation to the use of dialogue, self-reflection, and collaborative learning.
The use of case studies enabled teachers to engage in dialogue with other participants, and with critical reflection, such as through activities or through journalling, allowed teachers to become aware of and to disrupt their existing assumptions and behaviour. The findings show that the teachers of all three CPD programmes viewed collaborative learning with peers, both from different contexts and within their school, to be useful. However, the compatibility of teachers in terms of their school levels was found to influence their enactments, which could potentially hamper their motivation to learn. The findings furthermore show that peer learning with teaching and non-teaching colleagues and school leadership from the same school could potentially be useful in discussing CPD learnings within their school-specific context,

and to gain a holistic view of their school. However, the findings suggest that the short duration of CPD could potentially weaken teachers' views about self-reported CPD effects within the school.

The following section provides a summary of the findings discussed in this chapter.

5.5 Summary of Chapter Five

This chapter explored teachers' experiences of the CPD programmes regarding social cohesion they participated in to answer the first sub-question of this thesis: "*What are teachers' views about the quality of the social cohesion-related CPD they have received?*".

Three overarching themes emerged that influenced the teachers' views on the quality of CPD regarding social cohesion, such as the role of CPD facilitators, content materials, and activities.

It was found that the facilitators of social cohesion-related CPD programmes influenced the teachers' experiences of their CPD participation. The facilitators' knowledge and educational experiences could essentially influence teachers' self-reported effects of the content of such CPD programmes. Furthermore, the data seems to suggest that the facilitators' identity markers, such as race, class, gender, may need to be viewed in conjunction with the context in which a programme is facilitated. Thus, adequate experience in CPD facilitation was viewed to be essential by teachers, as the facilitators' style could be different dependent on their own context. Furthermore, the facilitators' experiences were found to be important in guiding teachers in the process of reflection and cognitive dissonance that might occur, and to model appropriate behaviour and practices during the programme.

The international, national, and local policy frameworks referred to in the CPD programme materials could potentially enable teachers to create a greater awareness of policies, and the potential utilisation of these policies within their school contexts. Thus, the teachers viewed as important that materials and methods of social cohesion-related CPD consist of a balance between theoretical underpinnings about social cohesion and CPD activities. The findings also seem to suggest that context-specific CPD materials that are not culturally and socially grounded, and do not embed local practices, might negatively influence teachers' perceptions of the relevance of their CPD materials.

The findings showed that active learning approaches used in CPD programmes regarding social cohesion, such as case studies to support dialogue, and critical reflection, can potentially assist to shift teachers' deep-seated assumptions and behaviour. Furthermore, collaborative learning was viewed as a potentially useful way to learn from teachers who work in other contexts, but also from non-teaching staff, to gain a holistic view of their

schools. Most teachers who participated in the CPD programmes, together with some of their peers, felt that this enabled them to reflect and discuss the relevant programme in relation to their specific school realities. Furthermore, the teachers indicated that formal or informal follow-up CPD might be required to engage with the newly acquired CPD learnings over a longer period, considering that changing teachers' assumptions and behaviour requires time.

The next chapter discusses the findings of research sub-question Two.

CHAPTER SIX: Teachers' views of the effects of social cohesion-related CPD on their practices

6.1 Introduction

The previous chapter illustrated how selected teachers' experienced their participation of social cohesion CPD programmes with regards to their CPD facilitators, programme materials and CPD activities. This chapter explores the teachers' self-reported effects of CPD on their practices. The following themes were identified from the semi-structured interviews: teachers' insights and behaviour, transforming classroom practices, and changes to school culture. This chapter endeavours to answer the second sub-question, which is "*What are teachers' views of the effects of the social cohesion-related CPD on their practices?".*

The data used in this chapter draws from semi-structured interviews with teachers (n=30) and draws upon the programme analysis of CPD programme materials. Section 6.2 discusses the findings regarding the CPD effects on teachers' renewed insights, followed by section 6.3 which focuses on their classroom practices, and section 6.4 discussing the role of the school context. Section 6.5 provides a concluding summary of the chapter.

6.2 Changing insights and behaviour: Teachers' reflections on their content knowledge of social cohesion

Creating new insights through participation in CPD regarding social cohesion can potentially lead to behavioural changes in teachers (Kennedy, 2016). This theme discusses the self-reported effects of teachers' participation in social cohesion-related CPD programmes, with regard to their renewed insights. More specifically, it shows in which ways teachers' new content knowledge of social cohesion shifted their insights and behaviour, and influenced their motivations and confidence.

The teachers' self-reported effects of CPD programmes regarding social cohesion are discussed in two sections, relating to renewed insights (cf. section 6.2.1), and their motivations and confidence (cf. section 6.2.2).

6.2.1 Teachers' perceptions of the effects of their renewed insights

The findings showed that as a result of reflecting on their content knowledge of social cohesion, teachers gained renewed insights about their understanding of unconscious bias and prejudice, structural issues, and of learners' circumstances. These sections will be discussed separately.

(i) Teachers' assessments of their unconscious bias and prejudice

The influence of unconscious bias and prejudice were explicit components of the CPD programmes Embracing Social Cohesion and Reflect & Respond. Group membership and identification are essential facets of social cohesion (Berman & Takahashi, 2019; Laurence et al., 2019). Hence, the content of the social cohesion-related CPD programmes included theoretical underpinnings and activities on intergroup relations, prejudice reduction and cultural intelligence (cf. Appendix B2 for CPD programme manuals).

The findings indicate that as a result of teachers' participation in CPD regarding social cohesion, they had been made more aware of their implicit bias and prejudice. The below quote from Ms Marais exemplifies these views:

> *I just thought for me it's about activating an awareness of their prejudice and the awareness of how history is documented through prejudice so that one has to be mindful of it, not be afraid of it, but you have to be aware of how it is potentially manipulating your thinking and your attitudes as well.* – Ms Marais, History & Life Orientation teacher, 2017

Ms Marais teaches at an independent girls' school. She describes how the content knowledge of the Reflect & Respond workshop made her more aware of the importance of being aware of prejudice in her classroom. She described her increased awareness of her implicit bias and prejudice in relation to her learners' racial and cultural backgrounds. In describing the context of their school, Ms Marais and her colleagues indicated that most of their learners came from wealthy backgrounds. Not many of their learners were exposed to the direct effects of apartheid, such as violence or the structural inequality in the country. Therefore, Ms. Marais felt that it was vital for her to be aware of her learners' backgrounds, her prejudices and how this awareness shaped her thinking.

The content of the two social cohesion-related CPD programmes, Embracing Social Cohesion and Reflect & Respond referred to the Implicit Association Test (IAT) (Greenwald et al. 1998, Project Implicit, 2011) to examine one's implicit bias. Some teachers indicated that they had completed the IAT test after their CPD workshop. Ms Carsten reflected on the outcome of the IAT test she completed:

> *I was born in the Transkei, my second name is Thandi, I am the most non-racist person in the world! … but then [I did the test, and] it showed that I have a slight preference to people who have blond hair, who are female, as that is my 'tribe', people that are like me. So that shows that I need to make a conscious effort to be more kind and attentive to persons that have for example brown hair, that have a darker skin tone or people who are male.* – Ms Carsten, English teacher, 2017

Ms Carsten is a colleague of Ms Marais, see quotation above. She racially identifies herself as white and describes herself as non-racist, considering that she was born in the Transkei. The Transkei was historically a bantustan area where black African people had been forced to live under the apartheid regime (see Chisholm, 2018a; Serote, 2020). She reflected on the

outcome of the IAT and indicated that the test results showed that she was implicitly more biased towards people who have the same gender or race.

Although this study does not report on long term changes, Ms Carsten shared that as a result of taking the IAT test, she was able to critically reflect and became more aware of her insights and behaviour in relation to the 'Self' and 'Other' (Nadan & Stark, 2015), as illustrated:

> *This means that my behaviour with people needs to be warmer, even [warmer] than what it was. If I think I'm being friendly, I must be extra friendly, I must be extra attentive with eye contact … so I need to be more caring towards people who are brown haired, who have darker skin, people who are male or whatever it is, because the subtle indication of my prejudice will come through and so it is my responsibility to change my behaviour."* – Ms Carsten, English teacher, 2017

These findings are similar to other studies whereby an understanding of one's implicit bias can potentially result in a change of insights and behaviour (see of Tam et al., 2008; Nussey, 2018). An understanding of teachers' implicit biases plays an essential role in building social cohesion, as it can reduce prejudice, improve levels of empathy and trust among people of different backgrounds (see Tam et al., 2008; Hughes et al., 2018).

Ms Adams, who attended the CPD programme Embracing Social cohesion, also described how her CPD participation created an awareness of her implicit bias and prejudice. She referred to this awareness in relation to the lack of cultural awareness in the following way:

> *...that did make me become a little bit more aware of my surroundings. Aware of other people and their reality as opposed to my coloured reality and what I've grown up with, made me just start thinking a little bit. I don't know much about their culture, but I can find out or I can ask.* – Ms Adams, English teacher, 2017

Ms Adams, a female teacher, racially identified herself as coloured and described how her segregated upbringing did not allow her to engage with people from other racial or cultural backgrounds. Although Ms Adams described her race in relation to being 'coloured', a similar self-description was made by Mr Brand, a male who racially identified himself as white and participated in the CPD programme Reflect & Respond. He indicated the following:

> *I went to an apartheid education-defined school. So, they had no children of colour in my class, and so for me, it's... I recognise that I don't have the background to draw on in terms of cultural understanding – Mr Brand, Physical and Natural Science teacher, 2017*

Ms Adams and Mr Brand come from different backgrounds. However, they have in common that they grew up in racially homogenous environments, classified by the apartheid regime. This may have resulted in their having had limited exposure to people who come from different racial backgrounds. However, these may not be isolated experiences, considering that only two out of thirty teachers in the study were born after apartheid (cf. Appendix A for profiles of the teachers). Sixteen out of thirty teachers received their teacher training from various ITE institutions before the education reforms between 1994 and the early 2000s (cf.

Chapters One and Two). From the teacher biographical data (cf. Appendix A), it could be suggested that the majority of teachers in the study received their schooling during apartheid, which could potentially influence their unconscious biases and prejudice towards others. However, this does not suggest that the teachers who were schooled post-apartheid would not be affected by the lasting effects of the apartheid legacy.

Considering the dual role that teachers in post-apartheid South Africa can play, both as victims and perpetrators of violence (Horner et al., 2015), it is important that teachers create self-awareness and self-reflexivity (cf. Section 3.3.3 i). The provision of CPD programmes for social cohesion could potentially act as platforms where teachers of different cultures have dedicated space and time to reflect and become reflexive professionals. These findings are similar to those in the studies reported by Robertson et al. (2015), Wray (2017), Clarke-Habib (2018a, b) and Charalambous et al. (2020) (cf. Chapter Three). CPD programmes that include explicit components on the influence of unconscious bias and prejudice could potentially enable teachers to create a greater self-awareness of these factors.

The influence of unconscious bias and prejudice were explicit components of the CPD programmes Embracing Social Cohesion and Reflect & Respond. The teachers who participated in these programmes worked in historically white schools. Their self-awareness was often reported in relation to their racial and cultural backgrounds and how this influenced their teaching and learning. Teachers who participated in the School Violence Prevention Framework programme did not report on their unconscious bias and prejudice. The reason for this could possibly be because the content of the CPD programme School Violence Prevention Framework did not include components on exploring teachers' unconscious bias and prejudice. However, they did report on increased levels of self-awareness about learners' circumstances and how teachers' perceptions of structural issues might have been different to that of their learners. These aspects are discussed in the following sub-sections.

The teachers' past and present experiences can influence their relationships with learners (see Biesta et al., 2015; Reygan & Steyn, 2017; Pantić, 2021). The teachers who reported an increased awareness of their unconscious bias and prejudice worked in historically white schools, with hegemonic school cultures and traditions. However, the reported self-awareness about racial and cultural backgrounds in relation to teaching and learning should not be tied to the particular school cultures in which they work. Considering that the majority of teachers in South Africa received schooling or teacher education during the education reforms post-apartheid (OECD, 2019; DBE, 2020), their personal and professional experiences may be influenced by their unconscious bias and prejudice due to the legacy of apartheid. Therefore, the usefulness of participating in CPD covering these elements might be useful for teachers across all contexts in contributing to social cohesion.

From the above discussion, CPD content which includes components on deepening self-awareness of teachers' unconscious bias and prejudice can potentially influence how teachers perceive the effect of CPD regarding social cohesion. The findings were highlighted by teachers who participated in CPD programmes whereby theoretical underpinnings and a range of activities were used. Engaging in such CPD content could potentially create greater self-awareness about how teachers' unconscious bias and prejudice are influenced by their racial and cultural backgrounds. An understanding of these qualities may be a key aspect, as considering the post-apartheid context of the study, the lived experiences of teachers and learners are shaped by factors such as race, class, and culture.

(ii) Teachers' views about their new insights on perceptions of structural issues affecting learners

Structural issues, such as inequality and high levels of violence, are often associated with lower levels of social cohesion (Colletta & Cullen, 2000; Pickett & Wilkinson, 2010; Lamb, 2019). Approaches to social cohesion and education combine individual, communities, and institutions such as schools (see Fonseca et al., 2019). However, these schools are often tied to socio-political contexts, which might influence teachers' understanding and enactment of social cohesion within their school environment.

Some teachers across all three CPD programmes felt that their participation in social cohesion-related CPD programmes awakened their understanding of their role as change agents. The teachers felt that their participation made them realise how their understanding about the lasting effects of apartheid, such as systemic violence and structural inequality, might not be viewed in the same way as their learners did.

The awareness of how structural issues impact the teachers' understanding of their learners was described in various ways. Teachers who participated in the School Violence Prevention Framework described their awareness in relation to perceptions of violence. The teachers who participated in this programme worked in schools that were situated in 'hotspot' areas, close to police stations with high crime reports, as described in the CPD programme overview (cf. section 4.6). Mr Wessels indicated that his understanding of the impact of violence was different from the perceptions of his learners:

> *...remember, they walk here to school. They have to walk back as well. They are dealing with gang violence, and so it was interesting to see how the social backgrounds of [on the] one hand teachers and on the other hand, the learners, were so different. The one did not feel threatened at all because they come in the cars and the learners are walking in, so it is a different thing.* – Mr Wessels, Afrikaans teacher, 2017

The sentiment of Mr Wessels was shared by various teachers, such as by Ms Peters, a female teacher from another school who also attended the School Violence Prevention

Framework programme. She described how this increased awareness enabled her to change her views and approach towards the impact of violence. She indicated that she now engaged more frequently and directly with her learners about perceptions of school violence:

> *It gave me more insights into me as a teacher, as I did not know that this was maybe a hotspot and that was dangerous or if they felt safe or whatever, so I liked that activity a lot. So that's something I took from the programme to the learners and asked them to do.* – Ms Peters, English and Life Orientation teacher

The influence of violence on teachers and learners in South Africa is reported by various studies (see Burton & Leoschut, 2013; Harber, 2019; Omar & Badroodien, 2020). The views of Mr Wessels and Ms Peters regarding school violence correlates with various studies, such as Burton and Leoschut (2013). As discussed in Chapter Three, Burton and Leoschut (2013) reported that more than a quarter of high school learners experienced fear and forms of violence in and around their schools, but did not always share their experiences with teachers. This could potentially lead to teachers not being fully aware of their learners' experiences of violence. Hence, CPD exercises that enabled teachers to gain insights into hotspot areas, such as indicated by Ms Peters, might potentially increase teachers' awareness of perceptions around structural violence.

The teachers who participated in the School Violence Prevention Framework teach in schools with high levels of reported crime, whereby the content of the CPD programme focused on aspects around violence and school safety. Therefore, their new insights were often reported in relation to their perceptions of violence. This was different to teachers who participated in CPD programmes Embracing Social Cohesion and Reflect & Respond, as these programmes focused more on the awareness of the legacy of apartheid and its influences on teachers and their practices. The quotation below by Ms Carsen best captures the views of teachers from these two CPD programmes, who indicated that they needed to make a conscious effort to become more aware of how structural issues impacted their understandings of their learners:

> *…and I think the thing that really struck me as a result of it was, how it does need to be spoken about. Even if it is not something that I necessary consciously thinking about. Perhaps the reason that I'm not consciously thinking about it is because some of these things don't affect me, but it doesn't mean that it doesn't affect other people. And I think that was something that really like came out of it for me.* – Ms Carsten, English teacher, 2017

Ms Carsten reflects on the content knowledge from CPD programme Reflect & Respond. She describes how "*things need to be spoken about*". She refers to the lasting effects of apartheid, such as systemic inequalities. During her interview, she described that her school catered for a diversity of learners in terms of their race and class. She indicated that most of her learners were white and came from wealthy backgrounds, but that not all her learners came from similarly affluent backgrounds. The CPD participation was perceived to instil an awareness in teachers of consciously thinking about how their worldview might differ from

that of the learners. Hence Ms Carsten felt that "*if something does not affect her directly*", such as impoverishment or forms of violence (Galtung, 1969), it does not mean that "*it does not affect other people*", such as her peers or learners. What Ms Carsten, Mr Wessels and Ms Peters had in common is that regardless of their schooling context, reflecting on their content knowledge of the social cohesion-related CPD programmes enabled them to become more aware of their assumptions and positionality, in their classrooms. More specifically, the teachers became aware that their insights and behaviour were not similar to those of their learners. This is in keeping with Freire (2000), who indicates that critical consciousness and awareness of teachers' social realities can be created through reflection and action (cf. Chapter Three). Through their CPD participation, teachers were made aware that their perceptions of learners needed to be adjusted to understand their learners' backgrounds and create safe spaces in which learners could feel comfortable sharing their feelings and needs.

The discussion in this section highlighted how the content knowledge about social cohesion can potentially contribute to shifting teachers' views regarding structural issues of violence and inequality. From the findings, it could be suggested that as an effect of participating in CPD programmes regarding social cohesion, teachers might increase their awareness and their perceptions of such systemic and structural issues, and how these might be experienced differently by the learners they teach. An increased understanding of these aspects can potentially influence teachers' insights and behaviour to become active agents of social cohesion.

(iii) Teachers' perceptions about an increased awareness of learners' circumstances

Creating an awareness of inclusion is an essential aspect of the multi-faceted concept of social cohesion, such as through building cohesive relationships (see OECD, 2011). The South African definition of social cohesion concerning education explicitly emphasises the role of inclusion (FHI 360, 2015:10). It is therefore essential that teachers are mindful of their learners' backgrounds.

Through reflecting on their positionality and agency for social cohesion, teachers felt that their participation in social cohesion-related CPD enabled them to reactivate an awareness of inclusion by deepening their understanding of their learners' personal and/or academic challenges. A few teachers felt that the content knowledge of their CPD programme made them aware of their learners' circumstances, as indicated by Ms Jordaan:

> *...before you got your predisposed or preconceived ideas of people, so I think it just made me aware of that. To be a bit more considerate with those, and so I try that, and I try not to be critical when I speak to them or say something that is going to because I understand that we all don't have the same abilities...* – Ms Jordaan, Consumer Studies and Technology teacher, 2017

Ms Jordaan attended Embracing Social Cohesion. She racially identifies herself as coloured and taught at a historically white school. She felt that the CPD programme enabled her to create a sense of self-awareness about her relationship with her learners. Ms Jordaan furthermore continued, *"...and it also made me a little bit more aware in my area to always be mindful that kids do come from a home with issues and problems"* – Ms Jordaan, Consumer Studies and Technology teacher, 2017

Although the demographics within South African schools might have changed post-apartheid (cf. Chapter Two), it is important to note that the demographic realities for learners might not have changed. The increased awareness of learners' circumstances was furthermore shared by other teachers, who explained explicitly how the learners' backgrounds are influencing their behaviour in their classrooms, as illustrated by Mr Wessels:

> *So while usually you would throw your [learner] out and would see him as just rowdy, now [sic] you think about his challenges, his academic challenges, and wanting to get to his level of helping.* – Mr Wessels, Afrikaans teacher, 2017

Mr Wessels attended the School Violence Prevention Framework. He racially identified himself as coloured and taught at a historically disadvantaged school. Instead of immediately regarding a learners' behaviour as "*rowdy*", Mr Wessels felt that the CPD participation made him more aware of his role as a teacher in understanding his learners. Reflecting on the content knowledge about social cohesion, the teachers reported themselves to be better equipped to understand the motives behind learner behaviour. Similarly, Ms Peters, who also attended the School Violence Prevention CPD: *"They tend to bring those problems to school, act out at school, seeking attention at school … because they might not get that at home."* – Ms Peters, English and Life Orientation teacher, 2017

These findings are congruent with Maxwell et al. (2004), Nash & Schlösser (2015) and Sayed et al. (2017), who found that participation in CPD improved teachers' understanding of learners' behaviours and how that affected classroom practices.

Furthermore, Ms Jordaan, Mr Wessels and Ms Peters (see the above excerpts) worked in a variety of schooling environments. Mr Wessels and Ms Peters worked in resource-constrained schools in historically disadvantaged communities. Ms Jordaan worked in a well-resourced, historically white school in an affluent area. Even though these teachers worked in different school environments, it is essential to understand that their efforts to understand their learners are relatively similar. Ms Jordaan and Mr Wessels have been teaching for 15 and 18 years, whereas Ms Peters has been teaching for three years. The teachers were aware of the circumstances of learners, but indicated that their participation in the social cohesion-related CPD programmes re-emphasised the importance to be mindful of learners' circumstances. Social mechanisms of inclusion and exclusion could impact the development of one's education (OECD, 2011). Thus, creating a sense of belonging is essential for

expanding inclusive protective systems against vulnerabilities and social risks (OECD, 2011 in Fonseca et al., 2019:16). Therefore, it is essential to understand the role of teachers in order to contribute to creating higher levels of inclusion.

The above findings suggest that teachers' experiences of their CPD participation could contribute to increase teachers' critical consciousness and deepening their sense of awareness of learners' differences. Their increased awareness and critical consciousness may increase teachers' understanding of inclusion.

6.2.2 Teachers' assessments on changes in their motivation and confidence after participating in CPD regarding social cohesion

Teachers' motivations are strongly guided by their sense of understanding of their moral roles, their sense of identity and motivations as agents of social justice (Pantić, 2015). The motivation to enact on newly acquired CPD learnings requires teachers to be personally invested in their new CPD learnings (see Mokhele & Jita, 2010; Heystek & Terhoven, 2015). The findings indicate how the participation by the teachers in social cohesion-related CPD programmes influenced their motivation and confidence.

The teachers' perceptions of increased motivations and levels of confidence regarding relevant procedures, practical CPD materials and reaffirmation of existing views about social cohesion will be discussed individually below.

(i) Teachers' views on understanding the relevance of procedures and policies

Most teachers who had participated in the School Violence Prevention Framework indicated that they implemented most of the policies and strategies set out in the Framework at their schools. As a result of this, some teachers indicated that a better understanding of relevant procedures to create a safe schooling environment increased their motivation to use the strategies from the workshop. The relevant procedures include identifying and registering misconduct or incidents within the school and managing and monitoring school safety within the school (cf. Appendix B1.1). Some teachers described their increase in motivation concerning creating safe schooling environments:

> *I didn't really feel more confident about my teaching, but it was just about the procedure part. We try to get in order and how to best do that, and to teach that to our learners. Even in our lessons, we try to incorporate safety and stuff, discipline, everything around our lessons. Stuff that I bring back to my learners and incorporated in our lessons.* – Mr Herby, Economic and Management Sciences, Business Studies & Life Orientation Teacher, 2017

The School Violence Prevention Framework workshop was provided to schools that were located in hotspot areas with a high incidence of violence within the area of the school. The CPD workshop emphasised the role of teachers' classroom practices implicitly through

referring teachers to a set of additional concrete, stand-alone training manuals and materials on specific aspects of school safety. These specific modules were available online on topics such as addressing bullying in schools, positive discipline, and classroom management (cf. Appendix B1.3). However, despite the implicit role of classroom strategies in this workshop, the findings indicated that Mr Herby, as indicated above, felt more confident within his classroom. He found that by understanding relevant policies and procedures concerning school safety, he gained valuable insights regarding school violence prevention and safety and was able to incorporate this into his lessons.

The procedures and policies discussed in Embracing Social Cohesion and Reflect & Respond included the influence of Code of Conduct and Recruitment and Selection policies.

The participants indicated the usefulness of learning about these policies and procedures in order to create an inclusive school culture. The below quote from Ms Adams represents these views:

> *…The course opened my mind to things. They went into things like policies, and you know, uniform and hair, or how that can exclude or include people. It made me alert to things that I maybe have thought was okay, you know, because it falls under our policy of that of whatever. But now actually, the course also made me think about human rights in terms of those types of things, and also about how it can actually include more people when we change our rules slightly. And that's, you know, sometimes we just accept things without thinking.* – Ms Adams, English teacher, 2017

A way to "*open her mind to things"* regarding policies and procedures was furthermore indicated by Ms Adams in the following way:

> *The people that make the rules, rights, and the regulations are people that previously used to do it in a certain way without considering other people from other races, when it comes to hair policies and stuff like that … We are in the process of changing our hair policy, and so, that was very interesting for me. Because, it's like, we have to move with the times too. When I arrived here [ten years ago] the black kids could not have braided hair. They were not allowed to have … braids in the hair, because it was seen as decoration, and we didn't allow it for the white kids, so why could we allow [it for them]? But I think it's different, you know. It's different, it's a more cultural thing I think, the braided hair.* – Ms Adams, English teacher, 2017

In the context of the above quotation, Ms Adams describes how school policies and procedures could potentially become more inclusive. However, to understand what is needed to potentially transform current processes within the school, it is essential to understand how such regulations were designed, as well as for whom. Ms Adams taught then at a historically white school, where the initial policies and procedures were designed by and for white people prior to democracy in 1994. As an example of her schools' hair policy, she shared that ten years before, her black African learners were not allowed to braid their hair *"as it was seen as a decoration*". However, over the past years, the learner population at her school had become more culturally and racially diverse. Therefore, it was important to transform the policies in ways that made them more inclusive and non-discriminatory for all learners. The

views of teachers such as Mr Herby and Ms Adams showed the increased understanding of the relevance of strategies and policies within their contexts created by CPD programmes. These findings are congruent with Kennedy (2016), who indicates that an understanding of the relevance and appropriateness of particular CPD strategies can influence their motivations to utilise these strategies (cf. Chapter Three).

The findings above suggest that a better understanding of relevant policies could potentially motivate teachers, and might arguably contribute to increasing their levels of confidence to enact transforming policies in their schools.

(ii) Teachers' assessments on using practical CPD materials

The findings indicate that teacher motivations and confidence are strongly influenced by the appropriateness of the instructional materials from the CPD programmes, as discussed in Chapter Five. The quality and appropriateness of the CPD materials can significantly impact teachers' motivations to enact their newly acquired CPD learnings (see Mestry & Hlongwane, 2009; Knights & Lee, 2015; Nash & Schlösser, 2015; Kennedy, 2016; Phasha, et al., 2016). Teachers across the three CPD programmes felt that receiving practical guidance or examples of classroom practices helped them to feel more motivated to start using the content materials of the CPD programme within their schooling environments. For example, Ms Botha indicated the following: *"I have grown in confidence since using this technique, and I would like to expand on that and use more of the techniques in the book that they gave us"* – Ms Botha, Afrikaans teacher, 2017.

Ms Botha participated in Reflect & Respond, together with all her independent girls' school colleagues. All participants received a booklet with a set of practical classroom methodologies which were conducive to creating democratic classrooms (cf. Appendix B3). She described how she grew in confidence after using the practical methodologies of the programme:

> *So what I did is, I prepared 13 pages with quotes from the book. It was after we read the novel. I grouped the tables in a circle and I also told them to sit down. And they wrote for two lessons, that is an hour and a half! The class was dead silent.*
>
> *They got all their views on paper and afterwards the only thing I asked them was 'What do you think about that activity and how did you find it?'. They said it was wonderful because everybody got to say what they wanted to say, without the exposure of having to verbalize it in front of a group. So, I was blown away! They said everything that I would have said in a discussion, where they wouldn't have participated. So all the points came across anyway, but they did it themselves. Look at this page, it's both sides, so I was absolutely blown away and it gave me such confidence to then tackle difficult issues.* – Ms Botha, Afrikaans teacher, 2017

The Reflect & Respond booklet contained various practical activities (cf. Appendix B3.1 for a summary of the booklet). Ms Botha, in the above quotation, refers to the Afrikaans novel

Vaselinetjie (von Meck, 2004), set in South Africa during apartheid. Ms Botha indicated that race played a huge role in this novel. In order to tackle "difficult issues", such as race relations within the apartheid and post-apartheid context, she wanted to try out one of the new methodologies of the programme. In the above quotation, Ms Botha used these practical methodologies to tackle difficult issues. She felt that this classroom practice enabled all learners to share and express their ideas equally, which she found to be particularly useful to enable learners who felt less confident to speak up in class. Ms Botha indicated that the learners expressed all the points she had intended to discuss, as she indicated that the learners "*would say everything that I would have said in a discussion where they wouldn't have participated*". As a result of the positive feedback received from her learners, Ms Botha felt more confident to be able to create a space where learners could express their thoughts and ideas about difficult issues. Thus, as some of the methodologies in the booklet (cf. Appendix B3.1) were very straightforward, she felt that it was easy to try to use them in class. Due to this success, Ms Botha was motivated to explore this technique further. This is in keeping with the findings of Knights and Lee (2015), who reported that the usage of CPD materials motivated teachers to try out new CPD learnings in their classrooms, and enabled teachers to reflect on the use of these new methodologies, as well as how learners responded to them.

Teachers who received context-specific, practical guidance relating to policies or structural support on a school level felt motivated to implement the strategies as they felt that they could share the materials with their peers who had not attended the training. This was illustrated by Ms Vukubi:

> *...they tried to give people now the book you see, that one with the signing that when you are coming, so it also helps with seeing who came in and who is the student or staff. It is a small school, so we didn't have this, but now after the training, we got this. – Ms* Vukubi*,* Accounting and Life Orientation teacher, 2017

Ms Vukubi attended the School Violence Prevention Framework. She did not want to be identified in terms of her race. She worked in a resource-constrained, co-educational government school, situated in a gang-ridden community. During the CPD workshop, Ms Vukubi learned about strategies and policies to make the school a safer environment by monitoring who entered the school premises by logging their details. She indicated that she felt motivated to implement these strategies soon after attending the CPD programme, as the strategies were appropriate to her school context. Thus, the strategies from her programme materials were practical and easy to share and use in order to create a safe school environment.

These findings concerning both Ms Botha and Ms Vukubi are similar to the studies by Bervkens et al. (2012) and Nkopodi (2006), who found that practical handouts from CPD programmes supported teachers in applying their newly acquired CPD learnings within

schools. The use of practical CPD materials, suitable to teachers' diverse contexts, could potentially assist in the dissemination of CPD learnings to peers, as teachers could more easily share CPD methods with peers who had not participated in a CPD programme.

From the above, it can be suggested that instructional CPD materials with suggestions or explicit classroom strategies can influence teachers' perceptions about the effects of participating in social cohesion-related CPD. The instructional CPD materials may potentially lead to increased levels of confidence and to changes in classroom practices, suitable for building social cohesion. In addition, teachers felt that using practical CPD materials could enable them to disseminate the newly acquired CPD strategies regarding social cohesion within their schools.

(iii) Teachers' perceptions about reaffirming their views regarding social cohesion

Some teachers indicated that attending the CPD programme enhanced their confidence level, as they felt that the programme reaffirmed their views regarding social cohesion. The following quotation from Mr Andralt, a male teacher who worked in a historically white boys' school, captured these views:

> *I think the programme just gave me a boost in terms of what I was doing. Was actually, ja, also thought about … in other circles because sometimes you think you doing something in isolation … So the programmes just basically in a big sense, helps you to feel that you are on the right track, you know."* – Mr Andralt, Afrikaans teacher, 2017

Mr Andralt racially identifies himself as coloured and attended the CPD programme Embracing Social Cohesion. The "*boost*", described by Mr Andralt instilled a sense of hope in him (see Freire, 2014). He felt that his CPD participation reaffirmed his views regarding social cohesion, as he found that his dispositions regarding social cohesion were similar to those of other individual teachers in the CPD programme. A sense of collective effort toward hope is important as it involves a shared vision of what could be, with a shared commitment and determination to make it a reality (Ginwright, 2016:21 in Navarro, 2018). However, in some instances, teachers' abilities to promote social cohesion is limited to their classroom practices, which Mr Andralt, in the above quotation, describes as *"doing something in isolation"*. This could lead teachers to feel despair, as a sense of hope for social cohesion and change might not be realised when it is not rooted in practice (see Le Grange, 2011). Factors relating to teachers' social relations and the institutional structures often influence teachers' autonomy to act as agents of social cohesion and change (Pantić, 2015; Niemiec & Ryan, 2009). Thus, the greater the teachers' autonomy, the more enthusiastic and creative teachers can be (Niemiec & Ryan, 2009:140).

The considerations above suggest that a reiteration of teachers' views about social cohesion can influence the effects of social cohesion-related CPD, and could potentially instil a sense

of hope towards social cohesion and change in teachers. However, social relations and institutional structures may influence the level of teachers' autonomy and their ability to act as agents of social cohesion that go beyond classroom practices.

6.2.3 Summary

Section 6.2 captured the views of teachers regarding their renewed insights, motivations and confidence. The teachers felt that their CPD attendance enabled them to reflect upon their insights and behaviour deeply. Teachers who participated in social cohesion CPD programmes with an explicit focus on intergroup relations, prejudice reduction and cultural intelligence felt that their participation increased awareness of their unconscious bias and, in some instances, limited cultural understandings. Learning about theoretical underpinnings or undertaking external tests about these topics was helpful for teachers to explore their own implicit biases, which in response could help them to engage with possible shortcomings. This also helped them to become more aware of the diverse realities of their learners in relation to themselves, which is an important component in fostering social cohesion.

The findings indicated that teachers felt that the CPD programmes transformed their understanding of the impact on their learners of structural issues, such as systemic violence and structural inequality. Self-reported effects of social cohesion-related CPD were also viewed in relation to critical consciousness, and to better understand their own roles as change agents. Renewed insights were furthermore reported by teachers in becoming more mindful of learners' individual circumstances within the classroom, such as by being aware that external factors could influence learners' classroom behaviour or academic performance.

The teachers' self-reported effects of such CPD programmes were found to influence their increased motivations, by better understanding the relevance to their school context of procedures and policies. Appropriate procedures referred to in the CPD programme included identifying and registering misconduct or incidents within the school, and managing and monitoring safety within the school. Other policies discussed in the CPD programme in relation to the school include the code of conduct and hiring policies. Teachers perceived that increased insight into procedures and policies within the classroom or in the school could potentially contribute to making these spaces more cohesive. Thus, a better understanding of relevant policies and procedures was also described as important by teachers. The findings showed that it increased their awareness of the potential impact of relevant policies or procedures to create an inclusive schooling environment.

Receiving practical guidance in the form of CPD materials was found to be tremendously helpful and had a dual role. First, it helped teachers to engage with their new CPD learnings,

and enabled them to share practical strategies with peers who did not attend the training. Furthermore, teachers who already viewed themselves as agents for social cohesion reported increased motivation and confidence. They felt that the content of the CPD programmes reaffirmed their views about social cohesion, which instilled a sense of hope for social cohesion and change.

The next section explores teachers' views about the effects of their CPD participation in relation to their classroom practices

6.3 Situating classroom practices for social cohesion: Teachers' insights on transforming classrooms and practices

The previous section discussed the teachers' views about their self reported CPD effects, regarding their insights and behaviour, motivation and confidence. Aspects of the quality of CPD included the importance for teachers to change classroom practices as a result of providing them with new competencies (see Barrera-Pedemonte, 2016; Darling-Hammond, et al., 2017; Popova et al., 2022). Teachers' classroom practices and their engagement with their syllabus are essential aspects that can contribute to social cohesion in classrooms (see Sayed et al., 2017, 2018; Kuppens & Langer, 2019; Mickelson & Nkomo, 2012; Nussey, 2018). Therefore, the following section explores the effects of teachers' CPD participation in relation to the transformation of classrooms and practices.

Section 6.3.1 discusses the teachers' views about the role of classroom practices. Section 6.3.2 discusses the teachers' self-reported effects of their CPD participation in relation to constraining factors within the classroom and school.

6.3.1 Teachers' views regarding the role of classroom practices

The findings highlight the views of teachers about possible changes in their classroom practices after participating in CPD programmes related to social cohesion. The following sections discuss the teachers' perceptions of classroom practices regarding the syllabus, their classroom, and relationship with learners.

(i) Teachers' perceptions on ways to convey elements of social cohesion through the syllabus

The syllabus plays a vital role in building social cohesion (see Sayed et al., 2017; Kuppens & Langer, 2019). The Manifesto on Values, Education and Democracy set out ten fundamental values to be taught as part of the syllabus, conducive to social cohesion (cf. Chapter One and Two). It is however essential that teachers are adequately trained to utilise their syllabus correctly, and that teachers are supported in finding ways to create relationships of trust with

their learners (Prinsloo, 2007:268). Perceptions on the quality of CPD programmes often include the importance of equipping teachers with various forms of knowledge, such as curriculum knowledge and pedagogical content knowledge (Shulman, 1987; Timperley et al., 2007; Barrera & Pedemonte, 2016) that are relevant to the context in which teachers work. The teachers in this study taught a range of subjects (cf. section 4.6 and appendix A for an overview of teachers and their subjects), though the programme documents used during their CPD participation did not explicitly focus on specific curriculum knowledge[5]).

Despite the limited focus on curriculum knowledge within the three CPD programmes concerned, some participants indicated that their CPD participation influenced how they understood their role as teachers in creating social cohesion through their interacting with the syllabus.

The teachers described becoming more active in seeking opportunities to build social cohesion through their syllabus, as in the following extract:

> *…it … made me realise I can help make it happen in my attitude and my approach in the class. I can be more instrumental, not just like okay well you know they are together now and they inevitable going to find each other understand each other, [but] that you can actually create opportunities for discussion and sometimes on sensitive [topics].* – Ms Adams, English teacher, 2017

Ms Adams worked in a historically white, co-educational government school and attended the CPD programme Embracing Social Cohesion. Ms Adams commented that through her CPD participation, she realised the instrumental role she could play in promoting social cohesion through her interaction with the syllabus. She shared that she actively created opportunities in her classroom to engage and unite learners from different backgrounds and explained this in the following way:

> *Now I'm thinking more about the lesson maybe and how because Shakespeare for example when it comes to the like, the black kids, it's so Eurocentric. It's completely far removed from... That is a concern for me, that we don't do enough African literature for example. Talking about stuff like that more often. I try to with certain things its beneficial to all the kids.* – Ms Adams, English teacher, 2017

In a different schooling context, Ms Carsten, a female teacher who attended CPD programme Reflect & Respond, also felt that her interaction with the syllabus could potentially lead to cohesive classrooms. She taught at a historically white, independent girls' school and indicated that a change in her interaction with the syllabus could include using a varied body of literature or using different classroom examples, as indicated:

> *...and looking at changing the literature and making, I suppose, the staff more aware of the role that they can play. So instead of just saying "oh Jane goes to the shop and buys four apples, it can be Thandi goes to the shop and buys four apples", like make*

[5] The programme materials of CPD programme Embracing Social Cohesion included one section about social cohesion-related topics within the syllabus (cf. Appendix B2). However, due to time limitations this topic was not discussed during the CPD workshop.

> *the examples more relative to what it is that their existence is like.* – Ms Carsten, English teacher, 2017

It is important that learners' social realities are reflected through classroom practices or the syllabus (Hanna, 2019). An example of this is how Ms Adams and Ms Carsten endeavoured to influence the ways to convey their syllabus, either through using different bodies of literature or classroom examples. Furthermore, social cohesion can potentially be created by engaging learners from different backgrounds together. This includes enabling learners from different backgrounds to learn from each other through their differences and similarities (Hughes et al., 2018), as discussed in Chapter Three. In order to create social cohesion, such differences as explained in the above quotations can help rather than hinder unity, as mutual vulnerability is an essential aspect for reconciliation (Kwenda, 2003; Keet et al., 2009), as indicated in Chapter Three.

Mr Siphamla, a Mathematics teacher who participated in Reflect & Respond and who taught at a historically white, independent girls' school, incorporated different aspects of other cultures through the syllabus. He indicated that he promoted social cohesion in class by teaching about different forms of interest, as indicated below:

> *If we talk about something that teaches them about other things that are not in the text book, I grab it. So I started talking to them about the difference between symmetric and compound interest and that using compound interest, you are lending people money, you are very greedy you not applying* Ubuntu. *Now* Ubuntu *is the South African term for being kind and human, so I then said oh by the way did you know before there was money in Africa, people used to have cattle and other things. And what you would then get is a situation if my neighbour hasn't got cattle and I've got enough cattle, I would give him five and he will stay with those cattle and use them and gets calves from them and have his own cattle. And maybe after ten years he can return my five cattle. He doesn't have to return five plus something else which is what interest is all about. So I said that was the way of life and people lived well. […] they [learners] were listening attentively because this was so interesting, I mean even the ones who are normally sort of dozing off or drifting they were paying full attention because this is something that is important. So, when they learn those things, they now learn more about other people out there that they didn't know about, because this is not anywhere, it is not in the textbook.* – Mr Siphamla, Mathematics teacher, 2017

By explaining concepts of the syllabus in a non-Eurocentric way, Mr Siphamla draws upon indigenous knowledges and connects the concept of *Ubuntu* in his lessons. Mr Siphamla describes the concept of *Ubuntu* as 'being kind and human'. The notion of *Ubuntu* is also connected to conceptualisations of social cohesion, whereby *Ubuntu* refers to collaborative leadership, collective power, collective well-being, and collective wisdom (Thakhathi & Netshitangani, 2020). The way in which Mr Siphamla connects these concepts is by explaining about community histories and culture (how people used to lend cattle to neighbours), to the current process of obtaining loans that are charged interest. Freire & Faundez argue that indigenous knowledge is a rich social resources for any justice-related attempt to bring about social change (1989, cited in Semali & Kincheloe, 2002). Mr

Siphamla's example shows an alternative, non-Eurocentric perspective on enactment with content of the syllabus, as indicated in DBE's *Action Plan to 2024* (DBE, 2020, cf. Chapter Three). Through his engagement with the syllabus, he is able to expose learners to different viewpoints, and various aspects of South African cultures and practices. This could potentially lead to an increased understanding of differences and similarities among learners and could lead to increased levels of social cohesion within the classroom.

The previous excerpts furthermore indicate that these teachers believed that interaction with the syllabus to create social cohesion could also empower their learners. This could potentially include actively trying to unite learners, using different bodies of literature or by drawing upon different forms of knowledge, as Ms Adams, English teacher, 2017, argues: *"Now it makes the kid who feels less [comfortable about their background] be comfortable about their background. Predominately non-white kids feel a little more empowered."*

From the above, it can be concluded that despite the absence of explicit focus on subject-specific curriculum knowledge in the CPD programmes and documents, the teachers felt that their participation in social cohesion-related CPD could result in an increased awareness of how they could convey the syllabus to promote social cohesion. The findings showed that as a result of their CPD participation, teachers reported that they were looking more actively for ways to unite learners of different backgrounds. This included incorporating different literature and examples that could potentially contribute to greater social cohesion among learners. Thus, the teachers' different interpretation of the syllabus could possibly support their learners from marginalised backgrounds to feel more empowered and included.

(ii) Teachers' views on ways to build social cohesion through their classroom practices

Classroom practices that are critical, participative, collaborative, and cooperative (Bajaj, 2011; Horner et al., 2015) are often viewed as suitable for promoting social cohesion in classroom settings. The teachers in this study referred to these as "appropriate practices" to create social cohesion within their diverse classroom settings. During the interviews with teachers, they were asked about their preferred practices to promote social cohesion in their classrooms. Most indicated that collaborative and cooperative approaches were most desirable to build social cohesion. These findings are similar to other research on teachers' practices to build cohesive classrooms (see Gill & Niens, 2014; Sayed et al., 2017).

As discussed in Chapter Three, the use of "progressive" (Tikly, 2020:195), learner-centered approaches, such as group work, are often viewed as most conducive methodologies to promote social cohesion (UNESCO-IICBA, 2017; Sayed et al., 2017, 2018). However, the classroom realities of teachers were found to be highly influential of their practices. Some

teachers indicated that they had to revert to whole-class, teacher-centered approaches to promote social cohesion:

> *Because of our groups of learners, we can't do group work. Group work doesn't work! It is chaos, we try to discipline. For me, I won't do group work. I would do more and we, the other thing for me that's difficult to do are learner-centered lessons, because they don't have the confidence to speak in front of the class. So we do interaction a lot, ask questions.* – Mr Herby, Economic and Management Sciences, Business studies & Life Orientation Teacher, 2017

> *...The whole, not in groups, the whole class approach, because of the bad behaviour [of learners]. … Ja, so most of the time group work does not work.* – Ms Gadlela, isiXhosa and Life Orientation teacher, 2017

The first quotation comes from Mr Herby, a male teacher who attended the School Violence Prevention Framework. He worked in a resource-constrained co-educational government school in a historically disadvantaged community with an average of 40 learners per class. The second quotation came from Ms Gadlela, a female teacher who attended Embracing Social Cohesion and who worked in a well-resourced co-educational government school, in a historically white community. Ms Gadlela taught 30 learners on average per class.

Despite the different schooling environments, both teachers shared that they preferred to use whole class methodologies. They also both described the limitations of using collaborative strategies in their classrooms due to behavioural or contextual factors. Mr Herby and Ms Gadlela felt, however, that whole class methodologies could potentially still contribute towards social cohesion. This was similar to the approach of Mr Andralt, who attended the Embracing Social Cohesion CPD programme. He worked in a historically white boys' school, and shared that despite using a whole class approach, he still aimed to create dialogues between himself and his learners, in an effort to create social cohesion in his classroom:

> *For me, the preferred method is not me having, not me being the custodian of all knowledge but believe that knowledge is embedded in each person and that they also [have] knowledge to share with their classmates and with me via their way of doing it their way of not doing it that's all part of that's how I see it.* – Mr Andralt, Afrikaans teacher, 2017

Alexander (2009: 11) explains that the facilitating role of teachers is guided by principles that are developmental rather than cultural or epistemological. The teacher nurtures and respects individual differences. This is reflected in Mr Andralt's account when he indicated that he facilitated dialogue between his learners and with his learners to generate knowledge. This approach is similar to Freire's concept of problem-posing education, which helps people develop their power to critically perceive the way they exist in the world in which they find themselves (Freire, 2000:83). Problem-posing education generates critical thinking and stimulates reflection and action upon reality. Thus, through dialogue, people come to see the world as a reality in transformation instead of a static reality (Freire, 2000:83,84).

The methodologies described by Mr Herby, Ms Gadlela and Mr Andralt, such as teacher questioning or dialogue involving the whole class, are often seen as teacher-centered and non-transformative approaches (Westbrook et al., 2013:37; Sayed et al., 2017, 2018). The teachers indicated that their contextual factors hindered their classroom practices, congruent with a range of studies (see Crossley, 2010; Schweisfurth, 2013, 2015; Tabulawa, 2013; Fataar, 2015) as described in Chapter Three. However, despite the contextual setbacks, their use of teacher-centered approaches was consciously applied in their pursuit of building social cohesion in classrooms.

This section shows that most teachers in the study viewed collaborative and cooperative methodologies as most desirable to promote social cohesion in their classrooms. However, the use of these strategies can be hampered. Contextual factors could potentially influence which methodologies teachers can use in promoting social cohesion. Despite teacher-centered approaches often being viewed as non-transformative, it could be argued that such approaches might still support teachers in their efforts to promote social cohesion in their classrooms.

(iii) Teachers' reflections on their relationships with learners

Various studies on the effects of CPD on teachers stress the importance of improved learner outcomes (see Dunst et al., 2015; Darling-Hammond et al., 2017; Sancar et al., 2021; Popova et al., 2022). These learner outcomes include academic and sociocultural development, and educational needs (Sancar et al., 2021), which highlights the importance of trust and relatedness between teachers and learners (Prinsloo, 2007; Shuayb, 2012; García-Moya et al., 2020). In order to do this, the teachers in this study indicated their increased awareness of the need to create safe spaces in their classrooms. As discussed in Chapter Three, such spaces enable social or moral topics to be discussed (Noddings, 2012), whereby learners feel safe to openly discuss their feelings, experiences, and creativity, and can challenge assumptions and behaviour (Barrett, 2010; Zembylas, 2015). However, safe spaces are also referred to as the spaces that provide safety from emotional or psychosocial events (Stengel & Weems, 2010). In order to build trust to make learners feel safe in their classroom, teachers indicated the use of various approaches to create safe spaces:

> *Our kids come from difficult homes. They have a lot of issues at home, divorce, teenage pregnancies or maybe drug abuse. I felt that humour as a way of letting down the walls and so a kid can open up and speak about private things, they trust the class, the students in the class, but to give them advice while they are in that setup, that works for me.* – Mr Daniels, Economic and Management Sciences, Business Studies & Life Orientation teacher, 2017

> *You see all comes with you must let somebody trust you. You have to build up a relationship with somebody and it starts from building trust somebody must have to be able to trust you and confide in you as a genuine person and I think then that's how you can get, what is the word I'm looking for, a word now how you can actually*

> *start relating to them and drawing them in and helping that person it's a whole story of its own?* – Ms Sauls, isiXhosa and Life Orientation teacher, 2017

These teachers worked in very different contexts. Mr Daniels worked in a resource-constrained co-educational government school in a historically disadvantaged community, where many learners came from dysfunctional homes, whereas Ms Sauls worked in a well-resourced, historically white independent girls' school, where the majority of the learners came from wealthy backgrounds. Mr Daniels endeavoured to create a physically safe space in one context, away from risk and danger. For Ms Sauls, her motivation to create safe spaces was to build relationships of trust with her learners. Mr Daniels' motivation to create safe spaces could be similar to teachers who worked in contexts similar to that of Ms Sauls, as some of the learners who attended well-resourced schools might also experience the challenges described by Mr Daniels. Despite the different school contexts, what both teachers had in common was that they actively sought ways to create safe spaces where learners felt safe enough to discuss complex topics and share their feelings. Thus, in order to build trust and to make learners feel safe, it is essential for teachers to be aware of the learners' backgrounds, as described in section 6.2.

Furthermore, a way to create safe spaces and trust between teachers and learners is by being a role model for learners. Mr Alexander expressed the views of some teachers across all three CPD programmes:

> *I'm a role model. You must, yourself, become the role model by doing the right things. Outside of the school, they might not have many role models. They might have some role models. But some of the children do not. Because I am a male, then children see you as a father. Because you can say nice things to… maybe they have nobody that say nice things to them. – Mr Alexander, Physical Science and Mathematics teacher, 2017*

The data indicates that some teachers, such as Mr Alexander, aimed to be role models within their classrooms to exhibit socially cohesive values and behaviour (Barrett, 2007; Smith, 2010). These views are congruent with policy provisions such as the *Manifesto on Values, Education and Democracy* (DoE, 2001) and the *Norms and Standards for Educators Act* (DoE, 2000a), as described in Chapter Two. The *Manifesto* describes the need for teachers to demonstrate the values they uphold and recognise their responsibility by setting examples as role models. One of the seven interrelated roles of teachers, described in the *Norms and Standards for Educators Act*, includes applied competencies and qualifications of teachers in relation to the community, citizenship, and pastoral role. This entails that teachers will "practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others" (DoE, 2000a:14).

The above findings show how the self-reported effects of teachers' CPD participation influenced their relationships with their learners. These relationships were described with

regards to role modelling and creating safe spaces within the classroom. From the data, it could be argued that teachers' efforts to create safe spaces are needs- and context- specific in an effort to create spaces that can be physically and culturally safe for learners. Furthermore, teachers viewed that greater trust between teachers and learners could be achieved by being positive role models for their learners.

6.3.2 Teachers' perceptions about constraining elements of newly acquired CPD learnings in classrooms and schools

The ability to utilise different methodologies or enact newly acquired CPD learnings is often highly dependent on factors such as the class size or infrastructure (Onwu & Stoffels, 2005; Heystek & Terhoven, 2015; Govender, 2018; Tikly, 2020).

The teachers indicated various factors that hindered or enhanced the enactment of their newly acquired CPD learnings. The following sections discuss these factors in relation to their resources and facilities, class size and time constraints.

(i) Teachers' assessments of the role of their resources and facilities

Infrastructure, such as resources and facilities within a school, influences teachers' enactments in their classrooms (Tikly, 2020), and their ability to implement newly acquired CPD learnings (USAID, 2008). Most teachers across the three CPD programmes indicated that the facilities and resources within their schools would not hinder enactment of their CPD learnings about social cohesion. When asked if the school's resources and facilities hindered the implementation of newly acquired CPD learnings, Ms Smith, English teacher, 2017, indicated*: "No, not at all. The facilities are incredible, you have absolutely everything you need you to have an incredible library with multiple sorts of resources."*

Ms Smith's view was shared among all teachers in this study who taught in well-resourced, historically white government and independent schools. The gross majority of the teachers in this study did not feel that their schools' resources and facilities hindered their ability to use their new CPD learnings in their classrooms. However, a few teachers argued that their resources and facilities did hinder their enactment of their social cohesion CPD learnings. These teachers worked in no-fee schools, which were located in historically disadvantaged communities. Although most teachers in this study did not feel that their schools' resources and facilities could hinder their enactment with their newly acquired CPD learnings about social cohesion, it is essential to note that well-resourced, historically white schools do not make up the majority of schools in this country. According to Christie et al. (2007:23), the large majority of schools in South Africa are in "historically disadvantaged areas in relatively poor socio-economic circumstances". Such schools are often under-resourced, similar to the working conditions of the teachers in the no-fee school in this study. Therefore, the schools'

resources and facilities form a significant factor that needs to be carefully considered in designing and delivering social cohesion-related CPD, suitable for teachers who teach in the diverse schooling contexts in South Africa. This is illustrated by Ms Vukubi, a female teacher who worked in a resource-constrained, co-educational government school and participated in the School Violence Prevention Framework with her principal and another teacher. She was made aware of particular safety hazards within the school as part of the CPD activities. However, as her school, which was situated in a township, had very limited resources, she was not able to make provisions for such safety hazards within a short period of time. Although the Framework indicated that measures regarding fire hazards needed to be put in place, Ms Vukubi indicated:

> *If there is an evacuation or fire, how do we get out? As we only have one entrance. If there is a fire at the gate, where do we go out? Where can they go to? We have to jump over the wall and stuff, and then get... ja…* – Ms Vukubi, Accounting and Life Orientation teacher, 2017

The implementation constraints due to the schools' infrastructure were furthermore described by other teachers of the same programme, such as Mr Erasmus:

> *A lot of them talked about up in the safety, but then again, they couldn't provide funds for extra security guards at school, you understand? They talk about implementing, but they don't provide us with the necessary funds for extra security guards and extra security measures. So a lot of teachers felt frustrated at the workshop about that.* – Mr Erasmus, Mathematics teacher, 2017

Ms Vukubi and Mr Erasmus both participated in the School Violence Prevention Framework but worked in different schools. Both schools were situated in hotspot areas with high crime numbers.

The School Violence Prevention Framework explicitly emphasised the role of various stakeholders and appropriate resources and facilities for a safe schooling environment where teaching and learning can occur. However, the resources and facilities in some schools are not adequate to make these changes. Therefore, social cohesion CPD must be sensitive to the resources and facilities of the teachers' contexts. In order to foster social cohesion, reducing inequality in education is crucial (Sayed et al., 2018; Spaull & Jansen, 2019). However, when the resources and facilities of schools are not conducive to implementing the strategies advocated by CPD programmes, resource-constrained schools are unable to implement their new learnings. This could result in increased inequality in education, which potentially hinders the promotion of social cohesion.

From the above findings, it can be argued that the teachers' views about self-reported effects of social cohesion-related CPD are context-sensitive, and significantly influenced by the availability of resources and facilities within the schools. This may suggest that despite teachers' efforts to act as agents of change, their resources and facilities within their school

could potentially influence the effects of their participation in CPD programmes regarding social cohesion.

(ii) Teachers' insights on how class sizes influence their practices

Class size has an impact on the teachers' classroom practices (Govender, 2018). In this study, teachers felt that the size of their class could either hinder or enhance the application of new learnings acquired from a CPD programme to foster social cohesion in the classrooms, as illustrated by Mr Mkhonto: *"[It is] depending on the size of your class, as for big class what we would do might not work that well because of the space or time." – Mr Mkhonto, isiXhosa and History teacher, 2017.*

The average learner to educator ratio in this study was 28.6: 1, which is a little under the national average of 31.4, according to the DBE's 2021 School Realities report (DBE, 2022). Despite the average class size of 28.6 in this study, the class sizes varied greatly depending on the different contexts in which these teachers worked. Teachers of the School Violence Prevention Framework indicated that their average learner to educator ratio was 40, of which the largest class size was reported to be 52 at one school (cf. Appendix A for teacher profiles). The average learner to educator ratio of teachers of Embracing Social Cohesion was 26, of which the smallest class size of five learners was reported by one teacher for the subject isiXhosa at a historically white high school, and the largest class size of 36 learners at a commuter school.

Teachers of the independent school reported an average class size of 20 learners per subject. All teachers in this school indicated that they felt that their class size would not hinder their ability to utilise the new CPD learnings in their classroom. This was different from the views of teachers who taught in public schools with larger class sizes. Most of those who taught in public schools felt that their classroom setting would hinder their applying the newly acquired CPD learnings. The teachers explained that learners could become *"restless"* or *"chaotic"* (interviews Ms Booysens; Ms Fourie; Mr Herby, 2017), which could hinder the use of particular classroom practices that might be conducive to promoting social cohesion. Other teachers indicated that such methodologies would not always be suitable within their classroom setting in order *"to keep learners safe",* as illustrated by Mr Erasmus, who attended the School Violence Prevention Framework. This confirms the importance of context-specific CPD, which considers the various classroom realities in which teachers work. Thus, it confirms the idea that there may be no uniform approach to teaching teachers about the use of particular methodologies to promote social cohesion (see Sayed et al., 2018).

The above findings show how the teachers' utilisation of their new CPD learnings were influenced by their classroom size. It could be argued that despite receiving a range of methodologies in CPD programmes, contextual factors such as the class size might hamper teachers' abilities to utilise such methodologies to promote social cohesion in their classrooms.

It is understandable that new methodologies provided in social cohesion-related CPD need to be conducive to the diverse contexts in which teachers work.

(iii) Teachers' views on the constraints of time to internalise newly acquired CPD learnings

Time is an essential aspect of professional learning, considering that teachers need to have adequate time and space to critically reflect on new CPD learnings and upon existing assumptions and behaviour in order to transform their agency and change classroom practices (Darling-Hammond, et al., 2017; Timperley et al., 2007).

Insufficient time to internalise, reflect and utilise newly acquired CPD learnings for social cohesion were viewed as significant within the classroom and school. This is described by teachers of both Embracing Social Cohesion and Reflect & Respond, as illustrated by Ms Booysen:

> *It's not when the subject arises it's easy to deal with it. For instance, like we've mentioned earlier, you've got all of these methods and it's great, however, if you've got all this content, and you've got this assignment, and you've got that to do… You tend to fall in your old bad habits. You just want to get the work done and then you need to stop and realise and tell yourself, hey, I need to take a step back and I need to realise I need to try and find a different way. Where we trying to get these strategies in place, it's really not as easy as, like, when we there at the course and think like,' Oh yes I can do this', and then you're in class and you're like,' Oh my word I only got half way through it'.* – Ms Booysen, Afrikaans teacher, 2017

Ms Booysen stressed the difficulty in utilising her new CPD learnings within her classroom setting due to the demands of the syllabus. In order to change existing habits, teachers need to reflect upon existing behaviour critically. This process requires time, which might not always be available within schools (see Heystek & Terhoven, 2015; Mogliacci et al., 2016).

Most teachers who participated in the CPD programmes Embracing Social Cohesion and Reflect & Respond reported a lack of time in relation to the demands of their syllabus or their schools as a constraining effect of their CPD participation. However, this was not indicated by teachers who participated in the School Violence Prevention Framework CPD programme.

The different responses between teachers of the different programmes arose because the content and mode of delivery of Embracing Social Cohesion and Reflect & Respond was

largely transformative (Kennedy, 2014), focusing on disrupting and changing existing assumptions and behaviour. On the other hand, the content and mode of delivery of the School Violence Prevention Framework was more transmissive (Kennedy, 2014), with little attention to changing teachers' existing assumptions and behaviour. All teachers who attended the School Violence Prevention Framework were part of their schools' safety committee and stressed the importance of finding ways to make their school environment safer. Thus, they attended the CPD programmes with different stakeholders, such as their principals (cf. section 4.6), which could influence their possible time constraints.

The above findings show that the CPD effects on teachers are influenced by the availability of time. The findings show that teachers viewed that sufficient time was essential to reflect upon existing assumptions and behaviour to internalise and utilise newly acquired CPD learnings within their classrooms. It could be argued that social cohesion-related CPD learnings might not be adequately utilised within the classroom or school when teachers do not have enough time to engage with their new learnings.

6.3.3 Summary

Section 6.3 captured the teachers' self-reported effects of the social cohesion-related CPD programmes within their classroom contexts.

The teachers indicated that CPD attendance had shifted their views regarding their classroom practices. Among the self-reported effects of CPD that were related to engagement with the syllabus was that teachers more often included different views and examples in their teaching practices to create greater opportunities for discussion. Furthermore, teachers included the social realities of learners more adequately in considering how to use the syllabus and different samples of literature, in an effort to bring about social cohesion. These shifts in motivation as a result of CPD participation could potentially support learners to think critically, create a sense of belonging, and potentially shift classroom and school cultures.

The teachers' self-reported effects of CPD participation within their classroom were furthermore reported in relation to their relationships with learners. Teachers reported creating safe spaces to achieve physical safety in places of risk and danger, and to bring about safe environments conducive for learners to share their feelings and to discuss complex topics. The creation of safe spaces by teachers was furthermore described in relation to their being role models to learners and to lead by example.

Constraining elements influencing teachers' views about the self-reported effects of CPD related to their resources and facilities, class sizes, and time constraints. The legacy of apartheid on education, such as the different resources and facilities for schools, was found

to significantly influence teachers' views on the effects of social cohesion-related CPD. These constraining factors significantly hampered the effectiveness of such CPD.

The teachers' class size and school environment were found to influence self-reported effects of CPD on building social cohesion in their classrooms, as not all methodologies would be suitable. Furthermore, time restrictions within the school influenced teachers' views about the self-reported effects of their CPD. The limited time influenced the teachers' ongoing engagements with their new CPD learning, such as to reflect upon existing assumptions and behaviour.

The following section explores what teachers said about the effects of their CPD participation in relation to their school environment.

6.4 Creating cohesive school cultures: teachers' assessments of navigating within their schools

To understand the effects of CPD on teachers, it is essential to consider the contexts in which they work (Opfer & Pedder, 2011; Osman & Warner, 2020). Schools are key institutions that affect social cohesion (see Heyneman, 2003; Sayed et al., 2017, 2018). However, the effects of CPD regarding social cohesion are often highly influenced by the socio-political context of schools (Weldon, 2010; Bekerman & Zembylas, 2012; Robertson et al., 2015; Sayed et al., 2017). Therefore, the following section explores the teachers' self-reported effects of social cohesion-related CPD programmes on their school context.

The influences of teacher collaboration and school leaders are discussed separately below.

6.4.1 Teachers' views on teacher collaboration and professional isolation

Teachers' collaborative support in the school forms an integral part of professional development (Hochberg & Desimone, 2010; Cordingley et al., 2015; Pillay, 2020). It can also significantly shift practices in individual teachers or within schools (ibid). Professional isolation, however, can weaken teacher collaboration within the school (see Sayed & Badroodien, 2018; Artman et al., 2020).

All the teachers in this study participated in a social cohesion-related CPD programme with at least one colleague from their school, who was either another teacher or the principal. The teachers perceived that attending such a programme with more peers is helpful, as it also allowed the teachers to exchange thoughts after the workshop:

> *If you go alone and you don't catch everything… So when you go with someone else, then at least you can exchange ideas when you come back.* – Ms Vukubi, Accounting and Life Orientation teacher, 2017

Ms Vukubi participated in the School Violence Prevention Framework programme together with her principal and one other teacher. This is in keeping with the findings of Kyndt et al. (2016), Okeke and van der Westhuizen (2020) and Evans (2018) who report the importance of a continuum of formal and informal forms of collaborative learning within a school.

In relation to social cohesion, collaborative learning can increase internal social capital within the school or among teachers from different schools (Leana & Pil, 2006; Kempen & Steyn, 2017:168). Furthermore, it can potentially contribute to changing teachers' competencies and bringing positive change within the school (ibid). Almost all the teachers indicated having shared their new learnings with either close colleagues in the staff room or having discussed this within their department. However, only some teachers indicated having cascaded their new CPD learnings to all their peers. This was reported by teachers who attended the CPD programme together with a member of their school leadership (cf. section 5.4.2). Often, other demands within the school were viewed as hindering factors in creating opportunities for sharing the content of the CPD programmes with peers, as illustrated:

> *I have not shared the strategies with other teachers. It was only with those who were there [at the CPD workshop], and we spoke about it. But like I said, when you are at school, and you are working with [sic] you just want to get your work done as well.* – Mr Daniels, Economic and Management Sciences, Business Studies & Life Orientation teacher, 2017

A way to establish a shared vision within the school is "through demonstrating the value and mutual interest and commitment to a common purpose" (Niemann & Kotzé, 2006:618-619). Working towards a common goal is an essential component (see UNDP, 2020; Daviet, 2016; Fonseca et al., 2019) that can potentially increase levels of social cohesion.

However, some teachers reported challenges in sharing their new learnings with their peers. The teachers felt that it was difficult to change their peers' insights and behaviour in order to potentially increase levels of social cohesion within the school:

> *Then there are times when I'm very much confronted when I do stuff where…remember the predominant culture here is the English and white culture. And then I come into the space, and instead of adhering to it and embracing it and just disappearing into it, I now want to bring mine too. So, I want to say, okay this is what I bring to the table, but I'm not always allowed to bring it to the table … So, but at the end of the day the person whose coming into the dominant culture must be brave enough to stand up but also respectful enough.* – Ms Jacobs, Afrikaans teacher, 2017

Ms Jacobs taught Afrikaans at a historically white boys' school. She racially identified herself as coloured and reflected upon her experience as a minority in a school, where the dominant school culture was, as she described it, "English and white" (interview Ms Jacobs, 2017). These findings are congruent with the studies of Dlamini, (2002), Davis and Steyn (2012), Davids and Waghid (2015), and Gore et al. (2017) discussed in Chapter Three. Similar to the

view of Ms Jacobs, these studies highlight the influence of power dynamics and inclusion experienced by minority group teachers, such as those racially self-identified as black African, coloured, and Indian, teaching in historically white schools. It is essential to understand these dynamics in relation to how newly acquired CPD learnings are shared and used within the school, as teacher collaboration and suitable institutional structures are vital in transforming school cultures (Korthagen, 2017; Forde & Torrance, 2021; Sancar et al., 2021).

Ms Jacobs participated in the CPD programme Embracing Social Cohesion, which provided practical and theoretical knowledge about different forms of diversity and social identity theory relating to intergroup relations (cf. Section 4.6 for programme overview). The programme also explicitly focused on how teachers could potentially share their new learnings within their schools, by providing teachers with a set of methodologies on how to hold difficult conversations (cf. Appendix B2). However, Ms Jacobs felt that it was very difficult to disseminate the knowledge from the social cohesion-related CPD programme about values and behaviour, potentially leading to a transformation within the school. These views were shared by another teacher who attended the same CPD programme. Ms Jordaan taught at a historically white co-educational government school:

> *I think there would be problems to implement it people that have got their set ways of thinking and their set ways of doing and so remember that with all change resistance is also going to happen so obviously a lot of people are going to resist if there's any drastic changes and because now it means that they will have to adapt and we know that it's difficult for people that's been doing something that they've been doing for how long, they've been doing it. To adapt and change and so, yes, there will obviously be resistance and there's always the people that are going to find it challenging" – Ms Jordaan, Consumer Studies and Technology teacher, 2017*

Ms Jordaan expressed similar difficulties in sharing knowledge with her peers. She furthermore described this in relation to her colleagues being resistant to change, as "*they have been doing things for a long time*".

What Ms Jacobs and Ms Jordaan (see quotations above) have in common is that they both worked in historically white schools rooted in dominant school cultures. The teachers attended a CPD programme facilitated by an outside expert who systematically guided them through a process of changing existing assumptions and behaviour within a safe space. The CPD programme was voluntary, and the teachers were personally motivated to learn about social cohesion. These findings are similar to studies by Heystek and Terhoven (2015), Avidov-Ungar (2016) and Appova and Arbaugh (2017), who highlight how the motivations of teachers are highly influenced by the nature of CPD provision (cf. Chapter Three). Therefore, it is essential to consider these factors in an attempt to understand the effects of social cohesion-related CPD and to what extent new CPD learnings are being shared with peers who have not attended the CPD programme.

Furthermore, Ms Jacobs and Ms Jordaan worked in environments where the majority of their peers were reported to hold different views about the need to transform schools and classroom practices than they did, as illustrated in Chapter Five. Hence it was difficult for them to share new learnings of their CPD materials relating to intergroup relations, prejudice, and implicit bias (cf. Appendices B2 and B3). These findings reflect various studies (see Weldon, 2005; Bekerman & Zembylas, 2012; Sayed et al., 2017) that indicate difficulties in bringing colleagues on board and sharing newly acquired CPD learnings about social cohesion with peers. As a result, teachers may potentially feel isolated in their efforts to bring about change beyond their classroom practices. As a result, this could arguably weaken teachers' perceptions of the effects of social cohesion-related CPD, similar to the findings of Sayed and Badroodien (2018) and Artman et al. (2020), as discussed in Chapter Three.

Although the voluntary or involuntary nature of CPD provision influences teachers' motivations, as described above, Timperley et al. (2007:164) argues that it is not always seen as a significant influence on outcomes, as it is more important that teachers engage in their new learnings. However, the data highlighted that the teachers in this study found it difficult to share their CPD learnings about social cohesion with their colleagues due to resistance. This could potentially influence the risk of a fading-out effect of new CPD learnings, in line with studies by Darling-Hammond, et al. (2017), Sayed et al. (2017) and Wolf and Peele (2019), as it could possibly weaken the sustainability of CPD regarding social cohesion and its perceived effects within the school.

This section examined how teachers' CPD effects were influenced by their abilities or inabilities to share new CPD learnings with peers. The findings showed that teachers' efforts to share new CPD learnings were influenced by the attitudes of their peers who held different views about efforts to social cohesion. It could be argued that limited opportunities for teacher collaboration could potentially lead to professional isolation of teachers who participated in social cohesion-related CPD, as they might not be able to share or utilise their CPD learnings beyond their own classrooms.

6.4.2 Teachers' reflections on the role of supportive school leadership

The relationships with school leadership can significantly influence teachers' views about the self-reported CPD effects (see USAID, 2008; Bekerman & Zembylas, 2012; Burns & Lawrie, 2015). The significance of these relationships is furthermore described in the Integrated Strategic Planning Framework for Teacher Education and Development (ISPFTED) (DBE & DHET, 2011). The ISPFTED states the importance of school leaders to lead and support productive learning environments (DBE & DHET, 2011:10), as described in Chapter Two. However, the support of school leaders, such as principals, may be influenced by their assumptions and practices (see Niemann & Kotzé, 2006; Mafora, 2013).

The teachers in this study indicated that school leadership plays an integral part in the potential successful use of enacting certain strategies from their CPD. In all three CPD programmes, most teachers participated in their CPD programme together with a member of the SMT, and felt confident that the new learnings would be used within their school. Some teachers felt that if someone who played an essential role within the school, such as a principal, and was receptive to the CPD learnings about social cohesion, it would be more likely that these new learnings would be utilised to create a cohesive school. However, some teachers did not participate in their CPD programme with a member of their school leadership and struggled to share their new learnings with their peers. The following quotation captures the views of most of the teachers who struggled to cascade the new learnings across the school.

> *… we are still the minority at this school, if there had been someone from the majority side, maybe things would have gone differently. For instance, what we perceive now as a challenge or stumbling block to us, teaching everybody might have been seen or viewed differently had somebody else been there [at the CPD workshop]. Someone from the majority of the school, someone who has a voice in the school you know.* – Mr Andralt, Afrikaans teacher, 2017

Mr Andralt racially identifies as coloured and worked in a historically white boys' school. He described himself as being part of the minority of the school in relation to his world views and racial background, opposed to that of his peers. As a result, he expressed difficulties in transforming the school culture. He felt that his positionality of being a minority in the school made it challenging to cascade the newly acquired CPD learnings about social cohesion to peers who held different assumptions towards the need for transformation. Therefore, Mr Andralt felt that if someone "*who has a voice in the school"*, such as a member of the SMT, also attended the programme and supported the strategies set out in these CPD programmes, then the buy-in from his peers with regard to implementing these strategies would be more likely. These challenges are similar to the views described by Ms Jacobs and Ms Jordaan in the previous section (cf. section 6.4.1). Therefore, it is important to have school leaders who support the proposed CPD programme strategies to drive transformation within the school.

Although a large number of teachers felt that the CPD participation by a member of the SMT would be beneficial in cascading the CPD learnings and strategies at a school level, some teachers viewed that it would be more beneficial to have a supportive learning culture in order to share the new learnings within the school. A supportive learning culture within a school can be understood as a culture that shares common values and views (Niemann & Kotzé, 2006; Slaten et al., 2016). This is illustrated in the following excerpt: "*There were people there who felt it will be difficult to go back to implement change so that was a difficult working relationship that you have then and fortunately I don't have that"* – Ms Adams, English teacher, 2017.

In some schools, teachers described working in isolation, which hindered opportunities for peer learning and discussion among colleagues to shift existing school cultures and traditions. This is an essential factor to consider for CPD implementation, as CPD, which considers changes in assumptions and behaviour, needs critical reflection and sufficient space to internalise new ideas for social cohesion and transformation. This is in keeping with findings by Mogliacci et al. (2016), Clarke-Habib, (2018a) and Charalambous et al. (2020), as discussed in Chapter Three. To minimise fading-out effects of a CPD programme within the school environment, CPD design including an explicit focus on a whole-school approach could potentially be useful. Congruent with various studies (see Niemann & Kotzé, 2006; Nash & Schlösser, 2015; Slaten et al., 2016; Pillay, 2020), a whole-school approach can potentially contribute to supporting teachers in nurturing and embedding constitutional values (cf. section 2.3) within schools.

Besides the importance of supportive leadership, it is necessary that school leaders provide conditions for teachers to continuously engage in their learning (Cordingley et al., 2015; Darling-Hammond, et al., 2017). The findings indicated that ongoing support from school leaders was perceived as crucial in potential successful CPD implementation within schools. Desired ongoing support from school leaders was often described in relation to creating informal or formal CPD activities (Kyndt et al., 2016; Evans, 2019) throughout the year, for teachers to engage in staff development and creating professional learning communities. These activities include having adequate time and space to hold conversations with peers (Okeke & van der Westhuizen, 2020). This can support teachers in sharing ideas, internalising their new knowledge, or critically reflecting upon their classroom practices, as illustrated by Ms Theron, who attended CPD programme Reflect & Respond:

> *We have professional development, like, it would be quite nice is, we have that workshop at the beginning of the year, and we have staff meetings every Thursday or now I don't know when it is just to have one staff meeting like every six months whatever like how far people have got on this so sometimes a continuation. This is what we did at the beginning of the year and… or we did it at the beginning of the year training there and then there is another training there that happens in July to have like an hour session on how far have we gone and then you have it on the last… so there is some continuation the whole way through otherwise it just happened then you like I totally forgot about the [strategies of the workshop].* – Ms Theron, History and Life Orientation teacher, 2017

The importance of ongoing support of school leadership was furthermore described in amending policies and procedures according to the strategies of the social cohesion CPD programme, as highlighted by Mr Wessels, who participated in another CPD programme, the School Violence Prevention Framework programme:

> *We had to formalize our systems, our hierarchy as well. So, we had to formalize it in terms of now actually having an organogram with roles and responsibilities in terms of safety and security and our reporting as well. There is a formal reporting structure in terms of how learners report and then how the teacher reports and how that information now gets called up to the principal and then to the authorities as well. So,*

we do have that, we had a workshop on it and then spoke to learners about it and spoke to teachers about it as well. So, the reporting mechanism in some instances they actually ...use material... and those examples in the reporting of incidents e.g., go straight to the principal and some will be reported by the teacher, so those things have been formalized. – Mr Wessels, Afrikaans teacher, 2017

In order to create a socially cohesive schooling environment, it is crucial that the inner workings of the school need to be conducive to transformation too (Bekerman & Zembylas, 2012). School leadership plays an important role in this, as they can make time and space within the school for teachers to internalise new CPD learnings. This is important as social cohesion CPD often involves behavioural change, which requires critical reflection and adequate time to internalise new CPD learnings (see Timperley et al., 2007; Cordingley et al., 2015; Mogliacci et al., 2016; Korthagen, 2017). Thus, their ongoing support is also required for implementing procedures and policies conducive to bringing about social cohesion.

The above findings show how the teachers' views about the self-reported effects of CPD are influenced by their school leaders. The teachers perceived that their school leaders, such as principals, could potentially create space and time for them to engage in CPD regarding social cohesion. The findings in this section may suggest that without the support of school leadership, the utilisation of CPD learnings and strategies to transform schools can potentially become more challenging. Furthermore, it could be suggested that a whole-school approach, and informal and formal CPD opportunities over a longer period could potentially be helpful for teachers to internalise their new learnings and to utilise these within their classrooms.

6.4.3 Summary

This section captured the teachers' views on how they benefitted from social cohesion-related CPD within their schools to create cohesive school cultures. The findings could suggest that teachers found it helpful to attend CPD programmes regarding social cohesion to exchange thoughts during and after the CPD workshop. Although most teachers were able to discuss newly acquired CPD learnings with their peers, this was often limited to close colleagues and not with the rest of their peers. The findings furthermore seem to indicate that CPD programmes which include an emphasis on changing assumptions and behaviour may be challenging to share with peers who did not attend the social cohesion-related CPD programme. The findings also indicated that time constraints can hinder teachers in sharing knowledge with peers.

The teachers perceived that school leaders, such as principals, played a significant role in the transformation of social cohesion within the schools. The teachers viewed that when school leaders are more receptive to the learnings from social cohesion-related CPD

programmes, strategies from such CPD programmes would be more likely to be utilised within the school. Furthermore, teachers reported that their principals had the power to drive transformation, and had the ability to allocate time and spaces for ongoing support through formal and informal CPD activities within the school.

The next section provides a summary of the three overarching themes discussed in this chapter.

6.5 Summary of Chapter Six

This chapter explored the teachers' experiences of the effects of the social cohesion CPD programmes in relation to their practices to answer the second sub-question of this thesis:

"*What are teachers' views of the effects of the social cohesion-related CPD on their practices?".*

Three overarching themes emerged, focusing on teachers' renewed insights, their teaching practices and school context.

It was found that by reflecting on the content knowledge of social cohesion, teachers gained an increased awareness of the influence of themselves, and their understanding of the impact of structural issues such as violence and inequality on their learners. These renewed insights were found to support teachers in better understanding learners' circumstances. These new insights could also increase teachers' motivations, as teachers felt that the CPD programmes reaffirmed their views about social cohesion, or increased their awareness of the relevance and applicability of essential procedures that could lead to a cohesive classroom or school culture. Another reported factor that increased teacher motivation was the practicality of CPD materials that would allow teachers to apply or share the strategies of the programme materials easily.

In relation to classroom practices, the teachers felt that their CPD participation influenced how they prepared their lesson plans, such as by actively seeking classroom opportunities to expose learners to different cultures or school realities of peers. This was viewed as helpful in creating dialogues among students, which stimulated critical thinking. The teachers across different schooling contexts indicated the importance of creating safe spaces in classrooms by building relationships to create physically safe spaces, or spaces to create a sense of belonging, trust and respect among students. However, their classroom practices were highly influenced by the context in which they taught, such as their class sizes, time, resources and facilities.

Furthermore, the self-reported effects of teachers' CPD referred to their school environment. Although most teachers reported to have shared their newly acquired CPD learnings with peers, some teachers were unable to do so. Hindering factors included time limitations or anticipated challenges to the challenge of individuals attempting to change hegemonic school cultures. Thus, the role of school leaders, such as principals, is viewed as very important. The teachers felt that their principals could drive the transformation of their school cultures. The ongoing support of school leaders is therefore vital in creating cohesive school cultures.

The next chapter provides a synthesis of the overall findings of this study.

CHAPTER SEVEN: Synthesis of the findings

7.1 Introduction

The main aim of this study was to understand what teachers' experiences were of the particular social cohesion-related CPD programmes that they participated in, and what the self-reported effects of such programmes were on their practices.

In the introduction of this thesis, I set out the rationale and problem statement for studying the views teachers have of the CPD programmes they attended that were focused on social cohesion in post-apartheid South Africa, and the self-reported effects of these programmes. I stated that the role of teachers was important in building social cohesion and that CPD could potentially support teachers to do so. The role of teachers is of particular importance in post-apartheid South Africa, as the majority of teachers were trained and prepared differently for social cohesion. Thus, teachers carry the legacy and imprint of apartheid education in their beings, which can influence what they do in their classrooms (cf. Chapters One & Two). Various policy provisions state the importance of social cohesion (see NPC, 2012; DBE, 2020; DPME, 2020) and the need to support teachers through professional development (DPME, 2020; MIET AFRICA, 2020). However, the scholarship on social cohesion-related CPD is limited. Hence, as internalising new learnings often happens after their CPD participation (Osman & Warner, 2020), it is essential to understand the experiences and effects of such programmes on teachers in South Africa who work in diverse school contexts.

In this chapter, I synthesise the findings regarding the teachers' experiences of CPD programmes regarding social cohesion. I also detail how teachers experienced the facilitation of such CPD programmes and what the self-reported effects of such CPD programmes were on their practices. I also seek to answer the overarching research question of this study:

"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?"

In the previous two findings chapters, I shed light on teachers' views on the quality of CPD, by focusing on their participation in social cohesion-related CPD. I also investigated teachers' views on the self-reported effects of these programmes on their practices. In this chapter, I synthesise the findings discussed in chapters five and six through four emerging themes. In section 7.2, I discuss the role of the quality of CPD programmes in relation to the role of CPD facilitators, followed by section 7.3 whereby the appropriateness and utilisation of CPD materials is discussed. Section 7.4 provides a discussion of the influences of teachers'

renewed insights about social cohesion on their practices. The chapter concludes with a summary of the chapter in section 7.5.

7.2 The quality of CPD programmes is influenced by CPD facilitators

The quality of CPD comprises various aspects, such as the CPD facilitators, duration, collaboration, content, and activities (see Darling-Hammond, et al., 2017; Popova et al., 2022; Dunst et al., 2015; Barrera-Pedemonte, 2016). Research on the CPD facilitators' role is scarcely indicated within the literature on CPD related to social cohesion (Sayed & Novelli, 2016). Nevertheless, it was found that the teachers' views about the quality of social cohesion-related CPD were influenced by various factors relating to the facilitators, such as their situated knowledge, content knowledge and experiences.

The findings of Chapter Five emphasised that teachers questioned the facilitators' situated knowledge (Haraway, 1988; Simandan, 2019) regarding their race, class, age, gender, and schooling experience. These views were shared among the teachers of all three CPD programmes (cf. section 5.2), as these perceptions were based on the teachers' own backgrounds and social realities in relation to their facilitators. The teachers' CPD experiences were found to be negatively influenced when teachers felt that their facilitators' content knowledge or experiences would not be similar to theirs. The teachers felt that it was important that they could relate to their facilitators. For example, for teachers who participated in the School Violence Prevention Framework programme, it was important to have a facilitator who had experience with school violence, and who would understand the particular school realities in which these teachers worked. The facilitators' race, age and exposure to different school environments were highlighted by teachers who participated in the Embracing Social Cohesion programme, as these identities and educational experiences were perceived to be tied to specific contexts in historically white schools. Furthermore, the facilitator's gender was perceived to influence teachers' experiences in contexts in which the majority of teachers were female, and their facilitators were male. An intersectional lens, such as proposed by Crenshaw (1989, 1991), may help to understand how the facilitators' different intersecting identities regarding their race, class, and gender can influence their interactions with participants. Muller and Young argue that those with power have, through the ages, imposed restrictions on the circulation of certain kinds of "powerful knowledge" to confer advantages only to certain sections of society (2019:5). Rudolph et al. (2018) also argue that power and violence are closely correlated concerning knowledge (re)production. This is essential for the facilitation of CPD related to social cohesion in post-apartheid South Africa with regard to what and whose knowledge is being reproduced.

Considering that the quality and infrastructure of education during apartheid was tied to racial groupings and resulted in the current bifurcated education system, as contextualised in

Chapter Two, the knowledge and experiences generated by CPD facilitators can be rooted in particular (schooling) contexts. Thus, CPD facilitators could potentially be influenced by their own implicit biases and prejudices in relation to some of their participants (Sayed & Novelli, 2016). Therefore, CPD facilitators need to be representative (Novelli et al., 2017) of their participants and their experience within the various schools. They also need to be able to facilitate the process of teachers' cognitive dissonance in reconciling the conflict and trauma of the past (Ince, 2017; Novelli et al., 2017), and address injustices to chart a way forward. These programmes need to encourage participation, address political equity, and support fundamental freedoms in education systems (Novelli et al., 2017).

The role of facilitators is, in all contexts, important. However, it is significant to emphasise this role in the context of post-apartheid South Africa particularly, as both teachers and facilitators have histories and experiences of conflict, both as victims or perpetrators (Sayed & Novelli, 2016:81). Hence, they carry prejudices and biases against others who do not share their identity and belonging (ibid). This is a crucial finding of my study and could potentially influence teachers' experiences of CPD programmes regarding social cohesion.

7.3 The appropriateness of CPD materials impacts teachers' engagement and utilisation of new CPD learnings

CPD materials form an essential part of the content of the quality of CPD programmes, and can provide teachers with new competencies to be utilised within the classroom (Timperley et al., 2007; Knights & Lee, 2015; Darling-Hammond, et al., 2017; Allier-Gagneur et al., 2020). The CPD materials were found to be important to teachers' CPD participation, and influenced their views about the self-reported effects of social cohesion-related CPD on their practices.

Whereas Chapter Five reported on the teachers' initial engagement with their CPD materials, Chapter Six provided insights into how these materials were appropriate to their needs and contexts. These combined insights provide useful insights in understanding the provision of CPD regarding social cohesion, and teachers' perceptions of such programmes.

The CPD materials for teachers who participated in the School Violence Prevention Framework programme consisted of a handbook that included a conceptual reader, a manual and a step-by-step guide. In addition, stand-alone materials were available online. Teachers who participated in the Embracing Social Cohesion programme received handouts with literature, exercises, and templates. The programme materials for teachers who participated in Reflect & Respond consisted of a journal, a booklet, and handouts. The level of appropriateness of these materials was found to be important in learning about social cohesion. The relevance of these materials was reported in relation to possible policy

implementation, and the relevance to the context and school subjects (cf. section 5.3). The use of the different materials, such as case study examples, enabled teachers across all three CPD programmes to reflect and internalise how these examples could be interpreted within their own school context. Most teachers described the relevance of these CPD materials in relation to the context in which they worked. However, the study also found that the appropriateness of these CPD materials referred to knowledge (re)production. For example, the handouts used in the Embracing Social Cohesion CPD programme relied often on the knowledge of experts outside of the African context. This highlights the importance for social cohesion-related CPD materials to be context-specific, and culturally and socially grounded in local practices (Vavrus & Bartlett, 2012). These materials therefore need to be appropriate and practical in use for teachers who work in diverse school contexts.

Within the school environments, the study found that an increased understanding of the relevance and appropriateness of the CPD materials could result in greater motivation and levels of confidence in teachers (cf. section 6.2.2). Furthermore, the practical guidance or methodologies of the CPD materials were found to be useful in sharing new learnings with peers, or in utilising these new learnings within the school. Although the use of CPD methods may not always be sufficient for behavioural change (see Clarke-Habibi, 2018b), the study showed that instructional and practical CPD materials can motivate teachers to utilise these learnings within their classrooms. When the utilisation of these new methodologies does have the desired effects on learners, it could potentially lead to greater motivation and increased levels of confidence, influencing classroom practices.

7.4 Renewed insights through content knowledge of social cohesion influences teachers' practices

Renewed insights are important aspects of CPD programmes that can potentially lead to behavioural change (Kennedy, 2016). This can be essential for teachers in South Africa, considering the influence of the apartheid legacy on teachers' lived experiences (Robertson et al., 2015; Tibbits & Weldon, 2017; Sayed et al., 2017, 2018). The findings in Chapters Five and Six showed how teachers reflected on the content knowledge acquired from the social cohesion-related CPD programmes. As a result, they reported having gained new insights about how their positionality and assumptions influenced their relationships with learners and classroom practices.

The teachers' assumptions and behaviour can influence their engagement within the classroom, as teachers' practices include "the core acts of teaching, the use of certain methods, and the ideas, values and beliefs that inform their teaching" (Alexander, 2009:2,6). Through an increased awareness, teachers in this study reported examining their existing assumptions and behaviour about their unconscious bias and prejudice, and how these

attitudes influenced their relationships with learners (cf. section 6.2). The CPD programmes Embracing Social Cohesion and Reflect & Respond had an explicit focus on teachers' unconscious bias and prejudice, unlike the School Violence Prevention Framework. Renewed insights from CPD, particularly of social cohesion-related CPD, can potentially support teachers in becoming critically conscious about their social realities (Freire, 2000). This was found to be an essential effect of CPD regarding social cohesion, as reported by teachers across all CPD programmes, considering that their new insights made them more aware of their own backgrounds in relation to their learners. The teachers' increased awareness of their learners' realities was also context-specific, as these realities were understood in relation to structural inequality and violence, depending on the environment in which the teachers worked.

As a result of participating in social cohesion-related CPD programmes, teachers' renewed insights furthermore motivated them more often to seek opportunities to convey elements of social cohesion through their syllabus. In an effort to unite learners and to provide them with different viewpoints, the teachers reported actively creating more opportunities for discussions, using a greater variety of literature, or by using different classroom examples.

The study showed that teachers were intrinsically motivated to build relationships of trust and care with their learners, through role modelling and by creating safe spaces (cf. section 6.3). By creating spaces that were either physically or culturally safe, teachers' motivations to create safe spaces in their classrooms were particularly influenced by their needs and those of their learners.

Maslow's (1943, 1954) hierarchy of needs provides useful insights to understand the teachers' motivations regarding their classroom practices. Maslow argues that the lower levels of needs first need to be satisfied, before addressing higher levels of needs (cf. section 3.4.1). In historically disadvantaged schools with a lot of reported crime in the school environment, teachers in this study were intrinsically motivated to create spaces where both teachers and learners were physically safe from emotional or psychological trauma. For teachers who worked in historically white schools, their efforts to create safe spaces were referred to culturally safe environments, where one could discuss feelings, share experiences, and challenge behaviour. In relation to Maslow's (1943, 1954) hierarchy of needs, the physical and emotional needs of safety need to be realised before addressing the higher levels of needs such as esteem and self-actualisation (ibid). Thus, when both teachers and learners have a safe space, the teachers' motivation increases, which can positively influence their classroom practices.

The teachers who participated in the School Violence Prevention Framework programme worked in public schools located in historically disadvantaged communities, with high levels

of reported crime near the school. The teachers who participated in the Embracing Social Cohesion CPD programme worked in public schools in historically white communities, and teachers who participated in Reflect & Respond worked in an independent school in a historically white community. The study did not select teachers based on their schools, but on their participation in specific social cohesion-related CPD. Despite teachers' renewed insights to shift practices, the study found that the effects of CPD are significantly influenced by the support structures and environment in which they work. These contextual factors are important for this study, considering the different allocation of teachers per CPD programme, coming from particular school contexts, which can influence the reproduction of apartheid social structures and teachers' motivations to promote social cohesion beyond their classrooms. For example, as a result of the apartheid legacy, historically white schools are overall much better resourced and mobilised compared to historically disadvantaged schools (see FHI 360, 2015; Hatch et al., 2017). Similarly, this study found that teachers' views of the self-reported effects of their CPD participation were highly influenced by their resources and infrastructure.

Teachers in historically disadvantaged schools felt that their utilisation of the CPD programme's strategies were constrained due to factors relating to the security within the school, limited textbooks, or large class sizes. These hampering factors were not reported by teachers who worked in historically white schools. Evans and Yuan (2018) comment that teachers' needs and motivations relating to the school environment and their work conditions first have to be addressed. In relation to the provision on social cohesion-related CPD, this means that such aspects first need to be satisfied before engaging in teachers' needs relating to belongingness, esteem, and self-actualisation through CPD (cf. section 3.4.1). These findings are important to understand possible effects of CPD regarding social cohesion, as teachers' work conditions influence their job satisfaction and motivations to utilise CPD learnings within the classroom or school (see Selemani-Meke, 2013; Osman & Warmer, 2020; Yoon & Kim, 2022).

Furthermore, an autonomy-supportive school context can positively impact teachers' intrinsic and extrinsic motivations (see Ryan & Deci, 2017). Within such contexts, the school management plays an essential role in supporting teachers' autonomy and competencies for social cohesion, and in creating a sense of school belonging. This study showed that teachers' views on the self-reported effects of their CPD participation can be positively influenced by ongoing and supportive school leadership. The role of school leaders, such as principals, was found to be important in providing time and space for teachers to share and reflect on their new CPD learnings. Opportunities for ongoing support from school leaders are furthermore essential to create a greater sense of belonging within a school and to improve relationships with peers (see section 3.4.2ii). For example, the study found that the

teacher' inability to engage in collaborative activities within the school could negatively influence the self-reported effects of CPD related to social cohesion. These hindering factors were particularly reported by teachers who participated in transformative (Kennedy, 2014) CPD programmes, such as Embracing Social Cohesion and Reflect & Respond, as the programmes focused on changes in insights and behaviour.

The study found that teachers of such programmes found it difficult to share CPD learnings with people who held different views about the need to promote social cohesion within the school. Therefore, ongoing support of their school leaders was desirable. Furthermore, a collective sense of hope, comprising a shared vision and commitment to social cohesion (see Le Grange, 2011; Freire, 2014; Ginwright, 2016 in Navarro, 2018) is essential to transform hegemonic cultures and traditions within schools. However, teachers' limited abilities to share CPD learnings with peers could potentially lead to professional isolation (see section 3.4.2ii). This might hamper the effects of social cohesion-related CPD on teachers, as they might not fully engage in their self-actualisation needs (Evans & Yuan, 2018) to change their practices for social cohesion beyond their classroom.

7.5 Summary of Chapter Seven

The chapter provided a synthesis of the main findings in order to address the overarching research question: *"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?"*

The chapter discussed the overarching research question in relation to three overarching themes, relating to 1) the knowledge and skills of CPD facilitators; 2) the appropriateness of CPD materials; and 3) the influences of renewed insights through content knowledge of social cohesion on teachers' practices.

In summary, it was found that the facilitators' knowledge and experiences influenced how teachers perceived the quality of social cohesion-related CPD. Both facilitators and teachers carried the legacy and imprint of apartheid education on their being, and the facilitators' situated knowledge influenced power dynamics and knowledge (re)production within the CPD programmes.

The appropriateness of CPD materials was associated with increased motivations and levels of confidence in teachers, when they understood the relevance of the policies, strategies, or methodologies of the CPD programme in relation to the context in which they worked. The teachers' increased levels of confidence, in turn, could positively contribute to changes within their classrooms.

Furthermore, the content knowledge for social cohesion acquired through the CPD programme enabled teachers to gain renewed insights on how their positionality and assumptions influenced their interactions with learners. Such new insights could motivate teachers to change classroom practices. However, teachers' views of their self-reported CPD effects to change practices were found to be dependent on the level of support received from school leaders and peers, as well as the school environment in which they worked.

The next chapter concludes this thesis by summarising the findings, discussing contributions of the study, and providing reflections and recommendations for future research.

CHAPTER EIGHT: Conclusion

8.1 Introduction

The main aim of this study was to understand teachers' experiences of their participation in particular social cohesion-related CPD programmes, and what the effects of such programmes were on their practices.

It was found that teachers felt that their context significantly influenced their participation in CPD regarding social cohesion, as well as the utilisation of their new CPD learnings to promote social cohesion. These experiences were found to be influenced by the backgrounds and experiences of their CPD facilitators; the content and quality of CPD materials received; and the range of methods used during the CPD programmes to raise awareness of building social cohesion. The teachers' reported that the effects of their CPD participation were influenced by renewed insights, their teaching practices and school environment.

The previous chapters set context and highlighted the importance of investigating teachers' views about their participation in CPD programmes regarding social cohesion, and the effects of such programmes on them (cf. Chapters One & Two). Chapter Three provided a review of literature which guided the research questions in this study. Chapter Four set out the research design and methodology used. Chapters Five and Six discussed the findings in relation to the two sub-questions to the main research question.

The overarching research question guided this study:
"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?"

Sub-question One: "*What are teachers' views about the quality of the social cohesion-related CPD they have received?"*

Sub-question Two: "*What are teachers' views of the effects of the social cohesion-related CPD on their practices?"*

Chapter Seven synthesised the main findings of Chapters Five and Six.

This concluding chapter summarises the findings of this study in section 8.2. In section 8.3, I describe the contributions of this study, and in section 8.4, I outline the implications of the study for various stakeholders and for further research. In section 8.5, I conclude with my personal reflections on this doctoral journey.

8.2 Summary of findings

The section below provides separate summaries of the findings of the sub-questions as addressed in Chapters Five and Six, and a synthesised summary of the overarching research question as discussed in Chapter Seven.

8.2.1 Teachers' views about the quality of social cohesion-related CPD

In Chapter Five, I explored the experiences of thirty high school teachers regarding the quality of the social cohesion-related CPD programmes in which they participated. Their views relate to their participation in one of three particular CPD programmes regarding social cohesion, facilitated in Cape Town, South Africa. Three broad themes emerged out of the data, relating to the facilitation, CPD materials and activities.

The findings indicated that facilitators play an essential role in the provision on social cohesion-related CPD, as the CPD facilitators' content knowledge, lived experiences and intersectional identity markers were shown to significantly influence teachers' views about the quality of CPD related to social cohesion. The role of the facilitator was associated with power relations between teachers and their facilitators, and teachers in this study felt that facilitators were required to have knowledge of diverse educational contexts and needed to have sufficient experience in the facilitation of CPD, specifically aimed at social cohesion. Thus, the findings showed that teachers felt that adequate experience in CPD facilitation was required to facilitate in active discussions and to guide teachers in processes of reflection and cognitive dissonance that might occur.

Furthermore, the findings highlighted the role of CPD materials within the provision of CPD regarding social cohesion. The teachers reported that CPD materials were beneficial in creating an awareness of the use of relevant policies and the need to implement these policies within their specific school contexts. The study also found that the CPD materials were suitable for teachers who worked in various schools and taught different school subjects. However, the findings revealed the need for CPD materials that are culturally and socially grounded, with examples that reflect the realities of South African schools. This highlights the importance of knowledge production within post-apartheid South Africa, by considering whose knowledge counts and which knowledge is reproduced through CPD.

The findings include the views of teachers about the various activities used in these CPD programmes that support active learning. The teachers reported that these activities supported them to engage in dialogue and provided them with space and time to critically reflect upon their assumptions, and wounds of the past. The teachers reported that this made them more reflexive, and enabled them to share best practices with peers. Although

collaborative learning with non-teaching and school leaders from the same school was found to be beneficial, some teachers felt that participating in CPD with teachers from different levels than their own (i.e. primary vs. secondary schools) was less useful. This could potentially be explained by the idea that the level of critical thinking and the classroom practices used to engage on issues of social cohesion would be different in high schools than in primary schools. Furthermore, the teachers in this study felt that CPD with follow up is required, as the process of changing assumptions and behaviour may require time.

8.2.2 Teachers' views about the effects of social cohesion-related CPD on their practices

In Chapter Six, I explored the views of thirty high school teachers about the effects of social cohesion-related CPD programmes that they reported on their practices. Three broad themes emerged out of the data, relating to teachers' renewed insights, teaching practices and school context.

As explained in the chapter, teachers reported that their content knowledge from their CPD programme provided them with renewed insights. These insights made teachers increasingly aware of their positionality and assumptions in their classroom, and how this influenced their relationships with learners. The study found that an increased awareness was furthermore found in relation to perceptions of structural issues such as violence and inequality, and how learners' personal circumstances could influence their behaviour within the classroom.

The findings emphasised that the attendance of CPD related to social cohesion increased teachers' motivations. The teachers reported that their motivations increased as most felt that the CPD programme' content either confirmed their existing assumptions and behaviour about social cohesion, or instilled the importance and awareness of procedures that contributed to social cohesion within the classroom or school.

With regards to self-reported CPD effects on classroom practices, the study found that the social cohesion-related CPD programmes enabled teachers to adapt their lessons by making them more inclusive of the school and social realities of their diverse learner populations. The study also reported that teachers did this by using different methodologies to create democratic classrooms. With newly acquired insights from their CPD programmes, teachers reported being made aware of the importance of creating physical and cultural safe spaces, by building relationships of trust, a sense of belonging and respect with and among their learners.

Furthermore, the study found that the school context influences how teachers enacted their new learnings from their CPD programmes for social cohesion within the school. The

teachers reported that structural factors within schools significantly hindered the utilisation of CPD learnings and strategies in specific contexts. These factors include adverse school structures, insufficient resources and time, or large class sizes. Thus, it was found that the teachers could often not share their newly acquired CPD learnings with their peers due to the absence of dedicated spaces and time.

The findings also highlighted that cascading newly acquired CPD learnings to their colleagues could be hindered by peers who held different views, for example, towards transforming hegemonic school cultures. The teachers reported that their colleagues were hesitant to utilise the new learnings, which limited their means of sharing new CPD learnings with peers. The findings showed, however, that the school leadership could influence the implementation of CPD regarding social cohesion within the school by providing spaces and time for teachers to critically reflect and internalise new knowledge over time.

8.2.3 Synthesised summary of the main findings

In the previous chapter, the main findings of chapters five and six were synthesised in order to address the overarching research question: *"What are teachers' views about the quality of the CPD programmes they have received and the effects on their practices?"*

The overarching research question was addressed through three cross-cutting themes that emerged from the findings, focusing on the role of CPD facilitators, the appropriateness of CPD materials, and teachers' renewed insights on their practices.

The study showed that the way how teachers experienced social cohesion-related CPD was influenced by the knowledge and skills of their facilitators. The facilitators' knowledge and experiences were highly influenced by their situated knowledge (Haraway, 1988; Simandan, 2019). Both teachers and facilitators carried the legacy and imprint of apartheid education on themselves, and carried prejudice and biases against others who did not share their identity and belonging (Sayed & Novelli, 2016). Therefore, teachers could potentially perceive that the facilitators' knowledge and experiences might not be similar to their experiences and school realities, which could hamper the desired CPD effects on teachers. Besides the significance of relevant experiences and knowledge of CPD facilitators, importance needs to be given to the intersectionality of their race, class, gender, and age.

The CPD materials were found to be important to teachers' participation and influenced their self-reported effects of social cohesion-related CPD. The level of appropriateness of these materials was found to be important (see Knights & Lee, 2015; Phasha et al., 2016; Yoo, 2016). It is essential that such materials are context-specific, and culturally and socially grounded, in local practices (Vavrus & Bartlett, 2012). Considering the diverse school

realities in South Africa, these are essential aspects that can influence teachers' engagements with their CPD materials during or after their participation. The study found that teachers' motivations increased when they understood the relevance of the policies, strategies, or methodologies of the programme in relation to the context in which they worked. In turn, teachers would be more likely to utilise these content materials within their classrooms, if the strategies and methodologies of these CPD materials were practical in use.

The study furthermore found that teachers gained renewed insights through reflecting on their content knowledge about social cohesion. These renewed insights made them more aware of how their positionality and assumptions influenced their classroom practices and relationships with learners. The teachers saw that awareness raising as part of their CPD, which enabled them to become more critically conscious of their social realities (Freire, 2000), and motivated their efforts change classroom practices, in an effort to unite learners and to provide them with different viewpoints. The teachers' motivations to build relationships of care and trust with their learners, such as through safe spaces, were found to be needs- and context-specific. These findings are important to CPD regarding social cohesion, as teachers' values and ideas inform their teaching (Alexander, 2009) and renewed insights through CPD can contribute to behavioural change (Kennedy, 2016).

However, despite teachers' renewed insights and motivations to change their practices, the study found that the teachers self-reported CPD effects were dependent on other factors. These factors relate to the support received from school leaders and peers, and the school environment in which teachers worked. These contextual factors of the school environment are important in understanding teachers' CPD effects, as conducive work conditions and job satisfaction are essential aspects that can improve teachers' motivations to utilise CPD learnings (see Selemani-Meke, 2013; Osman & Warmer, 2020; Yoon & Kim, 2022). Furthermore, an autonomy-supportive school context, with ongoing support from school leaders can positively influence teachers' motivations to utilise their CPD learnings. However, support from school leaders and peers is needed to create a collective sense of hope (Freire, 2014), and is essential for transformation beyond classroom practices.

In summary, to answer the overarching research question, the teachers' views of social cohesion-related CPD are informed by their engagement with their facilitators and CPD content. The content knowledge of social cohesion was found to provide teachers with new insights about themselves and how this impacts their engagements within the classroom. Furthermore, the schools' infrastructure, time and resources influence teachers' abilities to utilise their new CPD learnings. Thus, supportive leadership and good relationships with

peers were found to positively contribute to teachers' perceived CPD effects that go beyond their classroom practices.

8.3 Contribution of the study

The study makes contributions to existing bodies of knowledge on various levels.

The study contributes to complementing the existing bodies of literature about i) the quality of CPD, ii) social cohesion-related CPD, and iii) the effects of CPD on teaching practice.

There are a range of studies focusing on these individual aspects of *the quality of CPD programmes* (see Desimone, 2009; Barrera-Pedemonte, 2016; Darling-Hammond, et al., 2017), *social cohesion-related CPD* (see Frisoli, 2014; Wolf et al., 2015; Sayed et al., 2017, 2018; Wray, 2017; Tibbits & Weldon 2017; Clarke-Habibi, 2018a,b; Rangasami & Field, 2018; Charalambous et al., 2020; Raanhuis, 2021), and *teachers' self-reported CPD effects* (see Ravhuhali et al., 2015; Avidov-Ungar, 2016; McMillan et al., 2016; Yoon & Kim, 2022). However, a combination of these studies can provide a comprehensive understanding of how teachers in South Africa, as well as in other countries, view CPD regarding social cohesion, and their self-reported effects of such programmes.

The study adds to the existing body of knowledge on teachers' views and self-reported effects of CPD, through its particular focus on social cohesion. This study can be seen as making additional contributions to both *localised and international literature*, to deepen the understanding of teachers' experiences of CPD regarding social cohesion CPD in South Africa and other countries in the following ways.

Through investigating teachers' views about the quality of CPD and their self-reported CPD effects, the study contributes to the body of knowledge on CPD facilitators. It adds to the understanding of how the *CPD facilitators' knowledge and experiences* are crucial for the provision of CPD, and social cohesion-related CPD more specifically. In particular, it contributes to the understanding of how race, gender, and class in South Africa influence the uptake and experiences of teachers who participate in CPD programmes.

The study also adds to the body of knowledge regarding the provision of CPD materials, and how the content of such programme materials influences teachers' engagement with it to learn about social cohesion; more specifically, to how the *appropriateness of CPD materials* influences teachers' motivation and confidence levels to engage with their newly acquired CPD learnings within their class and school. The study found that such materials need to be context-specific, and grounded in local cultural and social practices.

Social cohesion-related CPD engages teachers directly or indirectly with the historical legacy of apartheid education, and how knowledge derived from it historically privileged particular groups. These findings are therefore important, as it showed that the knowledge of those who develop CPD materials and train teachers for social cohesion can influence how teachers experience such CPD programmes.

Furthermore, this study contributes to the existing body of knowledge of the effects of CPD on teachers, and in particular, their self-reported effects on CPD programmes regarding social cohesion. The study contributes to an understanding of how *content knowledge of social cohesion influences teachers' awareness of themselves, and their enactments within the classroom*. This includes their engagement with emotions and wounds of their past, and how these renewed insights influence their relationships with learners. However, shifts in practices are dependent on the schools' infrastructure, time, and resources, as well as supportive school leadership, and relationships with peers to build cohesive classrooms and schools.

Considering the bifurcated school system as a result of the apartheid legacy, the school context still informs how teachers view their (in)ability to utilise their newly acquired CPD learnings beyond their classrooms. These findings therefore contribute to the existing body of literature of how school conditions and support influence the self-reported effects of social cohesion-related CPD on teachers' practices.

With regards to its *methodological design*, this study adds to the existing body of knowledge about CPD regarding social cohesion and teachers' experiences of such programmes. This local study comprised a small sample of high school teachers who participated in particular CPD programmes. This sample of teachers had not yet been investigated, nor were the CPD experiences derived from three CPD programmes studied before, in relation to social cohesion. The study used a combination of a multiple case study approach, detailed interviews, document analysis, and insights of teachers' participation in one of three particular CPD programmes. The combination of these methods contributes to knowledge by providing insights into the lived experiences of teachers in South Africa, and their motivations regarding the utilisation of CPD. As the study derives from views about three specific CPD programmes, it contributes to knowledge in understanding how social cohesion-related CPD programmes from different CPD providers are experienced by teachers who work in diverse school contexts.

8.4 Implications of the research for policy, practice, and provision

In this section, I discuss the implications and recommendations of my study's findings for policy and practice, CPD provision, and further research.

8.4.1 Implications for policy and practice

Due to various educational reforms, not all teachers have received the same initial teacher education and therefore may be inequitably prepared to address social cohesion (cf. Chapter One and Two). As the understanding of social cohesion in relation to education is conceptually formulated in different ways, policies around social cohesion and education can be interpreted differently (cf. Chapter Two). Consideration of a more explicit policy provision on CPD in relation to social cohesion is therefore suggested. This includes a clear definition of social cohesion in relation to education, and to CPD more specifically, with clear roles and responsibilities for various stakeholders, such as CPD providers, school leaders and teachers.

Current social cohesion-related CPD programmes often rely on CPD providers' interpretations of social cohesion, which may be different to the national vision formulated in government policies (NPC, 2012; DPME, 2020). Therefore, a more uniform approach to CPD regarding social cohesion is suggested.

The duration and dosage are often considered to be essential aspects to the quality of CPD programmes. In line with the current *Integrated Strategic Planning Framework for Teacher Education and Development* (ISPFTED) 2011 – 2025 (DBE & DHET, 2011) and *Action Plan to 2024: Towards the Realisation of the Schooling 2030* (DBE, 2020), mentoring and the setup of professional learning communities could potentially contribute to the sustainable duration of CPD regarding social cohesion. Such efforts may provide ongoing formal or informal learning activities that may support teachers to internalise their knowledge and practices over time.

To support all teachers to become agents of social cohesion, in line with the *National Development Plan 2030*, the *Medium-Term Strategic Framework 2019-2024* or DBE's (2020) *Five-year Strategic Plan 2020-2024*, it is essential that teachers across the country are provided with a range of professional development opportunities. As the current CPD provision regarding social cohesion is not mandatory, incentivising and increasing the availability of SACE endorsed CPD regarding social cohesion could potentially increase the uptake of social cohesion-related CPD. A way to create wider availability of SACE-endorsed CPD regarding social cohesion may be to amend the current SACE endorsement criteria policy by including an explicit component of social cohesion to endorse new CPD programmes.

8.4.2 Implications for CPD provision

The implications for CPD provision indicated below relate to those who design and facilitate CPD, school leaders and principals, and teachers.

Possible implications for those designing and facilitating CPD regarding social cohesion

The teachers' views about the quality of CPD were found to be influenced by the appropriateness of materials and activities, and highlighted the importance of such content being context-specific, culturally and socially grounded, and including local practices. In developing such CPD content, I suggest that social cohesion-related CPD programmes should be designed by inclusive teams of CPD designers, consisting of different stakeholders, such as teachers, principals, and (district) government officials, coming from diverse backgrounds, with different lived and educational experiences. Their different views can potentially contribute to a more inclusive approach and content of CPD regarding social cohesion that can be suitable for teachers in different South African schooling contexts.

The facilitators' situated knowledge was also perceived to influence teachers' views about the quality of social cohesion-related CPD. Despite possible good intentions in facilitating CPD programmes aimed at building social cohesion, it is essential for facilitators of such CPD to be critically aware of how their embodiment, experience and knowledge influence the facilitation of such particular CPD programmes. As social cohesion-related CPD programmes might engage teachers with their assumptions and behaviour, a good understanding of facilitating the process of teachers' cognitive dissonance is therefore recommended.

Possible implications for school leaders and principals

I am aware that teachers and their leadership work with the resources and structures available to them. The study found that the experiences and effects of social cohesion-related CPD, as viewed by teachers, were highly influenced by the school environment. Sustained duration is an essential aspect of the quality of CPD programmes, and the study revealed that ongoing support of school leadership was seen as essential for teachers to internalise and utilise new CPD learnings within the school. However, CPD programmes regarding social cohesion are often provided once-off or over short duration, similarly to the CPD programmes that teachers of this study participated in. This arguably might provide teachers with limited time and space to engage with their new CPD learnings, hence ongoing support of school leaders is essential.

As mandated by SACE, teachers are expected to acquire a total of 150 CPTD points within a cycle of three years (cf. Chapter Two). The study showed that teachers perceived that professional isolation could hinder their efforts to share their new learnings with peers.

School-initiated CPD activities focused social cohesion could potentially be tied to a schools' year plan, in an effort to train all teachers within the school. Thus, in connecting social cohesion-related CPD to schools' year plans, I would suggest that principals and their leadership might consider creating dedicated spaces at school for teacher collaboration and critical reflection. The dedicated time set aside for school-initiated CPD could potentially be used for teacher collaboration, such as through PLCs, peer-coaching, and mentoring. These dedicated times could also potentially be used for teachers to critically reflect on their behaviour and practices over time.

Furthermore, it is suggested that provisions of social cohesion-related CPD may need to include a whole-school approach that considers the different aspects and stakeholders within a school needed for change. A whole-school approach could potentially diminish fading-out effects of CPD regarding social cohesion, such as professional isolation, by supporting all teachers in the school to nurture and embed the values and principles of social cohesion.

Possible implications for teachers

The study highlights two factors of possible implications for teachers. The first factor relates to the type of CPD activities to learn about social cohesion. The *Action Plan to 2024: Towards the Realisation of the Schooling 2030* indicates that the ideal number of hours spent on professional development per year is 80, whereby currently most hours were spent on self-initiated and school-initiated CPD (DBE, 2020). By emphasising both informal and formal CPD activities within schools, teachers might potentially have greater opportunities to share their learnings with peers. This could arguably assist teachers in internalising new CPD learnings about social cohesion more frequently. Examples of informal CPD include holding informal conversations with close colleagues during coffee breaks about contemporary issues in society and how to discuss this in the classroom, and might be a way of sharing new CPD learnings for social cohesion.

The second factor suggests the active involvement of CPD opportunities to learn about social cohesion. I would suggest that it is essential that all teachers are proactive in finding suitable CPD initiatives and setting up collegial spaces, conducive to teacher collaboration. However, I acknowledge that sufficient time, supportive school leadership and conducive structures need to be in place to facilitate this process.

8.4.3 Implications for further research

There are several implications for further research, relating to the sample and focus, methods of analysis, and changing content.

This research may provide somewhat significant insights into teachers' experiences of social cohesion-related CPD, facilitated in one particular province in post-apartheid South Africa, namely the Western Cape. The research explored the teachers' views about CPD programmes regarding social cohesion and the effects of such programmes through a small case study of a particular sample.

The sample included high school teachers who worked in various schools, and situated in different communities. The data of this study could be expanded by further studies using different sampling strategies to seek teachers who work in primary schools or who work within particular contexts.

Considering the diverse schooling experiences within South Africa or other countries elsewhere, further exploration of research could be expanded by using a comparative study to explore teachers' experiences of social cohesion-related CPD in different provinces or countries.

This study reported on the views of teachers who participated in three particular CPD programmes, provided by different CPD providers. Further investigation could further explore the role of CPD providers and the influence they have on the provision on CPD regarding social cohesion, and CPD in general.

The phenomenon under scrutiny in this study was the teacher. The study showed that the role of other stakeholders, such as CPD programme managers, facilitators, principals, or learners, also influence teachers' experiences and effects of CPD programmes regarding social cohesion. Therefore, I suggest that further research could explore other units of analysis in investigating the experiences of social cohesion-related CPD. In addition, further studies could focus on the programme mechanisms of such CPD programmes, emphasising how the design and delivery of these CPD programmes can contribute to social cohesion. The consideration of views of different stakeholders and programme mechanisms of CPD regarding social cohesion could help to produce rich data to understand various factors that might influence the provision of social cohesion-related CPD.

A qualitative research approach, consisting of detailed semi-structured interviews and a document analysis were used for this study. Explorations of further studies could consider using different research paradigms and methodological orientations, such as by using mixed methods or using different data collection instruments, such as including the observations of classrooms and the delivery of CPD programmes. This may provide a richer understanding of teachers' experiences of social cohesion-related CPD and the effects of such programmes within their school contexts.

The study followed up with teachers after a time frame of at least three months after their CPD attendance, and teachers were interviewed at least once. The study was therefore unable to report on the potential long-term effects of the teachers' participation in CPD programmes regarding social cohesion. Further research, such as through longitudinal studies or evaluations, could enrich data about the long-term effects of social cohesion-related CPD and its effects on teachers.

The study is situated within a post-apartheid context. These insights might somewhat be relevant for others who are interested in social cohesion and CPD. This could include people who work in other divided societies, or those working with a diverse racial, linguistic, or cultural learner population. Further research exploring teachers and social cohesion-related CPD can help to produce further data in understanding teachers and their views about the effects that such CPD programmes can have on their practices. Furthermore, the study used the definition of social cohesion as proposed by the South African Department of Arts and Culture. Further research could explore the conceptual understanding of social cohesion in relation to education, or more specifically, to CPD in different South African contexts.

8.5 Reflections on the research journey

When I started my doctoral journey, I wanted to find out how teachers were supported and equipped for their changing demands within their classrooms. My interest in post-conflict contexts, such as post-apartheid South Africa, arises from the many years I worked with people who had fled conflict-ridden countries. I was also interested in the challenges of how people of different backgrounds can live peacefully together, with shared norms and values, in an inclusive society where they feel they belong. This has always been of personal interest to me, too, as I myself embody a mix of different cultures that caused me to be included or excluded from hegemonic societies. Although I never expected to be able to pursue a doctorate degree, I was led by my passion for education, social justice, and change. Hence, when the opportunity presented itself to me to pursue a doctorate, I took the opportunity with both hands and embarked on an unknown journey!

I migrated from the Netherlands to South Africa to pursue my degree. My long-term stay in the country enabled me to gain a deeper insight into the complexities of post-apartheid South Africa, relating to factors such as inequality, race, violence, and the bifurcated education system. As various policy initiatives stressed the importance of teachers and social cohesion, I aimed to determine how teachers were actually supported to do this. I became a doctoral student at CITE, working on the 'Engaging Teachers in Peacebuilding and Post-Conflict Context' international research project, whereby I investigated various CPD programmes for social cohesion. Through the research project and many valuable discussions with my supervisor and academic colleagues, I gained further knowledge and insights into ways of

supporting teachers to promote social cohesion through CPD. However, as the research programme explored the dimensions of the CPD programmes, I became aware of the gap in research to focus on teachers who teach in different schools and communities regarding social cohesion CPD.

My journey evolved by connecting with various teachers who teach in different communities in and around Cape Town, and I contacted CPD programme managers to find out more about CPD programmes that aim to build social cohesion. I attended various CPD workshops, and by speaking with various teachers, I tried to gauge how the teachers experienced the CPD programmes and in which ways they felt they could utilise their new CPD learnings in their classrooms and schools. These conversations formed the basis of my own research in understanding how teachers experience social cohesion CPD in their classrooms.
Through this journey, I found out that CPD focusing on social cohesion is immensely difficult to find. Thus, most CPD programmes only have an implicit emphasis on components of social cohesion and are limited. I was also unclear about the complexity of how teachers negotiate their agency to enact on their newly acquired CPD learnings about social cohesion within their different classrooms and schools. I gained a better conceptual understanding of social cohesion. I also gained more significant insights into how different elements of social cohesion in education are closely connected to teachers' motivations and the context in which they work.

I am very thankful that the teachers, principals, CPD programme managers and CPD facilitators in this study allowed me to access their own classrooms, schools and CPD programmes. Their willingness to share their varied experiences and knowledge helped me to better understand the content of the specific social cohesion-related CPD programmes, as well as the different contexts in which teachers work. These insights helped to understand how teachers from various schools experience their participation in such CPD programmes. It also supported me in gaining a better understanding of how teachers can use their new learnings to promote social cohesion in their classrooms and schools. I hope that these insights can further support the development of policies and practices around CPD provision towards social cohesion in South Africa.

As a researcher, I learned how to build meaningful relationships and became more aware of the complexity of the negotiation of power relationships during research, considering that I am a "Dutch" researcher pursuing research in South Africa. I learned how my positionality influenced the relationship with the research participants and how this could impact my research. Regarding the influence of my positionality, this journey has taught me how to use my own voice by representing different voices of research participants, such as the teachers

in this study who taught under different circumstances and in different schools and communities. I wanted to share with teachers the ability to have a voice through a shared space about matters that are important to them.

The research has also allowed me to reflect upon my own educational experience and how social cohesion can be built within other countries. Building social cohesion through education is imperative in all contexts and supporting teachers through CPD is vital everywhere. This journey was an immense learning experience for me, both personally and professionally, and I hope that a part of my further research will continue to support teachers in their diverse schooling contexts.

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APPENDICES

Appendix A: Demographic information of teachers

Teacher profiles – CPD programme School Violence Prevention Framework

	Pseudonyms	Ms Vukubi	Ms Mapaile	Mr Wessels	Mr Herby	Ms Peters
1.	***What is your gender?***	Female	Female	Male	Male	Female
2.	***What is your age (category)?***	26-35	26-35	46-50	20-25	20-25
3.	***What is your nationality?***	South African	South African	South African	South African	South African
4.	***How do you racially identify yourself?***	black African	I choose not to respond	Coloured	Coloured	Coloured
5.	***What is your home language?***	isiXhosa	isiXhosa	Afrikaans	Afrikaans	
6.	***What is your teaching experience?***	7 years	10 years	15 years	3 years	3 years
7.	***How many years have you been teaching at your current school?***	6 years	10 years	1 year	3 years	3 years
8.	***Which subjects do you teach?***	Accounting, Life Orientation	Life Science	Afrikaans (Home Language & 1st Additional Language)	Economic and Management Sciences, Business Studies & Life Orientation	English and Life Orientation
9.	***Have you been trained to teach these subjects?***	Yes		Yes	Yes	Yes
10.	***At which institution did you complete your initial teacher education?***	CPUT	CPUT	UWC	CPUT	UWC
11.	***What is your highest teaching qualification?***	Bachelor's Degree in Education		Postgraduate Certificate in Education	Bachelor's Degree in education	Bachelor's Degree in Education
12.	***What is your highest academic qualification?***	Bachelor's Degree in Education		Postgraduate Diploma	Honours Degree	Bachelor's Degree
13.	***What grades do you teach?***	Grades 10, 11,12	Grades 8, 9, 10, 11	Grades 8, 11, 12	Grades 8, 10, 11	Grades 9 to 11
14.	***What is the average number of learners in your class?***	52	45	37	40	35
15.	***Would you consider your school to be a PREVIOUSLY disadvantaged school?***	Yes		Yes	Yes	*Question mark*
16.	***Would you consider your school to be a CURRENTLY disadvantaged school?***	Yes		Yes	Yes	Yes
17.	***Do you live in the same community?***	No	Yes	Yes	No	No
18.	***Year completed teaching qualification?***	2010	2006		2014	
19.	***What is your current employment status as a teacher?***	State paid: Permanent	State paid: Permanent	State paid: Permanent	State paid: Permanent	State paid: Permanent
	Pseudonyms	**Mr Daniels**	**Mr Alexander**	**Mr Fredricks**	**Mr Erasmus**	

1.	***What is your gender?***	Male	Male	Male	Male
2.	***What is your age (category)?***	26-35	46-50	51-55	26-35
3.	***What is your nationality?***	South African	South African	South African	South African
4.	***How do you racially identify yourself?***	Coloured	black African	I choose not to respond	Coloured
5.	***What is your home language?***	English	isiXhosa	English/Afrikaans	Afrikaans
6.	***What is your teaching experience?***	6 years	10 years	24 years	1 year
7.	***How many years have you been teaching at your current school?***	6 years	10 years	17 years	1 year
8.	***Which subjects do you teach?***	Economic and Management Sciences, Business Studies & Life Orientation	Physical Science, Mathematics	Afrikaans, Life Orientation	Mathematics
9.	***Have you been trained to teach these subjects?***	Yes	Yes	Yes	
10.	***At which institution did you complete your initial teacher education?***	UWC	CPUT	UWC	UWC
11.	***What is your highest teaching qualification?***	Postgraduate Certificate in Education	ACE: Physics	Postgraduate Certificate in Education	
12.	***What is your highest academic qualification?***	Bachelor's Degree	Honours Degree	Bachelor's Degree	
13.	***What grades do you teach?***	Grades 8 to 11	Grades 8, 9, 10, 12	Grades 9, 10, 11	Grades 8 & 9
14.	***What is the average number of learners in your class?***	40	35	40	
15.	***Would you consider your school to be a PREVIOUSLY disadvantaged school?***	Yes	Yes	Yes	
16.	***Would you consider your school to be a CURRENTLY disadvantaged school?***	Yes	Yes	Yes	
17.	***Do you live in the same community?***	Yes	Yes	No	No
18.	***Year completed teaching qualification?***	2010	2006	1992	2016
19.	***What is your current employment status as a teacher?***	State paid: Permanent	State paid: Permanent	State paid: Permanent	

Teacher profiles – CPD programme Embracing Social Cohesion

	Pseudonyms	Ms Jacobs	Mr Andralt	Ms Booysens	Mr Mkhonto	Ms Kent
1.	***What is your gender?***	Female	Male	Female	Male	Female
2.	***What is your age (category)?***	46-50	46-50	26-35	46-50	Older than 55
3.	***What is your nationality?***	South African	South African	South African	South African	South African
4.	***How do you racially identify yourself?***	Coloured	Coloured	Coloured	Other: African	White
5.	***What is your home language?***	Afrikaans	Afrikaans & English	Afrikaans	isiXhosa	English
6.	***What is your teaching experience?***	25 years	26 years	6 years	21 years	37 years
7.	***How many years have you been teaching at your current school?***	10 years	10 years	1 year	10 years	9 years
8.	***Which subjects do you teach?***	Afrikaans	Afrikaans (1st Additional Language)	Afrikaans	isiXhosa (1st Additional Language) & History	English
9.	***Have you been trained to teach these subjects?***	Yes	Yes	Yes	Yes	Yes
10.	***At which institution did you complete your initial teacher education?***	UWC	UWC	Stellenbosch	UCT	University of Port Elizabeth (now NMU)
11.	***What is your highest teaching qualification?***	Higher Diploma in Education		Postgraduate Certificate in Education	Higher Diploma in Education	Higher Diploma in Education
12.	***What is your highest academic qualification?***	Honours Degree	Honours Degree	Bachelor's Degree	Honours Degree	Bachelor's Degree
13.	***What grades do you teach?***	Grades 8 to 12	Grades 8 to 12	Grades 8 to 12	Grades 8 to 12	Grades 10-12
14.	***What is the average number of learners in your class?***	28	28	28	5	36
15.	***Would you consider your school to be a PREVIOUSLY disadvantaged school?***	No	No	No	No	No
16.	***Would you consider your school to be a CURRENTLY disadvantaged school?***	No	No	No	No	No
17.	***Do you live in the same community?***	Yes	Yes	Yes	Yes	Yes
18.	***Year completed teaching qualification?***	1991	1991	2011	1996	1977
19.	***What is your current employment status as a teacher?***	State paid: Permanent	State paid: SGB post	State paid: SGB post	State paid: School Governing Body post	State paid: Permanent

	Pseudonyms	Ms Adams	Ms Jordaan	Ms Gadlela	Ms Fourie	Ms Mntunaye
1.	***What is your gender?***	Female	Female	Female	Female	Female
2.	***What is your age (category)?***	51-55	46-50	46-50	51-55	26-35
3.	***What is your nationality?***	South African	South African	South African	South African	South African
4.	***How do you racially identify yourself?***	Coloured	Coloured	black African	Coloured	black African
5.	***What is your home language?***	Afrikaans	Afrikaans	isiXhosa	English	isiXhosa
6.	***What is your teaching experience?***	25 years	18 years	11 years	24 years	9 years
7.	***How many years have you been teaching at your current school?***	17 years	8 years	11 years	13 years	9 years
8.	***Which subjects do you teach?***	English (Home Language)	Technology & Consumer Studies	isiXhosa & Life Orientation	Business Studies & Economic and Management Sciences	Life Orientation, Creative Art & Drama
9.	***Have you been trained to teach these subjects?***	Yes	Technology – NO Consumer Studies – YES	isiXhosa – YES, Life Orientation – NO	Yes	Yes
10.	***At which institution did you complete your initial teacher education?***	UWC	UWC	CPUT	UWC	UCT
11.	***What is your highest teaching qualification?***	Postgraduate Certificate in Education	Bachelor's Degree in Education	Diploma	Diploma	Performance Diploma in Theatre
12.	***What is your highest academic qualification?***	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree	Bachelor's Degree
13.	***What grades do you teach?***	Grades 8, 11, 12	Grades 9 to 12	Grades 8, 10, 11, 12	Grades 9 to 12	Grades 8 to 12
14.	***What is the average number of learners in your class?***	28	26	28	30	25-30
15.	***Would you consider your school to be a PREVIOUSLY disadvantaged school?***	No	No	No	No	No
16.	***Would you consider your school to be a CURRENTLY disadvantaged school?***	No	No	No	No	No
17.	***Do you live in the same community?***	No	No	No	No	No
18.	***Year completed teaching qualification?***	1991	1996	2004	1988	2007
19.	***What is your current employment status as a teacher?***	State paid: Permanent	State paid: SGB	State paid: Permanent	State paid: Permanent	State paid: SGB

Teacher profiles – CPD programme Reflect & Respond

	Pseudonyms	**Ms Barnes**	**Ms Botha**	**Ms Marais**	**Ms Brand**	**Ms Lawson**
1.	***What is your gender?***	Female	Female	Female	Male	Female
2.	***What is your age (category)?***	Older than 55	36-45	51-55	51-55	26-35
3.	***What is your nationality?***	South African	South African	South African	South African	South African
4.	***How do you racially identify yourself?***	White	White	White	White	White
5.	***What is your home language?***	English	Afrikaans	English	English	English
6.	***What is your teaching experience?***	35 years	16 years	30 years	28 years	1 year
7.	***How many years have you been teaching at your current school?***	16 years	5 years	6 years	9 years	1 year
8.	***Which subjects do you teach?***	History, Life Orientation (Gr 12) Citizenship module, (Gr 9) Current Events and Thinking Skills, (Gr 8) Research Skills & (Gr 11)	Afrikaans (Home Language and 1st Additional Language)	History & Life Orientation	Physical & Natural Science	English
9.	***Have you been trained to teach these subjects?***	Yes	Yes	Yes	Yes	Yes
10.	***At which institution did you complete your initial teacher education?***	Unisa	Stellenbosch	University of Natal	Wits	UCT
11.	***What is your highest teaching qualification?***	Higher Diploma in Education	Higher Diploma in Education	Higher Diploma in Education	Higher Diploma in Education	Postgraduate Certificate in Education
12.	***What is your highest academic qualification?***	Honours Degree	Bachelor's Degree	Bachelor's Degree	Honours Degree	Master's degree
13.	***What grades do you teach?***	Grades 8,9, 11, 12	Grades 8 to 12	Grades 8 to 12	Grades 8 to 12	Grades 8 to 12
14.	***What is the average number of learners in your class?***	20	20	24	21	20
15.	***Would you consider your school to be a PREVIOUSLY disadvantaged school?***	No	No	No	No	No
16.	***Would you consider your school to be a CURRENTLY disadvantaged school?***	No	No	No	No	No
17.	***Do you live in the same community?***	Yes	Yes	Yes	Yes	No
18.	***Year completed teaching qualification?***	1980				2016
19.	***What is your current employment status as a teacher?***	Independent school: Permanent	Independent school: Permanent	Independent school: Permanent	Independent school: Permanent	Independent school: Permanent

	Pseudonyms	**Ms Carsten**	**Ms Smith**	**Mr Siphamla**	**Ms Sauls**	**Ms Theron**	**Ms Lake**

1.	***What is your gender?***	Female	Female	Male	Female	Female	Female
2.	***What is your age (category)?***	26-35	Older than 55	46-50	Older than 55	26-35	Older than 55
3.	***What is your nationality?***	South African	South African	South African	South African	South African	South African
4.	***How do you racially identify yourself?***	White	White	black African	White	I choose not to respond	White
5.	***What is your home language?***	English	English	isiXhosa	English, Afrikaans, isiXhosa	English	English
6.	***What is your teaching experience?***	10 years	17 years	22 years	35 years	5 years	33 years
7.	***How many years have you been teaching at your current school?***	6 years	9 years	6 years	2 years	1 year	10 years
8.	***Which subjects do you teach?***	English (Home Language)	English (Home Language & Advanced Programme)	Mathematics	isiXhosa 2nd Additional Language & Life Orientation	History & Life Orientation	Life Orientation, Career Counselling & Academic Support
9.	***Have you been trained to teach these subjects?***	No	Yes		isiXhosa – YES Life Orientation – NO		Yes
10.	***At which institution did you complete your initial teacher education?***	Stellenbosch	Unisa	UCT	NMU	UCT	UCT
11.	***What is your highest teaching qualification?***	Higher Diploma in Education	Bachelor Degree in Education				Post-graduate Certificate in Education
12.	***What is your highest academic qualification?***	Honours Degree	Honours Degree				Master's Degree
13.	***What grades do you teach?***	Grades 8 to 12	Grades 8 to 12 and Advanced Programme	Grades 8 to 12	Grades 9 to 12	Grades 8 to 12	Grades 9 to 12
14.	***What is the average number of learners in your class?***	20	18				N/A
15.	***Would you consider your school to be a PREVIOUSLY disadvantaged school?***	No	No				No
16.	***Would you consider your school to be a CURRENTLY disadvantaged school?***	No	No				No
17.	***Do you live in the same community?***	No	No	No	Yes	Yes	Yes
18.	***Year completed teaching qualification?***	2007	1997/1998	1995	1979	2012	1984
19.	***What is your current employment status as a teacher?***	Independent school: Permanent	Independent school: Permanent	Independent school: Permanent	Independent school: Permanent	Independent school: Permanent	Independent school: Permanent

Appendix B: CPD programme documents

Appendix B1.1: CPD programme document – School Violence Prevention Framework (Government)

The Handbook of the School Violence Prevention Framework programme can be accessed through the below website:

Department of Basic Education, United Nations International Children's Emergency Fund, & Centre for Justice and Crime Prevention (DBE, UNHCR & CJCP) 2015. *The National School Safety Framework.* Available: https://eceducation.gov.za/files/modules/000/000/080/1601908469_vQ4QdNew8Z_nssf_trainers_manual.pdf [1/6/2022]

Appendix B1.2: CPD programme documents – School Violence Prevention Framework (Government) – Trainer's Manual

The Trainers' Manual that forms part of the School Violence Prevention Framework programme can be accessed through the link:

Centre for Justice and Crime Prevention (CJCP). 2015. *National School Safety Framework: Trainers' Manual.* Available: https://eceducation.gov.za/files/modules/000/000/080/1601908469_vQ4QdNew8Z_nssf_trainers_manual.pdf [1/6/2022]

Appendix B1.3: CPD programme documents – School Violence Prevention Framework (Government) – Stand-alone materials

The stand-alone materials on addressing bullying in schools can be accessed through the following link:

Centre for Justice & Crime Prevention and Department of Basic Education (CJCP & DBE). 2012. *Addressing Bullying in Schools.* https://eceducation.gov.za/files/modules/000/000/052/1601906361_dVvrNck9n5_addressing_bullying_in_schools_workbook.pdf [1/6/2022]

The stand-alone materials on positive discipline & classroom management can be accessed through the following link:

Centre for Justice & Crime Prevention and Department of Basic Education (CJCP & DBE). 2012. *Positive discipline and classroom management.* https://eceducation.gov.za/files/modules/000/000/116/1602061547_MxwAHcyli6_positive_classroom_discipline_and_classroom_management_workbook.pdf [1/6/2022]

Appendix B2: CPD Handouts – Embracing Social Cohesion (Teacher Union)

Summary of the handouts used during the facilitation of CPD programme Embracing Social Cohesion:

The handouts covered the following eight topics.

	Topics	Additional information
1.	**Bias in the brain jigsaw: transformation starts with self**	The handouts included four extracts of a case study and (academic) articles from media outlets, such as weblogs. 1. Dr Caitlin Millett – Humans are wired for prejudice but that does not have to be the end of the story Millett, C. (2015). Humans are wired for prejudice but that does not have to be the end of the story. Available: https://theconversation.com/humans-are-wired-for-prejudice-but-that-doesnt-have-to-be-the-end-of-the-story-36829 [23/8/2022] 2. Dr Mona D. Fishbane – Bias in the Brain: Overcoming Unconscious Prejudices Fishbane, M. (2016). Bias in the Brain: Overcoming Unconscious Prejudices. Available: https://www.goodtherapy.org/blog/bias-in-brain-overcoming-our-unconscious-prejudices-0317165 [23/8/2022] 3. Dr Bernard J. Luskin – Shining a light on an elephant in the room Luskin, B. (2016). Shining a light on an elephant in the room. Available: https://www.psychologytoday.com/us/blog/the-media-psychology-effect/201604/mris-reveal-unconscious-bias-in-the-brain [23/8/2022] 4. Roy Hellenberg – Reflections on the teachers' role and key responsibilities (case study)
2.	**John Amaechi: Identity, the 'body-suit', understanding individual differences**	Case study by Dr John Amaechi. As described in the handout, this resource was obtained through the organisations Shikaya and Facing History
3.	**Four stages: assimilation - anti-bias**	Two-page handout which provided summarised information on assimilation, colour-blindness, multi-culturalism, and anti-bias.
4.	**Holding difficult conversations**	One-page handout which included a short summary on how to hold difficult conversations, based on the work of Susan Scott's (2004) *Fierce Conversations*. The handout included ways to develop transformational ideas and seven steps of fierce conversations.
5.	**Shifting current school practices**	Handout with five different topics to be explored within groups and to suggest ways forward, by presenting these insights to the rest of the group. The topics included: school admissions, staff recruitment, code of conducts, power dynamics and influences of past' learners, and traditions and cultural practices and events.
6.	**Curriculum delivery through a transformational lens**	The handout included extracts of the CAPS syllabus. This handout was not discussed during the workshop due to time limitations.
7.	**Four safe space strategies**	The handouts provided strategies on the following four topics: Establishing safe spaces for sensitive topics, creating classroom contracts, developing reflective classroom communities, learner reflection. The handouts referenced the booklet of CPD programme Reflect & Respond, as the content of these resources were part of that CPD booklet.
8.	**Sharing current good practices**	The handouts included five case studies based on the South African educational context, exploring topics regarding prejudice, unconscious bias, religion, and existing school cultures and policies.

Appendix B3.1: CPD Booklet – Reflect & Respond (NGO)

Summary of the booklet used during the facilitation of CPD programme Reflect & Respond:

The booklet begins by stating that in order to create cohesive classrooms that can support difficult conversations, teachers need to be aware of their own embodiment. This includes how their emotions, beliefs, or biases influence their interaction within the classroom.

The booklet furthermore covers the following five following topics, and provides examples and guided steps on how to use these strategies within classrooms.

	Topics	Additional information
1.	**Developing a Reflective Classroom Community**	Such classroom communities can create a sense of trust and openness, whereby participants are encouraged to speak and listen to each other. Reflective classroom communities make space and time for silent reflection and offer multiple avenues for participation and learning. Such classroom communities furthermore help learners to appreciate different points of views, talents, and the contributions of less vocal learners. (CPD booklet, 2017: 5)
2.	**Creating a Classroom Contract**	Classroom contracts should be created collaboratively by learners and include defined rules, expectations, and consequences for those in the classroom. Developing such contracts can help to create a classroom community with shared norms, as learners agree on the content of the classroom contract. Furthermore, it is the role of the teacher to remind learners frequently of the classroom rules, set by themselves. (CPD booklet, 2017: 6)
3.	**Providing opportunities for learner reflection**	Reflection can support learners to formulate and process their ideas. Journalling can help learners to develop their ability to think critically and examine multiple perspectives. Reflecting through journals is also a safe and accessible way to share thoughts and feelings, and in some ways can be used as an assessment tool by teachers. (CPD booklet, 2017: 6)
4.	**Establishing a safe space for sensitive topics**	To practice having civic dialogue within the classroom, safe spaces are essential. Safe spaces can enable learners to discuss sensitive or controversial topics, such as race or religion. This requires an understanding of multiple perspectives. It also provides a space for teachers and learners to engage with possible discomfort, whereby their feelings are acknowledged and valid. (CPD booklet, 2017: 9)
5.	**Implementing teaching strategies that provide space for diverse viewpoints and encourage active, engaged listening**	The booklet provides four strategies with practical examples: 1. A strategy to hold a 'silent conversation', by discussing topics through writing, without any verbal communication. 2. A strategy for discussion, by using a clearly defined structure whereby all learners are active participants and learners and contribute equally to the discussion. 3. A strategy to help learners to formulate and share their points of view about various (controversial) topics. 4. A strategy to debate, to support learners in debating different viewpoints.

Appendix B3.2: CPD handouts – Reflect & Respond (NGO) - Handouts

The handouts included case studies, transcripts and quoted passages of the following articles, speeches, radio interviews or policies.

Academic excellence, discrimination and assimilation are the goals at this girls' high school – by Chloe Osmond
The Daily Vox Team. 2016. *Academic excellence, discrimination and assimilation are the goals at this girls' high school.* The Daily Vox. Available: https://www.thedailyvox.co.za/academic-excellence-discrimination-assimilation-goals-girls-high-school/ [22/8/2022]

Pretoria Girls High: A protest against sacrificed cultures and identities – by Greg Nicolson

Nicholson, G. *2016.* Pretoria Girls High: A protest against sacrificed cultures and identities**.** *Daily Maverick.* Available: https://www.dailymaverick.co.za/article/2016-08-30-pretoria-girls-high-a-protest-against-sacrificed-cultures-and-identities/#.V8j1OoTFHdQ [22/8/2022]

High school hair protest reveals deep-lying discrimination – by Zwelijongile Gwebityala

Gwebityala, Z. 2016. High school hair protest reveals deep-lying discrimination. *Sowetan Live.* Available: www.sowetanlive.co.za/news/2016/08/31/high-school-hair-protest-reveals-deep-lying-discrimination [22/8/2022]

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Govender, D. 2016. The Conversation: John Robbie & Mishka Wazar on Radio 702. *The Daily Vox.* Available: www.thedailyvox.co.za/letter-john-robbie-everyone-else-heard-702-interview [22/8/2022]

Why our hair matters – by Andiswa Makanda

Makanda, A. 2016. Opinion: Why our hair matters. *EWN*. Available: http://m.ewn.co.za/2016/08/31/OPINION-The-politics-of-hair-Andiswa-Makanda-Why-out-hair-matters [22/8/2022]

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Ruth First Memorial Lecture - The 80s kids: A story of collaboration as disruption – by Nolwazi Tusini

Tulini, N. 2016. The 80s kids: A story of collaboration as disruption. Speech delivered at the Ruth First memorial Lecture. Available: http://witsvuvuzela.com/wp-content/uploads/2016/08/Nolwazi-RF-final-draft.pdf?616031 [22/8/2022]

An interaction between Radio 702, show host Eusebius McKaiser and Elzette, who called into his show

[transcription]

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Extract from Uniform Policy [name of high school for girls].

6.4 General appearance

All hair must be brushed. If hair is long enough to be tied back, it must be tied back neatly in a ponytail, no lower than the nape of the neck, with a navy blue elastic. Ponytails may not be visible from the front. No crocodile, banana or other fancy clips are allowed. All hair must be off the face and not be in the eyes. Hair buns must be tight with no loose hair and have to be worn in the neck, and not on top of the head. The hair may not cover the elastic.

No dyeing, bleaching, highlighting, colouring, colour washing, colour rinsing, relaxing of hair causing a change in colour or shaving of hair **in any way** is allowed.

Cornrows, natural dreadlocks and singles/braids (with or without extensions) are allowed, provided they are a maximum of 10mm in diameter. Singles/braids must be the same length and be the natural colour of the girl's hair. Braids shorter than collar length must be kept off the face with a plain navy or tortoise shell alice band. Longer braids must be tied back. No beads or decorations in the hair. Cornrows must run parallel from each other from the forehead to the nape of the neck. No patterned cornrows.

All styles should be conservative, neat and in keeping with a school uniform. No eccentric/fashion styles will be allowed.

All hair elastics and ribbons must be navy blue. Alice bands or slides may be tortoiseshell or navy blue. No hair ornaments of any kind are permitted. No fashion items may be worn. No crocheted hairbands are allowed. Hair bands, which may have a maximum width of 5cm, may not be worn to cover any part of the ears.

Only legitimate [name school] school badges, which have been earned by the learner, may be worn. A small metal Aids badge is also permissible.

[School name] name badges must be worn on school premises (even after school hours) on the left-hand collar of dress or blazer. Name badges may not be defaced or decorated in any way. Should a name badge break, a replacement should be ordered and paid for by the learner immediately.

All piercings must be empty.

Nails must be kept neat and short and must not be seen if the hand is held up. No false nails or tips may be worn. Only grade 12 learners may wear clear, colourless nail polish.

No drawings on any part of the body. The following are not part of the [name school] dress code:

jewellery of any kind, big watches, brightly coloured watches, make-up

nail polish, tattoos or henna markings, lip gloss, coloured contact lenses

Appendix C: Interview schedules – programme managers/facilitators (1-3)

Appendix C1: Interview schedule – CPD facilitators

CPD programme

1 School Violence Prevention Framework (Government)	2 Reflect & Respond (NGO)	3 Embracing Social Cohesion (Teacher Union)

1.1 Which CPD programme did you facilitate:

1.2 When did you facilitate this CPD programme?

1 January 2017	2 February 2017	3 March 2017	4 May 2017

Demographic profile

2.1 Gender:

1 Male	2 Female

2.3 Which racial group do you identify with?

1 Black African	2 Coloured	3 Indian	4 White	5 Other	6 I choose not to

2.4 Home language

1 Afrikaans	2 English	3 isiXhosa	4 Other,……………

1. Aims of the programme / Social cohesion

1.1 Could you tell me a bit more about the programme, such as its aims and intended goals?

1.2 How do you understand social cohesion in relation to the schooling context?

1.3 How do you see violence/safety within social cohesion?

1.4 In what way do you feel that the goals of the programme attempt to address social cohesion?

2. Positionality

2.1 What is your relationship with the CPD provider? (employee, external; for how long etc.)

2.2 Could you tell me a bit more regarding your experiences in facilitating CPD programmes?

Prompt: How did you come to be a facilitator of social cohesion courses/ this course?

Prompt 2: Do you have experience in teaching or facilitating training regarding safety or perhaps social cohesion more specifically?

2.3 How do you see your role as facilitator in addressing social cohesion during the CPD programme?

2.4 In what ways has your positionality (gender, race, ethnicity, religious, socio-economic background) influenced your understanding in the design of the programme?

Prompt: In what ways has your positionality influenced your delivery of the programme? [e.g. provided personal examples of experiences]

3. **Mechanisms**

3.1 In what ways were you prepared to facilitate this CPD programme in terms of the content and pedagogical knowledge regarding social cohesion?

Prompt: In what ways were you able to use the facilitator manual [For facilitators of the *School Violence Prevention Framework*]?

3.2 In what ways were teachers able to share their experiences and knowledge during the CPD programme?

3.3 In what ways are teachers able to exchange skills, knowledge, and attitudes with other participants regarding the discussed topics during the CPD programme?

3.4 In what ways does the training encourage teachers to identify and understand their needs regarding social cohesion during the CPD programme?

Prompt: In what ways were teachers able to internalise the new knowledge during the CPD programme? (e.g. were there specific moments during the CPD programme to allow reflection or discussion to internalise the new knowledge?)

4. **Outcomes**

4.1. How does the training equip teachers to share new their knowledge with peers who have not attended the training?

4.2. In what ways do you feel that the training enables teachers to enhance their teaching methods about social cohesion?

4.3. How do you think the teachers perceive the value of the training in promoting social cohesion in their classrooms?

Prompt: Would the training be more or less useful in different contexts?

4.4. What do you feel is the usefulness of including teaching staff and non-teaching staff/ teachers and principals in the CPD programme? *[specific example will be given per CPD programme]*

4.5. In what ways do you feel that the training aims to promote social cohesion in the classroom?

Prompt: what would teachers' support be? How would helping to understand, respond and act regarding safety treats help in this regard?

Appendix C2: Interview schedule – CPD programme managers

CPD programme

1 School Violence Prevention Framework (Government)	2 Reflect & Respond (NGO)	3 Embracing Social Cohesion (Teacher Union)

1.1 Name CPD programme:

1.2 When was this CPD programme facilitated?

1 January 2017	2 February 2017	3 March 2017	4 May 2017	5 Other ______________________

Demographic profile

2.1 Gender:

1 Male	2Female

2.3 Which racial group do you identify with?

1 Black African	2 Coloured	3 Indian	4 White	5 Other	6I choose not to respond

2.4 Home language:

1 Afrikaans	2 English	3 isiXhosa	4 Other,……………

1. **Standard information about the training**

1.1 Please tell me a little about how this programme came about, such as what this is about and who decided this must happen?

1.2 What are the intended goals of the programme?

1.3 Who is the main target audience for this programme? (e.g., teachers from specific schools?)

1.4 How is the fee structure developed for the course?

1.5 How would you describe your relationship with your training partners (facilitators)?

1.6 What were your motivations to submit (or not submit) the course for SACE accreditation? (With regards to quality, support of teachers, motivation etc.)

Design / content of the programme

1.7 The programme is facilitated over a weekend and in a remote place. Why has been chosen for this timeframe and location? [Prompt: Were there specific reasons for the structure of this programme?]

1.8 How was the programme designed? (team of people, educators? Did they represent teachers of different school realities or did they know about these realities to make the programme suitable for the targeted group?)

1.9 How is the content of the CPD programme structured? [build-up of activities and theory]

Social cohesion – aims/context/mechanisms of the training

1.10 How do you understand social cohesion in relation to the schooling context?

1.11 In what way do you feel that the goals of the programme attempt to address social cohesion?

1.12 In what way is the training designed to be applicable for different school realities?

1.13 In what way do you feel that the training enables teachers to enhance their teaching methods about social cohesion?

1.14 How does the training encourage teachers to respond to social cohesion related issues in their school setting?

1.15 In what way does the training encourage teachers to identify and understand their needs regarding social cohesion?

Prompt: In what ways were teachers able to internalise the new knowledge? (e.g. were there specific moments during the CPD programme to allow reflection or discussions to internalise new knowledge?)

2. **Outcomes of the training**

2.1 What do you feel are the short- and long-term outcomes of the CPD programme?

2.2 How do you think the teachers perceive the value of the training with regards to promoting social cohesion in their classrooms? Prompt: Would the training be more or less useful in different contexts?

2.3 How does the training equip teachers to share the new knowledge with peers who have not attended the training?

2.4 What do you feel is the usefulness of including teachers and principals in your CPD programme?

2.5 How has the programme impact been evaluated?

2.6 Has there been any follow up with schools to see how the programme has been implemented in schools?

Prompt: why has there been any/no follow up with schools?

3. **Positionality/ facilitation**

3.1 In what ways has your positionality (e.g. gender, race, ethnicity, religion, socio-economic status) influenced your understanding in the design of the programme*?*

Prompt: In what ways has this influenced the delivery of the programme?

3.2 How were facilitators selected for this CPD programme? [e.g. prior knowledge of teaching?]

Prompt: How do you see their role as facilitators in addressing social cohesion

during the programme?

4. **General last questions**

How important do you feel that it is to support teachers to deal with conflict regarding diversity and social cohesion currently in South Africa? What do you feel is the contribution of CPD for social cohesion (such as this programme) in this regard?

Appendix C3: Interview schedule – CPD programme managers

CPD programme

1 School Violence Prevention Framework (Government)	2 Reflect & Respond (NGO)	3 Embracing Social Cohesion (Teacher Union)

1.1 Name CPD programme:

1.2 When was this CPD programme facilitated?

1 January 2017	2 February 2017	3 March 2017	4 May 2017	5 Other ________________________

Demographic profile

2.1 Gender:

1 Male	2 Female

2.3 Which racial group do you identify with?

1 Black African	2 Coloured	3 Indian	4 White	5 Other	6 I choose not to respond

2.4 Home language

1 Afrikaans	2 English	3 isiXhosa	4 Other,……………

1. **Standard information about the training**

1.1 Please tell me a little about how this programme came about, such as what this is about and who decided this must happen?

1.2 What are the intended goals of the programme?

1.3 Who is the main target audience for this programme? (e.g. teachers from specific schools?)

1.4 How would you describe your relationship with your training partners (facilitators)?

1.5 Why have you chosen to submit the course for SACE accreditation? (regarding quality, support of teachers, motivation etc)

Design / content of the programme

1.6 The programme is facilitated during one day and with all teaching and non-teaching staff. Why has been chosen for this timeframe and this audience?

Prompt: Were there specific reasons for the structure of this programme?

1.7 How was the programme designed? (team of people, educators? Do they represent teachers of different school realities or do they know about these realities to make the programme suitable for the targeted group?)

1.8 How is the content of the CPD programme structured? [build-up of activities and theory]

2. **Positionality/ facilitation**

2.1 How do you see your role as designer as well as facilitators in addressing social cohesion during the programme?]

2.2 In what ways has your positionality (e.g. gender, race, ethnicity, religion, socio-economic status) influenced your understanding in the design of the programme?

Prompt: In what ways has this influenced the delivery of the programme?

3. **Social cohesion – aims/context/mechanisms of the training**

3.1 How do you understand social cohesion in relation to the schooling context?

3.2 In what way do you feel that the goals of the programme attempt to address social cohesion?

3.3 In what ways is the training designed to be applicable for different school realities?

3.4 In what ways do you feel that the training enables teachers to enhance their teaching methods about social cohesion?

3.5 How does the training encourage teachers to respond to social cohesion related issues in their school setting?

3.6 In which way does the training encourage teachers to identify and understand their needs regarding social cohesion?

Prompt: In what ways were teachers able to internalise the new knowledge? (e.g. were there specific moments during the CPD programme to allow reflection or discussions to internalise new knowledge?)

4. **Outcomes of the training**

4.1 What do you feel are the short- and long-term outcomes of the CPD programme?

4.2 How do you think the teachers perceive the value of the training with regards to promoting social cohesion in their classrooms?

Prompt: Would the training be more or less useful in different contexts?

4.3 How does the training equip teachers to share the new knowledge with peers who have not attended the training?

4.4 What do you feel is the usefulness of including teachers and principals (and non-teaching staff) in your CPD programme?

4.5 How has the programme impact been evaluated?

4.6 Has there been any follow up with schools to see how the programme has been implemented in schools?

Prompt: why has there been any/no follow up with schools?

5. **General last questions**

How important do you feel that it is to support teachers to deal with conflict regarding diversity and social cohesion currently in South Africa? What do you feel is the contribution of CPD for social cohesion (such as this programme) in this regard?

Appendix D: Interview schedules – Teachers

CPD programme

1.1 Name CPD programme:

1 School Violence Prevention Framework (Government)	2 Reflect & Respond (NGO)	3 Embracing Social Cohesion (Teacher Union)

1.2 When did your teachers attend the above stated CPD programmes?

1 January 2017	2 February 2017	3 March 2017	4 May 2017

Demographic/ Teacher profile

2.1 What is your sex?

1 Male	2 Female

2.2 Please indicate your age.

1 20-25	2 26-35	3 36-45	4 46-50	5 51-55	6 Older than 55

2.3 Which racial group do you identify with?

1 Black African	2 Coloured	3 Indian	4 White	5 Other	6 I choose not to

2.4 Home language

1 Afrikaans	2 English	3 isiXhosa	4 Other,……………

2.5 From which institution did you receive your initial teacher education?

____

2.6 Year completed Teaching Qualification ___________________

2.7 What grades do you teach? *Please tick all that apply*

1 Grade 8	2 Grade 9	3 Grade 10	4 Grade 11	5 Grade 12

2.8 How many years have you been teaching in TOTAL? _________ YEARS

2.9 How many years have you been teaching AT YOUR PRESENT SCHOOL? ______YEARS

2.10 Which subject/s are you teaching this year?

____

2.11 Do you live in the same community/suburb as your school? _________

1. Teacher Professional Development and Social cohesion

1.1 How would you describe social cohesion in relation to your role as a teacher?

The department defines social cohesion as the degree of social integration and inclusion in communities and society at large, and the extent to which mutual solidarity finds expression among individuals and communities. ***(DAC definition)***

1.2 In an ideal classroom situation, which teaching methods do you feel are most suitable to promote social cohesion in classrooms?

1.3 Which teaching methods have you learned during your Initial Teacher Education to deal with social cohesion?

1.4 What type of professional development have you undertaken in the last 2 years (2016/2017) regarding social cohesion (workshops, talking with colleagues, courses, reading etc.)

Prompt: Which of these activities do you consider most beneficial?

2. General

2.1 How did you find out about the training?

Prompt 1: What were your reasons for participating in the programme?

Prompt 2: How was this arranged?

Content of training

2.2 How would you describe the aims of the programme?

2.3 Did you find the content of the training relevant to help you become a better teacher in terms of being an agent of social cohesion? (personally and professionally)

Prompt: If yes, in what ways?

2.4 How do you think that the format used during the training (e.g. lecture, group work, case studies) better equips you to deal with social cohesion in classrooms?

2.5 In what ways were you able or unable to exchange skills, knowledge, and attitudes with other participants regarding the discussed topics?

2.6 Which teaching methods were taught during the training? [in case of Government CPD: which teaching methods were referred to in manuals, for example?]

Prompt: how useful are these methods to promote social cohesion in your classroom?

2.7 The programme was attended by teachers from different schools [applicable to Teacher Union & Government CPD] *and/or* teaching and non-teaching staff [applicable to Government & NGO CPD]. How did working with teachers from other schools *and/or* teaching and non-teaching staff help you become a better teacher in terms of social cohesion practices?

2.8 Was there anything done during the training to check if you understood the content of the training?

Prompt: Was there anything done during the training to check if you knew what needs to be done to promote social cohesion?

3. Teachers' understanding of their schooling context & implementation of the programme

3.1 Could you please tell me a little bit about the community in which the school is situated as well as the student's background and challenges within the school [in relation to e.g. tolerance, diversity,

inclusion, violence (boys-girls/boys-boys/girls-girls), discrimination, xenophobia, racism, sexuality, respect, values, language, drugs, gambling, gangsterism]?

3.2 Having described the background of the community and the challenges the school is facing, how relevant did you feel the programme is in relation to your school context?

4. After the training

4.1 How do you think the programme influenced your understanding of your role as teacher in promoting social cohesion?

Prompt: Was there a change in your motivation or confidence to teach, or understanding about social cohesion soon after attending the workshop?

4.2 In what ways were you able or unable to discuss or share the(teaching) approaches (incl. additional documents or government CPD framework) taught at the CPD programme with their colleagues?

Prompt: How does the training equip teachers to share new their knowledge with peers who have not attended the training? *[N/A to CPD programme Reflect & Respond]*

4.3 In what ways are you able to Identify and respond to safety and security issues and Creating reporting systems threats after the training?

Prompt: In what ways were you able to share this with your colleagues?

4.4 In which way has the training impacted on your teaching style/ classroom management/ classroom activities?

Prompt: Were you able to implement the teaching strategies taught at the workshop? [*For CPD programme School Violence Prevention Framework: were you able to use the additional teaching modules on e.g. bullying, homophobia and positive discipline?]*

4.5 Do the facilities at your school make it difficult for you to implement the things you have learned at the programme? (e.g. incl. available time, school culture/ethos of learners and teachers, SMT support of 'non-subject related CPD programmes', special programmes, or guest speakers/motivational talks/ posters etc.)

4.6 You attended the programme *[X]* months ago, when the new (teaching) approaches/methods were fresh in your mind. How much of what you have learned do you still use in the classroom?

Prompt: do you feel equipped to deal with e.g. violence/ discipline/ xenophobia/ bullying/ gangsterism/ homophobia within your classroom? *[example will be provided per CPD programme]*

Appendix E: Interview schedules – Principals

CPD programme

1.1 Name CPD programme:

1 School Violence Prevention Framework (Government)	2 Reflect & Respond (NGO)	3 Embracing Social Cohesion (Teacher Union)

1.2 When did your teachers attend the above stated CPD programme:

1 January 2017	2 February 2017	3 March 2017	4 May 2017

1.3 Did you attend this CPD programme yourself?

1 Yes	2 No

Demographic/ Teacher profile

2.1 Gender:

1 Male	2 Female

2.3 Which racial group do you identify with?

1 Black African	2 Coloured	3 Indian	4 White	5 Other	6 I choose not to respond

2.4 Home language

1 Afrikaans	2 English	3 isiXhosa	4 Other,……………

2.5 How many years have you been the principal OF THIS SCHOOL? _______YEARS

2.11 Do you live in the same community/suburb as your school?

1 Yes	2 No

1. Schooling context & Social cohesion

1.1 Could you please tell me a little bit about the community in which the school is situated as well as the students' backgrounds and challenges within the school [in relation e.g. to tolerance, diversity, inclusion, violence, discrimination, xenophobia, racism, sexuality, respect, values, language]?

Prompt: Have the community and students' background changed over the years that you have been working at this school?

1.2 What is your understanding of the term 'social cohesion'?

Prompt: How important is social cohesion for you with regards to your schooling context?

1.3 What has been done (by you or your predecessor) for teachers and learners to promote social cohesion within your school? [e.g. activities, professional development, training for learners]

2. The importance of CPD for teachers

2.1 How do you view your role as a principal regarding the professional development of your teachers?

Prompt: How important do you feel that it is to have a School Management Team that is supportive of the implementation of the strategies from the CPD programme?

2.2 Who is in charge of CPD within your school?

Prompt: How is this arranged with external actors/CPD programmes/ organisations? Do teachers have to organise their own CPD? (Please describe if applicable)

2.3 In what way is CPD focused social cohesion supported within the school? [e.g. CPD, workshops, debates, or discussions]

3. CPD programme-specific

[Q. 3.2 - 3.3 can only be asked to principals who have participated in the selected CPD programmes]

3.1 How did you know about the CPD programme?

3.2 What were your reasons for participating in this CPD programme?

3.2.1 CPD programme Reflect & Respond: What were your reasons for participating in the first workshop for principals?

Prompt: What were your reasons for following up with Reflect & Respond, by wanting to have subsequent workshops with all staff and a separate session with the SMT?

3.3 In what ways did the programme impact you personally or professionally?

3.4 What did you think of the relevance of the CPD programme with regard to your schooling context?

3.5 What were the short term and long-term plans shortly after attending the training?

3.6 Have you been able to implement any steps or strategies of the programme?

3.7 The programme was attended by teachers from different schools [applicable to Embracing Social Cohesion & School Violence Prevention Framework] and/or teaching and non-teaching staff [applicable to CPD programmes School Violence Prevention Framework and Reflect & Respond].

Prompt: In what ways did attending the programme with them (teachers, learners, SGB, parents) improve the implementation of the School Violence Prevention Framework at the school level (whole-school approach)?

3.8 In what ways were your teachers able or unable to discuss or share the (teaching) approaches taught at the CPD programme with their colleagues? [(and the additional documents for CPD programme School Violence Prevention Framework framework)

Prompt: was there anything you could do to support the sharing / transfer of knowledge to other teachers?

3.9 Do the facilities at your school make it difficult for your teachers to implement the things they have learned at the programme? (e.g. security, fences, etc incl. available time, school culture/ethos of learners and teachers, SMT support of 'non-subject related CPD programmes',

special programmes, or guest speakers/motivational talks/ posters etc. as constant working towards social cohesion)

3.10 In what ways has the attendance of the CPD programme improved the mission and vision of the school?

3.11 In what ways could the implementation of the CPD programme be successful within your school?

Prompt: In what ways could this implementation possibly hinder your school?

3.12 How confident do you feel that you and your staff are able to engage in identifying and responding to, as well as monitoring/evaluating safety and security issues and treats?

Prompt 1: in what ways did attending the workshop contribute to this?
Prompt 2: Do you think that when this evaluation system is properly in place, you feel confident in the progress towards increasing safety and wellbeing of learners and educators at school?

3.13 The last questions are more general: How important do you feel it is that teachers in South Africa need to be supported to deal with issues of social cohesion in their schooling context?

Prompt: What should the role of principals be in this regard?

Appendix F: Ethics approval – Faculty of Education

***For office use only	
Date submitted	9 /03/2017
Meeting date	15/03/2017
Approval	P/Y√/N
Ethical Clearance number	EFEC 2-3/2017

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 Word document)

Name(s) of applicant(s):	Joyce Raanhuis		
Project/study Title:	**Social Cohesion CPD programmes and Teachers in South Africa**		
Is this a staff research project, i.e. not for degree purposes?	No		
If for degree purposes the degree is indicated:	Doctorate in Education		
If for degree purposes, the proposal has been approved by the FRC	Yes		
Funding sources:	NRF		

2. Remarks by Education Faculty Ethics Committee:

This Doctoral research project is granted ethical clearance valid until 12 March 2021.

Approved: √	**Referred back:**	**Approved subject to adaptations:**
Chairperson Name: Chiwimbiso Kwenda **Chairperson Signature:**	**Date: 13 March 2017**	
Approval Certificate/Reference: EFEC 2-3/2017		

EFEC Form V3_updated 2016

Appendix G: Ethics approval – WCED

Western Cape Government

Education

Directorate: Research

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

REFERENCE: 20160331-9096
ENQUIRIES: Dr A T Wyngaard

Ms Joyce Raanhuis
XXXXXXXXXX
Mowbray
XXXX

Dear Ms Joyce Raanhuis

RESEARCH PROPOSAL: SOCIAL COHESION CPD PROGRAMMES AND TEACHERS IN SOUTH AFRICA

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **01 April 2016 till 30 September 2018**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

    The Director: Research Services
    Western Cape Education Department
    Private Bag X9114
    CAPE TOWN
    8000

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 31 March 2016

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

Appendix H: Information sheet and consent form participants

INFORMATION SHEET

PROJECT TITLE: Social Cohesion CPD programmes and Teachers in South Africa

Dear Participant,

My name is Joyce Raanhuis and I am a doctoral student at the Centre for International Teacher Education (CITE), at Cape Peninsula University of Technology. I would like to invite you to take part in my doctoral research project about social cohesion continuing professional development (CPD) programmes and teachers. Your participation may include an interview, observation and/or the completion of a questionnaire. The research will be supported primarily by two professors from the centre, Professor Y. Sayed, South African Research Chair in Teacher Education and Director of CITE, and Prof A. Badroodien, Deputy-Director of CITE.

This information leaflet will help ensure that you fully understand what is involved before you agree to take part in this research.

Many thanks for your consideration.

Joyce Raanhuis

WHAT IS THE STUDY ALL ABOUT?
This doctoral research project investigates the roles and effects of CPD programmes on teachers' understandings and experiences of social cohesion in their classrooms. It situates this analysis in an understanding of political, social and cultural contexts of different stakeholders within the education discourse, on national, provincial and local levels.

Different types of CPD providers will be taken into consideration, such as NGOs, teacher unions, universities and government. By focusing on teachers' understandings and experiences of such interventions, this research aims to determine how CPD interventions influence how CPD programmes empower teachers to promote social cohesion in their classrooms, along with an understanding of how different stakeholders contribute to this.

WHAT WILL YOU BE ASKED TO DO IN THE STUDY?
As a key role-player you will be asked to participate in an interview, complete a questionnaire, and may be selected to participate in a focus group.

If you decide to take part in the study, you will be provided with this information sheet to keep and will be asked to do the following:

- To sign an informed consent form.
- To participate in the discussion. Discussions will be audio-taped, and you will be provided with the summary of the interview.
- Completing a questionnaire *(applicable to teachers)*
- Lesson to be observed *(applicable to teachers*

Cape Peninsula University of Technology

Centre for International Teacher Education

CAN ANY OF THE STUDY PROCEDURES RESULT IN PERSONAL RISK, DISCOMFORT OR INCONVENIENCE?

The study involves no foreseeable physical discomfort or inconvenience to you.

WHAT ARE YOUR RIGHTS AS A PARTICIPANT IN THIS STUDY?

Your participation in this study is entirely voluntary. If you agree to take part, you are free to withdraw at any time without having to provide a reason.

HOW WILL CONFIDENTIALITY AND ANONYMITY BE ENSURED IN THE STUDY?

All information obtained about the organisations, interventions and participants will be regarded as strictly confidential. The study data will be decoded so that it will not be linked to the names of the organisations, interventions or participants, as pseudonyms will be used. All the data that are collected will be stored in a secure and locked office at the CPUT research centre. All electronic information will be stored on a password-protected computer at the university centre. Privacy and confidentially of all participants will be protected at all costs, and collected data will only be used for research purposes.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

Yes. This research has received ethical clearance from the Ethical Commission at the Cape Peninsula University of Technology and the Western Cape Education Department (WCED). All aspects of the study will be conducted according to accepted research ethical principles.

CONTACT PERSONS

If you have any queries about the research project, please contact Joyce Raanhuis, at Joyce.Raanhuis@live.nl , professor Y. Sayed at SayedY@cput.ac.za or professor A. Badroodien at BadroodienA@cput.ac.za

A FINAL WORD

Your co-operation and participation in the study will be greatly appreciated. Please sign the consent form if you agree to participate in the study. In such a case, you will receive a copy of the signed consent form from the researcher.

Cape Peninsula University of Technology

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Cape Peninsula
University of Technology

Centre for International
Teacher Education

CONSENT FORM FOR RESEARCH PARTICIPANTS

Project title: Social Cohesion CPD programmes and Teachers in South Africa

I, ____ hereby agree to take part in the above research project conducted by members of the Centre for International Teacher Education. I have had the project explained to me and I have read and understood the Information Sheet, which I may keep for my records. I understand that agreeing to take part means that I am willing to:

- Participate in an interview with a researcher
- Allow the discussion to be audio taped
- Completing a questionnaire *(applicable to teachers)*
- Lesson to be observed *(applicable to teachers)*

I understand that any information I provide is strictly confidential, and that my privacy will be protected in all situations. I have been assured that full steps will be taken to ensure anonymity. I further understand that I will be provided with the summary of discussions.

I understand that I have given my approval for the name of my town and the name of my workplace (the latter applies to public institutions only) to be used in the final dissertation, and in further publications.

I hereby note that my participation is completely voluntary, that I can choose not to participate in part or at all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

Lastly, I note that I have been fully informed about the project and have had sufficient opportunities to ask questions and thus agree to participate in the project.

Name: ________________________________ (PLEASE PRINT) ____________

Signature ____

Date: ____

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Appendix I: Transcribed interview – Teacher

INTERVIEWER : So, you attended the [name CPD programme] in May this year?

INTERVIEWEE : Yes.

INTERVIEWER : Gender is? female I can say? And your age indication?

INTERVIEWEE : as 29.

INTERVIEWER : Okay so that's…which racial group do you identify with? Is it I choose not to respond, other, Black African, Coloured, Indian or white?

INTERVIEWEE : Coloured.

INTERVIEWER : And your home language?

INTERVIEWEE : Afrikaans.

INTERVIEWER : Okay and from which institution did you receive your Teacher Education?

INTERVIEWEE : I actually done everything at Stellenbosch yah

INTERVIEWER : Okay. When did you complete it do your teacher education?

INTERVIEWEE : I finished my first degree in 2010 and then my second one in 2011.

INTERVIEWER : Did you do… what was your first degree?

INTERVIEWEE : The first one was my Bachelors in Arts and then second one was my teacher's degree.

INTERVIEWER : Okay.

INTERVIEWEE : That one year of PGCE.

INTERVIEWER : Which Grades do you teach?

INTERVIEWEE : Eight to Twelve.

INTERVIEWER : Okay everything… and how many years have you been teaching in total?

INTERVIEWEE : This is going to be my sixth, yah its six years now.

INTERVIEWER : So how many years have you been teaching in this school?

INTERVIEWEE : This is my first year, at [name school]

INTERVIEWER : Also, the first year … first time in a boy's school?

INTERVIEWEE : Yah it's totally new for me

INTERVIEWER : Okay I presently ask about the difference.

INTERVIEWEE : Okay

INTERVIEWER : Which subject do you teach?

INTERVIEWEE : Afrikaans

INTERVIEWER : Okay… and do you live in the same community or suburb as your school?

INTERVIEWEE : Yes, I'm like five minutes away.

INTERVIEWER : Oh, that's very convenient

INTERVIEWEE : So, it really makes things a lot easier in the mornings.

INTERVIEWER : I bet yes. Firstly, I would like to ask you, I focus on social cohesion related professional development programmes, but social cohesion is a bit of a buzz word so I wanted to ask you briefly like how would you describe social cohesion in relation to your role as a teacher?

INTERVIEWEE : Oh, that's actually quite a lot if I think about social, it is more than one factor to take in consideration and I think it always also depends on the class. Because you might have one class that that's very different in terms of race, but in a different class you might, like for instance in my Grade Ten class, they are much more creative so to balance the IQ level and the type of questions. So, it's got to do with your different classes and getting to know your different classes firstly I think. Answering the whole idea of social cohesion, just making sure that not everyone's on the same platform but to allow the space each one to engage and be able to talk freely without making them feel as if their question is stupid or without making them feel like they don't want to contribute I think yah.

INTERVIEWER : Okay and in an ideal classroom situation, what would you what would the best teaching methods be for you to promote social cohesion in your classroom?

INTERVIEWEE : I don't think there's one singular method that works. Especially with boys like on one day they might feel especially early mornings they are much more approachable. They are easier to work with whereas in the afternoons it's totally different so there's no single method but I think if they've got that the a strong basis of just respect and morals being the basis of it really makes your job as a teacher easier in terms of creating a platform for social cohesion and I think that's ongoing struggle especially with boys that tend to tease each other at school, it's not easy for a shy guy talk out and say what he actually feels if, let's say there's a dominant group that keeps on saying what they think and what they think and what they think is right so it really I think the basis which is having that respect of listening to everyone when they do speak but it gets implemented in different ways. Yes, raising your hand up creating different activities. I must say group activities I don't do a lot in class I know it tends to … there's a must better involvement in group activities however I find that individual classwork work much better because the boys aren't really as shy. Might get one or two shy one's but they are much more freely to voice their opinions.

INTERVIEWER : Okay.

INTERVIEWEE : Yah so for the boys in my classroom it's not that much of a big deal for them to say what they think. There might be one or two that's a bit shy and that you like have to ask and yah so what we do like we got this thing if you looking just Afrikaans and getting them to work together we've got word of the day, every day and basically everyone write down what they think it means even though it might be so wrong and they need to use it in a sentence so they know that chances are they might be wrong but they still go for it because they know there's a lot of others that actually also that also getting it wrong and then at the end I'll tell okay the right word is actually this and this is how you use it and that's after we listened to one or two that gave the ideas.

INTERVIEWER : Okay so do think that's different boys than have mixed class?

INTERVIEWEE : I think it could be the same in a mixed as well, but I find that with them it works quite well because they actually excited for the word of the day. Like sometimes I actually forget, and they tell me Ma'am what's the word of the day, yah so they actually in that sense they not afraid to take a chance to say or voice their opinion because that the chances that it's going to be wrong it's there so they not that afraid to talk and I think that's that alone creates a bit more freely access of talking as well.

INTERVIEWER : Okay during your initial teacher education was there anything that you've learnt about how to deal with social cohesion?

INTERVIEWEE : Wow, there was quite a few good ideas and not saying nothing really stands out for me in terms of I use this one specific thing every day because every day your things you plan change but for me that the whole moral set of codes that for me is important for them to know there's a boundary I can say something but I must know how to say something yah and just respect that for me is the most important because boys will make fun and you might find that the one method works for today and not the other day or it might work for the morning and not the afternoon but if they got that moral understanding of this is acceptable that's not then it works so I don't know if that answers your questions okay.

INTERVIEWER : So, the last … let's say two years what type of professional development regarding social cohesion have you undertaken so it can also be teacher talking with colleagues it does not always have to be workshop but can be different types of things?

INTERVIEWEE : I think basically what we tend to do especially now for my first year especially now for my first year at [name school] I tend to ask many how it's going with your work with the classes because I always, I always try to find out if I'm on the same level so basically just to talk with them and find out how they are. How their classes are going and how the work is going as well. Just getting that platform and we tend to talk about a lot of things class related and sometimes just in terms of behaviour of the boys as well. So, I think just that constant get together of just talking finding out and like for instance I never knew that it's fliek Vrydag. [name colleague] and them spoke to me about it and started with that and it worked.

INTERVIEWER : What's that?

INTERVIEWEE : It's basically on Fridays they tend to watch like movies in Afrikaans with subtitles. That's almost like incentive for them to work hard so that they get a chance to watch a movie on a Friday.

INTERVIEWER : Okay.

INTERVIEWEE : So, it's those small things that you pick up via colleagues that works and doesn't work, and the boys really enjoy the whole Fliek Vrydag.

INTERVIEWER : Oh nice. So, the next questions are more on the content of the training, you know some questions about how you experienced it and as a whole, how you could implement in the school level. So, the first one is how did you find about the training and what were your reasons for participating?

INTERVIEWEE : The training was sent to us in an email basically just asking who would be interested and I think in this day and age you can't not look at diversity especially in classes where topics arise where kids tend to be a bit uneasy about it and they don't always talk especially with my Grade Eleven's we had this movie *Skilpoppa* and they spoke about difference in terms of sexuality and like eyebrows were raised you know but in the same context I remember the beginning of the year there was this whole idea of racial differences that was also something that you that you find is bit difficult to talk with whereas as my Grade tens they just speak freely and they are just not afraid so in terms of content I think like for *Skilpoppa* Grade Eleven's *Fliek Vrydag* actually came in quite it really just opened a platform for them to watch it and not just read the academic work and where they watched it we had a conversation about and just creating that platform where you able to say it's okay to talk about things that people tend to marginalise and don't want to speak about it but we should how we speak about things and the way which we refer to people. So, you get a chance to actually talk about those concepts that people tend to say let's say not always want to talk about you know. So *Fliek Vrydag* actually helped me with that because the movie of the book was actually there, and it actually spoke about quite relative things that happened also in class and also outside yah. I don't know was that the whole question or okay.

INTERVIEWER : And so, you could sign up for the CPD training or how would it how would it work did you have to pay or it?

INTERVIEWEE: No luckily the school covered all of that's it wasn't yah

INTERVIEWER : And was there something specific why you wanted to participate in the training?

INTERVIEWEE : Not necessarily I just I like to learn and the whole idea of people that's different we need to acknowledge when a kid is a bit stronger than the other one and how to actually work with it. I mean that's the whole idea of teachers and I just thought that's a good course to go on and yah.

INTERVIEWER : And so how would you describe the aims of the programme?

INTERVIEWEE : Basically, to look at each and individuals needs and try to see how you can actually create a bond where we can actually address all the needs if it is possible even in an ideal world yah. So basically, to address everyone's needs and how to create a field where everyone can participate in class but also have a voice at the same time so the different levels of diversity just yah.

INTERVIEWER : And would you then say it would be more focused on the learners or also the teachers the participants?

INTERVIEWEE : I would say definitely say it has to start with teachers because kids see what they kids do what they see so teachers definitely play a huge role in that as well.

INTERVIEWER : Okay and so how did you find the content of the training relevant to help you become a better teacher in terms of being an agent for social cohesion, personally or professionally?

INTERVIEWEE : They well personally they have a quite a few topics that was really relevant and I actually enjoyed. I've had a few courses that dealt with diversity and his one mainly really, I feel really enjoyed and the way in which the setup was. We started with a group discussion at the workshop and that for me was really great. It wasn't just one person talking and that for me it should have that was the right way to start any diversity type of programme because you get different views of people. It's not just one person saying okay this is the course we going to go through because we have to learn from each other to make diversity possible so that

for me was a really good thing and I think in a way I try to I try to make that work in class by getting different views of the learners and allowing them to give their views as well. I don't talk the whole time certain lessons is a bit more restricted like where they have to like fill in questions especially if it's like assignments but when you've got time like for when its movie and you get to reflect on it it's nice too to get that whole conversation going and then you get a chance to use some of those skills that you learnt on the workshop and I've one of the exercises that I really like was the that discussion that we had where a few was it four that sat in the middle and then we had that big soak one and everyone had to listen yah

INTERVIEWER : Did you do the Ferris wheel?

INTERVIEWEE : I haven't done it yet but that's something that I really would like to do with them.

INTERVIEWER : Do you think it is something that you could do with them in terms of class sizes?

INTERVIEWEE : In terms of certain class sizes, it would definitely work. Like my Grade Eights I must say the new ideas I tend to try with my juniors. They had this one of the colleagues actually mentioned a really cool idea starting journals. I spoke to my Grade eights who were actually supposed to start Term Three with their journals just to write about their day and anything every morning but so far it just it hasn't realised yet. It just hasn't happened there's always something happening in the mornings, but they've got their journals and the whole idea is that they should start just talking freely about their lives in their journal. So that's one of the techniques I was hoping to start with yah so I'm still hoping it could start maybe this week or next week I don't know yah.

INTERVIEWER : Is that also in the training?

INTERVIEWEE : They didn't necessarily do it in the training, but it was one of the techniques that one of the colleagues shared. She's actually from [name primary school] this the other school primary school so yah I thought that was a really good idea that she mentioned. So, there's small things that you take away and that you try to implement yah.

INTERVIEWER : Some things you touched, on but I'll just go through the list again and you give some more specific examples in the training for example.

INTERVIEWEE : Okay.

INTERVIEWER : So how do think that the format used during the training better equips you to deal with social cohesion in the classroom. We already said in the beginning the exercise with the group and the four people in the middle what are other things that you thought that that specific format the why how presented it for example or do people who presented that, that made a difference?

INTERVIEWEE : The way in which they presented it really made a difference I think normally you look at diversity in terms of everyone's different and we always focus on how to get everyone on the same level and someone said something about a diversity I'm not sure who it was at the workshop when they said was it our group discussion where we said you can't necessarily take the same method with the same person because everyone's needs are different so just knowing that they different is not good enough it's what you do as a teacher and that made me more aware of you can't just be aware of things what are you doing to actually get that kid involved are you actually just looking at the kid there and know that his different but you continue with your lesson or are you walking around while they busy and asking hey are you fine. Question number so and so how I can help you with that are you actually trying to engage and do something about that difference yah.

INTERVIEWER : So, what ways were you able to exchange attitudes with other participants of the training about the discussed topics?

INTERVIEWEE : I must say that's actually quite limited. Teachers are so busy and…

INTERVIEWER : No, I mean the teachers during the training.

INTERVIEWEE : Oh, the teachers during the training oh that was really good. I think because the it all started so involved as well we immediately started talking in groups so I think at the end of the day we spoke maybe to ten different people and about what works for them like I mentioned the journal works for the other one and one guy mentioned next to me *ag* I can't remember his name when they when he has discussions in class

the kids can't just put up their hand they need to first repeat what the other one said before they could give an answer. I thought oh my word that's so interesting I've tried it doesn't really yah it hasn't worked for me yet so yah I'm still trying to get that method to work for me but yah quite a lot of what we spoke about was really nice and one of the teachers that I met there I actually saw afterwards at a social gathering at the school. So that was quite nice so you still get that contact yah but not as much as you would like obviously.

INTERVIEWER : Okay and so which sorry it's just a bit because this setup is slightly different so.

INTERVIEWEE : No, you still...

INTERVIEWER : So, was there anything during the training to check up on you if you understood the content of the training or if there was anything done during the training to check what needs to be done about social cohesion?

INTERVIEWEE : Okay now you firstly need to repeat that for me.

INTERVIEWER : So, was there anything done during the training to check if you understood the content of the training of there was there anything that needs to promote social cohesion?

INTERVIEWEE : I think the whole idea of the training was to promote social cohesion especially with the idea that we need to go to school and try and I think one of the last activities we had to they had different colour pages where you had to look at different aspects and try to use one theme now we would use it and my idea was getting the journals implemented so that was one of the things that stood out for me and I think the basic they covered their basis in terms of understanding the content by discussing everything in a group afterwards so that they done quite well yah.

INTERVIEWER : Okay let's see for the rest how confident at the end of the training did you feel to have difficult discussions tough discussions with people in learner on a school level for example to actually implement.

INTERVIEWEE : At the end of that training I felt like I felt really you know *ag* now I can talk about anything and then you get to school and like okay now I'm half there it's like you end off on such a high like I'm ready for this this is going to happen and the you at school and then you only get to do like half of it or let's say not demotivated but you feel you are limited in terms of how you going to get the whole idea of social cohesion like you've got all these ideas and at the end of the day it's just like, like that one method of asking questions and first repeating the guys questions this is not working and then you feel a bit you feel a bit *ag* okay I need to find another way so it's challenging it's not it's as easy as when we left there, felt like *ag,* motivated, I'm gonna do this. And then you are in class and it's like, okay, this is a constant process and its ongoing and you can't just think I'm gonna do this and it's gonna work and yah. So realised that afterwards yah but it ended really well. Was very motivating.

INTERVIEWER : And so, in terms of speaking with colleagues or to discuss or to share teaching approaches with our colleagues here in the school how did that work out?

INTERVIEWEE : I think it made me work with the small group of us that actually went because we could speak about different things in a broader group, I must say it's a bit limited because especially because everything's happening so fast and it's in class and in school you don't really get a chance to really to discuss various things. I know a person try but yah it's actually quite I think it's quite limited in terms of the broader group. Maybe I'm yah.

INTERVIEWER : And about the facilities do that does that make a difficult to implement these strategies so there can be timetable but also the school culture of the learners and the teachers?

INTERVIEWEE : I must say I think teachers in general and trying to get social cohesion on board without them even noticing I think people do that. If you look the various societies that they have so without them having a specific slot for social engagement, they actually they do have in their own ways. For instance, there's a civic engagement group and there's so many groups that interact and so there's constant movement in terms of creating cohesion without people like without thinking oh this is social cohesion right now and I think it's just the

whole idea of caring for one another that's the basis of everything so it's definitely something that does take place at school it's just each and every one in their own way yah.

INTERVIEWER : Okay so the so do you think that the strategies from the training it would be possible to implement it here in the school or would it not be possible?

INTERVIEWEE : I think some of the strategies definitely possible yah

INTERVIEWER : Okay like which one would be and which one not?

INTERVIEWEE : I think if I must if I must think in a class context that whole idea of getting everyone's opinions voiced where they done the various groups and we can sit with one group and going to another group especially in my class where I've got desks and it's easy to move around so because we tend to have two or three groups working together and then they move around and work with each other so in a class context that is possible however I didn't do it exactly like that. Like for instance at the training we done it like with two people and then four people and it was a constant shift whereas in a class it's a bit different and it takes a lot of planning as well but it's definitely possible it's just yah it's possible but it's a bit different in which we had it at the actual workshop.

INTERVIEWER : Okay and so how do you think that the programme influenced your understanding of the role as a teacher in promoting social cohesion like maybe about your motivation or your confidence to teach or your understanding about social cohesion? Or is something that changed after attending the workshop.

INTERVIEWEE : I think after that it really challenges you as a teacher to be aware of the whole idea of your own bias thoughts. I've, I remember them having this one article what was it where one person mentioned that we have to be aware to be aware of your own bias and not say that you don't you don't have that side of you, but you need to be aware of it and acknowledge it and then go forth in class. Whenever it doesn't if it's what subject or whatever you are addressing that you are aware of it and shouldn't shy away from it but it's not you can't enforce that on other people that's just not right, but you should be aware of it and that's the first step of actually being able to deal with it. So, it's challenging because I mean sometimes it's just second nature. Sometimes you not even aware of that bias that you say yah it definite definitely challenge to constantly think about those things that you felt like that's second nature yah.

INTERVIEWER : Okay and so I asked all the teachers if they could speak a little bit about the community in which the school is situated as well as the background and challenges within the school in relation to social cohesion? So, could you just briefly explain a little bit about the school context?

INTERVIEWEE : Wow, because I've only actually started this year, it's obviously going to be very much limited. But if I have to think about it incidents that really, that got a certain incident that took place now in this short term, it would definitely, I would definitely look at my Grade Eleven's and certain topics that the whole idea of recognising different races. [example provided] It had a big negative impact on that group because not everyone has that view and having two boys saying something like this really brought the group, the you know the gees [spirit] it brought it a bit down, so it was that's one of the things that's quite challenging but in the same sense it's only a few, it was only those two and to just get them to open up and be, to think like how do you say it in Afrikaans 'ek dink nou net in Afrikaans nou as jy net kry by 'n punt waar kan dink soos wat hulle self gaan hanteer wil word'. If they can just think about how they themselves want to be treated the whole idea of just getting that across despite those small differences, despite of that incident that happened. They are very proud they very, very proud and that one incident just you know it got to them you know. That like gees and it really plays big role so the them being proud is a really big thing after that to speak about certain topics especially about that topic about what the boys did was like Ag you know this topic again, but the more you speak about it you should, actually it shouldn't be a constant thing however it shouldn't be something that should be swept under the mat like they should be aware. You should talk about it; you can't just ignore something and move on I think like in your every day to day lives. If something has been ignored, and you know it shouldn't be ignored, it's my right so I think just that alone especially because they are so proud and they don't want to acknowledge that negative side

always, it's a bit difficult but yah it's a bit limited for me because I'm still trying to get to know the whole school culture and they, they've got specific culture s that's like. They are definitely a very proud group of boys yah.

INTERVIEWER : Does the class starts now?

INTERVIEWEE : Basically, class is going to start now so

INTERVIEWER : **[interview resumed after class]** This is the last round of questions. So, you've attended the programme like two and a half to three months ago. So, at that time, everything was of course new all the teaching styles, but what…how much of that of what you've learnt do you still use in the classroom? So that's the first question.

INTERVIEWEE : How much of it do I use? Well, I think the course itself is not really just one method. It's basically applying how you think about things as well and that in itself is quite a lot. In terms of let's say, approaching your lesson plan; approaching in which you going to have a discussion with the learners. So that actually influences a lot in terms of how open I in terms of am discussing with them; the way in which you discuss with them. So, the approach itself has a big influence however the methods vary like there's specific methods that you can use. That doesn't always that it doesn't always work out that way. If I'm going to tell myself today, I'm going to use this method it doesn't always happen. However, the broader idea of the concept behind it that's a constant thing that's actually being used in class. Being able to just get everyone to accept each other and be able to talk with each other. And it's not always that it's not always easy. For instance, when you are speaking oral, they tend to be like total macho and the moment they have to speak oral you see how vulnerable they are and a…one of the boys look at you the one that doesn't really look at you. We expect our...his normally like the joker right his in front joking and everything and the whole class ignores him, and they are going on with whatever and he actually expected them to stop and listen to him, to him. And I had to have a conversation with him, and I actually had to stop his oral and actually had tell him like, 'Okay you see now when you don't pay attention. You don't make other people feel important, how can you expect the same behaviour?' And then that whole idea of respect and the moral in terms of what you want you need to actually portray as well. So, it's a constant thing and trying to get that message across it's a daily thing. It's really, it's not an easy thing and you have to always try and find a different way through that's best for your class.

INTERVIEWER : And so, my last final question is, how equipped do you feel to deal with culture related to diversity and social cohesion within your classroom or within a school context.

INTERVIEWEE : I think when the subject arises it's easy to deal with it. For instance, if there's a difference or if we've got a difference in opinion, it's easy to talk about it in class when it actually happens. And it's not issue for me to talk with them about something however everyone has got their own views and trying to get them to express their views but still taking other people into account. I think I find that actually being difficult because not everyone they recognise the fact that you've got an opinion but if they are sort of like I'm right and this is how I feel it's difficult to get through to someone. And especially with some of the seniors you feel that that's their mind-set they've got this thing where this is how I feel, and this is how I'm going to feel forever. Which is not always necessary true so it's not difficult to talk about things however to change the perception that's what's difficult.

INTERVIEWER : Okay.

INTERVIEWEE : Yeah, talking about things is easy but changing the perception that they might have is a bit challenging.

INTERVIEWER : So, the strategies for the training they weren't that sufficient to deal with changing the perception?

INTERVIEWEE : It's not that sufficient in the sense that it's not always possible to apply each and every method. Like we've mentioned earlier you've got all of these methods and it's great however if you've got all this content and you've got this assignment and you've got that to do you tend to fall in your old bad habits. You just want to get the work done and then you need to stop and realise and tell yourself, hey I need to take a step back and I need to realise I need to try and find a different way. So, I think it's I'm still in the beginning stages of that.

Where we trying to get those strategies in place that methods that we spoke about its really, it's not as easy as like when we there at the course and his like,' Oh yes I can do this', and you in class and you're like,' Oh my word I only got half way through it', so yah if that makes sense. But I think the whole idea of that course was just to make you aware of that difference and trying to get yourself on a daily basis to say: 'how am I going to deal with it today?' Because you can't always do it in the same way yah I don't know, I don't know if it's always effective it doesn't always feel effective but really it's an on-going challenge yah.

INTERVIEWER : Great, thanks!

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