Newly qualified teachers' experiences of continuous professional development in addressing social cohesion in a Kraaifontein school.

By

ANASTASIA GORDON

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Supervisor: Professor Yusuf Sayed

Mowbray Campus

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Declaration of originality

I, Anastasia Gordon, declare that the contents of this thesis represent my own unaided work, and that the 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 (CPUT).

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Abstract

Schools face various and complex challenges in the classroom globally and locally. Policy and research call on Continuous Professional Development (CPD) and teachers to be agents of social cohesion to address this issue.

This phenomenon remains central in a South African post-Apartheid context where violence and conflict are deeply woven into the fabric of South African society because of socio-cultural, political, and economic inequalities. Contextual, relevant and pedagogical strategies that address social cohesion are crucial in assisting Newly Qualified Teachers (NQTs) to meaningfully contribute to the development of socially cohesive spaces.

This study aims to examine how NQTs experience CPD support that addresses social cohesion in their classrooms. The study discusses the factors that hinder social cohesion; the CPD provided to NQTs; and the advantages and disadvantages of CPD as perceived by NQTs.

This is an interpretive qualitative study that explores the views of six teachers from one secondary school. The data was collected through semi-structured interviews, and analysed through thematic analysis. Findings suggest NQTs face various factors that hinder their social cohesion, such as lack of preparedness from Initial Teacher Education (ITE) programmes, burdensome school administrative demands, navigating a new school culture, and managing learner behaviour. Additionally, the findings show that NQTs receive formal CPD for content knowledge mostly and rely on informal CPD through mentorship for social cohesion.

Furthermore, NQTs highlighted both advantages and disadvantages of CPD. The advantages of CPD in general, according to the findings are: improved content knowledge; improved teacher confidence and motivation. The disadvantages of CPD in general are: it is not tailored to personal context and needs; it provides little to no feedback and little to no meaningful interaction. However, the advantages of social cohesion-related CPD are: it is tailored to personal contexts and needs; it provides long-term feedback and meaningful interaction.

The study therefore contributed to a better understanding of the CPD support provided to NQTs concerning social cohesion. Additionally, it added knowledge about what NQTs understand and experience about the support provided to them and it's merit in supporting them to address social cohesion in schools.

Keywords: newly qualified teachers, continuous professional development, social cohesion.

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Dedication

To my mom, Juliet Gordon; whose strength knows no bounds.

and

My dog, Zeus Titan Gordon. You were my sunshine.

List of abbreviations

B.Ed	Bachelor of Education Degree
C2005	Curriculum 2005
CAPS	Curriculum and Assessment Policy Statement
COVID-19	Coronavirus disease of 2019
CPD	Continuous Professional Development
CPTD	Continuing Professional Teacher Development
CPUT	Cape Peninsula University of Technology
CTLI	Cape Teaching and Leadership Institute
DAC	Department of Arts and Culture
DoE	Department of Education
ICT	Information and Communication Technology
ITE	Initial Teacher Education
MEED	Metropole East Education District
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NDP	National Development Plan
NEPA	National Education Policy Act

NPC	National Planning Commission
NPFTEDSA	National Policy Framework for Teacher Education and Development in South Africa
NQT	Newly Qualified Teacher
NQF	National Qualifications Framework
OBE	Outcomes Based Education
OECD	Organisation for Economic Cooperation and Development
PGCE	Post Graduate Certificate in Education
RNCS	Revised National Curriculum Statement
RQ1	Research Question 1
RQ2	Research Question 2
SACE	South African Council of Educators
SMT	Senior Management Team
TRC	Truth and Reconciliation Commission
UNICEF	United Nations International Children's Emergency Fund
WCED	Western Cape Education Department

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Chapter 1: Introduction

1.1 Introduction and background

Education is said to be integral in forming society. Beeby (1966) theorised that the quality of education lies in the importance of Continuous Professional Development (CPD) to transform policy intentions into changed classroom practices. Likewise, decades later authors' views remain the same, as Sayed et al. (2017) assert CPD plays a key role in supporting teachers to develop the competence for addressing complex challenges in classrooms. Because of various complicated difficulties and changes, education quality has been a key concern around the world for many decades. (Geldenhuys & Oosthuizen, 2015:203).

According to Grant et al. (2010), relevant challenges identified include: poverty, socio-cultural, political and economic inequalities; complex challenges that permeate the classroom and hinder social cohesion, both globally and locally, especially South African schools that are characterised as dysfunctional and marred by these challenges.

To address multiple challenges in the classroom and in schools, Sayed et al. (2017) suggest teachers must understand the multiple complex contexts in which they teach and meaningfully contribute to the development of socially cohesive spaces. It is thus clear that Beeby's (1966) assessment of the importance of CPD is critical in the pursuit of quality education to address complex challenges. Lack of CPD for teachers could prove endemic to the education sphere, especially teachers with little to no teaching experience, known as Newly Qualified Teachers (NQTs). NQTs are faced with a myriad of challenges as they lack experience and practice; they need support and CPD to mitigate these challenges (Harju and Niemi, 2020:52).

According to Feinberg and Soltis (2009:43), schools are the primary sites for the development of values and social standards, as well as teaching future citizens how to communicate more effectively with one another. Furthermore, Hamber (2007:115) notes "engagements with past injustices, historical memory, transitional justice procedures, and improved communal interaction in the social arena can bring communities together and inspire forgiveness and healing processes inside educational institutions". Education is thus utilized as a tool to build peace and attempt to instil justice that addresses the core issues of schooling, namely: inequities of wealth; ethnicity; gender; and other factors frequently shaped by violence which have become an endemic problem in South African school settings (Carstens, 2013; Reyneke, 2013; Keddie, 2012).

In South Africa, one of the reasons for this stem from a consequence of the system of apartheid and colonial education (Lapperts, 2012:40). These systems were founded on a mindset that was violent; anti-democratic; authoritarian; and where corporal punishment was widely used in classrooms as it was legal and considered an appropriate form of disciplining learners (Lapperts, 2012:40). This rigid and inflexible schooling under apartheid resulted in "heightened discipline, regulation, and surveillance, and a society in which everyone knew their place economically, politically, and socially" (Carstens, 2013:74; Posel, 2001:58). Corporal punishment became deeply ingrained in the fabric of South African culture along the way (Lapperts, 2012; Vally & Ramadiro, 2005). This phenomenon is so deeply engraved that Moloi (2007:472) argues the issue of violence and conflict in South African classrooms is widely regarded as having its roots in the inequities produced by years under an apartheid administration.

In light of the adverse legacies of apartheid on society and its ending in 1994, South Africa in the post-apartheid context looked to democracy for a change in policy to redress injustices. In South Africa, the current macro National Development Plan (NDP) 2030 (National Planning Commission, 2012) underscores the importance of addressing inequalities and enhancing social cohesion within society. The NDP (National Planning Commission, 2012) talks to nation building, social cohesion, and the important role education plays for transformation.

Furthermore, policy frameworks like the National Strategy for Developing an Inclusive and a Cohesive South African Society (DAC, 2012) show that approaches to social cohesion are evident within policy documents. These policy developments coupled with the outlawing of all forms of corporal punishment in all public institutions demonstrated the post-apartheid government's commitment to upholding the values of peace, social cohesion, and respect for human dignity. According to Sayed (2016) it is within this policy context that government initiatives for social cohesion is situated. Thus, teachers have a vital role in developing social cohesion in the classroom, and how they educate is an important component of that.

CPD plays a key role in supporting teachers to develop the competency for addressing the apartheid legacy in their classroom and promote social cohesion, just as Sayed et al. (2017) asserted. CPD can lead to changed classroom practices, therefore CPD support for teachers is vital. CPD is the responsibility of the national and nine provincial governments. The South African Council of Education (SACE) monitors the CPD teachers receive throughout their teaching career to address the transformation in education from the Apartheid system to a

post-Apartheid democratic system. NQTs in particular have specific CPD needs to promote social cohesion in their classroom and schools.

1.2 Rationale of the study

This study was initiated from the researcher's position as a teacher to investigate the experiences of NQTs and how they perceive the CPD they receive to promote social cohesion to aid them in their first years of teaching. Research informs us, globally the first years of teaching are significant as teachers are most vulnerable and experience a myriad of challenges that they are often left to cope with alone (Harju and Niemi 2020:52).

Within the South African context there is sound evidence of a gap that exists between theory and practice with regards to teachers' initial teacher preparation programmes. This leads to NQTs struggling and results in high attrition rates (Steyn, 2004:81).

The researcher unfortunately experienced a fair amount of challenges and chaotic spaces without any guidance or a poor attempt at guidance in her first year of teaching. Investigating the views of NQTs and the CPD support provided to them for social cohesion was thus crucial.

1.3 Problem statement

Mouton (2013) asserts South Africa's education system is flawed because of poor support for teachers in dealing with challenging situations to maintain socially cohesive spaces. These demanding contexts, while proving challenging to experienced teachers, present an even greater challenge to newly qualified teachers who, in many instances, are not provided the skills to address the affective demands of the profession.

NQTs quickly realise the theoretically-driven teacher preparation programmes and unstructured or absent induction programmes do little to advise how to teach whilst promoting social cohesion in the classroom. Furthermore, research indicates some of the main hindrances to social cohesion in the classroom globally and locally are: inequities of wealth, ethnicity, gender, and other factors combined to generate societal discord, which are frequently shaped by violence. There is thus a strongly held belief that a lack of CPD support for teachers is endemic in the education system in South Africa, resulting in low levels of social cohesion, particularly in heterogeneous settings.

Teachers are called upon to participate and engage in CPD to address these challenges, however it is not sufficient for teachers to possess subject content knowledge alone. Teachers

also need the skills and competence to create a socially cohesive learning environment especially as rising worldwide social inequality, poverty, and crime have sparked a global interest in a social cohesion agenda.

Scheper-Hughes and Bourgois (2004) claim when disparities in wealth, race, gender, and other factors merge to cause societal unrest – sometimes characterised by violence – there is a breakdown and lack of social cohesion in the classroom. This has numerous consequences for teachers and the delivery of high-quality education (Sayed et al., 2016:4). Various forms and manifestations of violence – "whether political, structural, symbolic, or normalized violence" – create societal discord and become intertwined in connections between individuals and broader social and political institutions and processes, according to Sayed et al. (2016:10). When the teacher-learner relationship becomes intertwined with these different manifestations, there is a lack of trust and cooperation that causes a social cohesion deficiency in the classroom.

As a result of this, we need to know what CPD support teachers are receiving to address these challenges. The main question this study seeks to investigate is how teachers experience CPD support to address social cohesion in the classroom.

1.4 Research questions and aims

The study's overarching aim is to better understand the views of newly qualified teachers (NQTs) concerning the CPD support they receive to address social cohesion in the classroom. This study comprises of two phases. The first phase covers NQTs' views of the factors that hinder social cohesion. The second phase concerns the views of NQTs of the CPD they are provided, and the advantages and disadvantages of CPD.

The main research question for the study is:

What are the experiences of NQTs about the CPD support they receive, particularly in addressing social cohesion in the classroom?

The following sub-research questions guide the study:

1. What do NQTs perceive as factors that hinder their ability to promote social cohesion in the classroom?
2. What is the type of CPD NQTs receive in general and for social cohesion?

3. What are NQTs' views of the advantages and disadvantages of CPD in general and for social cohesion?

1.5 Overview of study

This research explores the experiences of six NQTs in terms of the CPD they receive to address social cohesion in the classroom. It further examines factors that hider social cohesion in the classroom and the advantages and disadvantages of CPD as perceived by NQTs.

This study employs a qualitative, case study methodology and is located in an interpretive paradigm as it aims to explore NQTs' experiences. Data was collected using semi-structured interviews. A thematic analysis approach was used to analyse the data and present a discussion of the findings.

1.6 Structure of thesis

Chapter 1: Introduction

The study is introduced in Chapter 1 by noting the specific difficulties apartheid created and the effects these have had and continue to have on social cohesion. It demonstrates how important the education sector is in fostering social cohesion. It also draws attention to a research deficit in this area: minimal research has been done on CPD programmes for social cohesion and whether or not NQTs are equipped to put it into practice.

Chapter 2: Context

The context for the study's foundation is established in Chapter 2. It gives a brief historical overview of education that existed during the apartheid and post-apartheid eras, highlighting the policies and pedagogies regarding change and social cohesion. Additionally, it discusses the South African education system and education in the Western Cape.

Chapter 3: Literature Review

Chapter 3 presents a review of the literature for this study and is divided into three sections. The first section describes and reviews literature regarding newly qualified teachers. The second section focuses on the concept of social cohesion and the factors that hinder social cohesion. The third section discusses CPD, the different forms of CPD and the advantages and disadvantages of CPD. A visual description of the conceptual framework employed in the study finishes the chapter.

Chapter 4: Methodology

The procedures and research methods utilised to gather the data are described in Chapter 4, along with the justification for their usage. Semi-structured interviews are discussed as the method used to obtain the data. Additionally, this study's trustworthiness, the researcher's position, the ethical considerations and limitations are posited.

Chapter 5: Findings and Discussions

The three research questions that served as the study's guiding principles are used to report the findings. The findings are then synthesised through brief discussions of the findings and emerging themes based on the conceptual framework that underpin this study.

Chapter 6: Conclusion and Recommendations

Chapter 6 provides a summary of the research, recommendations for future study and practice, and the contribution of the study.

1.7 Disclaimer

The author understands race to be a social construct. However, this thesis uses the official classifications of "black", "white", "coloured" and "Indian". These classifications were set under apartheid and not set by the author. This does not imply the study adopts these racial categorisations. The researcher recognises the complexities and problematic nature of race and recognises that despite the presence of these classifications and references to diversity, they are neither homogeneous nor fully indicative of a participant's identity.

Chapter 2: Context

2.1. Introduction

To provide relevant context, the chapter explores the history of South African education to frame the phenomena the research seeks to explore which is NQTs' experiences of CPD for social cohesion. Firstly, the history of South Africa in terms of who is occupying its lands, who has political and economic power, and any education structures are discussed in Sections 2.2-2.4 under the following time periods in South Africa: the Pre-colonial Period (the Africans), the Colonial Period, and British Imperialism. Secondly, Sections 2.5-2.7 delves deeper into the policies that framed life and education in South Africa in the segregation, apartheid and post-apartheid periods. Lastly, this chapter hones in on a provincial level to discuss the context of education in the Western Cape and provides insight into the district and school features of the site this study has researched in Sections 2.8-2.9.

2.2 Pre-colonial period – The Africans (<1652)

Literature shows ancient societies of Southern Africa are known as the ancestors of the Khoisan. Their ways of life resulted in diverse languages and territories occupied by small mobile groups living in nuclear families called herders and hunter-gatherers (Davenport & Saunders 2000:3). In this era the educational system was based on the principle of hierarchy and patriarchy. Education comprised of initiation schools for boys (Thompson, 2001:24). Teachers taught and instilled a specific ideology in initiation schools. It comprised of a system of ideals that upheld the hierarchy: respect for elders, respect for chiefly authority, and respect for religious beliefs and rituals (Casalis, 1845:283).

Herders and hunter-gatherers and the mixed community in Southern Africa remained isolated from the rest of the world and solely occupied Southern Africa until the end of the fifteenth century when white[1] people began to settle – which will be discussed in section 2.3.

2.3 Colonial period (1652-1870)

The colonial ruling first came to South Africa in 1652. Colonialism is an oppressive social structure which led to slavery and forced labour, and it maintained a pervasive grip on the development of the population of South Africa (Sayed et al., 2017:27; Petersen, 2020:9).

[1] According to Thompson (2001:43), in 1652 Jan Van Riebeeck, a Dutchman, founded the first colony in Cape Town that formed the nucleus of the white South African population called Afrikaners and categorised as 'white' in colonial and apartheid times.

In 1652 a Dutchman, named Jan Van Riebeeck, founded the first colony in Cape Town. This colony formed the nucleus of the white South African population called Afrikaners. This group imposed itself upon African societies who could not avoid transformation as the Afrikaners placed indigenous communities under unbearable pressure and dispossessed them of their land (Petersen, 2020:9). Africans' independent existence came to an end as they were forced into colonial society where slavery created the most division and was rooted in violence throughout the sixteenth and seventeenth century (Thompson, 2001:43).

By the eighteenth century, Great Britain became the most powerful nation and took over the Cape Colony (Davenport & Saunders 2000:43). One of the most significant changes to occur was Britain's decision to not participate in the slave trade. In 1838 slaves were emancipated and referred to as the Cape Coloured People[2] (Thompson, 2001:57).

In terms of education, schools catering for Cape Coloured children lacked in both quality and quantity. A few children were taught basic skills at elementary schools, and schools were often founded by churches (Thompson, 2001:41). An elementary school for slave children existed; few children were baptised here and taught how to speak Dutch (Thompson, 2001:43).

Missionary education started among black[3] people in the Cape Colony in 1799 and later expanded more substantially in the nineteenth century (Ndlovu, 2012:20). The aim of missionaries was for Christian teachers to convert people to the Christian faith by teaching the word of God (Ndlovu, 2012:16).

Missionaries primarily established, administered, supervised and controlled mission schools (Ndlovu, 2012:24). However, from 1841 the Education Department of the British Colonial Government, exercised partial control and administration over African education following the giving of financial aid to mission schools (Ndlovu, 2012:22). According to Ndlovu (2012:30), the mission school's curriculum included reading, writing, arithmetic, English, music and religious instruction emphasising Christian morals and values.

[2] According to Thobejane (2013:2), people of mixed descent such as African, European and Malay were grouped as "Coloured" as set under colonial and apartheid times.
[3] According to Thobejane (2013:2), black African people such as the "Zulus, Pedis, Tswanas, Sothos, Shangaan, Venda and Ndebele" were designated under the title "Bantu" and "Black" as set in colonial and apartheid times.

2.4 British imperialism (1870-1910)

In South Africa's history, the 40-year period between 1870 and 1910 was characterised by British Imperialism. The British used their power to exploit the minerals of South Africa and although they abolished slavery, they had no intention of changing the racial structure of colonial South Africa, the racist ideology was pervasive and more rigid than ever in South Africa (Thompson, 2001:115). The following section will explore South Africa in the nineteenth century.

2.5 Segregation (1910-1948)

In South Africa the time period between 1910 and 1948 was known as the Segregation era. In this time period the white population strengthened and Afrikaners established victory in the political sphere, eliminating British legal power in South Africa (Thompson, 2001:154). In South Africa, the period of slavery and colonialism shifted into a period of segregation where laws against people of colour were implemented to reinforce the idea that white people were superior (Thompson, 2001:155).

Laws against people of colour during this time were not as far-reaching as they were under apartheid but certainly set the precedent: it was about control, dominance, and effecting laws to ensure people of colour remained inferior politically, socially and economically. The situation for black South Africans worsened during this period, and the policy framework developed during the Segregation era also impacted education significantly.

During this period the government did not provide black people with an education. Missionary schools took up this space. According to Ndlovu (2002:46), missionary institutions were set up to offer education to black people and train them to be teachers and evangelists.

Missionary primary schools' curricula consisted of training in basic communication in English or Afrikaans and basic literacy and numeracy skills (Christie & Collins, 1982:63). Additionally, schooling was deeply rooted in religious and moral values such as "cleanliness, obedience, punctuality, tidiness, orderliness, honesty, respect and chastity" (Ndlovu, 2002:30).

The curriculum according to Christie and Collins (1982:63) and Ndlovu (2002:30) ensured black people received an education that guaranteed they had the right attitude to work and to work hard. It produced black people for the labour needed by the government.

According to Christie and Collins (1982:62), while the government did not provide schooling, it still operated in a way to reproduce racial inequality by not providing standardisation,

administration and provision for black schooling. Since missionaries provided most of the funding for black schooling, it led to several issues and inequalities in education for black individuals.

Poor funding for black schooling resulted in many problems: a shortage of teachers, poorly qualified teachers, limited facilities, poor infrastructure, and a shortage of equipment, lead to inadequate schooling for black children (Christie & Collins 1982:63). Schooling for black people also remained at lower levels to ensure their position as working class (Christie & Collins 1982:63).

Missionary schools were extremely ineffective due to funding, thus in 1920 state-aided schools were introduced (Ndlovu, 2002:20). In addition to subsidising missionary schools, the state tasked the Welsh Commission to investigate schooling for black people in 1935.

The Welsh Commission found education for black people was poor and that black education was unsatisfactory and did not meet the educational standards of their white counterparts. Moreover, it found 70% of black children did not attend school and that schools lacked resources and facilities. Additionally, the investigation found that schools were overcrowded and understaffed, and the average school life for black children was under three years and led to an increase in juvenile delinquency (Ndlovu, 2002:20).

It was the Welsh Commission's recommendation that the state had to continue providing aid for missionary schools and prepare a programme where the state takes control of schooling for black people (Ndlovu, 2002:20).

It must be noted Christian missionaries had a significant impact on African and coloured populations, albeit fewer than thirty percent of black children were receiving an education and resources were limited (Thompson, 2001:156). In addition to teacher training institutions throughout the Segregation era, a significant increase in black people attending school took place and a missionary education paved the way to jobs such as clerks, teachers, clergy and the running of small businesses. According to Thompson (2001:156), African and coloured populations with a missionary education often tried to counter and resist the white population. This resulted in the nationwide organisation being founded: the African National Congress.

In response to the existing system of missionary schooling that could not cope with the demands of increased black people attending schools; the socio-political climate characterised by resistance and labour unrest; and the Welsh Commission's recommendation, the state

intervened. The state's goal was to take control of black people's schooling because they feared black people were not being trained according to their desires. Thus, the state continued to provide subsidies and funding for missionary schools, but in exchange it took control of the curriculum to further its ideology of white supremacy, and keep people of colour in a position of inferiority (Christie & Collins 1982:63).

The segregation policy framework and the recommendations of the Welsh Commission set the precedent and conditions for the rise of the apartheid era. As such, this will be discussed in the next section.

2.6 Apartheid (1948-1994)

Apartheid was a system of segregation based on the constructions of race implemented in South Africa in 1948-1994 (Petersen, 2020:12). It preserved the master-servant relationship of slavery between white people and Africans (Petersen, 2020:12). Sayed et al. (2017:28) state apartheid was the new oppressive social structure formed from slavery and colonialism that took the shape of Afrikaner apartheid policies under the governance of the then-ruling National Party. Chisholm (2012:84) adds apartheid was borne from and preceded many years of segregation where South Africa's system of racially divided mass schooling came into being, replacing missionary education and resulting in deeply entrenched inequalities.

This system of oppression and racial discrimination saw people of colour's societies fracture due to unprecedented degradation and injustice in the social, economic, political, and educational spheres (Sayed et al., 2017:28). Apartheid ideology sought to maintain the white Afrikaner nation as the superior race; it was their belief that God created them as superior with the duty to guide the development of Africans (Sayed et al., 2017:8). Unequal power relations, unfree labour practices and land deprivation is central in the history of South Africa (Terrblanche, 2002:6). Thus, the apartheid government set out to create and maintain separate development for people of colour as they saw fit within the education sphere.

In order to contextualise the experiences of the NQTs researched for this study who find themselves working in schools still impacted by the legacy of apartheid, this study sees fit to explore how apartheid's policy framework impacted the development, schooling and training of people of colour.

2.6.1 Policy framework to maintain separate development for people of colour

In terms of education, apartheid was based on a racial system of inequality in which people of colour were denied equal educational opportunities (Badat & Sayed, 2014:128). The Christian

National Education policy was for white Afrikaans-speaking learners; based on the underlying principle that white people's development was superior to those of black people, giving rise to major disparities which existed within the education system during apartheid.

Apartheid's central education philosophy was the differing levels of education for white people, Asian people, coloured people and black people, widely influencing professional development and levels of social cohesion in the classroom then and even today. It was the National Party's view that the development of black people had to be different and inferior to that of white people who were seen as the superior race (Sayed et al., 2017:9). Sayed et al. (2017:311) point out apartheid's education policies sought to develop relations among people in a natural way based on common values, which is an indicator of social cohesion; however, those values were unjust and simply used as a means to protect the privilege and power of white South Africans.

As noted in the previous section 2.2, during segregation children of colour were mainly educated in mission schools (Chisholm, 2012:85). Once the National Party came into power in 1948 they produced and implemented policy that provided the conditions for full state control over all schooling, bringing an end to missionary education (Chisholm, 2012:85).

The National Party organised its racially-differentiated schooling into four separate and unequally financed streams for African, Indian[4], coloured, and white children (Chisholm, 2012:85). According to Thobejane (2013:2) black African children such as the "Zulus, Pedis, Tswanas, Sothos, Shangaan, Venda and Ndebele" were designated under the title "Bantu". Indian and Asian children were categorised as "Indian" and children of mixed descent such as African, European and Malay were grouped as "Coloured" (Thobejane, 2013:2). Each racial group had its own education department. White people were considered as first-class citizens; coloured people and Indian people were considered second class citizens; black people were considered third-rate citizens and had the most disadvantaged schooling (Thobejane, 2013:2).

According to literature, the aims of education was to strictly maintain and promote white supremacy with control over economic, political and social spheres (Chisholm, 2012:85). The Bantu Education Act of 1953 (known as Bantu Education) and the Education and Training Act of 1979 was a set of education policies that legalised racial segregation within education; implementing a strict and specific curriculum for black people (Gallo, 2020:17).

[4] According to Thobejane (2013:2) Indian and Asian people were categorised as "Indian".

2.6.2 Inferior schooling for people of colour

Black learners were expected to simply record, memorise and repeat information without questioning anything under strict disciplined conditions and corporal punishment (Sayed et al., 2017:9). Apartheid's education policies significantly stressed racial inequality, segregation and African inferiority; teaching and learning for black learners was authoritarian and did not recognise learners as valuable contributors to knowledge (Gallo, 2020:19; Sayed et al., 2017:9).

This kind of schooling was an integral means to achieving apartheid's agenda, as its aims were to condition and prepare black learners to accept white people as superior and black people as inferior as part of the unchallenged order (Sayed et al., 2017:311).

Furthermore, the standard of schooling for black people is described as appalling (Gallo, 2020:17). Education and training for black people and people of colour were deliberately designed to be inferior to that of white people, with the government using multiple strategies to ensure this.

Firstly, by providing a curriculum that only produced students for unskilled or semi-skilled labour. Thobejane (2013:2) asserts black people were relegated to strictly separated occupational structures through an education system that ensured they would be unable to compete with white people. With the curriculum dedicating substantial time to crafts, gardening and sewing, the government prepared black people to fulfil its own capitalist economic needs for unskilled labour by exploiting the labour of black South Africans (Gallo, 2020:17).

Secondly, the apartheid government's lacklustre financial investments guaranteed little to no resources and poor infrastructure; the use of poorly trained and unqualified teachers also ensured the inferiority of black education. During apartheid there was funding prioritisation for white students over black students, resulting in a decrease in the quality of education for black people. Because black people did not receive the same level of education as white people, their access to higher skilled employment was severely limited. (Gallo, 2022:23).

2.6.3 Lack of training for people of colour

Power mechanisms associated with colonialism and apartheid divided South African identities along various racial and ethnic lines shaping South African society today. These structures of power left South African society deeply rooted in various forms of inequality (Sayed et al., 2017:27). These differing levels of education created educational disparities that affected the training individuals received and their employment opportunities (Gallo, 2020:11).

Literature indicates the training of teachers during the apartheid era was the responsibility of the province according to the racial structures and that the training provided was separate and different for each race. Lemmer (2004:110) states the training, development and governance of teachers were not guided by national policy.

During the apartheid era black teachers at black schools had no access to training. This resulted in a shortage of Mathematics and Physical science teachers (Giliomee, 2009:195; Gall:2022:24). Black learners thus lacked technical and vocational training (Gallo: 2022:29).

This deficiency in subject training affected black people and people of colour in several ways: a lack of jobs for black South Africans, limited jobs for unskilled or semi-skilled labour only, low quality education, and lack of access to employment. The limited opportunities afforded to certain races has had major implications for education today in terms of access to education and quality education. Nearly several decades passing have had no effect on the inequities of the past repeating itself today, despite the use of education and education policies in attempts to address this.

2.6.4 Gross human rights violations for people of colour

Additionally, during apartheid black people and people of colour's education was severely disrupted as learners faced gross human rights violations that were inhumane and degrading; many acts of unnecessary violence were committed within schools such as intimidation, arrests, attacks, invasions and infiltrations (Sayed et al., 2017:36).

The teachers who had to teach the Bantu Education curriculum often did not accept the curriculum and disagreed with what was being taught but were forced to do so to keep their jobs and livelihoods (Gallo, 2020:18).

Apartheid is still a topic of discussion in South African social, cultural, political, and economic practices. Apartheid is still widely seen as the primary cause of poverty, lack of development, poor education, poor governance, conflict, and racist and biased representation and treatment of black people and people of color (Fourie, 2013:213). Apartheid practices and philosophy had an unquestionable impact on South Africa, particularly the South African education sector (Fourie, 2013:213). The lack of service delivery in education during the years of apartheid left a long-lasting legacy that still negatively affects education today. Apartheid education policies may have been discarded, but South Africa still faces a lack of educational service delivery (Gallo: 2020:7).

South Africa's democracy is nearly three decades-old, having rid itself of apartheid, and slavery being abolished almost two centuries ago, yet South African society is still soaked in a culture of violence with socio-economic challenges like high unemployment, elevated crime levels, immense inequality and millions living in desperate poverty (Reddy, 2015:2). Additionally, because of the separate development and inequality caused by apartheid, education played a significant role in furthering the apartheid agenda (Reddy, 2015:2). In the next section, how the abolishment of apartheid affected education and education policies will be discussed.

2.7 Post-apartheid education

After many years of resistance and struggle by people of colour against the apartheid regime, apartheid was abolished in South Africa in 1994. Nelson Mandela was the first black president inaugurated in a democratic South Africa and he called on the education sector to address the systemic crisis facing historically disadvantaged and marginalised people (Badat & Sayed, 2014:127).

This section focuses on the new South African democratic government and its development of a policy framework to redress South Africa's racial apartheid legacy within education. Additionally, it explores the policy problems and progress of education in South Africa today.

2.7.1 Development of a policy framework

The Truth and Reconciliation Commission (TRC) was established by the government to address the legacy of apartheid and investigate gross human rights violations. In terms of education it was determined by the TRC that human rights curricula had to be introduced into formal education as an intervention in peace-building and social cohesion in South Africa. The TRC recognised peacebuilding after apartheid would be challenging and looked to social cohesion to address inequality and integration (Sayed et al., 2017:9).

The demise of apartheid meant the elimination of discriminatory laws. However, several of these laws, legislation, regulations, policy papers, and norms and standards were developed to focus on the establishment of new governance to display a rapid departure from the apartheid education system (Jansen, 2002:200). But after nearly three decades, the fabric of apartheid still runs deep in education today.

In order to contextualise the NQTs researched in this study who are working in schools impacted by the new policies brought forth by the democratic government, this study sees fit to frame brief discussions around significant areas in teaching affected by certain policies. New policy has brought about both problems and progress in education. Problems such as teaching

in an unjust society, working with ambiguous policies, experiencing the policy-practice gap, and inadequate training and curriculum hindrances. Additionally, this study will highlight the progress stemming from key policies.

2.7.2 Problems that arose from the policy framework

2.7.2.1 Unequal and unjust society today

Various plans and policies were put in place to replace the old regime; however, many authors believe the TRC was unsuccessful as the plight of majority of South Africans for social justice was unfulfilled, contributing to the inequalities of today (Terreblanche, 2002:27).

Apartheid is still a topic of discussion in South African social, cultural, political, and economic practices. South Africa faced major issues when it transitioned from white dominance to democracy, as the new administration was unable to ameliorate massive poverty and social deprivation left over from apartheid. (Terreblanche, 2002:30). Fourie (2013:231) agrees with the previous statement asserting that to this day apartheid is still perceived as the main cause of poverty, lack of development, poor education, poor government, conflict, and a racist and biased representation and treatment of black people and people of colour.

Additionally, the wealth and status white people acquired and fortified under apartheid law still remains with them today. Thus, South Africa has become a society of unequal access to assets and increased levels of unemployment (Sayed et al., 2017:31). According to Terreblanche (2002:4), all white South Africans should acknowledge explicitly that they have benefited from colonialism and apartheid and be prepared to sacrifice in order to provide justice to the wronged black majority.

South African society after apartheid still struggles to live coherently or develop a common identity as the delineations of apartheid are still prevalent. It is argued that the separate development of white people and black people has had the most negative impact on the lives of the majority of South Africans. In terms of education, this means that a minority of people (white people) still occupy high socio-economic status which gives them access to the best schools with the finest resources whereas the majority of people (black people and people of colour) are still stuck in poverty, leaving them with only access to poor schools with inadequate resources (Sayed et al., 2017:30).

Literature points out the deep rift between the aspirations of an equal democratic society and the reality of what society in South Africa has become. Terreblanche (2002:27) asserts it is

disturbing how many black people and coloured people's socio-economic situation has not improved since apartheid.

Moreover, South African citizens in the present are faced with high levels of unemployment, deeply institutionalised inequalities, fragmented social structures, violence and criminality (Terreblanche, 2002:31). Additionally, the field of education faces similar challenges in this post-apartheid era. Apartheid practices and apartheid ideology have had an undeniable impact on South Africa in all spheres, South African education included (Fourie, 2013:213).

2.7.2.2 Education policy problems that arose due to ambiguity

A number of policies were published to reconstruct the education field in the post-apartheid era. In terms of policy formation, developing frameworks to change the education sector completely was necessary to rebuild from an apartheid government to a democratic one. The policy architecture ranged from foundational policies to macro-education policies and specific education policies and plans (Sayed et al., 2017:88).

For example, the Education and Training Act of 1979 (South Africa, 1979) that enforced racial school segregation like Bantu Education was overturned with the passing of the South African Schools Act of 1996 (South Africa, 1996b). Additionally, The White Paper on Education and Training (DoE, 1995) was first published in 1995 to align the education sector with South Africa's new Constitution, the supreme law of the country, providing the legal foundation for all policy. The White Paper on Education and Training (DoE, 1995:5) outlined the first steps to develop a new system in which education and training had to change. As Sayed and Kanjee (2013:10) say:

"[it] laid out the basic principles and priorities for the transformation of a fragmented education system and for redressing gross inequalities in school provisioning".

What should have followed was the end of the unequal and discriminatory treatment of people, in terms of race, gender, religion, sexual orientation, and opened the doors of learning to all. However, Sayed and Soudien (2005:118) argue due to ambiguity in the policy that saw the state take on a monitoring role and local provinces take on an operational role, the ideals and values of democracy within education never came to fruition. Instead, the law was not always interpreted in the spirit of the constitution and resulted in new forms of exclusion that perpetuated certain ills of the old apartheid regime (Sayed & Soudien, 2005:118).

As noted in the previous section, the disintegration and inequality within education can be traced back to colonial and apartheid era. After the demise of apartheid, new liberalised forms of legislation and policies were adopted. However, in terms of race, the physical landscape of apartheid remained the same and patterns of life, despite measures and policies put in place to address apartheid, remained the same (Sayed, 2017:29). This had serious consequences for education and social cohesion.

Although the White Paper on Education and Training (DoE, 1995:17) does not make explicit reference to social cohesion, the document notes throughout that its policy is dedicated to indicators of social cohesion such as peacebuilding, co-existence and unity; it articulates the following: "The vision… it acknowledges past evils and conflicts, and in their place offers a national agenda of reconciliation and reconstruction, leading to national unity, well-being, and peace". However, Dollery (2003:14) comments that South Africa is simply a society made up of multiple irreconcilable groups of people without any shared values, thus it cannot be constituted as a cohesive society.

2.7.2.3 Education policy problems that arose due to the policy-practice gap

Jansen (2002:199) concurs with previous authors mentioned in this chapter that despite an abundance of policies designed in a post-apartheid era to address the legacy of apartheid on education, there appears to be little change. According to Jansen (2002:199) one of the reasons for this failure is because of the policy-practice gap within South African education, which is the failure of putting policy into action. This has resulted in historically disadvantaged and marginalised people still facing crisis. Policy literature in South Africa has shown that a number of factors has led to the policy-practice gap: lack of resources, inadequate teacher training, weak implementation design and political resistance (Jansen, 2002:199).

Sayed et al. (2017:32) agree one of the reasons policies failed to address apartheid is because of the huge difference between policy and practice. The difference between policy and practice additionally plays a huge role for the state of education today.

One manner in which policy has failed education, is the support that both politicians and the public have given to the production of policy itself rather than its implementation (Jansen, 2002:200). In other words, not enough pressure or demands have been placed on governance to provide concrete steps to be taken to connect education policy to the lives of teachers and learners in schools and classrooms.

With this in mind, the South African Qualifications Authority Act (South Africa, 1995) was the first education legislation promulgated to provide for the development and implementation of a National Qualifications Framework (NQF) as a means of quality assurance for teachers (Sayed & Kanjee, 2013). The NQF's objective was to create an integrated national framework for learning and enhance the quality of education and training (Sayed et al., 2017:93). The development of frameworks such as the National Policy Framework for Teacher Education and Development in South Africa (NPFTEDSA) (DoE, 2006) noted and outlined the expectations of a teacher, however the policy did not mention how to achieve these expectations, strengthening the view that education policy does not focus on implementation and putting policy into action (Van Heerden, 2019:10).

The aim of the NPFTEDSA (DoE, 2006:4) is to "properly equip teachers". The policy thus acknowledges the importance of teachers being adequately prepared for the workplace and dedicates an entire section to "Continuing Professional Teacher Development (CPTD)", highlighting the importance not only of ITE programmes but also of teachers becoming life-long learners even after tertiary education (DoE, 2006:4).

The NPFTEDSA (DoE, 2006) lays out the policy's underlying principles which mirrors those expressed in the Norms and Standards for Educators (South Africa, 2000) requiring a teacher to be a specialist in a particular subject, in teaching and learning, and in assessment. It also requires teachers to be a curriculum developer, a leader, an administrator, a manager, a scholar, a lifelong learner, and a professional who plays a community, citizenship and pastoral role (DoE, 2006). Similarly, the policy outlines approaches for education and teachers to move away from the apartheid laws and be equipped to administer education within a democratic South Africa; however, it comes without an explicit action plan to implement these policy expectations (DoE, 2006).

Furthermore, Sayed & Kanjee (2013) state the NPFTEDSA does recognise and acknowledge the imperative role teachers play and thus the need for teachers to be expertly trained, which will be explored in the section below.

2.7.2.4 Education policy problems that arose due to inadequate training

For South African teachers the apartheid legacy leaves lasting effects, due to inadequate training to implement policy competencies and expectations. The South African government introduced school governing bodies comprising of teachers, learners and parents and new norms and standards for school funding and development to address the fragmented and

unequal education system inherited by apartheid. This process meant a shift from politics to policy; teachers had to contend with a plethora of new policies that were introduced (Cross, 2002:173). However, due to a lack of adequate training, teachers are unprepared for the workplace, even though competencies and expectations are set out within the education policy framework.

For example, the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (South Africa, 2011) policy outlined by the Department of Higher Education and Training outlines the expectations for Newly Qualified Teachers (NQTs) in its appendix C: Basic Competences of a Beginner Teacher. Expectations and competencies for NQTs related to social cohesion are: "…NQTs knowing their learners and how they learn; effective communication; understand diversity in the South African context; understand social problems; manage classrooms effectively across diverse contexts and display appropriate values…" (South Africa, 2011:53).

The aforementioned policy notes and outlines the expectations of a teacher and places the teacher in a central and integral position of teaching and learning with significant levels of teacher agency; it fails to mention how to achieve these expectations or provide training to achieve these expectations (Van Heerden, 2019:10). Subsequently the MRTEQ was revised in 2015 to the Revised Policy on the Minimum Requirements for Teacher Education Qualifications (RPMRTEQ). The revised policy aligns qualifications for teacher education with the Higher Education Qualifications Framework (South Africa, 2015).

Fourie (2013:215) states schools must recognise and address the discriminatory and dehumanising ways in which apartheid depicted black people and people of color. Therefore, there is a need for schools and teachers to show sensitivity in their approach to race and gender, which the revised policy on the MRTEQ talks to (South Africa, 2015). Conflict still arises in schools due to a lack of training in education focusing on racial equity and transformation to undo inequities and racial injustices in education, and improve access to quality education (Fourie, 2013). This has a major impact on the levels of social cohesion in a classroom (Fourie, 2013).

Literature points to inadequate policy implementation and inadequate teacher training adversely affecting teachers in several ways. Without the proper training and professional development to implement policy strategies, teachers are unprepared and feel overwhelmed and overburdened. This leads to high attrition rates and/or experiences of struggle for NQTs

who are left to their own devices. For example, the introduction of policy aimed at abolishing corporal punishment is flawed: without sufficient training, professional development and the implementation of the policy to replace violence in the classroom with strategies to maintain and improve classroom management and social cohesion, teachers experience a reality shock as they are not adequately prepared.

Despite policies in a school code of conduct emphasising inclusivity and open doors to learning for all, there is a major gap in training and development as schools still mirror society and reflect pervasive and, at times, racist traits that hinder social cohesion in schools (Fourie, 2013:215). Dollery (2003:12) believes South African policies will continue the cycle of poverty and erupt into social unrest if the policies do not address the deep-seated underlying causes that have developed during the years of slavery, colonialism and apartheid.

2.7.2.5 Education policy problems that arose due to curriculum

The National Education Policy Act (NEPA) was the second education legislation promulgated in 1996 (South Africa, 1996a). The objective of NEPA was to determine, publish and implement national education policy as well as monitor and evaluate education (South Africa, 1996a:5). Within the scope of the NEPA, curriculum frameworks were also established, but social cohesion was still not explicitly discussed but implied (Sayed et al., 2017:308).

The first curriculum introduced after the post-apartheid era was the Outcomes Based Education (OBE) Curriculum. OBE was problematic in many ways: literature brings attention to the implementation issues, the lack of understanding and training teachers received to implement this system effectively. Notwithstanding OBE was a curriculum adopted from another country (Cross et al., 2002:180).

Despite the criticisms of OBE, its attempt to maintain principles close to social cohesion, included an attempt to transform social life and education from the apartheid education. The curriculum was intended to be more learner-centred, based on learners' experiences and needs (Sayed et al., 2017:312). However, the radical changes without implementation strategies did not materialise in the classroom and undermined the democratic approach posing challenges for social cohesion as the curriculum allowed for social inequalities to be reproduced (Sayed et al., 2017:313).

Cross et al. (2002:180) suggest OBE was hastily borrowed from a foreign country without proper research into its success and failures or changes made to consider the historical, political, social and cultural settings of South Africa. OBE was aimed at assisting teachers in

becoming agents of social cohesion and social justice, yet it failed in doing so due to unclear norms and values and disempowered teachers due to inadequate training (Sayed et al., 2017:315).

In 1997, Curriculum 2005 (C2005) was introduced in an attempt to bridge the inadequacies of the separation between theory and practice and a more integrated curriculum focused on critical outcomes (Cross et al., 2002:179). C2005 however was also revised to the Revised National Curriculum Statement (RNCS) in 2002 to address clarity, training, structure and other issues. The core values of this curriculum had a greater tone towards social cohesion as it included equity, tolerance and openness in its vision (Sayed et al., 2017:315).

The RNCS was further updated in 2005 to the National Curriculum Statement which was replaced in 2011 to address clarity and accessibility issues for teachers' use to the current curriculum in South Africa, i.e. Curriculum and Assessment Policy Statement (CAPS). CAPS in comparison to previous versions of the curriculum is extremely structured, providing strict guidelines across all aspects of teaching and leaving little room for teacher interpretation or creativity.

The CAPS documents do not contain the word social cohesion explicitly either, but it is implied in the documents' set principles that striving for social transformation ensures "the educational imbalances of the past are redressed, and that equal opportunities are provided for all sections of the population" (DoE, 2011a:4). Further, CAPS aim at addressing "human rights, inclusivity, environmental and social justice by infusing the principles and practices of social and environmental justice and human rights… sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors" (DoE, 2011a:5).

It is noteworthy mentioning while CAPS seek certain indicators of social cohesion, it is not as democratic as previous curricula because it does not afford the learner or teacher any agency with regard to many aspects of teaching (Sayed et al., 2017:318). In terms of pedagogy, CAPS has moved to a content-driven learning approach from a discovery-based learning approach, placing the learner in a position where receiving a certain body of knowledge is more important than being imbued with the values of social cohesion (Sayed et al., 2017:319). CAPS has also diminished the role of teachers significantly, which is to simply implement the established guidelines, disempowering the teacher as an agent of social cohesion. On the other hand, CAPS' strict instructional manner allows for certain social cohesion and social justice values

to be promoted, it reduces learner inequalities and teacher subjectivities because of its strict guidelines, ensuring a degree of equality in the classroom (Sayed et al., 2017:318).

Policy dictating the expectations of teachers, as discussed earlier, versus policy on current curriculum shows a great disparity in the role and place of teachers in education. It seems the level of teacher agency to become an effective teacher is integral in policy for teacher expectations. However, the level of teacher agency is reduced and removed in policy for curriculum. This puts the role of the teacher at odds in expecting effective teaching and learning; again, policies not realising its set goals in reality.

2.7.3 Progress that arose from policy framework

Van Der Berg and Gustafsson (2019:25) assert although the South African education system is lacking in many ways, there is indeed progress in the school system. In terms of educational attainment there has been a significant expansion and enrolment growth in the school system (Van Der Berg & Gustafsson, 2019:26).

Additionally, improvements in learning outcomes in schools increased substantially under democratic education laws and policies (Van Der Berg & Gustafsson, 2019:31). For example, in 2011 the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DoE, 2011b) was published. The framework presents ways to improve quality of teaching and learning in schools through teacher education and development (DoE, 2011b). The framework recognises the need for teachers to improve and the importance of consistent development to improve classroom practices. Its aim is to encourage and create CPD opportunities for teachers (DoE, 2011b).

In 2012, The National Development Plan (National Planning Commission (NPC): 2012) was set as a macro-development framework to eliminate poverty and reduce inequality by 2030. The policy talks to social cohesion and nation building and factors that directly strengthen and improve social cohesion, such as schools having the ability to "foster common values across language, culture, religion, race, class and space" (NPC, 2012:462).

In the DoE's latest Action Plan to 2024 Towards the Realisation of Schooling 2030 (DoE, 2020), policy towards social cohesion is also outlined. The plan reflects six priorities, one of which is to work with various organisations to "teach and promote social cohesion"; it is emphasised that progress in this regard has already been made (DoE, 2020:i). Additionally, the action plan emphasises the need for learners to have knowledge of the country's history for social cohesion to be successful and enhanced in classrooms (DoE, 2020:124).

A further objective of the action plan is to ensure that by 2030 all parties in education acquire the knowledge and skills to promote social cohesion by promoting peace, education, and conflict prevention and resolution at all levels of education (DoE, 2020:15). The action plan strives to advance social cohesion in schools by reducing violence; a framework together with United Nations International Children's Emergency Fund (UNICEF) has been set up for this purpose (DoE, 2020). The above policies mentioned describe quality improvements for change in schools and promotes better classroom practices brought about by more suitable policy and training.

In the previous section, context was provided in terms of education in the post-apartheid era; focusing on South Africa's national policy framework and how it impacts education and teachers. In the next section this study will focus on providing context in terms of education provincially, namely the Western Cape.

2.8 The Western Cape context

In this section the Western Cape's education context is explored. Firstly, this section will briefly outline the location of the Western Cape and its history. Secondly, the Western Cape Education Department (WCED) will be explained in terms of its structure and the components it comprises of and serves, including NQTs. Lastly, WCED's commitment towards social cohesion in Western Cape schools will be discussed to provide context aligned to the main research question of this study.

The Western Cape is a South African province, located on the southern-most tip of Africa. It is bordered by the Indian and Atlantic oceans and is known for the port city, Cape Town. Historically Cape Town was known as the Cape Colony during colonialism and was a major developed European settlement where income inequality was vast with overwhelmingly wealthy colonialists living amongst relatively poor indigenous people and slaves (Thompson, 2001). This trend continued into the 19th century throughout the apartheid era where inequality was rooted in income and development in every facet of life as detailed in Section 2.1 of this chapter.

The WCED is made up of eight education districts: West Coast, Cape Winelands, Eden and Central Karoo, Overberg, Metropole Central, Metropole North, Metropole South and Metropole East. The eight district offices are made up of 64 circuits which provide direct support to schools through Circuit Managers, Subject Advisors and Special Education Professionals such as psychologists, learning support advisors and social workers.

According to WCED's most recent Annual Report of 2021/2022 (Department of Education (DoE), 2021), strategies are in place to appoint NQTs, final year students or students that graduated in the past three years including students who have government teaching bursaries obtained from Funza Lushaka bursary holders. According to the report, the WCED appointed 334 out of 556 Funza Lushaka bursary holders (DoE, 2021). There is thus a large amount of NQTs in the WCED's schooling system annually in need of guidance and support as detailed in the literature review section in chapter 3. Additionally, the report shows all eight districts have 1520 schools servicing 1 119 778 learners, see *Table 1* below for the distribution of schools and learner numbers per district (DoE, 2021).

Institutions and learners of the WCED in Public Ordinary and Special Schools

District		Circuits										
		1	2	3	4	5	6	7	8	9	10	Total
Cape Winelands	Schools	28	32	27	33	37	24	27	23	21	27	279
	Learners	8 043	11 573	15 681	20 248	12 879	13 473	23 895	15 942	13 101	20 480	155 315
Eden & Central Kar	Schools	28	24	26	24	24	22	27	27			202
	Learners	11 901	17 893	17 894	20 863	11 283	12 328	14 876	20 316			127 354
Metro Central	Schools	21	22	21	21	24	22	22	21	23	23	220
	Learners	13 595	12 158	13 151	13 100	15 101	14 296	15 200	16 074	15 009	14 647	142 331
Metro East	Schools	21	21	21	22	22	21	21	21	21		191
	Learners	22 580	22 808	21 570	22 819	23 524	21 362	21 399	24 680	24 324		205 066
Metro North	Schools	20	18	20	21	20	20	21	23	22	22	207
	Learners	17 517	14 300	13 711	22 962	20 984	18 460	18 289	17 641	21 682	20 250	185 796
Metro South	Schools	20	20	20	25	25	25	26	26	25		212
	Learners	20 719	21 183	21 774	21 584	18 987	20 401	22 983	22 174	19 907		189 712
Overberg	Schools	31	29	24								84
	Learners	11 065	24 480	10 503								46 048
West Coast	Schools	26	26	24	23	26						125
	Learners	17 025	112 47	20 599	8 336	10 949						68 156
Source: ASS 2021 – Grade 1-12 (including LSEN in Public Ordinary schools and all learners in all grades in public special schools) #Includes 4 Hospital Schools - Total excludes 277 learners at Hospital Schools										Total schools		1 520#
										Total learners		**1 119 778**

Table 1: Distribution of schools and learner numbers per district

Moreover, nationally the DBE's School Realities Report of 2022 (DoE, 2022a) shows that there are 13 149 971 learners in 24 871 South African schools (public and independent) with a total of 450 993 teachers in service. The WCED governs and oversees 1 244 898 school learners which make up 9.3% of the national total of learners; 44 382 educators who make up 9.8% of the country's educators, and 1 754 schools which make up 7.1% of the national total of schools (DoE, 2022a). The Western Cape's learner population grows significantly each year

by approximately 17 900 learners every year, which poses challenges in terms of overcrowded classrooms and school infrastructure (DoE, 2022a).

Additionally, Cape Town accounts for 72% of the Western Cape's economy and almost two thirds of its population reside there. As of 2021, Cape Town is estimated to be the largest city in South Africa with nearly 3.5 million inhabitants, with the highest number of coloured inhabitants in South Africa. Despite being economically sound, Cape Town is plagued by crime and violence and ranked globally as one of the most violent cities in the world.

The WCED thus faces a crisis of indicators that points to a breakdown of social cohesion in schools with overcrowded classrooms, poor school infrastructure and high rates of crime and violence. As pointed out in the literature review, one of the ways to combat a breakdown of social cohesion in schools and classrooms is through CPD for teachers. The WCED provides structured formal training and development of teachers through The Cape Teaching and Leadership Institute (CTLI).

The CTLI provides many courses for principals, teachers and novice teachers. The courses focus mainly on improving Mathematics and Language skills for educators, Information and Communication Technology (ICT) and management improvement. No course is dedicated to social cohesion and the closest single course to address social cohesion indirectly is a course on "Positive behaviour" and "Teaching Large classes" (DoE, 2021:67; CTLI, n.d.)

Additionally, WCED's Annual Report of 2020/2021 (DoE, 2021) shows teacher professional development is focused on enabling teachers to increase their ICT capacity and skills; almost all outputs focused on CPD consists of ICT related improvement. The report paints a picture that the WCED is not interested in CPD of teachers for social cohesion or mindful of social cohesion at all.

However, the WCED formally recognises social cohesion. The Provincial Minister of Finance and Economic Opportunities' budget speech of 2022 (DoE, 2022b:9) indicated that the Western Cape will spend an additional R6.2 billion on education; R2.7 billion will be allocated towards the promotion of social cohesion by ensuring access to public libraries, sport facilities and arts and culture facilities. Acknowledging this, one can argue the WCED prioritises social cohesion in terms of access and shared spaces, but fails to focus on the realities inside the classroom or training teachers how to create socially cohesive spaces.

Moreover, while the WCED holds no policy or mandate for CPD, schools and educators are bound to the mandate of the SACE, established by law to uphold the teaching profession. Management structures of WCED schools calls for a member of the Senior Management Team (SMT) to hold the profile for 'professional development' of teachers; this SMT member follows the guidelines stipulated in SACE to manage and implement professional development at school.

According to SACE's CPTD Management System Handbook (SACE, 2013:4), CPD for teachers is mandatory, and requires teachers to achieve at least 150 professional development points every three-year cycle. Schools are only allowed to make use of approved SACE providers carrying out activities endorsed by SACE. Providers include: the school/employer, Non-Governmental Organisations, Higher Education Institutions, teacher unions, professional associations and others approved by SACE (SACE, 2013:6). SACE-endorsed activities must meet the following criteria of relevance: "aligns with identified system needs; strengthens subject competence; strengthens professional practice; promotes professional commitment, responsibility and promotes system transformation" (SACE, 2013:14). The focus of SACE-endorsed professional development activities makes no mention of social cohesion; it is up to external providers and schools to recognise social cohesion training as relevant before it will be carried out in schools.

To conclude, the WCED recognises the need for CPD in schools and provides the structures for CPD to take place through the CTLI and SACE, but the emphasis is on improving subject knowledge and ICT improvement of teachers. Training for social cohesion is hardly recognised or mentioned.

2.9 District and school features

In this section, the district and school features of the study site are detailed. Firstly, the education district is detailed in terms of location and its socio-economic realities. The study site is then described in terms of location followed by a brief history and learner and staff establishment. Finally, CPD at the site is discussed.

As explained in the previous section, the WCED is made up of eight education districts. This study takes place within the Metropole East Education District also known as MEED. MEED consists of 71 National Senior Certificate writing secondary schools made up of the following main areas: Bellville, Kraaifontein, Kuilsriver, Khayelitsha, Eerste River, Somerset West, Strand, Macassar and surrounding areas. The *Figure 1*, below shows a visual representation of where in the Western Cape MEED is located.

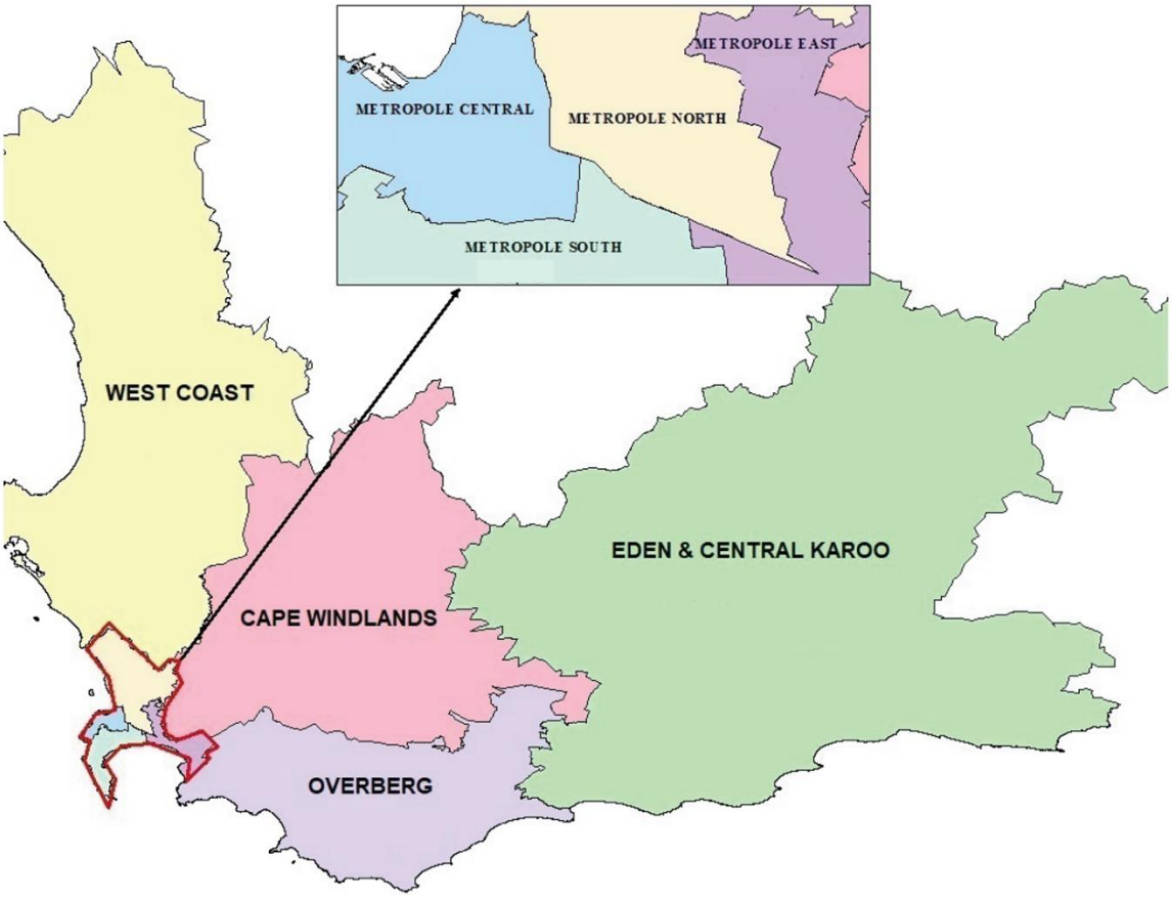

Figure 1: Location of Metropole East Schools

MEED consists of many areas that are known for its high crime rates. The latest crime statistics reveal police precincts in the metropole east area report thousands of crimes annually. Additionally, the statistics show an annual increase in the crime rate (Crime Stats SA, n.d.). Beta Secondary School is selected as the research site for this study; and the area it is situated in has formally logged 8868 crimes for the year of 2022 (Crime Stats SA, n.d.).

Beta Secondary School was established in 1989 and is situated in a more affluent pocket of a suburban area described as formerly disadvantaged, with a predominantly white English-speaking community (Beta, n.d.). The area is separated by a main highway where the area on the one side of the highway is considered to be generally unsafe and crime-ridden and the area

on the other side where Beta Secondary School is situated is generally considered to be relatively safe.

Beta Secondary School is known as a former 'Model C' school, which is a moniker used to describe former white learners-only schools during the apartheid era. Apartheid practices and ideology have had an undeniable impact on South African education (Fourie, 2013:213). Originally a strictly white learners-only school, the school now embraces a multi-racial and dual-medium (Afrikaans and English) approach. It is a public, co-ed, quintile 5, fee-paying school, and the school fees attract the middle to upper income community. The school is founded on and continues to base its teaching on strong (Christian) religious principles. The school offers rich academic, cultural and sport opportunities to its learners (Beta, n.d.).

The school has a co-ed student body of 1376 learners with 40 learners averaging per class. The school boasts a diverse learner establishment in terms of gender and race. The demographic make-up of the school's learner population comprises 50% coloured and 32% black learners. White learners are in the minority and make up 17% of the learner population. There is nearly an equal amount of male and female learners. *Table 2* below shows the breakdown of the learner establishment.

Learner	**Black/African**	**Coloured**	**Indian/Asian**	**White**	**Other**	**Totals**
Female	224	363	5	128	2	722
Male	219	322	6	107		654
Totals	443	685	11	235	2	1376

Table 2: Learner establishment figures

The staff establishment is made up of 71 teachers and ground staff as seen in *Table 3* below. There is nearly an equal amount of coloured and white teachers and only one black educator (the 2nd black staff member being part of the ground staff). Females make up 62% of the staff establishment whereas males make up 38%. The school staff establishment is not representative of the ratio of black learners to black teachers.

Teacher	Black/African	Coloured	White	Totals
Female	2	22	20	44
Male	0	17	10	27
Totals	2	39	30	71

Table 3: Teacher establishment figures

To date, in terms of CPD there have been no formal professional development activities arranged by the employer/school for its staff for the year of 2022. Therefore, there is not enough information to discuss CPD within this context. Additionally, MEED does not provide formal policy and instruction on CPD for teachers that employers must adhere to; schools must refer to the WCED who relies on the CTLI and SACE to provide CPD programmes and guidelines and governance thereof, as explained in the previous section.

2.10 Conclusion

This chapter covers the history of South Africa, it maps the struggles of political and economic power and what education structures looked like in the Pre-colonial Period, the Colonial Period and British Imperialism. The chapter reveals that education was framed within a society's beliefs. Africans had initiation schools for boys only, shaped by their belief in patriarchy and hierarchy (Thompson, 2001:24). Colonisers had missionary schools to convert people to the Christian faith (Ndlovu, 2012:16). Additionally, the historical context shows that education was used as a tool by the party with political and economic power to convert and conform others and to control the quality of education different groups of society was receiving. South Africa's history reveals the importance and impact political and economic power has on education and directed the researcher to explore the governing political parties and their policies to situate the research further.

Furthermore, the chapter provides information and perspectives that influence the phenomena this research study explores. Education in South Africa in the Segregation and apartheid periods explains the low levels of social cohesion experienced inside the classroom today. As the laws put in place during that period was about control, oppression and ensuring people of colour remained inferior and reproduced racial inequality (Christie & Collins, 1982:62). This information provides a perspective that sheds a better light on the experiences of teachers in education today who are faced with the task of trying to address and heal the injustices of the past.

The latter part of the chapter shows how schools are still impacted by the legacy of apartheid. Laws that ensured separate development of people of colour, laws that ensured inferior schooling and training for people of colour and the gross human rights violations of people of colour is still evident in educational contexts today. Literature indicates that South Africa today is still unequal and unjust (Terreblanche, 2002:27). In today's context, unemployment is still rife, schools are overcrowded and crime and violence in the Western Cape is astronomically high.

These observances are better understood with the historical context in mind and shows how education got to the place where it is today. To conclude, chapter 2 provides a historical and policy context that situates this research study and its participants. It provides valuable insight into the state of education and the political and economic environment NQTs find themselves in. To further contextualise the study, a summary of the research available related to the research topic will be discussed in Chapter 3.

Chapter 3: Literature Review

3.1. Introduction

Kitely and Stogdon (2013) define a literature review as a summary of the literature available relevant to the research issue, whether directly or indirectly. This chapter consists of a summary of three bodies of knowledge related to the research topic: NQTs, social cohesion and CPD. These bodies of knowledge are important to answer the research question as it contextualises and frames NQTs, social cohesion and CPD in the education sphere.

The first body of knowledge – NQTs – will cover the definition of NQTs, the challenges they face such as reality shock, and additionally frame NQTs as agents of social cohesion in Section 3.2. The second body of knowledge – social cohesion – explores the conceptual definition of social cohesion and the factors that hinder social cohesion in the classroom in Section 3.3. The third body of knowledge – CPD – will unpack the conceptual definition of CPD, the forms of CPD and social cohesion-related CPD, and the advantages and disadvantages of CPD and social cohesion-related CPD in section 3.4.

Section 3.5 discusses the research gaps, and Section 3.6 finishes with the conceptual framework that drives this study, which is presented and then graphically illustrated.3.2. Newly qualified teachers

3.2 Newly qualified teachers

This body of knowledge is divided into three segments. Section 3.2.1 explores the concept of NQTs and how NQTs are characterised within literature. Section 3.2.2 discusses the phenomenon that most NQTs face in the workplace including the reality shock. Section 3.2.2 also briefly outlines the many challenges NQTs face. Section 3.2.3 frames NQTs as teachers with agency whose teacher identities built on their beliefs, values and ability to develop and change can address social cohesion in the classroom.

3.2.1 Conceptualising NQTs

Tiba (2018) notes the words “beginning teachers”, “novice teachers”, “probationary teachers”, “new teachers”, and “newly qualified teachers” are used interchangeably to describe teachers with little or no teaching experience. Little or no teaching experience characterises NQTs with one to three years of teaching experience (Zientek, 2007; Kyndt et al., 2016). Sayed et al. (2017) discuss the development cycle of teachers in two phases: the initial development phase (starting and newly qualified teachers) and the continuing teacher development phase (developing and proficient teachers). Burns (2008) also notes the importance of distinguishing

NQTs from more experienced teachers, as NQTs and experienced teachers have different needs and experiences (Retallick, 1999; Flores, 2005).

NQTs represent the career stage where student teachers transition from student to actual practice (Magudu & Gumbo, 2017:1). This career stage is characterised as difficult as NQTs are confronted with complex realities of the classroom and lack the expertise and know-how that develop through experience and practice (Harju and Niemi 2020:52). Hence, there is a distinction made between teachers who have recently entered working life, and teachers who have been working for a period of time.

For this study, NQTs are defined as teachers with one to three years of teaching experience, as learning how to teach in a complex, multi-faceted and constantly changing working life is a difficult endeavour and takes time (Zientek, 2007; Kyndt et al., 2016; Curry et al., 2008; Hebert & Worthy, 2001). There are multiple terms used to describe teachers with little or no teaching experience; in this study the term "newly qualified teachers (NQTs)" is used (Tiba, 2008).

Sayed et al. (2016:1) assert teachers have a significant impact on students' personal identities as well as the formation of their ideas of tolerance and respect. Teachers can thus generate significant levels of social cohesiveness, which occurs when relationships are marked by feelings of social solidarity, cooperation and trust. Hence, social cohesion can be a powerful tool for reducing challenges in the classroom (Sayed et al., 2016:11). Teachers have the capacity to be important agents of change in their classrooms: affecting nation-building, identity construction, peace, reconciliation, and ultimately social cohesion.

This study focuses on teachers in their initial development phase as many researchers agree there is a greater need for CPD support for NQTs as it can aid NQTs to deal with the challenges they face (Richter et al., 2014; Appova, 2009; Flores, 2005). NQTs are confronted with several challenges such as learning to manage the learners on their own without guided support, having to contend with administration associated with teaching and learning, and learning to balance professional and bureaucratic responsibilities, explored further in Section 3.2.2.

There is a plethora of studies conducted on NQTs. According to Steyn (2004:81), research has focused on the needs and concerns experienced by NQTs on assistance, assessment and CPD programmes (Bolam et al., 1995; Shaw et al., 1995; Heaney, 2001; Hertzog, 2002; San, 1999; Whitaker, 2000). Literature indicates research tends to focus on issues affecting NQTs in direct classroom teaching, but addressing the challenges that hinder social cohesion in the classroom

is an equally important element of CPD that has often been neglected (Ehrich et al., 2011; Kelchtermans & Ballet, 2002a).

Literature suggests most challenges experienced by NQTs can be connected to a lack of social cohesion in the classroom and a lack of adequate development. According to Kyndt et al. (2016:1117), the initial development phase of the education profession is marked by confrontations of experiencing difficult moments when dealing with learner behaviours. Carstens (2013) describes the main challenge NQTs face as having to deal with and address the catastrophic breakdown of value systems which has caused widespread discord in the classroom. For Tickle (2001), the main challenge NQTs face is the lack of formal support they receive.

Sayed et al. (2017) maintain the inability to deal with multiple challenges limits teacher agency to mitigate societal discord and promote social cohesion. Sayed et al. (2016:1) further argue social cohesion can be restored through policies and programmes designed to promote social cohesion, for example, through social cohesion related CPD support. In this literature review, it is important to understand the concept and challenges of NQTs globally and locally to better contextualise the responses from the research participants which will be explored in the next section.

3.2.2 NQTs and reality shock

In this section the importance of NQTs and the reality shock they experience are discussed. This study recognises two main reasons for the importance of research on NQTs. Firstly, because it is the most critical time for teachers who are in the process of learning to teach (Flores and Day, 2006). Secondly, because it is the most challenging time for teachers who are considered most vulnerable and experiencing a reality shock (Harju, 2018:671).

In educational research there has been a long-standing focus on NQTs (Aspfors, 2015). The significance of the first working years of teachers have been addressed by many studies (Engvik & Emstad 2017; Kearney 2015; Voss et al., 2017). NQTs' early career is described by Sayed et al. (2017) as the initial development phase and has become an important topic both in South Africa and globally. According to the European Commission (2010), although teachers require assistance at all stages of their careers, it is especially critical during the first years, which serve as the foundation upon which teachership is constructed.

Ginns et al., (2001) mention that analysing the practices of NQTs provides the knowledge needed to support NQTs to be effective teachers. Magudu and Gumbo (2017:1) agree that the

early years of teaching is the most critical time of a teacher's career as it is a period of complex behavioural and conceptual professional learning, implying a period of intensive professional development.

Harju and Niemi (2018:672) argue that while experts believe the initial development phase is critical to research for teachers' professional development, the profession also faces rising expectations and obstacles – it is thus important to research NQTs to address the challenges NQTs face.

In addition to researching NQTs because it is a critical time for development purposes, it is also important due to the challenges NQTs face. This section will describe what literature reveals as the general challenges faced by NQTs. According to existing studies, challenges faced by NQTs can be summarised using Steyn's (2004:85) article exploring the 'Problems of, and support for beginner teachers. The challenges are listed in *Table 4*, below:

Problem	Characteristic
1. Reality Shock	Distress experiences due to inadequate educator preservice preparation
2. Weak knowledge and skill base	Lack of teaching skills and knowledge required of educators in the classroom
3. Expectations	Unclear and confusing expectations of principals, colleagues, parents and learners
4. Isolation	Geographic, social and/or professional isolation
5. Classroom management	Decision-making and routine teaching tasks including working with learners
6. Lack of resources	Absence of teaching material, textbooks and own classrooms
7. Workload	Curricular and extracurricular responsibilities

Table 4: Challenges NQTs face

NQTs face numerous challenges and professional demands as described above, immediately upon starting work (Harju, 2018:671). According to researchers, NQTs are confronted with a variety of obstacles connected to teaching and pedagogy, and often call this phenomenon

‘reality shock’, further explored in Section 3.3.2 in ‘Factors that hinder social cohesion’ in this chapter (Steyn, 2004:85; Høigaard et al., 2012; Harju and Niemi, 2018:672; Gold, 1996).

NQTs’ transition to becoming a teacher is often a hard and arduous journey because of how critical the period is for their development and the numerous challenges they face. Studies conducted on NQTs highlight many issues to the global conversation of NQTs. This study contributes to the conversation of the reality shock caused by unpreparedness experienced in the classroom because literature suggests one of the ways NQTs can combat this kind of reality shock is to believe they can be agents of change.

Sayed et al. (2017) claim teachers have the ability to influence their surroundings, therefore they play important roles in developing the identity construction, skills and attitudes of their learners. Teachers’ influences can be positive or negative. Sayed et al., (2017:354) explain that teachers can act as agents of change in the classroom by promoting harmony between pupils or as agents of conflict by perpetuating inequity and conflict through pedagogy and curricula.

It is thus vital that teachers receive training focused on the promotion of positive relationships, trust, inclusion, collectivity and common purpose; that is, training that promotes social cohesion (Sayed et al., 2017). According to Mogliacci et al. (2016:163), one of the best mechanisms for enhancing teachers' ability to function as social cohesion agents is mentorship and CPD.

To summarise this section, this study has shown how several studies have highlighted the unique nature of the initial years of teaching (Wang et al., 2008) and how the career stage of NQTs is unique in that it is the most critical time for teachers to develop professionally (Flores and Day, 2006). Simultaneously it is the most challenging time for teachers who are faced with tremendous challenges (Harju, 2018:671). The study annotates NQTs commonly experience feelings of uncertainty as NQTs lack the experience and knowledge that come with time and practice. Thus, NQTs need to contend with and face challenging situations (Menon, 2012). Finally, it briefly touches on NQTs as agents of social cohesion to address the challenges of reality shock.

Olsen (2010) and Sayed et al., (2017) believe that developing professional competencies to address challenging situations in the classroom, namely competencies geared towards social cohesion are critical to NQTs becoming successful teachers, and for this, teachers must believe they can be agents of change. Therefore, this is explored further in the section 3.2.3.

3.2.3 NQTs and teacher agency

This section introduces the concept of teacher agency. In doing so it clarifies an important developmental aspect – teacher identity – that NQTs need in order to express their views and needs of CPD to address social cohesion in the classroom. This section aims to show why teacher agency is an important concept that has the potential for casting a new light on the professional conditions that frame NQTs' work (Priestley et al., 2015:20).

According to Priestley et al. (2015:19), the concept of agency is a contested term because many view agency as a variable to explain or understand social action. Agency is often defined and characterised as an innate capacity that humans possess to act independently and make their own free choices. In a professional teaching setting this term is known as teacher agency.

However, Priestley et al. (2015:20) contest definitions that outline agency or teacher agency as the ability to behave freely or autonomously, outside of the governing limits of social structure as problematic. This view of agency is problematic because it assumes that all teachers have the ability to choose or act as if they are not engaging in a world where multiple factors are always at play (Priestley et al., 2015:20). An approach to teacher agency that highlights teachers operate by means of their social and material environments is thus needed (Priestley et al., 2015:20).

Researchers such as Lasky (2005:900) likewise offer an approach to defining teacher agency as "both individual capacity (for example, beliefs, identity, knowledge and emotional well-being) and social influences (such as language, policy, norms and social structures)". Authors Pyhältö et al. (2014:307) suggest teachers' professional agency is a capacity that paves the path for the intentional and responsible management of new learning at both the individual and community levels.

However, it is Biesta et al. (2017:40) that this study will rely on as the understanding of teacher agency: the inference that teacher agency is both a temporal and a relational phenomenon, something that occurs over time and is understood as a configuration of influences from the past, orientations towards the future and engagement with the present. This conceptualisation shapes the approach in understanding teacher agency should not be understood as something that teachers have or do not have but as something that is achieved in and through concrete situations. This means the achievement of agency depends on existing cultures of thinking, working and doing, as well as professional development (Priestley et al., 2015:35).

The beliefs, values, and teacher identity of NQTs, and how it contributes to NQTs believing that they can be agents of change are an important phenomenon to be discussed. Literature suggests teacher beliefs play an important role in teacher agency (Nespor, 1987; Meirink et al. 2009; Priestley et al., 2015). Nespor (1987:326) says: "…teachers' perceptions of and orientations to the knowledge they are presented with may be shaped by belief systems beyond the immediate influence of teacher education". Lightfoot and Valsiner (1992) add: "…beliefs develop and become internalised within cultural spaces; teachers are thus affected by the socio-cultural discourse of their time via interpersonal relationships". Lightfoot and Valsiner (1992) argue this implies NQTs who are exposed to challenging situations that constantly cause chaos and social disharmony may start believing and internalising their place as one who can never make a difference in the classroom. This further perpetuates and reproduces the cycle of high attrition rates among NQTs because of the realities of classrooms (Benjamin, 2019). The beliefs teachers hold not only play a role in how they understand the situation they are in but also give their actions a sense of direction, whether positive or negative (Priestley et al., 2015:38).

Having a sense of "teacher identity" is crucial, according to Alsup (2006:27), to combat the reality shock that comes with transitioning to being a teacher. According to Benjamin (2019:2), 'teacher identity' refers to how teachers view themselves as teachers (teachers' perceptions of their own abilities, qualities, and values), how teachers regard individuals with whom they work professionally, and how teachers believe they are regarded by 'others'. Likewise, Twiselton (2004) states teachers learn to be teachers through engagement and communication with others and that 'teacher identity' construction is a process that is not only individualistic but also depends on social contact in a variety of socio-cultural groupings (Malderez et al., 2007; Santorro 2009).

Sayed et al. (2017) strongly suggest teacher identity should be based on the notion that teachers can be agents of change. Mogliacci et al. (2016:162) agree that altering teachers' beliefs is paramount to building the capacity within teachers to enhancing teachers' agency and autonomy in the pursuit of change and ultimately social justice.

Kagan (1992) states teachers act on their personal "naive" assumptions about child development and learning, despite receiving formal instruction in child development and education. Teachers' "teacher identity" has shaped these "naive" ideas, which could contribute to teachers' failure to deal with challenging situations in the classroom, restricting teacher

agency to quell disharmony and promote social cohesion (Wubbels, 1992; Sayed et al., 2017). To avoid the inability to deal with the challenges faced in the classroom, teachers must change.

According to Fullan (2007), teacher change means the changes in teachers' knowledge and abilities, instructional techniques, and beliefs and attitudes. Teacher agency is thus an important concept for NQTs as it has the potential to cast a new light on the professional conditions that frame NQTs, like the potential to act as key agents of change effecting nation-building, identity construction, peace, reconciliation, and ultimately social cohesion in the classroom (Sayed et al., 2016:11).

Section 3.2.3 has shown teacher agency is something that is achieved, considering an individual's past, present and future interactions. Additionally, it highlights the significant role a teacher's beliefs, values, teacher identity and teacher change plays in addressing social cohesion in the classroom. The following section will frame and explore social cohesion more in-depth.

3.3 Social cohesion

Social cohesion is the second body of knowledge addressed in this literature review and is made up of two sections: Section 3.3.1 and Section 3.3.2. Section 3.3.1 conceptualises social cohesion by exploring its process, common values and context within South Africa. Section 3.3.2 discusses several factors that hinder social cohesion in the classroom, namely: lack of preparedness from ITE programmes, burdensome school administrative demands, navigating a new school culture, and managing learner behaviour.

3.3.1. Conceptualising social cohesion

In this section the concept of social cohesion is explored by providing a brief review of several authors' take on social cohesion; including social cohesion as a process and social cohesion as common values. Furthermore, social cohesion in South Africa is briefly contextualised.

Within South Africa and the international community numerous policy frameworks have developed a definition of the construct 'social cohesion' (Mogliacci et al., 2016). The Organisation for Economic Cooperation and Development (OECD) defines social cohesion as a society that provides its members with a sense of belonging; with opportunities for upward mobility; with protection from exclusion and marginalisation; and that ensures the wellbeing of its members (OECD, 2011).

UNICEF (2014) and the World Bank (2011) similarly define social cohesion as "the nature and quality of coexistence and relationships between the multiple groups that operate within a society". Chan et al. (2006:274) and Friedkin (2004) describe in more detail the kind of quality relationships social cohesion strives towards: "a set of attitudes, norms and feelings that includes trust, a sense of belonging, social solidarity, cooperation, and the willingness to participate and help others".

The Department of Arts and Culture's (DAC) national strategy for developing an inclusive and cohesive South African society, describes social cohesion as a community or society that reduces and eliminates injustices like "inequalities, exclusions and disparities based on ethnicity, gender, class, nationality, age, disability, or any other distinctions which engender divisions, distrust, and conflict" in a planned and sustained manner (DAC, 2012:31).

Sayed et al. (2017:9) note, after a review of social cohesion, that social cohesion is based on the promotion of solidarity, inclusion, peace, collectivity, trust, positive relationships and common purpose to be embedded in the classroom; and lack thereof causes social disharmony in the classroom. Sayed et al. (2016) state the educational goal of social cohesion is to promote long-term forms of social justice and harmony in everyday life in classrooms, but as this study reflected in the problem statement, numerous complex challenges promote social disharmony and cause a lack of social cohesion.

However, when contributing to the development of socially cohesive spaces, Sayed et al. (2007:26) believe it must be framed within the context of pursuing equity and social justice as social cohesion is about equality. Bell (1997) explains social justice is defined as equal participation in a democratic society. Bolovan-Fritts and Wiedeman (2002) assert social justice in the context of education means examining why and how schools are unjust for some learners. Social injustice is rife in schools in South Africa and is the root of many challenges in schools. As noted in the Context Chapter, Section 2.6, the country's history of apartheid has facilitated and caused these injustices. The political history of South Africa is deeply rooted in the macro level of education and had a significant influence in the emergence of increased levels of disharmony and the lack of social cohesion within classrooms.

Given the nature of the history and the apartheid system's perversion of education, South African teachers have spent the last two decades attempting to break free from the apartheid past, grappling with issues such as reconciliation, woundedness, discrimination, and social cohesiveness, to mention a few (Mogliacci et al., 2010). Teachers are now called upon to act

as agents of change and social cohesion within their classrooms to address these challenges (Mogliacci et al., 2016:163).

Sayed et al. (2017) believe teachers can be the agent of change using approaches of social cohesion to build a new society through reconciliation and healing to address historical inequalities (Christie 2016; Badat & Sayed 2014). The solution by Sayed et al. (2017) aligns with the theory of Rubagiza et al. (2016:203) that education is widely regarded as crucial in the post-conflict reconstruction of countries, particularly in changing people's mindsets and establishing social interactions. Good quality education requires teachers who actively promote social cohesion. Teachers who lack in this area produce and reproduce injustice in the education system, and so the development of teachers is an imperative process for the promotion of social cohesion and social justice (Sayed et al., 2017).

According to Alan et al. (2021:2150), there is no universal definition of social cohesion. This statement is supported by Sirkhotte (2018:23) who states social cohesion is multifaceted, meaning different things at different times to different people, making the term difficult to standardise.

Social cohesion as a concept was first advocated by the sociologist Emile Durkheim in the late 1800s. Durkheim conceptualised social cohesion as the existence of societies that function as interconnected systems, not as a result of individual choices but as a result of a society with shared principles and values, characterised by solidarity and cooperation (Smith et al., 2021:502).

In contrast, Smith et al. (20221:501) indicate that society has simply conceptualised social cohesion as working together, interchanging the terms social cohesion and cooperation. For Heyneman (2003) human cooperation is only possible if firstly the rules that guide societies are established, and secondly, stabilising traditions exist within the society. With this in mind, herein lies the issue with interchanging social cohesion and cooperation: traditions are often formed within isolated cultures and cooperation could be accomplished more easily within isolated societies, whereas social cohesion involves the function of culturally diverse peoples.

Many authors acknowledge there is no universal definition of social cohesion, however Alan et al. (2021:2150) assert even if there is no agreement on the definition there are universally recognised signifiers that characterise a cohesive environment. These include “low incidents of violence, positive behaviour, high prevalence of inter-ethnic social ties, peaceful justice, trust, reciprocity, and cooperation between individuals” (Alan et al., 2021:2150; Sayed et al.,

2015:7). Heyneman (2003) supports the previous statement by emphasising social cohesion is said to be high when majority of the members of a society voluntarily "play by the rules of the game," and when tolerance for differences is shown in the daily interactions across social groups within that society.

Furthermore, according to Sayed et al. (2015:7), there are universally recognised signifiers that cause a lack of social cohesion within societies, the primary source being inequalities because they contribute to violence, dissent and political and economic instability. To consider all literature on social cohesion to conceptualise it, social cohesion as a process and shared values will be discussed as it is highlighted in literature.

3.3.1.1 Social cohesion as a process

When social cohesion is framed in an educational context, Sirkhotte (2018:24) asserts that social cohesion must be explored within the education policy discourse. According to Sirkhotte (2018:24), within policy discourse social cohesion is conceptualised as a management tool. Likewise, Green and Janmaat (2011:3) agree social cohesion within policy is used by government to maximise economic development leading to three types of outcomes: ulterior-based policies, restorative based policies or “common values”-based policies (Sirkhotte, 2018:27). This perception suggests that social cohesion can be used as a process to achieve a specific outcome.

In South Africa, ‘common values’-based policies have been used as a means of redressing the injustices and divisions caused by the apartheid regime (Barolsky, 2014:193). According to Sayed and Novelli (2016:28) and Fraser (2005), this is another means of conceptualising social cohesion; viewing social cohesion as a strategy of repairing a divided society through redistribution, acknowledgement, representation, and reconciliation (Sayed & Novelli, 2016:28). Fraser (2005:69) believes social cohesion as a process may make a society “become equal (redistribution), overcome difference (recognition), involve everyone (representation), and solve issues from the past (reconciliation)”.

Additionally, Harris and Johns (2021:396) outline how globally, social cohesion is used as a process and management tool to achieve a specific outcome. In the researchers’ macro analysis of social cohesion, they found many countries such as Canada, Australia, United Kingdom and Europe that employed the social cohesion framework in foreign policy throughout and after the 1990s as a response to mass migration and globalisation, with cultural variety frequently viewed as a threat to harmony and common identity in a country. From a functionalist

standpoint, cultural variation might be regarded as divisive since it works against homogeneity. (Harris & Johns, 2021:396).

Within education policy discourse it is believed that classroom practices can be linked to social cohesion, where the role of the teacher is in creating relationships with high levels of trust; this is achieved by driven teachers and schools with behaviours, capacities and attitudes that promote social cohesion (Sirkhotte, 2018:28; Harris & Johns, 2021:398). If it is expected of teachers to promote social cohesion because of policy, the manner in which they perceive and understand social cohesion is important, as it can either be ulterior-based, restorative or based on common values (Sirkhotte, 2018:27). For the purposes of this study social cohesion as common values will be explored further as it has been used in South Africa as noted earlier in this section.

3.3.1.2 Social cohesion as common values

Researchers often view social cohesion as common values, Heyneman (2003) posits that social cohesion as common values in a diverse society can only be built on a serious commitment to voluntary compliance of social norms, tolerance for the other and social skills.

Likewise, Alan et al. (2021:2148) state good social skills are essential to building a cohesive society. Furthermore, Putnam (1993) and Alan et al. (2021) explore good social skills for social cohesion as behaviours, perceptions and attitudes such as: trust, reciprocity, cooperation and altruism. The prevalence of these skills or prosocial behaviours allow for a network of relationships among society members capable of functioning effectively with a shared purpose and sense of belonging (Alan et al., 2021:2159).

On the other hand, Harris and Johns (2021:396) perceive social cohesion as common values more critically. Harris and Johns (2021:396) state social cohesion in this manner is challenging to achieve if society members do not comply because they fail to recognise their authority and as it follows the social norms and social inclusion ideas set by these authorities, especially in a culturally diverse environment. Harris and Johns (2021:396) therefore assert it will not be trust, compliance or shared values but rather negotiation, dialogue and engagement that will lead to social cohesion.

Overall, Harris and Johns (2021:396) emphasise literature criticises social cohesion via shared values firstly for its focus on the integration of minority groups into an imagined mainstream community, and secondly, for addressing issues of youth and diversity around questions of

"civic togetherness, harmony and consensus, rather than structural inequities, social justice and rights".

Despite the criticisms of social cohesion as common values, Wilkinson and Pickett (2010) state there is always an outreach and perceived need for social cohesion as common values in times of social upheaval, increased social disparity, and large-scale social changes that weaken society's existing social fabric (Smith et al., 2021:502).

For the purposes of this study in an educational context, social cohesion will be viewed according to the perception of Smith et al. (2021:502) of social cohesion as the 'bond' that draws all stake holders, i.e. teachers, learners, parents and education officials together with a specific agenda of achieving fair and just outcomes in education. In so doing, social cohesion is conceptualised as "collective understanding, empathy, acceptance of difference, and willingness to be inclusive and abide by common values and rules in our shared social spaces" (Smith et al., 2021:502).

3.3.1.3 Social cohesion in South Africa

According to Barolsky (2014), social cohesion is a desired outcome for policy makers in South Africa. Social cohesion in South Africa is important as it has been characterised as a major symbolic intervention by the post-apartheid government (De Kock, 2016:6). Because of the racial inequality that was formalised within government policy, South Africa's social divisions are deep and fractured (Barolsky, 2014; Sayed et al., 2015, De Kock, 2016:7).

In an attempt to heal and address the social divisions, South African policy makers turned to the concept of social cohesion, introducing concepts of social cohesion, social justice and social capital more prominently in documents commissioned to address the inequities of the past, as outlined in the Context Chapter (Barolsky, 2014:195). Furthermore, establishing social cohesion was seen as a tool to resolve negative relationships and inequalities between racial groups.

Policy makers describe social cohesion as "the extent to which a society is coherent, united and functional, providing an environment within which its citizens can flourish", and the "extent of fairness and equity in terms of access to and participation in the political, socio-economic and cultural aspects of society" (Barolsky, 2014:195). South African policymakers' definition of social cohesion thus includes the development of positive relationships between and within various social groups, as well as the abolition of structural inequalities that impede their development.

Moreover, according to Sayed et al. (2015), education plays an important role in developing or not developing, social cohesion. The following section will expand on factors that hinder social cohesion in the classroom.

3.3.2 Factors that hinder social cohesion

Many factors can limit levels of social cohesiveness in the classroom. These factors range from economic factors to environmental factors. However, as this study's focus is on the experience of social cohesion of NQTs in the classroom and the relative support they receive, this study focuses on the factors that impact NQTs.

There are many factors in South Africa that contribute to the complex environments of schools. As noted in the Context Chapter, in South Africa, these challenges are a consequence of the legacy of apartheid. The harsh dilemma NQTs face when they enter the education profession within a South African context has been emphasised in studies. According to Marais (2016), the South African education landscape causes critical problems for cooperation and peace building in a classroom.

Marais (2016) also notes NQTs face inadequacies in their own skills, knowledge, and attributes as a teacher. Additionally, Benjamin (2019) notes that NQTs are usually given the most difficult jobs such as problem and low-achieving learners, and larger classrooms. This practice is not only isolated to South Africa, a study in Malaysia shows that NQTs are "given more responsibilities in and out of classrooms compared to senior teachers, in which they need to accept their situation quietly" (See, 2014:54).

Furthermore, studies show NQTs have a high attrition rate in the first few years of their teaching, and attribute the following factors that hinder social cohesion in the classroom as a contributing factor to NQTs leaving the teacher profession or experiencing reality shock: lack of preparedness from initial teacher education (ITE) programmes; burdensome school administrative demands; navigating a new school culture; and managing learner behaviour as outlined in Section 3.2.2, the challenges NQTs face which hinders social cohesiveness in the classroom (Steyn, 2004; Crouch, 2003; Benjamin, 2019: 27).

3.3.2.1 Lack of preparedness from ITE programmes

One of the factors negatively affecting NQTs' abilities to promote social cohesion is their lack of preparedness from ITE programmes. NQTs' high levels of unpreparedness cause NQTs to struggle, leading to reality shock. Reality shock refers to the harsh realities of teaching that

NQTs are not prepared for because the theories they learnt in school do not cleanly fit into real-world experience (Veenman, 1984 and Schon, 1987).

According to Steyn (2004:85) and Høigaard et al. (2012), reality shock is the largest factor to impact NQTs as it is "the collapse of ideals or expectations developed during teacher education, following a teacher's first confrontation with classroom reality for which they are not adequately prepared theoretically, practically or mentally"; it is thus a major influence in shaping the levels of social cohesiveness a NQT experiences in the classroom.

Reality shock is a worldwide phenomenon that all NQTs face and has major implications on NQTs. Reality shock erodes the confidence of NQTs over time and causes emotional exhaustion (Voss et al., 2017), leading to higher attrition rates (Benjamin, 2019) and low levels of social cohesion (Sirkhotte, 2018).

Sayed and Bulgrin (2020) says there is a misalignment between ITE and CPD: teachers evidently lack trust in the support systems they receive as it is insufficient, patchy and uneven in enabling teachers to be capable and effective teachers.

Educator preparation programs, according to the literature, rarely properly educate educators for the profession (Steyn, 2004:81). Because these programs only give elementary pedagogical knowledge and skills, many NQTs must continually build their teaching skills through trial and error. This haphazard development causes years of struggle, which explains why a substantial number of NQTs leave during the first five years of teaching (Freiberg, 2002:56; Gold, 1996; Higaard et al., 2012). Thus, the struggles caused by lack of preparedness from ITE programmes is a factor that hinders social cohesion in the classroom.

3.3.2.2 Burdensome school administrative demands

An additional factor limiting NQTs' abilities to create socially cohesive spaces is burdensome school administrative demands. Large amounts of negative pressure are felt by NQTs due to school administrative demands placed on them, causing immense levels of stress and leaving little time to create the bonds and relationships required for high levels of social cohesion.

NQTs often feel overwhelmed by the complexity and workload of teaching (Mohr & Townsend, 2001:10; Whitaker, 2000). Research reveals NQTs often experience marginalisation and exploitation in class assignments and co-curricular activities, further exacerbating the initial developmental phase of NQTs (Harju and Niemi, 2018).

Teachers feel frustrated at the multiple tasks set out for them to do above and beyond classroom instruction, including administrative tasks (Harju and Niemi, 2018:682). These make it difficult to prioritise social cohesion, especially when administrative demands are at the foreground of performativity at schools.

3.3.2.3 Navigating a new school culture

NQTs' ability to promote social cohesion is likewise hindered by the difficult process of navigating a new school culture. The process of learning to teach is portrayed in literature as a difficult endeavour for NQTs, especially with social cohesion in mind, as they are additionally required to navigate the complex social and political culture of the school (Curry et al., 2008; Hebert & Worthy, 2001).

Additionally, research shows due to lack of guidance and induction into the school culture NQTs are confronted with policies, rules, formal procedures, informal rules, customs and expectations that are not clearly explained, making it challenging for NQTs to navigate their new working environment (Brock & Grady, 1997:13; Canter & Canter, 1999:28; Whitaker, 2000; Mazibuko, 1999:599). In Magudu and Gumbo's (2017) study in Zimbabwe, ten NQTs were interviewed about their experiences of micro-politics within the school; NQTs mentioned they were often labelled as the source of disharmony in schools due to unclear and confusing expectations.

Romano (2007) maintains NQTs experience a variety of problems and challenges in the early stages of their careers, largely due to the fact that teacher education programmes do not adequately educate NQTs for the reality of the profession (Heikkinen et al., 2008). NQTs frequently find the early development phase challenging, since it necessitates continuous learning and familiarisation with pedagogical environments and school communities, as well as their culture and policies and context-specific conditions (Kane and Francis 2013; Fransson and Gustafsson 2008).

NQTs face numerous challenges in addressing social cohesion in the classroom, including having to deal with feelings of powerlessness and failure, as being newcomers often leads to NQTs feeling isolated according to Morh and Townswnd (2001:10), making integration into their professional communities difficult.

3.3.2.4 Managing learner behaviour

By far the biggest factor hindering social cohesion is having to manage learner behaviour, especially learner ill-discipline in a South African context where violence and conflict is rife,

as explained in the Context Chapter. According to Ncontsa (2013:2), learner ill-discipline could also be perceived as violence and conflict in schools. It is regarded as any purposeful physical or non-physical (verbal) condition or conduct that causes physical or non-physical harm to the victim of the act (Ncontsa, 2013). The prevalent types of school violence and conflict described by Ncontsa (2013:5) and Reyneke (2013) include: "bullying, corporal punishment, sexual harassment, gangsterism, vandalism, discrimination, drug dealing, smoking, gossiping, swearing, and vulgar language."

However, Sayed et al. (2016:3) argue if the ideal of peace and solidarity is to be instilled in schools, violence must be perceived differently. Scheper-Hughes and Buourgeois (2004) point out the following symbolic manifestations and observations about violence that impact social cohesion:

> "Violence is an interaction whereby the life chances of human individuals are hindered or destroyed, and thus violence must be seen as a series of processes of control that operate unevenly in a network of social relationships constituted in space and time.
>
> Violence is a network of relationships and thus does not function in a linear or progressive manner. It is therefore never predictable. Violence has the dual capacity to operate as a binding force that creates hostile personal encounters in society, as well as to impose undesired distances. Violence can never be reduced to its physical dimension. It inevitably surpasses the materiality of the world to destroy individual and collective sense of dignity and worth.
>
> Violence is never obvious, not always noisy, and certainly not self-evident. It often operates quietly through relationships of distrust, fear, paranoia, and concern. The mere presence of violence invariably permeates individual subjectivities and limits the range of modalities available to integrate the physical with the emotional body."

Based on the above review, violence, learner behaviour and ill-discipline are recognised as dynamic: it is conceptualised in its physical form on the one hand and viewed within its symbolic form on the other; overall it poses a threat to social solidarity, peace, and social cohesion in the classroom (Sayed et al., 2016:22). This study views having to manage violence and conflict by learners, in other words learner ill-discipline in schools, as a hindering factor for teachers to foster social cohesion in classrooms.

There are various experiences that teachers attribute to reality shock, however research indicates that globally, learner ill-discipline in the classrooms impacts NQTs the most (Harju & Niemi, 2018). In their study of NQTs from Portugal, Belgium, Finland and the United Kingdom, Harju and Niemi (2018) found NQTs face tremendous challenges and emphasised a need for support in addressing situations where learner behaviour needs to be managed. In South Africa, schools are marred with violence and conflict (Grant et al., 2010) causing poor morale, dissatisfaction and resentment, as well as a rising desire to leave the profession amongst NQTs (Chisholm, 2005).

Moreover, the literature is overwhelming in describing the challenges NQTs face in terms of classroom management. According to Motseke (2020:23), there is a need for effective classroom management for teaching and learning to take place especially in terms of managing ill-discipline among learners. Many reports show that NQTs feel ill-equipped to handle classroom realities[5].

According to Carstens (2013), the constant increase of serious and pervasive violence and conflict in the classroom is one of several reasons that lead to the breakdown of teaching and learning and social cohesion in the classroom. Simultaneously these types of challenges reveal the need for CPD, as Okuni (2007:112) states pre-service teacher training programmes are generally not adequate in assisting teachers in dealing with volatile and challenging situations (Lewin & Stuart, 2003). CPD is thus needed to address competencies that teachers need in order to navigate challenging situations, for example, meaningful classroom management practices and how to promote social cohesion in the classroom.

In terms of social cohesion in the education sphere, many CPD programmes have been conducted in South Africa since the abolition of corporal punishment to find alternate means of disciplinary measures on how to improve learner ill-discipline in the classroom, however the statistics still show an overwhelming increase of violence and conflict in schools, thus learner ill-discipline remains a factor that hinders social cohesion in the classroom (Makhasane & Chikoko, 2016). In the next section, CPD and the need for CPD will be discussed.

3.4 Continuous professional development

This section discusses three important components of CPD. Firstly, it aims to conceptualise the term ‘Continuous Professional Development’ (CPD) for this study in Section 3.4.1. Secondly,

[5] Classroom realities are explored in more detail in Section 2.4 Social Cohesion

it outlines and explores formal CPD in Section 3.4.2 and informal CPD in Section 3.4.3. Furthermore, the study discusses social cohesion related to CPD in Section 3.4.4 and the advantages and disadvantages of CPD in Sections 3.4.5 and Section 3.4.6, respectively.

Research highlights the importance of providing support for NQTs to improve their professional learning and to make the problems they confront during their initial years as teachers more manageable (Engvik and Emstad, 2017; Chong et al., 2012). Additionally, literature reveals the main reason for the challenges NQTs face globally and locally lies in inadequate guidance and support, thus focusing on CPD is vital (Gaikhorst et al., 2014).

The European Commission (2010) categorises the assistance sought by NQTs into three key aspects: professional, social and personal. According to Eisenschmidt (2006), support mechanisms occur in all three dimensions at the same time. The professional dimension, according to the European Commission (2010:15), includes teacher pedagogical knowledge and skills, whereas the social dimension refers to the processes of becoming a member of the school community and understanding and accepting the community's qualities, norms, and manners. Finally, the personal dimension refers to the processes of forming a professional teacher identity, as well as teachers' emotions, self-efficacy and self-esteem (European Commission 2010:15).

3.4.1 Conceptualising CPD

In this section the term CPD is explored by delving into related literature of how CPD has been conceptualised by researchers in the education sphere. Firstly, how CPD relates to social cohesion will briefly be discussed followed by a review of the definitions of the word CPD. Lastly, how this study perceives and conceptualises CPD will be specified.

According to Brijkumar (2013:30), the sphere of education is a dynamic and complex one with constant changes that impact the delivery of education. Carstens (2013) states in South Africa there are major issues that impact the delivery of education, thus teachers face major challenges. Munonde (2007:9) infers human resource development relevant to the present education system is vital in order for existing teachers to address the challenges they face today. Oosthuizen (2012:9) further terms human resource development in education as CPD and believes it is a vital element to address the varying issues in education, which calls for educators to confront the pressures that now shape teaching and learning.

Similarly, Sayed et al. (2017) state while there have been many competing ideas about how education systems can best respond to changing social needs, scholars have increasingly

advocated investing in teacher quality as a reform approach through CPD. Additionally, CPD plays a key role in supporting teachers to develop the competence for addressing complex challenges in classrooms by promoting social cohesion (Sayed et al., 2017).

According to Sayed et al. (2017), teachers have been identified "as key agents of change" and they play an important role in bringing about the much-needed transformation of education to address challenges and the legacy of apartheid in the classroom, as explored in Chapter 2 (Context Chapter). Mestry et al. (2009:475) state the need to improve the professional knowledge and skills of teachers is crucial since learner performance in South Africa is hindered by social and economic ills in the classroom (Carstens, 2013). It is therefore necessary to improve the quality of teacher skills to address social cohesion in the classroom through CPD to improve learner achievement and foster positive relationships, build trust, peace, solidarity, inclusion, collectivity, and for common purpose to be embedded in the classroom (Mestry et al., 2009:465; Sayed et al., 2017).

In the light of this discussion, literature points out that lack of adequate and relevant CPD for teachers who lack the competency in addressing social cohesion has the potential to produce and reproduce injustice in the education system, thus the development of teachers is an imperative process for the promotion of social cohesion (Sayed et al., 2017). The need for teachers' CPD for social cohesion has never been as critically urgent as it is in the 21st century.

With the turn of the millennium, several countries, including South Africa, embarked on serious and purposeful educational reform via CPD (Botha, 2004:239; Villegas-Reimers, 2003:7). This viewpoint is based on the idea of CPD as a powerful tool for improving teacher quality (Bubb & Earley, 2007:3; Coetzer, 2001:89; Rebore, 2001:174). Having provided a general overview of how CPD and social cohesion is interrelated, this study will now provide definitions of CPD found in related literature.

The term CPD according to several scholars is usually used to refer to varied learning and development practices that educators engage in after completing their first teacher education or training (Joyce and Showers, 2003; Lessing and de Witt, 2007; Bernadine, 2019). CPD may mean different things to different people and shared meanings could cause confusion, therefore to provide clarity and reduce confusion a definition will be established.

There is a multiplicity of definitions on the concept of CPD, and several researchers take different approaches in defining this concept. Day (1999), Eraut (2004), Bolam (2002) and Murell (2001) describe CPD as a set of intentional, structured experiences in terms of space,

time, goals and support provided to ultimately develop teacher knowledge and competence. Gall et al. (1985:6) similarly describe CPD as efforts to improve teachers by requiring them to learn new information and skills.

Literature identifies other terms related to CPD as “in-service education and training”, “professional growth”, “human resource development”, “staff development”, “further professional development” and “on-the-job training” (Montello & Norton, 1994). Regardless of the etymological association of the above words, they are not employed interchangeably in this study because the uniqueness of CPD originates from its emphasis on professional development as an ongoing and systematic process (Phorabatho, 2013:18).

Many researchers like Trorey and Cullingford (2017:2), Oosthuizen (2012:9), Bubb and Earley (2007:3), Steyn and Van Niekerk (2002:250) and Craft (2002:6) define CPD as all-encompassing formal and informal development activities teachers engage in on a continual basis, improving and increasing capabilities of teachers, usually presented by outside individuals or organisations.

According to Phorabatho (2013:18), CPD begins during a teacher's initial professional qualification and induction, with the goal of improving their professional knowledge, skills, and attitudes so they can teach children more effectively, and ends with retirement preparation. Similarly, Steyn and Van Niekerk (2005:131) and Dunlap (1995:147) view CPD as relating to life-long development programmes for teachers to sustain change.

Munonde (2007:25) maintains CPD is a process educator must go through before and during the teaching and learning process. Van der Merwe and Chapman (2008:15) comments on the approach to CPD and argues that for many years CPD paradigms focused on a deficit-training-mastery model that implied a deficit in teacher skills and knowledge, and where change was a once-off event (such as a workshop) with teachers being passive participants. Because it is the most regularly offered sort of professional development, Smith and Gillespie (2007) refer to this model of workshops, conference sessions, seminars, lectures, and other short-term training activities as the Traditional Professional Development or Training Model.

Phorabatho (2013:19) says the training model of CPD is solely concerned with developing teacher knowledge and competence. CPD is used in this context to improve teachers' professional knowledge, understanding, and competence, specifically to strengthen their mastery in the area of expertise so they can teach children more effectively (Bubb & Earley, 2007:3; Steyn & Van Niekerk, 2002:250; Craft, 2002:6). Orit (2016) critiques such views of

CPD, arguing they see CPD as addressing deficiencies in teachers or fulfilling requirements for government reform. Other approaches conceptualise CPD in terms of personal growth. Here CPD is defined as strengthening the understanding of teachers' views about how teaching and learning takes place and the process of personal and professional empowerment (Orit 2016; Berliner, 2001; and Kuijpers et al., 2010). Similarly, Evans (2014:3) emphasises the understanding of the process by which teachers grow professionally and views CPD as addressing teachers' motivations and aspirations (Orit, 2016).

Wan and Lam (2010) similarly contest the training model of CPD and believes CPD for teachers refers to the on-going learning and development of teachers that must embrace both personal and professional development. Thus, in contrast to the approach the training model takes on CPD, Day and Sachs (2004:220) view CPD as a learning process resulting from meaningful interaction with the context, ultimately leading to changes in teachers' professional practice and in their thinking about that practice, especially their own professional identity.

The preceding concept allows teachers to have a bigger say in designing instructional content that is directly related to their own contexts. Clarke and Hollingsworth (2002) believe CPD focuses on a teacher's professional identity which represents a key shift in agency when teachers became active learners, shaping their professional growth towards "key agents of change".

Additionally, Clarke and Hollingsworth (2002) assert that CPD should focus on the whole teacher and not only emphasise the development of pedagogical knowledge and skills. Teachers face a plethora of issues in the classroom and they need to develop the skills necessary to cope with these challenges specifically by becoming agents of change who promote social cohesion (Sayed, 2017).

Based on the abovementioned definitions by different authors, the following definition of teachers' CPD was developed for this study: formal and informal activities undertaken by practising NQTs either individually or collectively to enhance the capacity of both their professional knowledge and competence, and their professional identity for the effective promotion of social cohesion to address complex challenges in the classroom.

In order to bring out a wide-ranging and in-depth understanding of what teachers' CPD entails, the next section will provide an overview of the two types of CPD teachers are provided with, namely formal CPD and informal CPD.

3.4.2 Formal CPD

Research categorises CPD mainly into formal learning activities and informal learning activities (Kunter et al., 2007). Feiman-Nemser (2001) describes formal learning activities as structured learning environments with a specified curriculum. Little (1993:129) and Lieberman (1995:67) refer to formal learning activities as the "training" model of CPD which assumes that teachers develop by means of training models that consist of experts communicating information during full or half-day activities to help everyday practices in the classroom through attendance at workshops, courses, and conferences (Campbell, 2007:18 Feiman-Nemser, 2001).

Formal learning activities are arguably the most widely used form of CPD. Feiman-Nemser (2001) states the number of hours teachers are expected to invest in CPD programmes is an important characteristic of learning activities. Delhaxhe (2008:117) asserts that in European countries teachers must complete between 12 – 75 hours per year. SACE requires teachers to earn 150 CPD points in a three-year period. The number of hours expected of teachers to invest in CPD shows the importance countries place on CPD and the rigid structure within which CPD is controlled by institutions within the meso level of education. These institutions have a top-down relationship with the micro level and influences it directly. Forms of CPD thus play a huge role in how teachers are developed to address challenges in the classrooms.

Formal CPD approaches are characterised as the delivery of CPD through external expertise, with structured learning outcomes, taking place both on-site at school or off-site and mainly for a duration of a full or half day (Ono & Ferreira, 2010:60, Feiman-Nemser, 2001). From the literature it is evident that formal CPD approaches are arguably the most widely used and most criticised (Feiman-Nemser, 2001). This study will now expand on the following formal CPD approaches: workshops, courses, conferences and seminars.

3.4.2.1 Workshops

A workshop is a skill-based opportunity provided to teachers to update their skills (Oosthuizen, 2012:49). It is generally provided by educational institutions and experts where the agenda is already structured and determined (Bill & Melinda Gates Foundation, 2014). It is characterised by direct learning where teachers are invited usually off-site to play a passive role in the training session whereby the expert controls and presents curriculum content, assessment or training which has already been pre-determined for a full or half day (Oosthuizen, 2012:49; Day and Sachs, 2004:13; Bubb and Earley, 2009:92).

Workshops are the most predominant form of CPD. According to research conducted by the Bill and Melinda Gates Foundation (2014:11), teachers spend approximately 20 hours attending workshops annually, more time than any other form of professional development. This perception suggests workshops are the most effective form of CPD. In stark contrast, literature shows that workshops, despite its popularity, is the epitome of ineffective CPD (Phorabatho, 2013:47).

There are several reasons why both researchers and teachers assert that workshops are ineffective. Firstly, literature finds workshops have resulted in the separation of theory from practice, emphasising there is a disconnect between the teacher's developmental needs and the CPD provided to them (Bill & Melinda Gates Foundation, 2014). Secondly, many authors' critique stem from the nature of a workshop: its "one-size fits all" format which often ignores the needs of individual teachers (Hişmanoğlu & Hişmanoğlu, 2010:28; Phorabatho, 2013:47). Thirdly, the issue with workshops is its lack of long-term support and feedback for teachers, contributing to the reasons why workshops often fail to develop teachers' skills and make a difference (Chisholm, 2000:61, Phorabatho, 2013:47).

Contrarily, Guskey and Yoon (2009: 496) argue workshops can be effective and have proven to be effective in multiple cases, but this positive association with workshops only arises when the CPD is described as being well-organised, relevant and focused on teacher's needs (Phorabatho, 2013:47).

3.4.2.2 Courses

A course is defined as an opportunity provided to teachers to improve existing qualifications. With this in mind, teachers can additionally further develop professional knowledge and skills with top-up courses or resolve any areas where teachers feel they lack or need development with remedial courses (Bell and Day, 1991:7).

Courses are characterised as usually being offered by recognised universities or accredited institutions with structured programmes that can take up to years to complete (Phorabatho, 2013:48). Similar to workshops, research reveals teachers play a passive role, and the outcome of courses is not satisfactory as it fails to acknowledge and address teachers' lived experiences in the classroom (Phorabatho, 2013:48).

3.4.2.3 Conferences and seminars

A conference and seminar is an opportunity provided to a large number of teachers to attend simultaneously, to learn how to develop their skills usually by listening to presentations being

made in a one-day or weekend event (Heystek, 2008, Phorabatho, 2013:49, Oosthuizen, 2012:51). It is characterised as external structured expertise given, usually organised by government education departments (Phorabatho, 2013:49).

From the literature it is evident that conferences and seminars are not considered the ideal type of CPD to impact any real change. This is supported by Phorabatho (2013: 49) who, notes the passive roles teachers play at conferences and seminars, asserts it leads to "brief, fragmented, incoherent encounters that are unrelated to real classroom situations". Furthermore, Oosthuizen (2012:49) states this format of CPD, where not all teachers from one institution attends, leads to the cascade or dissemination of information to colleagues which rarely results in meaningful change and development.

3.4.3 Informal CPD

Several researchers assert CPD also takes place through informal learning activities. Hoekstra et al. (2009) define informal CPD as learning in the workplace where systematic support of learning is absent. According to Richter et al. (2014:117) and Kyndt (2016), informal learning is characterised by a low degree of planning, no structured curriculum and no specific environment.

Campbell (2007:18) states that informal training activities consists of "the solitary, unaided, daily reflections on experience, to working with a more experienced or knowledgeable practitioner, to observing and being observed". Many researchers (Rytivaara & Kershner, 2012; Lohman & Woolf, 2001; Shapiro, 2003) recognise the value of investigating teachers' informal learning because it has the ability to shed light on the situations in which they learn and practice.

According to Phorabatho (2013:47), informal CPD means learning and development takes place within the school context, embedded in teachers' everyday work lives. This study will now expand on the following informal CPD approaches: mentoring, collaboration, learning activities and online platforms.

3.4.3.1 Mentoring

There is abundant literature on mentoring. With this in mind, this study will present the different perspectives and insights researchers have on the term mentoring. Mentoring is about developing an individual holistically and not just a specific skill by sharing experiences and offering expert or specialist advice (Bridge, 2016:3). According to Oosthuizen (2012:51) and

Botha and Hugo (2021:66), mentoring is the deliberate pairing of a more experienced teacher with a less experienced teacher to support them in their development process.

Numerous studies have emphasised the importance of experienced teachers in supporting NQTs during their initial development phase (Engvik & Emstad, 2017; Cheng & Szeto, 2016; Alhija & Fresko, 2010). However, Gaikhorst et al. (2014) point out this role is not framed within a formal support system which puts NQTs at risk to the pressures of reality shock if the school and experienced teachers do not adequately take up their role in providing adequate support.

Support structures are described as the actions that schools engage in to help new teachers transition into the teaching profession (Gaikhorst et al., 2014:24). Most schools provide this assistance in the form of “mentoring”. Hobson et al. (2009) define mentoring as a “process and a long-term relationship between trusted peers: an experienced teacher (mentor) and a less experienced teacher (NQT) designed to support the NQTs learning, professional development, well-being and to facilitate their induction into the culture of teaching and the local school context”. Mentors are often experienced teachers who assist NQTs in making the transition from student to full-time teacher (Nielsen et al., 2007:15). Mentorship is defined by Baker-Doyle (2010:10) as "social capital and social networks" that are important for teacher retention and overcoming reality shock.

According to Alhija and Fresko’s (2010) questionnaire study conducted among 243 NQTs in Israel, the support received from a mentor was the strongest contributor to the successful socialisation and assimilation of NQTs that assisted with support in the professional, social and personal dimensions. NQTs in Finland found mentors at the school level to be vital for support during their early careers according to Aspfors and Bondas (2013). This is consistent with research from other countries that suggests mentors are important in socialising new teachers into the profession (Engvik and Emstad 2017) and in establishing and maintaining positive teaching and learning environments in schools (Harju and Niemi, 2018).

Phorabatho (2013:51) adds mentor-teacher pairings work one-on-one with each other and specifically constitutes the pairing of NQTs with accomplished experienced teachers where learning happens in school (Phorabatho, 2013:51; Oosthuizen, 2012:50). In light of this, Botha and Hugo (2021:66) comment that NQTs are paired with a mentor because of the reality shock they face and mentorship is used as a tool to bridge the gap between training and practice.

Blandford (2000:181) describes the support mentors provide mentees to be on pedagogical knowledge and understanding, skills and abilities and subject content matter. However, many researchers assert the support mentors can provide is not limited to content-related development, but has the potential to encompass all the development needs of the mentee, thus mentorship offers a highly individualised approach to CPD (Msila & Mtshali, 2011:9; Villegas-Reimers, 2003:116). In support of this statement Oosthuizen (2012:51) states mentors provide support in many ways including but not limited to being a "coach, role model, guide, a wise and patient counsellor, and a gifted and experienced role-player."

In view of the above, the role of the mentor is critical and the support provided is ongoing (Bridge, 2016:3). In that respect, the relationship between mentor and mentee is described as being important and intense, requiring a relationship built on trust, open communication and self-reflection (Bridge, 2016:3).

From the literature it is evident that mentoring is fairly effective. Botha and Hugo (2021:66) support the previous statement by emphasising mentees who are guided and supported by their mentors manage reality shock more easily as they acquire the skills they need from their mentor, like developing much needed learning activities such as self-reflection and meaningful observation.

In so doing, mentees become more confident and empowered, leading to positive feelings and attitudes. Salehi et al. (2015:47) emphasise the importance of feelings and attitudes, which could lead to failure or success. With this in mind, the positive feelings associated with mentees learning from mentors and experiencing any progress made first-hand, lead mentees or NQTs to experiencing job satisfaction, feeling committed to the workplace, and improved classroom management, ultimately leading to quality teaching and learning (Botha & Hugo, 2021:66).

3.4.3.2 Collaboration

According to Phorabatho (2013:52), collaboration is defined as teachers coming together to engage collectively with each other with the purpose of identifying and addressing issues in the workplace. Collaboration can take place within individual schools, or across different schools, as well as operate under different terms such as clusters, partnerships and professional learning communities (Oosthuizen, 2012:51). Collaboration consists of activities such as "sharing content knowledge, reflecting on teaching experiences, giving feedback, and general ideas and views regarding classroom practice" (Conco, 2006:84).

With this in mind, the above represents a form of professional development where practices are mainly improved through meaningful discussion amongst teachers themselves and not external entities driving agendas. The relationship among teachers collaborating is thus critical, as it needs an important balance of autonomy and collegiality, because without this, collaboration does not work and teachers find it ineffective (Bill & Melinda Gates Foundation, 2014).

In view of the above, research from the Bill & Melinda Gates Foundation (2014) supports this notion as teachers feel collaboration needs to be more structured to ensure mutual accountability among all participants as collaboration does not work if the relationship as discussed above between teachers does not exist. Clement and Vandenberghe (2000:98) comment that a completely collegial individual or school is unrealistic as teachers complete certain tasks better autonomously. On the other hand, Clement and Vandenberghe (2000:98) state if collaboration can give rise to better quality learning opportunities, then the teacher should collaborate. Additionally, literature reveals despite teachers experiencing less than ideal collaboration, teachers recognise the value of collaboration (Bill & Melinda Gates Foundation, 2014).

Collaboration is successful when it is prioritised formally and built into teacher's schedules, when participants are held accountable through shared instructional planning responsibilities, and when participants' attitudes and beliefs are positive towards this form of professional development (Bill & Melinda Gates Foundation, 2014). If successful, collaboration can promote self-confidence as teachers can discuss the pressures and burdens they are faced with, allowing them to play a role in the decisions that affect them (Oosthuizen, 2012:52). Furthermore, it allows teachers to prepare for key challenges noted, and in doing so, it minimises uncertainties and reality shock (Oosthuizen, 2012:52).

3.4.3.3 Online Platforms

CPD as online platforms is the practice of leveraging technology to address teachers' needs. For example, teachers can use online platforms for planning, designing and delivering of instruction; participating in collaborative and customised learning opportunities and content and video sharing (Bill & Melinda Gates Foundation, 2014). Innovative products emerged with the potential for teachers to develop virtually with the introduction of Web 2.0 technology, dynamic platforms like Zoom, Google Classroom, Skype, Facebook, YouTube, Twitter and

WhatsApp, which have provided online platforms globally and locally with greater user interactivity and collaboration (Moodley, 2019:1).

This study will focus on the online platform predominantly used by teachers in South Africa, namely, Whatsapp, because of its affordability and ease of use (Moodley, 2019:3). According to Moodley (2019:3), WhatsApp is an instant messaging application comprising of instant messaging, picture sharing, file sharing and video file sharing capabilities.

The advantages of online platforms such as these are that they foster collaborative information discovery, collaborative learning, and knowledge sharing by teachers (Moodley, 2019:3). With this in mind, the beginning of 2020 created immense challenges in the education sphere as a pandemic, namely the Coronavirus disease of 2019 (COVID-19), spread globally. In this respect, Whatsapp provided a variety of unique methodologies in support of teaching, learning, and knowledge gathering amongst teachers who had to teach virtually and were isolated from one another.

Literature has always indicated the importance of CPD with regards to teachers' needs to keep pace with and respond to the challenges in society (Day and Sachs, 2004:13; Oosthuizen, 2012:51). The presence of online platforms has created opportunities to hear the voice of the teacher and keep up with any challenges (Moodley, 2019:1).

In summary, and in terms of the forms of CPD provision, the foregoing discussion indicates that formal CPD methods are not always ideal to promote sustained professional development in teachers, whereas informal CPD methods lead to a more ideal and desired kind of professional development. Furthermore, the next section will discuss social cohesion-related CPD.

3.4.4 CPD related to social cohesion

With the above review in mind of existing literature on CPD, the focus of CPD does not tend towards social cohesion-related CPD. Existing literature for social cohesion-related CPD is scarce, however this body of knowledge is increasing. Researchers Sayed and Bulgrin (2020), Sayed et al. (2020) and Sayed et al. (2017) focus on components of social cohesion such as values, inclusion, diversity and well-being adding to the overall conversation of CPD for social cohesion (Raanhuis, 2021).

However, only a few studies in South Africa explicitly talk to teachers CPD experiences with regards to social cohesion. Even fewer CPD programmes cover content to explicitly teach and

develop teachers to be agents of social cohesion. According to Mayo (2019) and Brown and Zahar (2015), development in the line of social cohesion must be underpinned by transformative learning. This kind of development must take place through reflection, dialogue, positive action for positive change and competent individuals committed to being socially and ethically responsible (Raanhuis, 2021).

In South Africa, where debates and protests about racism and discrimination in schools are still ongoing, a formal CPD workshop emerged in Cape Town, explicitly focused on social cohesion in 2017 (Raanhuis, 2021). The workshop took place over three days and aimed to explore how diversity and transformation can build a peaceful country. Participant teachers were given relevant literature on social cohesion to understand their personal and professional agency as teachers for social cohesion (Raanhuis, 2021:37). This allowed participants to engage with their own epistemological and ontological views, leading to self-reflection and self-awareness (Raanhuis, 2021:37).

Operating within the South African context where violence, inequalities and injustices are deeply rooted within the fabric of society, as discussed in the Context Chapter, participants were faced with their inherited attitudes and traumas of the past. According to Mogliacci et al. (2016:165), a breakthrough in such self-awareness and self-knowledge can lead to new values that can foster social cohesion such as creating and rebuilding meaningful relationships.

Throughout the CPD programme, it is noteworthy how the pedagogy of the programmes and the facilitator lends itself towards social cohesion. Case studies were used to engage participants in dialogue. Participants were involved and engaged with the material and knowledge gained on how to create safe spaces, promote active listening, communicate and be reflective through role play and presentations; this enabled them to connect not only to the acquired knowledge but also with each other through collaboration and group work (Raanhuis, 2021:40). Teacher participants reported that undergoing the CPD programme made them aware of their bias and increased their levels of self-awareness and self-reflection. According to Raanhuis (2021:41), CPD that is engaging, meaningful, participative and collaborative is imperative to develop teachers to be agents of social cohesion.

The following section will explore whether CPD provision can develop teachers to be agents of social cohesion by exploring the advantages and disadvantages of CPD within the existing body of literature.

3.4.5 Advantages of CPD

The advantages of CPD as pointed out in literature will be discussed below. Many scholars agree CPD is the best means to change teaching practice; teachers therefore play a huge role in affecting change in the classroom (Supovitz & Turner, 2000; Ono & Ferreira, 2010:60).

According to Guerriero (2013), teachers are considered the most critical human resource with the ability to effect changes in school and thus CPD, the process through which the critical human resource can improve, has become a vital component of ongoing educational reform everywhere in the world. CPD is thus advantageous to teachers in many ways. Literature emphasises and highlights the following two advantages of CPD: improved content knowledge and improved teacher confidence and motivation.

3.4.5.1 Improved content knowledge

One of the advantages of CPD for teachers is the manner in which it improves a teacher's subject knowledge, mainly through formal CPD such as workshops. For Tannen and Alatis (2003:9), the teacher in the classroom is expected to be the main instrument for bringing about qualitative changes and improvement.

CPD arguably impacts many spheres in the education system, the most significant one taking place at the micro level of education. Teachers and learners in the classroom work within the micro level where most of the challenges and teaching and learning takes place. According to Day (1999) and Meirink (2007), extensive research shows CPD is needed to improve a teacher's subject expertise and in turn improving learners' academic performances at the micro level. CPD has thus become an expectation of all professionals as many scholars agree undergraduate education is simply the beginning of a lifelong process of learning (Day, 1999; Knapper & Cropley, 2000; Leicester et al., 2005)

CPD is imperative to ensure teachers are experts in both pedagogy and subject content in their fields as governments, schools, parents and learners expect teachers to deliver high performing results. Teachers must therefore be abreast of relevant and current information and skills through CPD.

According to Okuni (2007:112), the existence of poor-quality teachers in schools leads to poor performance of learners due to out-of-date pedagogy and inadequate subject knowledge. Poor quality teaching is usually defined by "exam-oriented, chalk-and-talk, teacher-centred/dominated, lecture-driven pedagogy, which limits students to memorising facts and reciting them back to the teacher" (Dembélé and Miaro-II, 2003).

CPD is thus vital for re-orienting teachers' classroom practice towards more "active" learning pedagogies, ensuring teachers are continuously updated to be able to remain current with the latest technology and new trends in teaching, and be able to adapt to curriculum changes as some skills and knowledge become obsolete through syllabi changes (Hasha & Wadesango, 2020:141).

Villegas-Reimers (2003) asserts that becoming an excellent teacher is a long-term process, which begins with initial teacher training and should continue throughout a teacher's professional life through CPD. Additionally, according to Hasha and Wadesango (2020:141), students expect educators to be subject matter experts for the content they teach. CPD is thus important because it allows teachers to broaden their expertise in their particular fields. Even the most qualified teachers require assistance in adapting to changes, whether through refresher courses or further training to bring their expertise up to speed for new circumstances. Teachers must stay current, and CPD is at the heart of this as they pass on their knowledge to students in order to improve learner performance (Hasha & Wadesango, 2020:151).

3.4.5.2 Improved teacher confidence and motivation

A second advantage of CPD is the manner in which it improves a teacher's confidence and motivation. According to Randel et al. (2011) and Bell et al. (2008), motivation is the driving force of human behaviour. Andersson and Palm (2018) suggest the most obvious manifestation of development is motivation and that teachers are generally extremely motivated to make significant changes in their teaching techniques after receiving CPD.

For example, in a mixed approach (quantitative and qualitative) study conducted by Anderson and Palm (2018) in Sweden, 29 Mathematics teachers participating in a professional development programme that focused on formative assessment were randomly selected. One of the aims of the study was to seek through observations, questionnaires, and semi-structured interviews the degree of motivation for teachers making changes. Teachers were shown to be spontaneously inspired and motivated after participating in the CPD programmes to use a more formative teaching practice. CPD is hence considered as a tool to add to or to become the reasons and motives that push and direct teachers to engage in improving their teaching skills.

Nespor (1987) emphasises the importance of teachers' attitudes and beliefs in effective teaching and learning. According to Anderson and Palm (2018:588), positive feelings, intentions, and expectations allow teachers to conceive of themselves as competent, which can be achieved through CPD. In a quantitative and qualitative study conducted in five secondary schools in

the Netherlands with 34 teacher participants, Meirink et al. (2009) argued teachers who are exposed to their colleagues' teaching methods are more likely to try out new ways of their own. Through the analysis of questionnaires and digital logs of teacher activities, these experiments' major findings frequently resulted in a positive shift in attitudes regarding the reform attempt in issue. CPD is thus considered as a process in which teachers can experience a change of ideas, attitudes, beliefs, confidence and motivation which forms the basis of their professional identities.

3.4.6 Disadvantages of CPD

The following section explore what literature asserts as the disadvantages of CPD. Literature is overwhelming in its assertion that CPD is indeed effective with several advantages, however it also points out that CPD is ineffective due to inadequate programmes led by authorities and thus results in several disadvantages.

Many researchers like Jurasaite-Harbison (2009:301), Wang et al. (1999), Cohen & Hill (1998), Kennedy (1998), Burns (2008), Hoekstra et al. (2009), and Poulson and Avramidis (2003) argue CPD programmes and initiatives are ineffective as they fail to adequately translate their objectives to the daily teaching practice. Moreover, researchers suggest professional development needs to be reformed as CPD aims to affect changes in teacher skills; literature shows little to no teacher change is taking place, however.

It is a widely accepted notion that CPD is a systematic endeavour to bring about change - change in teachers' classroom practices, change in their beliefs and attitudes, and change in students' learning results. According to Hasha and Wadesango (2020:143) and Guskey (2002), the effectiveness of CPD can be measured based on the “teacher change” that takes place in teaching knowledge, skills, attitudes, beliefs or actions in pursuit of improvement.

Many researchers agree the notion of “teacher change” is linked to CPD and that change may be viewed in the context of increased teacher competence (Clarke & Hollingsworth, 2002; Lessing & de Witt, 2007). When teachers discover or acquire new strategies through CPD, CPD is considered effective. If teachers are then able to make changes or adjustments to their teaching approaches using what they gained from the development, the CPD is considered advantageous.

The opposite is also true. CPD is considered disadvantageous when no teacher change has taken place. Literature lists several reasons as to why CPD programmes results in no teacher change taking place. This study will explore the following disadvantages of CPD leading to

little to no teacher change: CPD that is not tailored to teachers' personal contexts and needs, CPD that provides little to no long term feedback, and CPD that offers little to no meaningful feedback.

3.4.6.1 Not tailored to personal context and needs

One of the factors that lead to several researchers claims that CPD programmes and initiatives are often ineffective to address the challenges that NQTs face is that formal CPD programmes are not tailored to teachers' personal contexts and needs (Jurasaite-Harbison, 2009; Burns, 2008; Hoekstra et al., 2009; Poulson & Avramidis, 2003).

According to Wilson et al. (2006:17), teachers' perceptions of CPD vary according to school and career stage. However, because most teachers operate within a traditional model of CPD, teachers view CPD negatively and associate it primarily with attendance at courses, seminars or workshops that do not speak to their individual needs (Wilson et al., 2006:5; Bolam, 2002; Hustler et al., 2003).

This perception of CPD shapes the attitudes that teachers have towards CPD and unfortunately gives rise to negative feelings towards the provision of CPD (Wilson et al., 2006:17). Multiple research projects under the Bill and Melinda Gates Foundation (2014) support the previous statement, as this research revealed many teachers view CPD merely as a compliance exercise and waste of time due to its irrelevance. In interviews, teachers reported the CPD provided is ineffective because of formats like the "one size fits all" and short-term standardised CPD provided (Bill & Melinda Gates Foundation, 2014:5; Wilson et al., 2006:17).

Additionally, formal support systems are frequently put in place to assist NQTs in overcoming reality shock, but because these types of support are institutionalised, the assistance provided does not align with the needs NQTs have identified. (Colognesi et al., 2020).

However, Tatto (1999) and Tabulawa (1998) argue CPD programmes are not ineffective because they are futile but because authorities overlook teachers' perspectives and hence fail to discover points of contact with teachers' reality in order to provide relevant CPD programmes.

Furthermore, Ono and Ferreira (2010:60) concur CPD that excludes teachers and their professional growth, results in failure. The literature also asserts educators are motivated and willing to undertake learning that they believe in (Broad & Evans, 2006; Sykes, 2006). In other words, it suggests that all CPD must be meaningful and relevant to teachers to be effective. A teacher responded in Hasha and Wadesango's (2020:146) study that CPD programmes that

were school-based were more "relevant and useful as they tended to address unique school problems and challenges in a more focused manner." Teachers are thus able to relate knowledge learned from CPD programmes to their own contexts and their understanding of the problems and challenges they face.

Literature on teachers' perceptions of CPD provides a clear reason why teachers feel CPD is a waste of time. Teachers say the CPD provided to them is not relevant (Bill & Melinda Gates Foundation, 2014). Teachers place the blame of this issue squarely on the shoulders of school and district leaders whom they feel lack the time and expertise to support teacher development effectively. CPD according to teachers is not relevant because it is poorly planned and executed, and CPD is not customised to the skills teachers need to develop. Further, external professional development providers are of poor quality because the district does not allocate sufficient financial resources to professional development (Bill & Melinda Gates Foundation, 2014, Wilson et al., 2006:20).

There is a real disconnect between the teacher and CPD provider; it is clear school and district leaders do not have a clear understanding of the development needs of teachers (Colognesi et al., 2020). Sayed and Bulgrin (2020:41) assert "what teachers need and want" are imperative for CPD to be effective and the development of teachers to be successful.

3.4.6.2 Little to no long-term feedback

Another disadvantage of formal CPD that literature addresses is the lack of follow up, causing little to no long-term feedback for teachers trying to improve their competency. In this way, the short-term standard of formal CPD does not allow for teachers to measure in some way whether they have achieved the outcomes or goals of the CPD they attended (Bill & Melinda Gates Foundation, 2014).

Thus, teachers are left to try and implement the lessons learnt in their own individual contexts without any help or feedback from the CPD providers. Furthermore, exacerbating the issue is that there is not enough time built into teachers' schedules for professional development (Bill & Melinda Gates Foundation, 2014). In other words, no time is being prioritised in schools to make a point of contact with teachers in real time and in real classrooms to guide their professional development.

3.4.6.3 Little to no meaningful interaction

A further disadvantage of formal CPD is the lack of meaningful interaction that takes place in workshops and seminars, for example. According to literature, teachers play passive roles at

these events resulting in low engagement and low levels of meaningful relationships formed. In other words, the Bill and Melinda Gates Foundation (2014) and Wilson et al. (2006:17) posit that formal CPD has a lack of mentorship.

Additionally, Sayed and Bulgrin (2020:50) found effective implementation of programmes requires meaningful involvement of teachers. In interviews, teachers say the CPD provided is not effective because of little to no meaningful interaction (Bill & Melinda Gates Foundation, 2014; Wilson et al., 2006:17). This issue is compounded, teachers say, by the dynamics of the relationships between CPD providers, school leadership or experienced teachers where mentorship is not always offered or provided (De Jager, 2011:57).

This issue affects NQTs more drastically as they are more vulnerable due to their inexperience and finding themselves in a new environment with no guidance. To support the previous statement, De Jager's (2011:58) action research study on the professional development of NQTs states that teachers feel they cannot express their concerns about the lack of or ineffective CPD and/or mentorship as they feel they would be bothersome or show their own incompetence. CPD tends to thus not provide teachers with a safe outlet where they can experience trust between the relationships meant to develop teachers.

3.5 Gaps in the literature

Despite the extensive literature on CPD, NQTs and social cohesion separately, there is a lack of literature on the experiences NQTs have of CPD in addressing social cohesion. This is particularly noticeable when looking for data on CPD programmes explicitly covering or teaching social cohesion.

Teachers are faced with multiple challenges that impact their abilities to create socially cohesive spaces. This study focuses on social cohesion in the classroom and the CPD support provided to NQTs to address it. Even though there is a plethora of literature that focuses on the nature, causes and effects of various challenges in the school, few studies have investigated the CPD support NQTs receive and grapple with, as well as how they deal with their everyday realities to address the impact of their challenges on social cohesion in the classroom.

This study is an attempt to bridge that gap and seeks to provide some insights into the nature of the CPD activities experienced (or lack thereof) by NQTs that address social cohesion. Based on the challenges NQTs experience, this study aims to explore the CPD support or lack thereof that NQTs receive, and how CPD support can lead to dealing with challenges in the classroom to promote social cohesion.

3.6 Conceptual framework

This section maps the conceptual framework that will guide this study. *Figure 2* is a visual representation of the conceptual framework below. According to Jabareen (2009:51), a conceptual framework is a "network or a plane of interlinked concepts that together provide a comprehensive understanding of a phenomenon". Additionally, Jabreen (20019:51) posits that a conceptual framework comprises of a main feature that will be discussed together with the conceptual framework of this study.

The main feature of a conceptual framework is to present a relationship among the network of concepts being used (Jabreen, 20019:51). As indicated in Chapter 1, the phenomenon being explored in this study is the CPD experiences of NQTs in addressing social cohesion in the classroom. For this study the main concepts used were NQTs and CPD. Additionally, sub concepts such as social cohesion and agency also formed part of this study.

The first concept this study is based on is the construct of NQTs in relation to CPD and social cohesion. For this study, NQTs are defined as teachers with one to three years of teaching experience (Tiba, 2008; Zientek, 2007; Kyndt et al., 2016; Curry et al., 2008; Hebert & Worthy, 2001). Additionally, NQTs are framed as agents of social cohesion to show the connection between NQTs and their need for social cohesion related CPD.

The second interlinked concept that makes up the network of this study is CPD. For this study CPD is seen as any formal or informal activity undertaken by NQTs to enhance the capacity of both their professional knowledge and competence and their professional identity for the effective promotion of social cohesion to address complex challenges in the classroom. Additionally, CPD is framed within the South African policy and political environment.

The sub-interlinked concept this study is based on is the construct of social cohesion. For this study, social cohesion is defined as the "collective understanding, empathy, acceptance of difference, and willingness to be inclusive and abide by common values and rules in our shared social spaces" (Smith et al., 2021, 502). Additionally, the concept of agents for social cohesion is unpacked. This definition is framed within the South African context and linked to South African policy in an attempt to redress the injustices of the past. For NQTs this means they must view themselves as agents for social cohesion. Literature points out the best way to achieve this is through CPD.

In *Figure 2* the core unit of this study (i.e. the unit of analysis) is NQTs. The two main interlinked concepts together (NQTs and CPD) framed within related phenomena such as social

cohesion and agents for social cohesion, creates a framework where the study can unpack and highlight the experiences of CPD. NQTs give voice to their experiences of CPD in addressing social cohesion in the classroom through discussing their experiences within the three research questions (RQ). Research question 1 (RQ1): the factors that hinder social cohesion; research question 2 (RQ2): the forms of CPD in general and social cohesion related CPD; and research question 3 (RQ3): the advantages and disadvantages of CPD in general and social cohesion-related CPD. The above framework is also unpacked within the school and community, provincial and national context of South Africa.

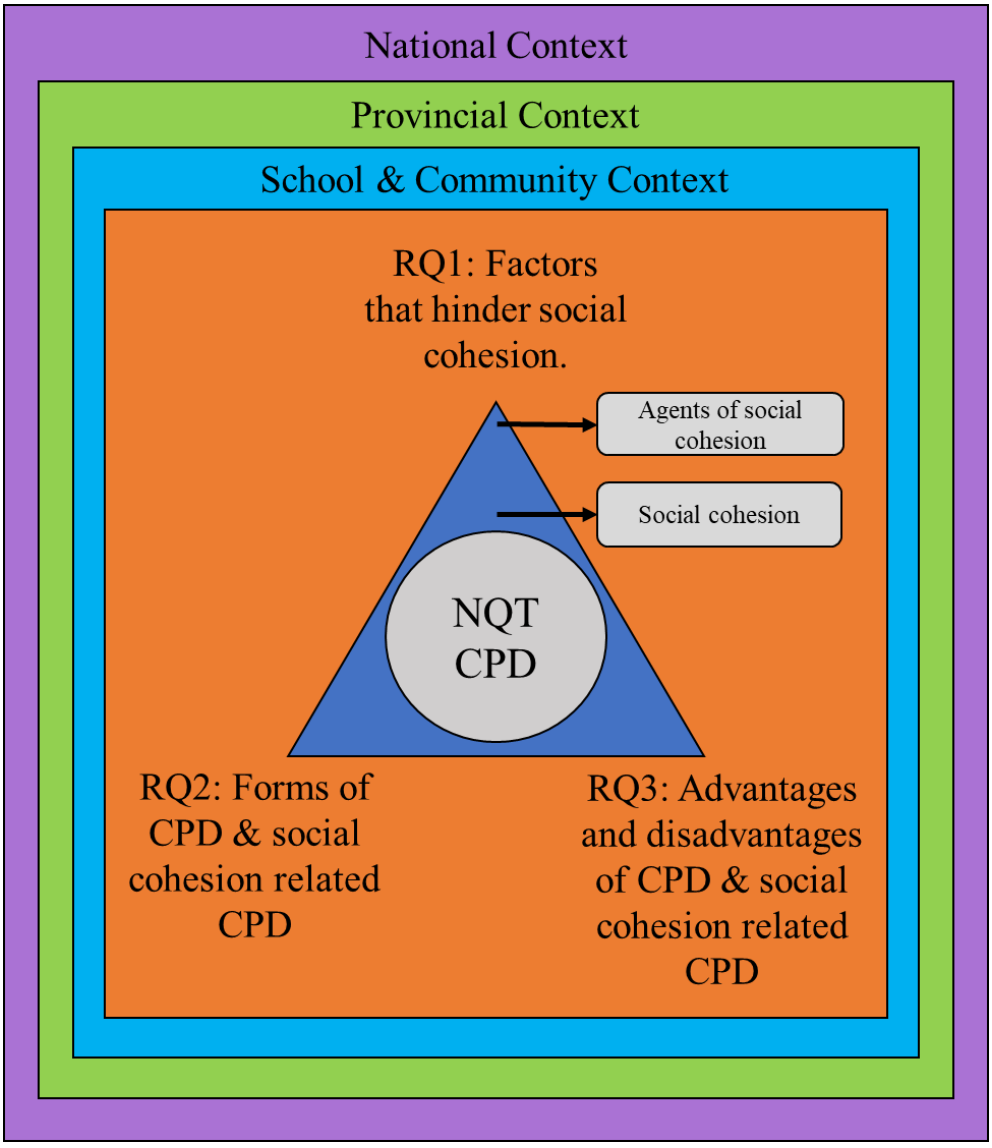

Figure 2: Conceptual Framework

To conclude, chapter 3 summarises the three bodies of knowledge related to the research topic: NQTs, social cohesion, and CPD. The first body of knowledge – NQTs – was defined and the challenges of reality shock, and NQTs as agents of social cohesion were explored. The second

body of knowledge – social cohesion – was conceptually defined and the factors that hinder social cohesion in the classroom were outlined. The third body of knowledge – CPD – was defined at length and the forms of CPD and social cohesion-related CPD were described. Additionally, the advantages and disadvantages of CPD and social cohesion-related CPD were delineated. Furthermore, the research gaps and conceptual framework were clearly explained.

Chapter 4: Methodology

4.1. Introduction

This chapter sets out the methodological design and processes undertaken by the researcher to generate data for this study in order to fulfil its research study aims, which is to generate data to explore NQTs experiences of CPD to address social cohesion in the classroom.

The chapter starts with outlining the research philosophy and design of this study which is a qualitative case study in Section 4.2.1. Following that, the theory that underpins this research is explored and explained as the interpretive paradigm in Section 4.2.2. Furthermore, the chapter articulates the ontological, epistemological and methodological assumptions made to guide the researcher.

The chapter then outlines in detail the research methods undertaken by the researcher to sample and collect data in Section 4.3 and Section 4.4 respectively. How the data was analysed is discussed in Section 4.5 and the trustworthiness of the data and the researcher's position is explored in Section 4.5 and 4.6. The chapter then describes the ethical considerations and limitations of the study, concluding with a summary of the chapter in Sections 4.8-4.10.

4.2. Research philosophy

A research philosophy outlines the beliefs and values that guide the design of a research study; it is what researchers perceive to be true and how reality, meaning and knowledge is constructed (Ryan, 2018:41). These assumptions will lead to the development of a framework or approach to be employed to do the research.

4.2.1 Qualitative research

As this research study's aim is to seek understanding of the experiences of NQTs, the framework used in this study is qualitative, as it is an approach used to examine people's experiences as opposed to quantitative research where the aim is to investigate phenomena scientifically (Hennink, 2020:10).

To understand NQTs' feelings, perceptions and meaning garnered from their experiences with the CPD support they receive to deal with phenomena such as reality shock and multiple complex challenges faced within the classroom, the researcher needs the ability and tools to extract deep and rich information from participants as experiences cannot be measured or investigated as in the natural sciences. In order to analyse, unpack and uncover how the CPD support NQTs receive impact their thinking and actions as a teacher, specifically as an agent

of social cohesion, only certain methods employed by the researcher can add value to the conversation.

A specific set of research methods accompanies every framework, according to Hennink (2020:11), qualitative research methods include "in-depth interviews, focus group discussions, observation, content analysis, visual methods and life histories or biographies", and allows the researcher to gather deep, rich, detailed information from their participants if conducted effectively.

Qualitative research however is more than applying certain methods, it is characterised by many features. Firstly, it allows the researcher to identify issues from the participants' perspective as well as how they understand and perceive their experiences, thoughts and how meaning is attached (Hennink, 2020:11). Secondly, it gives researchers a way to interpret phenomena in terms of the meanings people bring to them. Hence, and based on the aforementioned statements, Hennink (2020:11) strongly believes qualitative researchers require training to conduct effective qualitative research as extracting information like someone else's thoughts, experiences, context and uncovering the meaning they attach to these things is not an easy task.

Furthermore, this research study is focused on the experiences of six NQTs at one secondary school. The most suitable research design to achieve the aims and objectives of this type of research according to Yin (2011), is a case study design because it is an investigation and analysis of a single case intended to capture the complexity of the object of the study. The case in this case study is the NQTs at one secondary school, and the complexities captured involve the CPD support teachers receive in creating socially cohesive spaces in the classroom. Additionally, Hennink et al. (2020) says a case study is used to provide in-depth information, and its objective is to explore, explain and describe which is suitable to answer the research questions of this research study.

4.2.2 Interpretivist research paradigm

Additionally, qualitative research is also characterised by the research paradigm (a worldview/research model) the researcher uses to underpin their study (Cohen et al., 2017). A paradigm, according to Babbie (2007:31), is the framework researchers use to shape how reality, knowledge and meaning is understood, observed and reasoned. As previously stated, this refers to the ontological, epistemological and methodological assumptions. According to

Spradley (1980) and Hennink (2020:11), there are two predominant paradigms of social research: positivism and interpretivism.

According to Du Plooy-Cilliera et al. (2014:19), positivism is a method of sociological inquiry that is based on the systematic and scientific examination of social realities; in other words, it is research conducted to discover relationships between individuals in order to predict and control events. This approach however neglects the understandings and views of individuals (Hammersley, 2012:24). Further, positivism does not provide insight into people's lives, it concentrates on what people do rather than why they do it. It is consequently not an appropriate approach for this study which aims to understand the experiences of NQTs, which will provide insight into whether CPD focused on social cohesion can alleviate challenges in the classroom.

According to Hennink (2020:11) and Du Plooy-Cilliera et al. (2014:19), qualitative research that focuses and emphasises the participants point of view is embedded within the interpretive paradigm; it is research conducted "to understand and describe meaningful social action and experiences". Hammersley (2012:26) emphasises the interpretivist paradigm is used to understand knowledge and experience related to human and social sciences. Creswell (2007) agrees by asserting that through an interpretivist perspective, researchers gain a deeper understanding of humans in their unique and complex context. This study uses an interpretive research paradigm as it is fundamentally concerned with deep understanding and meaning of NQTs' experiences. To explore this further, reality, meaning and knowledge, the components of philosophy need to be detailed, and it is in the ontological, epistemological and methodological assumptions made that guide the choices of the researcher (Ryan, 2018:41).

According to Cohen et al. (2007:15), ontological assumptions are assumptions about the nature of reality and the nature of things; it refers to the issues of being. There are various types of ontologies. For positivism, the ontological belief is that there is only one single reality and truth (Cohen et al., 2007:7). For interpretivism, the ontological belief is that there are multiple realities (Guba & Lincoln, 1994:110). The latter theory of ontology resonates with this interpretative study as it views reality as subjective and fluid, and as a product of human interaction (Du Plooy-Cilliera et al., 2014:19). This study acknowledges that NQTs experience and perceive the world subjectively and thus views NQT participants as active human beings who understand their reality. Furthermore, this study believes ontologically, reality is that which is being experienced by individuals, and what they believe to be true in the context they find themselves in.

Additionally, Hennink (2020:12) describes ontology as how people think about, construct and view reality. For this study, and within the interpretive paradigm, the belief is that reality consists of meanings, perceptions, beliefs and underlying motivations. Thus, when the researcher developed the research design, questions that elicit NQTs' personal belief systems and philosophies on phenomena like how to manage difficult situations and reality shock were considered. Additionally, NQTs' meaning of concepts like CPD, social cohesion, reality shock and mentorship was explored as these meanings are vital to uncover how they perceive reality within the education context. The researcher thus conducts the study believing that the world is different to different people depending on how the person views and experiences it (Ryan, 2018:42).

According to Cohen et al. (2017), epistemological assumptions are assumptions about the nature of knowledge, how an individual understands knowledge, how they understand their own thinking process, and how they think others know. There are various types of epistemologies. The epistemological belief for positivism is that knowledge can be measured using reliable designs and tools (Crotty, 1998:8). The epistemological belief for interpretivism is that reality needs to be interpreted to understand its underlying meaning (Grix, 2018:83). The latter theory of epistemology resonates with this interpretative study, and according to Hitchcock and Hughes (1995:12) it is critical to recognise education is carried out by individual teachers, each of whom have their own personal and professional backgrounds, personalities, attitudes, values, and experiences; their reality is thus subjective.

Additionally, epistemology refers to how people come to know the world and what they view as truth. For this interpretive study the belief is that truth can be viewed as subjective and that reality and truth is what people see and feel as opposed to what can be measured (Ryan, 2018:43; Cohen et al., 2017; Du Plooy-Cilliera et al., 2014:19). Thus, in developing the research design, the researcher aimed to elicit participants' own perceptions, experiences and feelings by asking probing questions and listening attentively, and by also carefully crafting questions to uncover participants' experiences and their understanding of them.

Consequently, this interpretive study focuses on studying people and is consistent with the epistemology of interpretivism: the view that the truth is that which is experienced by the participants. To clarify further, for this study the ontological view is that participants' reality is as experienced by individuals. Therefore, the epistemological assumption is that to know more about reality, this study needs to know how participants feel about it.

Methodology, according to Alharahsheh and Pius (2020:40), refers to the research strategy followed to conduct research. Hence, the research methods used in this study must match the research philosophy of the study and focus on the process and research design involved to achieve the objective of the study. The sampling section to follow will outline the way in which this study's research is to be undertaken and identify the methods and sample to be used.

To conclude, in this section, the researcher clarified this study's research philosophy and the beliefs and values that guide the design of this research. A qualitative research approach underpins this study. The researcher is guided by the interpretive paradigm to ensure the study's main research question to understand NQTs' experiences of CPD addressing social cohesion can be explored. The research was conducted according to the assumptions of how reality, meaning and knowledge are constructed. The ontological view is that reality is relative and viewed by each person individually. The epistemological view is that knowledge and meaning is subjective. The methodological view will be explained in more detail in the section that follows as it outlines in detail the research methods used to conduct this study.

4.3. Sampling

Sampling is the process of and strategies used for selecting participants for a study, most social science research involves selecting only a sample of people from the study population (Hennink, 2020:92). According to Cohen et al. (2017:202), there are several key choices to be made about sampling, namely the sampling approach, the site selection, the sample/participant selection, and the sample size.

There are several sampling approaches, with many authors agreeing the main methods of sampling are: random sampling, convenient sampling and purposive sampling (Cohen & Holliday, 1979; Cohen et al., 2017; Hennink, 2020:92). In random sampling, every person of the general population has an equal chance of being included in the sample, and inclusion or exclusion is purely random (Cohen et al., 2017). Additionally, random sampling is useful in studies that want to make generalisations because it seeks "representativeness of the wider population" and the participants selected are randomly drawn (Cohen et al., 2017:214). Furthermore, this sampling approach focuses on the measurement of social issues and generalisations which better aids quantitative research guided by the positivist paradigm (Hennink, 2020:92). Consequently, this sampling approach is not a match for this qualitative study underpinned by an interpretive paradigm, as it seeks the understanding of the experiences

of a specific group of people – namely NQTs – the sample thus cannot be random. Convenient sampling and purposive sampling will be discussed respectively below.

4.3.1 Research Site

Convenient sampling, according to Etikan et al. (2016:1), is sampling based on meeting certain practical criteria such as easy accessibility, geographical proximity, availability of time, willingness to participate or ease of administrative processes. The researcher employed convenient sampling when doing the site selection. A quintile 5 secondary school in the Western Cape Metro East District was chosen because the researcher had access to the gatekeeper of the school who would endorse and advocate for the study, providing the researcher with ease of access and availability of time. Additionally, the site was convenient due to its close proximity to the researcher's work site.

4.3.2 Sampling of participants

Purposive sampling is when a researcher picks a certain segment of the larger population to include from the sample or to exclude from the sample purposefully (Cohen et al., 2017:214). Tongco (2007:147) states the researcher must incorporate individuals based on their knowledge and experience. Furthermore, Yin (2011: 88) says the objective of sample selection in qualitative research is for the sample to offer the most relevant, copious, and rich data pertinent to the research topic. Additionally, this sampling approach focuses on gaining a detailed contextualised understanding of the phenomenon studied, which better aids qualitative research guided by the interpretive paradigm (Hennink, 2020:92). For this reason, in order to gain applicable insights to answer the research questions, this study uses purposive sampling as a sampling strategy in selecting participants.

Newly qualified teachers were chosen as the sample participants. As noted in the literature review, teachers who have between 1-3 years' teaching experience are classified as newly qualified teachers. According to Ben et al. (2012), what happens to teachers during their first year's shape what kind of teacher they will develop into. Ben et al. (2012) remind readers the impact of societal discord in classrooms is so influential that it often causes newly qualified teachers to leave the profession, further emphasising the point of looking for ways to create socially cohesive classrooms. The rationale behind this sample is to study the experiences of teachers who are newly entering the schooling system and have recently completed initial teacher preparation. In addition, newly qualified teachers were chosen as they represent the

group of teachers most at risk of experiencing challenging situations in the classroom, thus the group of teachers in need of support (Romano, 2007).

Thereafter, the researcher chose a sample size of six (6) teachers. According to Hennink (2020:92), making use of purposive sampling requires only a small sample so that issues can be explored in depth. Six participants were selected by the researcher to conveniently synthesise the rich and in-depth data that is required in a qualitative study. Participants were selected according to the following aspects below:

The first aspect considered was the phase that NQTs are teaching in. In South Africa, schooling is divided into different phases. There are four phases of basic education within which teachers work: Foundation phase (grades R-3), Intermediate phase (grades 4-6), Senior phase (grades 7-9) and Further Education and Training (FET) phase. The FET phase comprises of an academic stream consisting of grades 10, 11 and 12 (DoE, 2011a). The researcher chose the FET phase, thus any NQT who teaches grade 10, 11 or 12, because the researcher teaches in and is familiar with this phase. Furthermore, FET is often the exit leaving phase for learners who will enter the world of work and be active citizens in society, therefore it is important to understand the experiences of teachers' approaches who teach in this unique and vital phase.

The second aspect considered was the subject that NQTs are teaching. There are many subjects for FET learners to pursue, these subjects can be categorised into social science subjects and the sciences subjects, however, only four subjects are mandatory for all learners in Grades 10, 11 and 12. These compulsory subjects are the First and Second Languages, Mathematics/Mathematical Literacy and Life Orientation (DoE, 2011a). For the purposes of this study teachers who teach these mandatory subjects will be selected as the researcher is interested in exploring whether there are differences in how social cohesion is approached between teachers who teach in the social sciences and teachers who teach in the sciences, as research suggests. According to Gama (2015:4), the social sciences curriculum inspires the development of social cohesion because it employs a holistic approach to viewing the learner. Life Orientation and Language teachers are thus expected and required to have specific knowledge, skills, values and attitudes to make positive contributions to learners and address social issues in South Africa, whereas Mathematics and Mathematical Literacy teachers are expected and required to have content specific skills to deliver high performing learners and results (Gama, 2015:4). The researcher will reflect relevant important biographical data or characteristics of the teacher including gender and race where possible and appropriate.

4.3.2.1 Background of the research participants

Table 5 below highlights participants' profiles that show important biographical data as well their qualifications, years of teaching experience and other work related and professional information.

	Race	Sex	Teaching Experience	Qualification	Subjects	Grade	School
Sandra	Coloured	F	0	Bachelors of Education Degree (B.Ed)	Mathematics	8-10	Beta Secondary School Quintile 5
Taylor	Coloured	F	2	Post Graduate Certificate in Education (PGCE)	English	8-12	Beta Secondary School Quintile 5
Kate	Coloured	F	1	B.Ed	Mathematics	8-12	Beta Secondary School Quintile 5
Mary	Coloured	F	0	PGCE	English	8-10	Beta Secondary School Quintile 5
John	Coloured	M	3	PGCE	English	8-12	Beta Secondary School

							Quintile 5
Alex	Coloured	M	3	PGCE	Mathematics	8-12	Beta Secondary School Quintile 5

Table 5: Participants' profiles

To summarise this section, the research methods employed in this study with regards to sampling were the use of convenient sampling for the site selection and purposive sampling for the participant selection. The participants are six NQTs teaching grade 10, 11 or 12: three Mathematics/Mathematical Literacy teachers and three Life Orientation/Language teachers.

A discussion of research methods in terms of how data was collected will follow.

4.4 Data collection instrument

This study makes use of one main data collection instrument: semi-structured interviews. According to Hennink et al. (2020:89), data collection is a cycle, including designing the research instrument, participant selection, collecting data and making inductive inferences. In the previous sections the research design and participant selection were outlined; in this section the research methods used to collect data will be discussed.

As stated in the research philosophy section, a specific set of research methods accompanies every framework. According to Hennink et al. (2020:11), qualitative research methods include "in-depth interviews, focus group discussions, observation, content analysis, visual methods and life histories or biographies", and allows the researcher to gather deep, rich, detailed information from their participants if conducted effectively. According to Babbie and Mouton (2001), research methods must not only correspond to the research framework but also with the data sources. Data sources are classified into various categories such as observation, self-reporting, archival/documentary sources and physical sources (Babbie & Mouton, 2001).

This study's data sources include self-reporting as it has selected six NQTs as participants, consequently in-depth interviews were the main tools used to collect data as this study explored individual participants' understanding of their specific experiences.

4.4.1 Semi-structured interviews

The data collection method used in this study is individual in-depth interviews. Appendix F provides a full outline of the interview schedule. According to Fraenkel and Wallen (2005:455), interviewing is the most important data gathering strategy used by qualitative researchers. To understand other individuals' experiences, their experiences must be heard first-hand. The researcher needs to gain deep insight into how the participants are feeling, what they know and how they think, and the degree to how well this can happen depends on the type of interview the researcher uses.

Cohen et al. (2017) state interviews can be structured, semi-structured or unstructured. Additionally, they argue that the degree of structure of an interview reflects the purpose of an interview, for example, whether it seeks description, exploration, or whether it is cognitive-focused or emotion-focused.

Structured interviews are useful when the researcher is aware of what is unknown and is thus able to formulate questions that will provide the necessary information (Lincoln & Guba, 1988:269). Structured interviews were not a suitable approach for this study as the researcher is not aware of the experiences of NQTs in the specific context the participants find themselves in. Participants may also be pressured to conform their experiences and sentiments into the researcher's categories, distorting the genuine meaning of what they say (Patton, 1980:26).

According to Lincoln and Guba (1988:269), unstructured interviews are useful when the researcher is unaware of what is unknown and must rely on the participants to reveal it. This approach does not fit with this study as participants can talk about questions that emerge from the immediate context that do not relate to the study. Without any predetermined questions, participants can talk off-topic.

Semi-structured interviews are a combination of both structured and unstructured interviews, where the researcher has a list of more or less structured predetermined questions that are flexible enough to allow participants to reveal any information not known to the researcher (Lincoln and Guba, 1988:269). This study used semi-structured interviews because it seeks to acquire, as Cohen et al. (2017:509) suggest, "unique, non-standardised, personalised information" and allowed for comprehensive data to be collected.

Semi-structured interviews were applied in the following manner: the researcher approached the gate keepers of the school, in this case the principal, to find willing and voluntary participants who fit the criteria to be part of the research. To ensure participants freely decided

to participate, the researcher sought informed consent. Additionally, the researcher, verbally, at the start of the semi-structured interview informed participants of their right to withdraw and all ethical considerations that the researcher must adhere to. The individual face-to-face interviews were scheduled according to a time and date suitable for participants. Follow up interviews were required with two particpants and took place online. Practical aspects of how data was collected included all interviews being transcribed and emailed to all participants to ensure integrity and accuracy of responses. Additionally, the interviews were scheduled for a time period of one hour but some interviews lasted up to 1.5 hours depending on the setting and responsiveness of the participant.

De Clerck et al. (2011:12) provides researchers with context and steps to ensure semi-structured interviews are done effectively. This study's researcher employed guidelines by De Clerck et al. (2011:12) and is explained below.

Firstly, De Clerck et al. (2011:12) suggest the researcher is attentive to what the participant says to respond with follow-up questions and probes. The nature of semi-structured interviews is the flexibility of the unstructured interview and the directionality and agenda of the structured interview. It is thus important for the researcher to be attentive as the questions for the interview are pre-determined but will also need to be formulated by the researcher during the interview. Asking probing questions allows the researcher to further dig into the participants understanding and perceptions of the ideas expressed. Examples of probing questions are: Can you provide feedback or context to this? Can you tell me more about this? Did you cover every detail about your experience?

Secondly, the researcher only made use of a single sheet of paper with interview questions on to make room for a dynamic conversation and not a questionnaire atmosphere (De Clerck et al. 2011:12). This strategy ensures the researcher is focused on what the participant is saying and is well prepared and knows the aims of the study. In doing so, the researcher avoids participants only waiting for the next question and giving short answers. Additionally, the researcher has the opportunity to respond adequately to what is being said (De Clerck et al., 2011:12). Likewise, Hennink (2020:199) comments that a semi-structured interview is not a two-way dialogue and the interviewer's role is to allow the participant to share their story, therefore the experience cannot be static or rigid. Attached in Appendix F is the single page consisting of the interview questions.

Moreover, according to De Clerck et al., (2011:15), even though interviews are recorded, a researcher must take notes of the interview using a notebook and pen. This is done to carefully note the circumstances of the interview which can yield interesting results. Furthermore, the notes should include information on the responses of the participants on the topics and also aid the researcher in guiding the interview. In doing so researchers can keep track of terms, points or ideas they do not understand, to revisit during the interview (De Clerck et al., 2011:15). Interview notes were taken by the researcher of this study and at the end of every interview typed as interview notes. Additionally, interviews were audio recorded with participants' permission and transcribed verbatim for member checking and analysis.

Other guidelines by De Clerck et al. (2011:18) were also taken into consideration by this study's researcher. Firstly, self-management of the researcher, which included remaining positive and avoiding offering opinions, making judgements or showing any strong emotions. Secondly, the researcher avoided researcher bias, and did not conduct in speech or action anything that will interfere with obtaining the participants' perspective. Thirdly, the researcher did not interrupt, interfere or redirect, fail to follow up or omit or include, or give or suggest opinions while conducting interviews.

To conclude, this study employed semi-structured interviews as the data collection method. How the researcher analysed the data and made inductive inferences, as discussed in the beginning of this section, will now be explored in the section to come.

4.5 Data analysis

This section will outline how the data collected through semi-structured interviews (see Appendix F for interview schedule) was analysed. Firstly, the process of data analysis will be explained. Secondly, Braun and Clarke's (2006) process of thematic analysis will be explained and how it was applied to analyse the collected data will be shown step by step.

Cohen et al. (2007) state the process of data analysis is to order and make sense of the data. According to Krippendorff (2018), qualitative data analysis is often inductive. This means the researcher needs to read, re-read, reflect on, deduce from, and evaluate the raw data without relying on a pre-existing framework. Cohen et al. (2017:645) say the researcher needs to "develop interpretations of the data and derive themes, concepts, theories, explanations, understandings, summaries, models, etc., which fairly and comprehensively explain the data". The researcher will thus need to categorise common themes in order to compile data and derive insights from it. Krippendorff (2018:240) states thematic analysis is a "technique for making

replicable and valid inferences from texts to the contexts of their use". A qualitative thematic analysis inductive process was used in this study.

This study used Braun and Clarke's (2006) process of thematic analysis. According to Clarke and Braun (2013:2), thematic analysis is a "method for identifying and analysing patterns in qualitative data". It is useful because patterning across languages can be found and examined without having to conform to any particular theory of language or explanatory meaning framework for people, experiences or behaviours (Clarke & Braun, 2013:2). Thematic analysis was a suitable method for this study because it can be used to analyse people's experiences or understandings and it is this study's aim to research the experiences of NQTs.

Braun and Clarke's (2006) six steps of thematic analysis was applied to analyse the data. The steps with a brief definition are outlined below:

1. Familiarisation with the data:
   Transcribing data, reading and re-reading the data, noting down initial ideas.

2. Coding:
   Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.

3. Searching for themes:
   Collating codes into potential themes, gathering all data relevant to each potential theme.

4. Reviewing themes:
   Checking if the themes work in relation to the initial codes generated.

5. Defining and naming themes:
   Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.

6. Writing up:
   Producing a scholarly report of the analysis.

In step 1 the researcher familiarised herself with the data by firstly preparing the data by transcribing all audio recorded semi-structured interviews (see Appendix G). The researcher

then immersed herself in the data by reading and re-reading, noting any initial observations of items of potential interest and relevance. For example, an initial impression of the data showed that NQTs harbored ill-feelings toward their ITE programmes because of the strong language being used.

For step 2 the researcher started coding by selecting a number of items of interest across the entire dataset. This also included linking codes to other codes and identifying and defining categories. This process was done strictly to relate to the three research questions of this study. According to Braun and Clarke (2013:207), a code is a "word or brief phrase" that best captures an idea that might be useful. A worked example is shown in *Table 6* below:

Data	Codes
Kate: I think that the format of the workshops does not help. Like you literally just come into the class – it feels like a lecture to me – you come into the class then that's it - whether you understand it or don't understand it that's it… there is no sort of feedback or support that they give me afterwards - there is no one coming back at you and asking you but how did it go- or what do you do - or someone else do - to help with the social cohesion.	Perceives workshops negatively and disadvantageous Teachers play passive role Teachers are not stimulated Teachers have no voice No feedback provided No long-term support provided

Table 6: Worked example of coding

In step 3 and 4 the researcher developed emergent themes showing categories and relationships between them. The themes were reviewed, searching for connections across emergent themes and the analysis was finalised by producing a tabular representation of analysis. A worked example is shown in *Table 7* below:

Research Question	Sub- Question	Theme
What are NQTs' perceptions of the CPD they receive for social cohesion?	3) What are NQTs' views of the advantages and disadvantages of CPD?	3.1) Improved content knowledge. 3.2) Improved teacher confidence and motivation. 3.3) Not tailored to personal context and needs. 3.4) Little to no long-term feedback. 3.5) Little to no meaningful interaction.

Table 7: Worked example of emergent themes.

In step 5 the researcher went back and forth defining and naming themes to best describe the views of the participants. To conclude the analysis process, the researcher wrote up the findings chapter showing all themes followed by a synthesis of the findings.

4.6 Trustworthiness

According to Connelly (2016), a study's trustworthiness refers to the degree of confidence in the data, interpretation, and procedures employed to ensure the study's quality. Furthermore, Cohen et al. (2017:509) state trustworthiness of qualitative research is crucial to the usefulness and integrity of the findings. This is because of the unique nature of qualitative research and that reality is constructed. Additionally, even if a given set of data is analysed, different researchers can generate different outcomes. Therefore, qualitative research cannot strive for validity or replicability like quantitative research (Stahl & King, 2020: 26). Rather, qualitative research strives for trustworthiness which is the degree of trust readers have in qualitative research studies.

Several attempts have been made to specify how trust in qualitative studies might be conveyed and enhanced. According to Lincoln and Guba (1988), trustworthiness encompasses four criteria: credibility, transferability, dependability and confirmability.

4.6.1 Credibility

Credibility, according to Krefting (1991:214), is the most important criterion for assessing the quality and integrity of qualitative research. Credibility means conducting research in such a way that the findings are more credible (believable). According to Shenton (2004:63), credibility is the researcher's attempt to demonstrate a true and accurate representation of the

phenomenon under scrutiny. Shenton (2004:64) provides several approaches researchers can use to prove they have accurately recorded the phenomenon they seek to study. For this study, the researcher made use of one approach namely, member checking.

Member checking is the process of bolstering a study's credibility where the researcher gives the participants an opportunity to read any transcripts of dialogues in which they participated to verify that their words match what they intended (Shenton, 2004: 68). For this study, the researcher sent all the participants transcripts of their interview via email and provided an opportunity for participants to correct any statements made to better reflect an accurate representation of their experiences.

4.6.2 Transferability

Transferability is a study's ability to expand understanding by transferring its findings from one context to another (Stahl & King, 2020:28). The researcher acknowledges this factor is tricky in that the nature of qualitative research is that it cannot strive for replicability, yet through the rich descriptions the researcher collected, it is possible to maintain patterns and descriptions from this study's context that may be applicable to another. Additionally, the unit of analysis of this study is NQTs' experiences of CPD for social cohesion which directs other researchers interested in similar contexts.

4.6.3 Dependability

According to Stahl and King (2020: 28), dependability is the manner in which a researcher builds and produces trust in their study. For this study, the research practice executed to produce trust is peer scrutiny. Peer scrutiny is using another researcher to read and react to work produced by the researcher (Stahl & King, 2020: 28). This process creates a tacit reality for the researcher where solid communication and peer debriefing and feedback creates trust through member-checking but with peer-level members. This process happened often through the researcher's institution of study which offered the platform and guidance for researchers in the Master's programmes to present their work and for their peers to provide comments and feedback. The researcher attended regular seminars at the Centre for International Teacher Education where this study's data and categories that emerged received critical feedback from peers, post-doctoral fellows and supervisors. Over and above that the researcher presented codes regularly to her supervisor who provided guidance and advice.

4.6.4 Confirmability

Confirmability is described as getting as close to an objective reality as possible; this is within qualitative studies' reach if its underlying theory was positivism (Stahl & King, 2020:28). However, this study is underpinned by an interpretive paradigm and acknowledges and accepts reality is subjective and seeks to understand within that framework. According to Drost (2011), a researcher's ability to ensure the interpretations of the findings match the data is a manner in which a researcher can ensure confirmability. The researcher thus relied on existing literature to substantiate findings.

This section outlines how this study ensured confidence in its quality and believability. Firstly, to ensure credibility the processes of triangulation and member checking was employed. Secondly, to ensure transferability the researcher ensured thick, rich and meaningful data was collected. Thirdly, to ensure dependability the study made use of peer scrutiny. Lastly, to ensure confirmability, the study links existing literature to substantiate findings. In the section that follows the researcher will address the role and influence the researcher played within the study.

4.7 Researcher's position

As noted in the research philosophy section, qualitative research is subjective, this enables researchers to learn first-hand about the social world they are investigating. In this section positionality and reflexivity will be used to address the hands-on subjective nature of qualitative research and its implications for the researcher-participant relationship. The rationale behind exploring these concepts is to allow the researcher to enhance the integrity of the study, making it more valuable.

Merriam et al. (2001) suggest positionality is determined by where one stands in relation to "the other". To accurately determine this relation, it is important to know the identity and perceptions of the researcher. The researcher identifies as a 31-year old coloured female from Kraaifontein in Cape Town. The researcher's reality, meaning and knowledge are shaped by her past, ethnicity, gender and age, however varied experiences together with training and education have equipped the researcher to work within a diverse community of people, regardless of race, ethnicity, gender or age. It is the researcher's experience as a newly qualified teacher in a school, dealing with complex challenges in the classroom, that sparked interest in how NQTs are supported through CPD to address social cohesion. The researcher believes the teacher has potential to affect changes in the classroom and school community.

The researcher played the role of the interviewer and data collector. The researcher has worked with the participants of this study at school cluster events and sporting events. The researcher is thus considered an insider for socialising with the community researched (Agar, 1996). The researcher quickly gained rapport with participants and made valuable insights based on this connection and background. The researcher's positionality, hence, in terms of access, which is defined as privileged entrance into the world of the group the researcher wishes to study, suggests that as an insider access will be granted (Ganga & Scott, 2006).

The researcher's position in terms of power is important as it leads to how perceptions can orientate behaviour (Merriam et al., 2001). Additionally, Merriam et al. (2001:413) state power dynamics are inherent in every research, and that power is something to not just be aware of, but also to negotiate during the research process. The researcher mitigated power dynamics by attempting to establish a collaborative relationship with participants to ensure they were on an equal level. Additionally, the researcher shared her background and current position as a teacher in the same community faced with similar contexts and challenges.

According to Bowen (2009:31) and Cohen et al. (2017:22), reflexivity is the researcher's input and contribution to the development of knowledge and meanings associated with all reports of social interactions. Habermas (1987) claims there are three different processes that shape and constitute the development of knowledge and meaning and to achieve reflexivity a researcher needs to know within which process to operate: technical (work), practical (communicative) or critical (emancipatory). Lin (2015:23) gives a brief description of each process: technical (work) is related to problem solving; practical (communicative) is related to making and communicating meaning for understanding; critical (emancipatory) is related to transformative self-knowledge.

For this study, to match the researcher's epistemological and ontological assumptions explained in the research philosophy section, the position the researcher is in relation to the researched is in the practical (communicative) knowledge interest. The practical interest to understand underlies the interpretive research paradigm (Lin, 2015:25). The researcher thus aims to produce knowledge that enriches the understanding of how CPD impacts/influences NQTs in addressing social cohesion in the classroom, why NQTs are addressing it in the manner in which they are, and gaining this information from participants' own perspectives based on the meanings they attach to their actions. Uncovering and describing those meanings

mean the researcher is positioned as a participant-observer in relation to the researched (Lin, 2015:25).

Furthermore, Aamodt (1982) notes the qualitative approach is reflexive in that the researcher is an integral part of the investigation rather than a distinct entity. Situations in research are constantly changing, and the researcher is not just a bystander but also a participant. The researcher must evaluate how his or her own personality features affect data gathering and processing on a regular basis. If the researcher becomes aware of preconceived notions and biases, the researcher will need to change how data is collected or the analysis is approached, to enhance the credibility of the research (Krefting, 1991:218). The researcher acknowledges that because she teaches in a similar context and background to the teacher participants she may believe what and how the participant teachers are feeling. This is mitigated during the interview process when the researcher constantly asks prompting questions clarifying what participants mean and through member checking.

Bowen (2009:31) and Cohen et al. (2017:22) further explain that reflexivity is an acknowledgement of the researcher's potential influence on the research. According to Ruby (1980), reflexivity is the evaluation of the impact of the investigator's interests, personal history and views on the research process. Krefting (1991:218) asserts many qualitative researchers in the past claimed neutrality and even invisibility in their fieldwork, similar to what an objective scientist accomplishes in quantitative research. The researcher of this study acknowledges their position as a participant-observer and is aware of the subjective nature of qualitative research and put in place all tools to ensure this study is conducted with integrity.

To summarise, the researcher acknowledges her potential influence on the research and addresses this in two ways. Firstly, through positionality the researcher illuminates her stance and position to the researched as an insider who has access and power. Secondly, through reflexivity the researcher explains that her access and power are acknowledged and mitigated through reflexive evaluation to ensure trustworthiness of the study. The following section will discuss the ethical considerations made by the researcher to further contribute to the quality of the research.

4.8 Ethical considerations

Cohen et al. (2017:111) state: “ethics concerns that which is good and bad, right and wrong, and ethical research concerns what researchers ought and ought not to do in their research and research behaviour”. According to Struwig and Stead (2007:66), research ethics is defined as

providing researchers with a set of moral standards for conducting research in a morally acceptable manner.

Yin (2011:38) affirms it is crucial the researcher maintains a strong sense of ethics, the researcher be completely transparent about the processes, and that the processes are necessary and conducted ethically. To that end, the researcher considered certain aspects of the research process to ensure this research was conducted in a morally and acceptable manner.

Firstly, with regard to processes, in order to comply with the "eight key norms and standards of the South African National Research Ethics Guidelines 2015" the researcher received written consent from participants and schools (refer to Appendix B). Additionally, the researcher received ethical clearance from CPUT and the Western Cape Education Department (see attached Appendix C). Furthermore, all participants received an informed consent form providing all necessary and relevant information of the study, a copy of the consent form is attached as Appendix D.

Secondly, with regards to sampling, to avoid coercion and undue influence and to ensure voluntary participation, gatekeepers were requested to allow the researcher to disseminate all information and request participation personally. To deal ethically with the gatekeeper the researcher ensured to only communicate through formal channels and negotiate access agreements carefully and respectfully. Additionally, participants were reminded of their right to withdraw and supplied with contact details of the researcher and the researcher's supervisor if they had any queries.

Thirdly, in terms of mitigating any risk factors, the researcher informed participants about the employee health and wellness programmes offered by the WCED to assist with any severe or extreme discomfort they may feel. Moreover, the researcher explained potential risks (possible discomfort on views of social cohesion) to participants and conducted interviews with consideration and dignity.

Additionally, research participants shared their experiences, practices, and professional opinions and for them to do so openly and authentically, confidentiality and anonymity were assured. For this reason, pseudonyms were used to protect participants' identities as well as the selected site. All data was stored on a password-protected computer and kept confidential by using pseudonyms and ensuring no trace markers were evident in the study. The researcher ensured it was impossible to link any identifying information with specific participants'

responses, identity, or data. Furthermore, to prevent falsifying of data, participants were given their transcribed interviews to ensure that what was captured was correct.

In this section the researcher outlined the practical ways employed to ensure the study was conducted in a morally acceptable manner. These practical ways included getting written consent and ethical clearance from all parties involved; giving participants a detailed and thorough informed consent form; protecting participants from undue influence from gatekeepers; being transparent about risk factors; and providing participants with confidentiality and anonymity. In the next section of this chapter the limitations of the research study are discussed.

4.9 Limitations

According to Price and Murnan (2004:66) a limitation of a research study is the "systematic bias that the researcher did not or could not control and which could inappropriately affect the results". One of the limitations of this study is that this study's sample is limited to one school. Consequently, the study's participants are limited to a single location, and it is unclear if the findings would apply to other parts of South Africa or globally to other countries.

A second limitation was access to participants due to the onset of the COVID-19 pandemic, the researcher found it challenging setting up face-to-face interviews with all participants having to make use of online interviews where necessary using Whatsapp video calling or Skype platforms as one participant was in isolation due to COVID-19. Additionally, the COVID-19 pandemic prevented the researcher from using additional data collection instruments such as observations to achieve triangulation of the research data as schools implemented strict COVID-19 social distancing and access to campus policies.

4.10 Chapter Summary

This chapter set out the methodological aspects of this research study. The research philosophy was discussed, and this study employs a qualitative research approach underpinned by an interpretive paradigm. Following this, the chapter discussed the sampling by detailing how the site and participants were selected. The chapter then discussed how data was collected through semi-structured interviews and how the data collected was analysed through thematic analysis. The chapter concluded with discussions of trustworthiness, the researcher's position, ethical considerations and limitations of the study.

The next chapter presents the findings from the data collected that was analysed by the researcher to answer the main research question: What are NQTs' experiences of CPD addressing social cohesion.

Chapter 5: Findings

5.1. Introduction

This chapter presents the findings of the study based on the methodological design and processes undertaken by the researcher. The research study sets out to explore NQTs' experiences of CPD and how it influences NQTs in addressing social cohesion in the classroom. The findings in this chapter addresses the three research sub-questions which are:

1. What do NQTs perceive as factors that hinder their ability to promote social cohesion in the classroom?
2. What is the type of CPD NQTs receive in general and for social cohesion?
3. What are NQTs' views of the advantages and disadvantages of CPD in general and for social cohesion?

This chapter is divided into three sections. The first section discusses the findings in relation to research sub-question 1. Four main themes emerged as factors that affect social cohesion in the classroom:

1. Lack of preparedness from ITE programmes.
2. Burdensome school administrative demands..
3. Navigating a new school culture.
4. Managing difficult learners in the classroom.

Collectively all four factors above resulted in reality shock for NQTs as discussed in this section. The second section reflects the findings in relation to research sub-question 2. Two main themes emerged in the provision of CPD for educators:

1. Formal CPD for content knowledge and,
2. Informal CPD for social cohesion through mentorship.

The findings in connection to research question 3 are shown in the third section. NQTs expressed two main advantages of CPD in general and CPD for social cohesion:

1. Improved content knowledge.
2. Improved teacher confidence and motivation.

Furthermore, NQTs expressed the following disadvantages of CPD in general which doubles up as advantages of CPD for social cohesion:

1. Not tailored to personal context and needs/Tailored to personal contexts and needs.

2. Little to no long-term feedback/Long-term feedback
3. Little to no meaningful interaction/Meaningful interaction

The chapter concludes by synthesising the findings presented in this chapter.

5.2. NQTs' perception of factors that hinder social cohesion in the classroom

According to Sayed et al. (2016:1), teachers can generate significant levels of social cohesiveness in the classroom. However, it is widely noted NQTs are faced with many challenges and their experiences are marked by difficult moments due to a lack of formal support and widespread discord in the classroom (Tickle, 2001; Carstens, 2013).

NQTs' ability to impact social cohesion in the classroom is thus hindered as they have to deal with multiple challenges (Sayed et al., 2017). Additionally, NQTs are at their most critical phase of their career yet often this period is navigated mostly without any formal support and guidance (Magudu & Gumbo, 2017:1).

Participants interviewed for this study expressed four main factors that hinder social cohesion in the classroom as discussed below: lack of preparedness from ITE programmes, burdensome school administrative demands, navigating a new school culture, and managing difficult learners in the classroom.

5.2.1 Lack of preparedness from ITE programmes

According to the data, NQTs perceive their lack of preparedness from their initial teaching education (ITE) programmes as a key factor that hinders the promotion of social cohesion in the classroom. ITE programmes are designed, developed and administered to prepare and produce quality school teachers (Chang'ach: 2016:191). However, literature points to the fact that ITE programmes do not always produce well prepared and highly qualified teachers. According to Steyn (2004:81) teacher preparation programmes tend to be inadequate and ineffective in fully preparing teachers for the profession.

When participants were asked if their ITE programmes adequately prepared them for teaching, the tone and body language of all participants suggested dissatisfaction and resentment. One participant expressed anger and all participants noted their ITE programmes left them in a sink or swim position as an NQT. Findings indicate all the participants interviewed commented on how ill-prepared they were to teach with social cohesion in mind even though they attended university programmes to become a qualified teacher.

Mary is one out of three participants who studied a PGCE teaching degree and asserts that one of the reasons her ability to promote social cohesion is hindered is because of her unpreparedness, even with her teacher training. All the interviewees including Mary were asked what hindered their abilities to promote social cohesion in the classroom. In response to that question Mary stated the following:

> Mary:
>
> *My university* programmes *did not prepare me for teaching [for social cohesion]. Straight no in capital letters… The things I feel you need to know is not taught at university.…*

The above quote from the interview shows Mary strongly believes she was not prepared for teaching for social cohesion. In fact, the emphasis made in capital letters is a strongly held view that she was not prepared for social cohesion. Additionally, Mary mentions her university did not teach her the things she needed to know, implying the importance of social cohesion was never acknowledged or recognised by her ITE programmes. Mary's body language and tone conveyed disappointment in her inability to make use of the skills needed to foster social cohesion in her day to day teaching life. Similarly, mirroring Mary's sentiments were John's experiences.

The following is an excerpt of the interview with John:

> Interviewer:
>
> *Did your ITE programmes adequately prepare you for teaching with promoting social cohesion in mind?*
>
> John:
>
> *No. My education degree did not prepare me for teaching or to promote social cohesion.*

Similarly, John responded without any hesitation, clearly stating "no" reflects the stance of most of the other participants that their ITE programmes did not prepare them to promote social cohesion in the classroom. Like many NQTs, participants thus have limited knowledge on social cohesion as well as its theory, practice and how to implement it in the classroom.

Most participants in this study agree their teaching preparation programmes did little to nothing to help them develop the knowledge and skills needed to take up the task of being a teacher,

much less a teacher that promotes social cohesion. This leaves NQTs unprepared to fulfil their role not only as a teacher but also as an agent of social cohesion to address the challenges they face in the classroom. Additionally, participants expressed two main reasons they believe their ITE programmes failed: because it was not relevant and because of the gap between theory and practice.

All participants expressed in some way that what they were taught in their teaching preparation programmes was not relevant in the workplace. John expressed his reasoning:

> John:
>
> *... I believe that the University teaching programme failed because it simply focused on lesson plan preparations.*

John indicated his ITE programmes failed because it only focused on lesson plans. This talks to how his ITE programmes did not recognise promoting social cohesion as an important part of teaching and learning, only focusing on lesson plans. Literature suggests ITE programmes tend to fail because it is not relevant and leaves NQTs less competent in the classroom to address challenging situations which arise. According to Taylor (2022:12), ITE programmes spend 80% of their curriculum on subject content leaving little time preparing student teachers for anything else. This leaves NQTs unprepared to assume the duties of a teacher who promotes social cohesion in the classroom. Sandra agrees her teacher programmes did not connect to the skills and knowledge she needed to promote social cohesion in the classroom. She expressed the following:

> Sandra:
>
> *Most of the things I learned at varsity I didn't use in the classroom, everything was such a waste honestly, so irrelevant…*

Sandra graduated with a B.Ed which is a four-year teaching programme and it is her first year of teaching. Sandra's comments about her training time being a "waste" and "irrelevant" points to her strong views about the inadequacy of her ITE programmes in training her to address challenging situations through social cohesion. Instead she, like most NQTs, struggle through trial and error alone to develop strategies to combat challenging situations in the classroom.

Secondly, most of the participants believed that the major gap between theory and practice during their teacher training hindered their abilities to promote social cohesion. NQTs

explained they found themselves in a space where their expectations did not meet their reality and the available tools to navigate challenging situations were ineffective. Kate, like Sandra, completed her B.Ed and explains why her ITE programmes failed her and thus hindered her ability to promote social cohesion:

Kate:

…[Because] there is a huge gap between my first year of teaching…and my tertiary education… there is a huge gap that needs to be filled…so I am not prepared to promote social cohesion… because we [NQTs] are like literally struggling out here.

The excerpt above indicates Kate believes she was unprepared to promote social cohesion because her expectations that were shaped during her tertiary education did not meet the realities she faced in her first year of teaching and this resulted in moments of struggle as an NQT. Mary, who only had one year of teacher training, shared similar experiences:

Mary:

Uhm, I feel like the university, everything in theory works but when we need to apply it to everyday situations or to the actual classroom environment it's very very different it's not like straight to the T … I realised that it plays out so much differently in reality than what's stated in your notes.

Mary expresses how theory and practice nearly never go hand in hand, and that applying the theory and training gained in a real-life challenging situation is extremely difficult as her ITE programmes did not adequately prepare her to implement social cohesion to address challenges. According to Taylor (2022:13), teacher unpreparedness is a huge setback for NQTs and confirms that the gap between what NQTs were taught and what the actual school situation is, is one of the reasons NQTs tend to fail in the workplace.

The data above shows NQTs believe they were not supported to understand and enact the knowledge and skills needed for social cohesion. Thus, limiting their abilities to promote social cohesion in the classroom. A few participants reported this led to feeling incompetent, inept and not good enough, resulting in harsh moments of struggle. Sarah says she grappled with whether she was fit to be a teacher as her moments of struggle was hard to deal with. Sarah had the following to say:

Sarah:

…Uhm no, I don't think I was equipped [for social cohesion]… at varsity you only learn the teaching aspect of being a teacher. But being a teacher is so much more than just teaching… It is difficult for me as a person… I wondered if I could actually do this.

Sarah's internal struggle when she voiced "I wondered if I could actually do this" reveals how powerless NQTs often feel that they cannot effect any change in the classroom thus hindering their ability to promote social cohesion. Additionally, the responses above reveals how NQTs' lack of preparedness negatively affects the way in which NQTs think about themselves. Steyn (2004:81) says this affects the abilities and wellbeing of NQTs, as well as their abilities to address difficult situations. In the face of being unprepared, NQTs doubt their capabilities, struggle internally with who they are, and question whether they are equipped as an individual to take on the tasks required of them. Being ill-prepared in a classroom has major negative impacts on a teacher's ability to promote social cohesion in the classroom. Being unprepared negatively shapes NQTs' dispositions and capabilities to effect change within their classrooms (Sayed et al., 2016:54).

It is John's opinion that an NQT must have a positive disposition and mindset in the classroom to assert the values of social cohesion in the classroom. The following excerpt from the interview reveals John's thoughts on the matter:

Interviewer:

Can you elaborate on the traits you mentioned previously you feel an NQT needs to promote social cohesion in the classroom?

John:

…[You must have the ability to] maintain your own health and mental state and university does not prepare you for these harsh realities… … If you do not enter a classroom with a head on your shoulders and an idea of who you are as an individual, then how are you going to take lead in a classroom?... These are the realities of becoming an educator that university never adequately prepared me for.

Social cohesion requires a teacher to have the ability to generate a sense of belonging, co-operation and trust etc. in a classroom, which is possible if an NQT's thinking is rooted within the frames of social cohesion and believe themselves to be agents of change. John talks to characteristics of agents of change, promoting social cohesions, and admits that these are difficult to embody as he has not been trained in it. Most participants have expressed practicing

social cohesion is difficult when faced with extreme challenges because they are unprepared. NQTs articulated this by commenting on how their expectations as an NQT was far removed from their actual lived experiences as an NQT which made facing difficulties in the classroom a challenge. Taylor best encapsulates this view:

> Taylor:
>
> *So I think, uhm, my expectation was that I was prepared for this [teaching] as I never thought it would be easy because you always hear from teachers that it's not, but the reality is that it was far more difficult than I actually thought it would be, so I felt lost.*

Participants in this study experienced what NQTs experience on a global level: the realisation that teacher preparation programmes do not provide the training and knowledge to help NQTs combat the multiple and complex challenges within the classroom. Instead, teacher preparation programmes provide rudimentary pedagogical knowledge and skills (Steyn, 2004:81), which results in NQTs ultimately being ill-prepared in the classroom, thus hindering their abilities to promote social cohesion in the classroom.

5.2.2 Burdensome school administrative demands

School administration is a factor that NQTs believe hinder social cohesion in the classroom because it is time consuming, not relevant to teaching and learning, and extremely burdensome. There is school administration associated with teaching and learning that NQTs are often not aware of. All participants mentioned school administration as a factor that limits their abilities to promote social cohesion in the classroom. When discussing this factor, most of the participants mentioned how they were completely unaware and unprepared for the administrative duties required of them. As mentioned earlier, when NQTs are faced with situations they are unprepared for, it hinders their ability to promote social cohesion as it results in NQTs struggling. This is expressed by the following participants:

> Mary:
>
> *In university they don't inform you, you know, about all the admin that's involved in being a teacher that's part of your job description. I feel like that's the main reason that causes novice teachers to struggle and struggle with social cohesion because it's not what they expected they were never, nothing was ever mentioned of it.*
>
> John:

An educator's day is jam-packed with admin… It does not stop at entering marks onto a class list or recording sheet. The admin never stops… We aren't taught the true extent of admin work as an educator, it impacts so many things, including the space for me to think about things through a framework of social cohesion.

In each of the quotes above the participants expressed their lack of preparedness for administrative duties was a result of their teacher preparation programme failing to mention it at all or very little. Many authors concur that teacher preparation programmes fail to equip their students with the knowledge of and skills to navigate intensive administrative demands in schools (Curry et al., 2008; Hebert & Worthy, 2001). As John points out, his failure to navigate administrative tasks makes it difficult for him to maintain a mindset focused on social cohesion as his focus is on how and when he will be able to meet the demands of the administrative tasks required of him.

The above excerpts show NQTs perceive school administration to be a factor that hinders their ability to promote social cohesion as it feels never-ending therefore less time and energy is spent on fostering a socially cohesive classroom. Furthermore, most of the participants expressed school administration to be problematic for social cohesion because of how time consuming and unnecessary it all seems. Kate expressed this best.

Kate:

I experienced, at the moment as well, I experienced a lot of admin like. Like I feel it's sometimes like unnecessary admin that I have to do I didn't expect teaching to be a lot of admin work… and it really stops me from being able to do a lot of things.

Kate's tone and body language indicated extreme frustration when sharing the above, as her administrative duties were burdensome and stopped her from doing things like promoting social cohesion. Harju and Niemi (2018:682) support this by saying teachers feel frustrated at the multiple administrative tasks required of them. With such an intensive workload it makes it difficult to prioritise teaching and learning with social cohesion in mind. Similarly, a few participants mentioned they feel their ability to promote social cohesion in the classroom is hindered because of the multiple tasks set for classroom instruction. Taylor mentioned the following:

Taylor:

It's not a matter of preparing lessons and going to your class for teaching [then] going home and setting tests, learners write your test, you mark the test and that's that. There is so much more to it which I feel should be elaborated on and emphasised in varsity. It is draining, the amount of time and energy I spend on admin work […] throws everything out. It's time and energy I could be spending on promoting social cohesion in the classroom.

Taylor views the extent of the school administration tasks expected of her as obstacles in her path to promote social cohesion because it takes up a large percentage of her time and causes a sense of burn-out and disharmony. Kate adds to this sentiment.

Kate

…the moment the principal makes announcements asking for and needing admin stuff, it disrupts my flow of teaching and learners become disruptive... I must like take in money for finances and I must like do textbook contracts and phone parents for stuff that has nothing to do with academics, and fill in forms and write up endless reports, the list goes on and on and on. It is difficult to build relationships and think of social cohesion when you are under that kind of pressure. I basically have to ignore my learners and fight with them to be quiet so I can get the stuff done.

According to Kate administrative duties can be a problem for social cohesion because certain tasks take up teaching and learning time and can cause disharmony in the classroom. Furthermore, Kate emphasises how administrative tasks feel like a hindrance to teaching and learning and social cohesion as it often leaves her feeling stressed and anxious because of the pressure she is always under. This results in her simply wanting her learners to comply and be quiet instead of fostering cohesion because she needs to finish the tasks demanded of her. Literature points out that NQTs often feel overwhelmed and experience stress and anxiety, due to admin work (Harju & Niemi, 2018). Taylor shares her experiences of this:

Taylor:

Even with admin periods, you are always on duty, so you never have time for your admin. So, your admin hardly ever happens at school, it will happen at home after hours… it is very stressful.

Taylors's comment reveals how lack of time to complete administrative duties and the vast amount of the work adds to the pressure that NQTs experience. This negatively affects them at

their place of work as well as after school hours. NQTs' home lives are thus impacted, contributing to levels of stress and anxiety because of the workload (Steyn, 2004:85; Freiberg, 2002:56; Gold, 1996; Høigaard et al., 2012). Thus, the participants' responses show the administrative demands currently placed on teachers are debilitating and curtailing teachers' scope to focus on promoting social cohesion in the classroom.

5.2.3 Navigating a new school culture

Participants identified navigating a new school culture as a factor that hindered the promotion of social cohesion in the classroom. NQTs are confronted with a plethora of challenges outside of pedagogical knowledge and skills; one of the challenges facing NQTs is the bureaucratic responsibilities within a school that NQTs are ill-prepared for (Curry et al., 2008; Hebert & Worthy, 2001). NQTs are often faced with unclear and confusing expectations of principals, colleagues, parents and learners resulting in NQTs struggling to adjust in their new place of work (Steyn, 2004:85). Majority of participants indicated that navigating a new school culture hindered their ability to promote social cohesion in the classroom. Mary points out the following:

> Mary:
>
> *What I feel like what they don't really make mention of [in the ITE programme] is how do you as a novice teacher, especially if you are a young teacher oh my goodness, how do you uhm sort of, what's the word, adapt to your environment… Because I found it quite challenging having to adapt and be expected to think about social cohesion when you as the teacher don't really know what's happening.*

The above quote shows how ITE programmes fail to equip their students with the knowledge of and skills to navigate the complex social and political culture of a school (Curry et al., 2008; Hebert & Worthy, 2001). For Mary, social cohesion was out of the scope of things to do and think about. Her use of the words "oh my goodness" reflects a strong view that being in a new environment hindered her ability to promote social cohesion. When prompted about whether the school's policies and guidelines aided her in any way to navigate the processes of the school, Mary had the following to say:

> Mary:
>
> *I can't say that I read all the policies of the school. I was only interested in the policies that affected my subject directly. I guess the teachers' dress code was sort of a help.*

Mary admits she has not read all the school's policies and is therefore not as prepared in terms of doing thorough research of the school and its rules and policies which might have alleviated some doubts and uncertainties. However, Mary also says the only thing that was useful to her in navigating her new environment was the document that stated how she should dress at school. Additionally, Mary confesses she is only interested in policy documents that aid in her development and growth to master the subject she teaches. This belief has contributed to the lack of competencies needed to adjust well in the new environment. While studying the policies of the school the researcher noted there is no induction policy to welcome NQT teachers in terms of the layout of the school building and the processes behind the use of resources, the preferred communication channels to use and any internal procedure that is useful to know in making NQTs feel more comfortable, prepared and empowered. Instead, it is left up to the NQT to ask whatever he or she needs.

Taylor's unique position best describes the challenges of navigating a new school culture as she taught in two different schools in her first year of teaching, she thus had to navigate two completely different school cultures while trying to address challenges through social cohesion.

> Taylor:
>
> *At the one school I struggled a lot. I didn't know what to do. The learners were in charge of the school and I didn't know what was expected of me. There was no one I could really turn to for help... Whereas where I am now things are a little easier because I have a mentor, it's still tough learning the way things work here. Navigating a new environment is hard, I didn't even think about how to create a socially cohesive classroom because I was just trying to survive and learn how things work.*

Taylor talks to the challenges NQTs face by simply being in a new school environment, which comes with its own set of unspoken rules and bureaucracy. Taylor expresses the magnitude of these challenges as she reveals the challenges are of such a nature that she could not even think about fostering social cohesion in the classroom. Additionally, all participants mentioned some form of misunderstanding they experienced due to not knowing all the 'rules of the school' that were never deliberately and explicitly explained to them which hindered their ability to promote social cohesion. Notably, participants' responses show that due to a lack of support, guidance and induction into the school culture NQTs are confronted with policies, rules, formal procedures, informal rules, customs and expectations that are not clearly explained, making it challenging for NQTs to navigate their new working environment (Brock & Grady, 1997:13;

Canter & Canter, 1999:28; Whitaker, 2000; Mazibuko, 1999:599). Kate describes how she expected some sort of induction and how the lack thereof made her feel:

> Kate:
>
> *I expected more support from especially senior educators, because it's people that have been in the industry for so long and you would expect them to teach you and communicate with you but I didn't get that as ... yah. That is what I expected it to be and that's the complete opposite of what I received. I was new and I didn't know how things worked here, so I felt lost here. That feeling impacted my actions and I was not implementing social cohesion.*

Kate used the word "lost" to describe how navigating a new environment made her feel and shares how this resulted in her inability to put social cohesion into practice. According to Lightfoot and Valsiner (1992), NQTs' "beliefs develop and become internalised within cultural spaces" shaped by the school culture they find themselves in. NQTs' agency thus depends on existing cultures of thinking in a school (Priestley et al., 2015:35). Therefore, NQTs' beliefs play a role in how they understand a situation they are in and also gives their actions a sense of direction. For NQTs this direction is often negative as reflected in the NQTs' experiences of feeling lost, thus they find their ability to promote social cohesion as stifling (Priestley et al., 2015:38). Mary best explains how being in a new environment affects her beliefs and ability to promote social cohesion:

> Mary:
>
> *I am 20 years old, fresh out of varsity and what I've noticed is that on a regular basis I always am being undermined by learners and staff members and colleagues because of my age… and because I am inexperienced and I am new to the school... my abilities are often questioned… And every time it happens I feel inadequate and I feel like what is the use of trying to form cohesion [because] how am I supposed to know what I don't know, do you know what I mean? No one told me that this is how it works here…*

Mary's narrative shows the kind of struggle NQTs can experience in a new environment where NQTs are not recognised as an entity with full authority and expertise which resulted in Mary believing she could not create spaces that are socially cohesive. At some point she didn't even want to try because she lacked the confidence. Mary's response is consistent with McCormack and Thomas' (2003) view that stakeholders may disregard NQTs' views since their professional

knowledge and skills are not taken seriously and are rejected. This results in a loss of professional confidence, undermining NQTs' motivation and confidence (McCormack & Thomas, 2003; Smeed et. al., 2009). According to Sayed et al. (2017), a teacher's identity should be based on the notion that teachers can be agents of change. When NQTs struggle in their new place of work it negatively affects how they view themselves as teachers because teachers learn to be teachers through engagement and communication with others (Malderez et al., 2007; Santorro 2009). However, NQTs' careers are arguably filled with experiences where their difficult moments are being ignored and exacerbated navigating a new school culture which can negatively affect their ability to promote social cohesion as the data has revealed.

5.2.4 Managing learner behaviour

Literature points to the challenges NQTs face in terms of classroom management. Many reports show that NQTs feel ill-equipped to handle classroom realities (Motseke, 2020:23; Lewin & Stuart 2003; Hirsch & Hirsh 2004; Botha & Hugo, 2021), and for this study it was no different. Many of the participants expressed learner behaviour as a factor that limits their abilities to promote social cohesion in the classroom. For Kate, she felt unprepared to deal with and manage learner behaviour:

> Kate:
>
> *I uhm, did not expect, like that I experienced in my first years of teaching was uhm, the lack of discipline that some learners have. So, you constantly have to reprimand learners for doing something wrong or like, discipline, they really don't teach you this at university, how to deal with discipline in the classroom. Like yes, we will get uhm, literature about it but it's not really practical if I can say it like that*.

Majority of the participants expressed the same view as Kate, that their ITE programmes failed to sufficiently prepare and equip them with the skills needed to manage learner behaviour. This suggests that ITE programmes do not support teacher students to acquire the skills needed to address difficult learner situations through social cohesion in the classroom. John expressed this sentiment more explicitly:

> John:
>
> *What limits one's ability to promote social cohesion in the classroom is also the issue of discipline. One learner can completely disrupt the group dynamic, whether they do so intentionally or unintentionally. Not only does this go against your group norms*

which you've established, but it disrupts the learning process. Trying to 'settle learners down' can take 5-10 minutes of your teaching time.

John articulates the fragility of social cohesion. According to Smith et al. (2021:502), social cohesion is the bond that draws teachers and learners together with a specific agenda, striving for "collective understanding, empathy, acceptance of difference, and willingness to be inclusive and abide by common values and rules in a shared social space" in this case the classroom (Smith et al., 2021:502). However, John's comments reveal that it takes just one learner to change and disrupt a classrooms group dynamic because of their unwillingness to participate in the shared values. These situations contribute to the difficult and challenging moments of NQTs, as the above quote shows it can take up to ten minutes to restore peace in the classroom.

Additionally, John best touches on how learner behaviour impacts NQTs' ability to promote social cohesion. NQTs seek to serve social cohesion by establishing classroom rules and group norms, which John mentions he implements in his classroom. Heyneman (2003) states human co-operation is only possible if the rules that guide societies are established; for social cohesion that means establishing rules as common values in a diverse society. However, this only works if it is built on a serious commitment to voluntary compliance of social norms, but as most participants experienced, learners can go against these social norms which causes disharmony in the classroom.

This often results in NQTs feeling powerless and faced with inadequacies in their own skills, knowledge, and abilities, leaving NQTs feeling despondent and exhausted (Marais, 2016). A few of the participants assert learner management hinders their promotion of social cohesion because of the emotional toll it takes on them. Sandra and Taylor posit the following:

Sandra:

There are times when you are busy teaching and then you'll get those kids that decide to disrupt or they wanna take over the class. It's very draining to constantly have to quieten children down because its takes from the learning of other learners. And teaching that you are trying to, or the knowledge you are trying to impart on the rest of the kids. And after that, after you've shouted basically, or you've reprimanded for majority of the period, it takes a lot out of you, not just as a teacher, as a person, it takes a lot out of you. And I told them, "I don't wanna disrespect you by shouting at you," but then you get those kids that push your buttons to the point where you shout.

Then I feel bad. Not just as a teacher, but as a person, I feel like I've disrespected this person by shouting at them. So it's tough, that part… social cohesiveness is the furthest thing from my mind because I am just upset.

Taylor:

Learners are constantly talking, they want to speak over me while I am speaking. Some learners […] can't focus at all, so they are easily distracted by anything. Uh, they are not engaged in the lesson, so they would therefore become a bit disruptive… this is very disappointing and frustrating…

Sandra and Taylor express feeling drained, disrespected, upset, disappointed and frustrated when learners misbehave and fail to comply, and explain how this limits their abilities to promote social cohesion as they are wrapped up in their negative feelings. The quotes additionally reveal how unskilled NQTs potentially are, relying on shouting at learners or just leaving them to be disruptive. This indicates how NQTs struggle to achieve social cohesion in the classroom when learners do not comply and alludes to how learners can go out of their way to undermine the authority of teachers. Harris and Johns (2021:396) state it is possible for learners to not recognise their authority or the social norms and social inclusion ideas set by the teacher and school, especially in a culturally diverse environment.

Participants were asked whether the school had any strategies in place to help with learner misbehaviour. All participants said the school has a school code of conduct which is the guideline and rules for learners to adhere to as well as the measures put in place to keep learners accountable to the rules. Majority of the participants expressed how inadequate and ineffective these policies are for them. Taylor's quote best expresses their views:

Taylor:

…there are quite a lot of policies. There's detention, in-house detention, grade heads can get involved, you can contact the parents of the learners, although there are so many strategies, I feel like none of that also works because learners, they sometime bunk detention, uhm. Then they come to school for the next day, it's [like] nothing has changed, they just go back to their old ways. So I feel learners […] don't care about what happens to them and they'll sit detention two hours, three hours and that's it. Nothing major. Nothing works for them.

Taylor portrays a negative picture for the effectiveness of a school code of conduct in terms of maintaining social cohesion in the classroom. For Taylor and the majority of the participants, they understand and agree that a school code of conduct is necessary. However, when it comes to dealing with learners who break the school code of conduct they believe the measures put in place are ineffective because it leads to no change in behaviour as Taylor says "nothing has changed". NQTs thus feel learners simply repeat their misbehaviour and do not care for any of the disciplinary measures because it is not meaningful enough to elicit any reflection or change.

Harris and Johns (2021:396) suggest learner context should always be taken into consideration for this matter. Sandra was the only participant to slightly recognise that learner behaviour must be looked at within context, and that social cohesion is not hindered only by learner behaviour, but could be as a result of leaners' challenging backgrounds:

> Sandra:
>
> *I was exposed to a lot of kids that have, uhm, maybe an attitude or are a bit lazy when it comes to schoolwork and in my first year, or my first few months, I have experienced that it's much more than that. I think it goes deeper than just being lazy.*

Sandra briefly touches on the idea that learner behaviour, especially disruptive behaviour goes deeper than what meets the eye. As noted in the Background section, in South Africa disharmony and conflict are consequences of the legacy of apartheid. The harsh dilemma NQTs face when they enter the education profession within a South African context impacts cooperation and peace-building in a classroom (Marais, 2016). Harris and Johns (2021:396) assert it will not be trust, compliance or shared values but rather negotiation, dialogue and engagement that will lead to social cohesion. It is thus vital that teachers receive training focused on the promotion of positive relationships, trust, inclusion, collectivity and common purpose – training that promotes social cohesion.

5.2.5 Summary of RQ1

The distress that NQTs experience due to inadequate teacher preparation programmes, burdensome school administrative demands, navigating a new school culture, and managing learner behaviour results in what researchers call "reality shock" (Whitaker, 2000). Reality shock refers to the harsh realities of teaching that NQTs are not prepared for (Benjamin, 2019).

Steyn (2004:81) points out how reality shock negatively affects the abilities and wellbeing of NQTs. The findings show the factors that participants listed as hinderances to their abilities to

promote social cohesion all negatively affect NQTs as it results in NQTs losing confidence in their abilities, feeling lost, struggling and experiencing difficult moments without adequate support; in part due to their lack of training in their ITE programmes. Moreover, Whitaker (2000:28) states reality shock can be traumatic for NQTs and indicates that this kind of shock does not pass quickly as it erodes the confidence of NQTs over time and causes emotional exhaustion (Voss et al., 2017), leading to higher attrition rates (Benjamin, 2019). It is thus vital to find a way to mitigate reality shock, which the next research question explores in more detail.

5.3 The type of CPD NQTs receive in general and for social cohesion

As noted in the literature review, CPD for this study is defined as formal and informal activities undertaken by practising NQTs either individually or collectively to enhance the capacity of both their professional knowledge, competence and professional identity for the effective promotion of social cohesion in the classroom (Joyce & Showers, 2003; Lessing & de Witt, 2007; Bernadine, 2019).

Mestry et al. (2009:475) state the need to improve the professional knowledge and skills of teachers is crucial. Research suggests CPD is a potent vehicle through which the quality of teachers can be enhanced (Bubb & Earley, 2007:3; Coetzer, 2001:89; Rebore, 2001:174). Many scholars agree that CPD is the best means to change teaching practice, teachers therefore play a huge role in affecting change in the classroom (Supovitz & Turner, 2000; Ono & Ferreira, 2010:60).

Mestry et al. (2009:465) and Sayed et al. (2017) posit CPD focused on enhancing teachers' skills to foster positive relationships, trust, peace, solidarity, inclusion, and common purpose in the classroom can improve the quality of teacher skills to address social cohesion in the classroom. CPD is thus needed to address competencies that teachers need in order to promote social cohesion in the classroom.

This research study seeks to find out what type of CPD NQTs are receiving in general and what type of CPD NQTs are receiving in terms of social cohesion. NQTs' data reveals that the CPD they receive generally comes in the form of formal CPD which mostly focuses on content and pedagogy. The CPD for social cohesion comes mostly in the form of informal CPD with a mentor.

5.3.1 Formal CPD for content knowledge

As noted in section 2.3.4 in the Literature Review, formal CPD techniques are defined as the delivery of CPD through outside experts, with specific learning objectives, taking place either

on-site at the school or off-site, and typically lasting a full or half day (Ono & Ferreira, 2010:60, Feiman-Nemser, 2001). The literature makes it clear that formal CPD methods are among the most popular and frequently criticised (Feiman-Nemser, 2001). The data reveals NQTs receive both formal CPD and informal CPD, however the former hardly touches on social cohesion and its focus is mainly on content knowledge.

Most teachers operate within a traditional model of CPD and perceive CPD conservatively and associate it primarily with attendance at courses, seminars or workshops (Wilson et al., 2006:5; Bolam, 2002; Hustler et al., 2003). Nearly all participants attended formal CPD in the form of workshops; workshops remain the most common form of professional development (Bill & Melinda Gates Foundation, 2014:8). Multiple NQTs have shared they have only received formal CPD that stresses and prioritises content knowledge:

> Sandra
>
> *I have attended numerous online courses and workshops. However, for the most part, these courses are not related to social cohesion. Moreover, these courses have dealt with curriculum coverage and what work to cover and not cover.*
>
> Mary
>
> *Uhm as you know by now I am a novice teacher and this is my first year of teaching. I haven't attended that many CPD* programmes *… The one workshop that I attended was an online workshop, it had to do about how to teach visual literacy.*
>
> *Kate:*
>
> *Okay so the workshops I have been attending, I am a Maths educator and I've only been exposed to Mathematics workshops and I've never ever ever had training on social cohesion… the workshop, it literally only focuses on content…we are struggling. We are literally struggling at school… with discipline... because we lack the skills to cope and deal with it.*

The NQTs expressed the most common type of CPD they received were formal workshops focused on their specific subject. Kate mentions her frustration at the lack of CPD provided for social cohesion or anything similar to aid her with the challenges she faces outside of pedagogical knowledge. Kate notes her sole development in the subject of Mathematics has resulted in her struggling in the classroom because she has not experienced any other kind of

growth or development to deal with challenges outside of Mathematics. Phorabatho (2013:19) says most CPD and workshops provided to teachers are solely concerned with developing teacher knowledge and competence. Alex has similar feelings and describes his formal CPD experiences as follows:

Alex:

Uhm the training that I attended was very content knowledge focused. It focused on a perfect situation in a classroom which we know we don't find that on a day to day as we have 40 different souls with 40 different socio-economic backgrounds coming with their own flaws one can say. One needs to first correct that in order to get each and every one on a nice platform so that you can carry out the work that needs to be done.

Alex criticises the form of CPD he has received. In his opinion receiving CPD solely focused on content knowledge is ineffective as it is being presented in an unrealistic manner expecting a classroom filled with different leaners to receive subject content without any problems. Alex touches on the importance of teachers needing skills above and beyond strictly subject knowledge which most formal CPD programmes do not cater to. Additionally, Alex makes an interesting point. He notes his formal CPD presents training which seemingly ignores outside influences on teaching and learning, like political, social and economic backgrounds, and the legacy of colonialism and apartheid prevalent in the disparity between wealthy and poor schools.

Taylor however has attended a formal workshop outside of subject content. She was asked to attend a workshop on classroom management, but it failed to bring about any change in her teaching practices or help with the challenges she faces as a novice teacher because of the mode and delivery of the workshop.

Taylor

I attended one workshop for classroom management which was uninteresting. It wasn't interactive, we were just listening. I got bored, uhm, I didn't really learn anything. I felt it was a waste of time.

For Taylor playing a passive role at a workshop did little to contribute to her growth as a teacher. Instead it resulted in negative feelings towards attending formal workshops as she deemed it a waste of her time. On the other hand, two participants believe that attending formal

workshops particularly for mastery in one's subject knowledge could lend towards teacher change and social cohesion. Sarah and Mary had the following to say:

Sarah:

These workshops/courses have aimed to keep our knowledge and skills up-to-date, provided us as the teachers with a professional sense of direction. I think that these workshops have aimed to enlist confidence in us and our abilities which can only lead to improved social cohesion as we (assumingly) are all becoming more prosperous.

Mary

…you will also feel more competent as you have thorough knowledge of your subject and also what is expected of you from the department. Uhm and in that sense it definitely promotes social cohesion because if your learners see you are confident in your subject then they will also have confidence in you.

According to Sarah and Mary, formal CPD focused on content knowledge only has a role to play in fostering social cohesion in the classroom as the growth they experience in their subject could possibly improve the relationship between themselves and their learners, as their learners' levels of trust in them increase.

Most NQTs who were interviewed acknowledge that all stakeholders including students expect educators to be subject matter experts for the content they teach and CPD towards this is important because it allows teachers to broaden their expertise in their particular fields. However, in stark contrast to Sarah and Mary, the rest of the participants interviewed feel this format (of only focusing on subject content) hinders their ability to promote social cohesion in the classroom and ultimately affects their ability to pass on their knowledge to students in order to improve learner performance because it is a struggle to foster peace in the classroom (Hasha & Wadesango, 2020:151). Kate stated the following:

Kate:

Okay the way the world works or school is, we only care about results like we only care about how is the school performing. My point of view is that the workshop doesn't help me with social cohesion in class in the sense of I'm literally just like how the workshop is I perform the way the workshop performs in a sense whereby… I'm just there focusing on content and I don't have the skills that is required of me to build social cohesion.

What I want to say is I'm not being trained to have that skill. I'm just trained to focus on the content and so that is what I do.

Kate illustrates how NQTs model and rely on the CPD provided to them, and this aids them in the classroom. However, as Kate mentions, because she has received no training in social cohesion she tends to lean towards focusing on the content only, thus ignoring pivotal teacher qualities needed for effective teaching and learning, i.e. the struggles NQTs face in the classroom. This results in teachers delivering content while learners are not actively listening, are being disruptive or even talking. Additionally, Kate touches on an interesting school of thought that drives most stakeholders in education: being performance and results driven. As Kate mentions, this way of thinking has seeped into the professional development she has received as well as her own professional identity. NQTs thus undergo CPD and invest time in learning and improving in content to better results. However, NQTs often do not experience a socially cohesive space to transfer the knowledge they have gained which results in NQTs' belief that CPD is a waste of time because learner results do not improve. The Bill and Melinda Gates Foundation (2014) supports Kates sentiments, as its research revealed many teachers view CPD as a compliance exercise and waste of time. Alex's statement is in line with this:

Alex

[Formal CPD] in terms of social cohesion I would say it slightly hindered the social cohesion because the learners in the classroom, I couldn't carry out what they were speaking about in my classroom specifically because the bunch or group I was working with […] never had the suitable necessary skills to carry out uhm what I actually wanted. So it took of me personally to steer them in a direction that I would want in order for them to carry out a common goal that I would want them to basically achieve.

Alex mentions how formal CPD lacks connecting theory with practice and how most times he is left to his own devices to foster social cohesion in order to deliver his lessons. As mentioned previously in section 5.2, NQTs feel overwhelmed and struggle when difficult situations arise as they are unprepared. Kate expresses how difficult it is to face these challenges with the formal CPD support provided to her.

Kate:

I have not received any workshops on social cohesion and I think it is a problem because it doesn't help me, the workshops and training only helps me with content. It

doesn't help me or give me any training on how to deal with other things that are happening in class for example with a learner that is being disruptive or rude or an environment that is [so] chaotic no lesson can take place. Yes, you can know the content and know all that you need to know but a lesson can't happen if there is chaos, a child can't understand anything if there isn't peace and harmony in the classroom.

Kate expresses how the gaps in her formal CPD has led to extremely difficult challenges in the classroom. Kate recognises the importance of having the ability to foster peace in the classroom and realises that her experiences of teaching and learning have been difficult because of her inability to create socially cohesive spaces, which came about because she was never properly trained to promote social cohesion in the classroom. Many NQTs expressed the lack of formal CPD provided to them to promote social cohesion and continued to draw on other ways to find this support. Participants shared that formal CPD was not the only kind of development they received but they relied on the informal CPD they received through mentorship to aid them in terms of social cohesion.

5.3.2 Informal CPD for social cohesion through mentorship

Informal CPD approaches are characterised as learning that takes place with a low degree of planning, no structured curriculum and no specific environment (Richter et al., 2014:117; Kyndt, 2016). Phorabatho (2013:47) argues this means learning and development takes place within the school context, embedded in teachers' everyday work lives. In determining how NQTs develop for social cohesion, the researcher asked participants what kind of CPD in their opinion most aided them towards social cohesion. Nearly all the NQTs asserted it was not workshops or formal CPD programmes but rather informal CPD through mentorship that best aided them. The following quote describes participants sentiments best:

Alex

Okay so CPD for social cohesion I experienced not formally but informally as I had a mentor. The mentor that I had was great, he helped me uhm with almost everything, content knowledge, dress code, […] punctuality […] relationship building, even communication […] with each and every one […] and most of all professionalism. It helped tremendously looking up to someone and trying to be as close to be the version of what that person is.

Alex describes the kind of support literature suggests mentors have to offer, which is holistic support. Many researchers assert that the support mentors can provide is not limited to content-

related development only but has the potential to encompass all the developmental needs of the mentee (Msila & Mtshali, 2011:9; Villegas-Reimers, 2003:116). As Alex states, his mentor even helped him with relationship building which is an important skill to foster social cohesion in the classroom. Additionally, mentorship offers a highly individualised approach to CPD, Alex's use of language and positivity is in stark contrast to his negativity compared to the formal CPD he received. Alex found mentorship to be meaningful and useful. According to Oosthuizen (2012:51) mentors provide support in many ways including but not limited to being a "coach, role model, guide, a wise and patient counsellor, and a gifted and experienced role-player". This is true for Alex as he said he looks up to his mentor and wants to follow in his footsteps. For Alex, and most of the participants, there is tremendous capacity to learn about social cohesion from experienced teachers. For Taylor, her mentor helped bridge her unpreparedness as an NQT:

> Taylor
>
> *I have received informal CPD for social cohesion through my mentor. The mentorship has brought the gap of theory and practice closer. It has provided me with the support I need because it is ongoing.*

According to Taylor, the fact that her mentor is available to her on a day to day basis providing long-term and ongoing support means that she has found a way to deal and cope with some of the challenges she is faced with by learning from someone who has more experience than her and cater to her individual context and needs. The below excerpt describes Kate's experience with her mentor.

> Interviewer:
> *What kind of CPD has best aided you as an NQT to affect changes in your practice towards social cohesion?*
>
> Kate:
>
> *The kind of CPD that has helped me as a novice teacher… I didn't receive any guidance or help from the workshops like yes it helped me with the content but it was so little that you even forget about the content. But what really helped me is my mentor. I had a mentor in my teaching practice as well as the year that I started, it was at the same school. I had a mentor that really really helped me that literally like helped me to […] fill the gap between the theory and practice.*

Kate strongly emphasises the difference in workshops and mentoring and points out it is through mentoring where she experienced the most professional development. According to literature, mentoring is about developing an individual holistically and not just a specific skill by sharing experiences and offering expert or specialist advice (Bridge, 2016:3). Additionally, Kate mirrors Botha and Hugo's (2021:66) comments that NQTs are paired up with a mentor to help with the reality shock they face and that mentorship is used as a tool to bridge the gap between training and practice. Additionally, Kate expressed how her relationship with her mentor helped her promote social cohesion in the classroom. Kate had the following to say:

> Kate:
>
> *And my mentor helped me with social cohesion in my classroom because I was able to gain experience from her and see how she does stuff and apply it into my classroom. My mentor helped me to feel more positive and confident in my classroom and uhm you need confidence when you're an educator and I could literally go to her anytime and she would help me so it was not just a once off thing, it was an ongoing thing and support process and system that I got instead of just getting a presentation and then that's it. So, I could get that feedback that I needed in order to be a better teacher.*

Kate's response shows how effective mentoring can be when an NQT is guided and supported within their own contexts. NQTs thus acquire the skills they need from their mentors through self-reflection and meaningful observation. Additionally, the participants noted that learning from their mentor made them feel better.

In view of the above, the role of the mentor is critical as mentees become more confident and empowered, leading to positive feelings and attitudes. Additionally, the NQTs emphasised how it is the ongoing support that makes the difference in their teacher change.

5.3.3 Summary of RQ2

It is important for this study to note the participants viewed CPD in general as formal CPD, namely workshops, and that participants viewed CPD for social cohesion as informal, namely mentorship.

This study has addressed research question 2 by showing that the participants received two types of CPD. The first kind of CPD NQTs received was formal CPD in the form of workshops. This kind of development mostly focused on the NQT's specific subject taught. Majority of the NQTs felt this kind of support was not enough as teaching is more than delivering content

and they therefore struggled to foster an atmosphere in the classroom to deliver the content because they lacked skills like building social cohesion in the classroom.

The second kind of CPD that participants received was informal CPD in the form of mentorship. This kind of development is best as it focuses on content, professional identity and social cohesion. Majority of the NQTs speak highly of the experienced teachers who helped them and asserted it improved their abilities to foster social cohesion in the classroom as well as bridge the gap of theory and practice.

5.4 NQTs' views of the advantages and disadvantages of CPD in general and for social cohesion

As described in Chapter 3, the literature review, there are both advantages and disadvantages of CPD. Literature is overwhelming in its assertion that CPD is indeed effective with several advantages such as teacher improvement, confidence, and motivation, however, it also points out that CPD is ineffective due to inadequate programmes led by authorities and thus results in several disadvantages (Hoekstra et al., 2009),

5.4.1 NQTs' views of the advantages of CPD in general and the advantages of CPD for social cohesion

Many scholars agree CPD is the best means to change teaching practice, teachers therefore play a huge role in effecting change in the classroom (Supovitz & Turner, 2000; Ono & Ferreira, 2010:60). According to Guerriero (2013), teachers are considered the most critical human resource with the ability to affect changes in school and thus CPD, the process through which the critical human resource can improve, has become a vital component of ongoing educational reform everywhere in the world.

It is a widely accepted notion that CPD is a systematic endeavour to bring about change - change in teachers' classroom practices, change in their beliefs and attitudes, and change in students' learning results. Participants were asked about the advantages of CPD in general and CPD for social cohesion. From RQ2, this study has established that for participants CPD in general refers to formal CPD, namely workshops, and CPD for social cohesion refers to informal CPD, namely mentorship. Two advantages overlapped across formal and informal CPD: participants indicated the advantages to be improved content knowledge and improved teacher confidence and motivation.

5.4.1.1 Improved content knowledge

Participants noted an advantage of both CPD in general and CPD for social cohesion was the role it played in improving their subject knowledge. According to literature, formal CPD is used to improve teachers' professional knowledge, understanding, and competence, particularly to develop their mastery of the area of expertise so they can teach students more effectively (Bubb & Earley, 2007:3; Steyn & Van Niekerk, 2002:250; Craft, 2002:6). All participants noted one of the advantages (for a few it was the only advantage) formal CPD has, is how it aids them in increasing their subject knowledge. One participant had the following to say:

> Taylor
>
> *So the advantages are it helps with content knowledge and makes me an expert in my subject… if it is of value to me and meaningful…*

Taylor, a Mathematics teacher, feels it is crucial for her to be an expert in her subject and that formal CPD can aid her in doing that. However, she stresses CPD can only aid in her growth if it caters to her needs and is of value and meaningful enough to change her practice for the better. To this end, Taylor mirrored other participants' responses for how the informal CPD they received in terms of mentorship played a huge role in developing their content knowledge too:

> Taylor
>
> *I have learnt a lot from my HOD, who is also my mentor. Content-wise she has helped me a lot in the moments where I felt stupid, if I can say it like that. Because I trust her in my weak moments and she never judged me.*

Creating relationships with high levels of trust is an indication of practicing social cohesion (Sirkhotte, 2018:28; Harris & Johns, 2021:398). In Taylor's quote above she mentions the special relationship she has with her mentor and the deep level of trust between them allows her to be vulnerable and learn from her. These levels of cooperation and attitudes lend itself to social cohesion and filters down into the classroom. Alex believes CPD is advantageous for him in terms of content knowledge too:

> Alex
>
> *Okay so the advantages of CPD is that uhm it contributes towards your growth in terms of content knowledge […] hearing from other teachers from other schools what they*

are doing that you can maybe use that could be beneficial to you. I think that relationship at the CPD is great to have.

Alex touches on more than just learning subject knowledge from the facilitator at a workshop. He also points out the opportunity workshops provide for collaboration with different teachers at different schools, which lends itself to social cohesion. As noted in the literature review, collaboration represents an informal form of professional development where practices are mainly improved through meaningful discussion amongst teachers themselves. The participants in this study felt CPD aids them not only with the mastery of their subject but with their professional identity as well.

5.4.1.2 Improved teacher confidence and motivation

Furthermore, NQTs mentioned both CPD in general and CPD for social cohesion are beneficial in affecting and raising teacher confidence and motivation. Kate asserts both formal and informal CPD have the potential to affect her disposition and attitude only if she believes the programme will work for her. She expressed the following:

Kate:

CPD can change my views and beliefs but only if it is of value to me like for me as an individual. Like for me having the CPD, I can be more confident in what I am doing. And if any educator is confident in what he or she is doing then you will grow as a person and you will become more competent and you will feel like you can conquer the world.

Kate believes CPD can influence her choices, belief systems and motivation if the CPD provided to her is trustworthy. She also believes it would aid her in navigating the struggles she experiences in the classroom. Literature also asserts educators are driven and eager to engage in learning that they believe in. (Broad & Evans, 2006; Sykes, 2006). In other words, literature suggests CPD must be meaningful and relevant to teachers to be effective. The NQT participants expressed informal CPD for social cohesion achieved more meaningful and relevant CPD through mentorship which resulted in high levels of motivation and confidence. Alex expressed the following:

Alex

Okay so CPD for social cohesion I experienced not formally but informally as I had a mentor. My mentor was kind of like a light in the dark. He was inspiring and helped me be more confident in my own journey.

Alex agrees with the other participants because his mentor shaped the way he viewed himself and increased his confidence in his abilities and capacity to do the job well like his mentor himself. Additionally, Hasha and Wadesango (2020:138) state teachers should be appreciated as a critical human resource because one of the only ways schools can achieve specific goals, like the promotion of social cohesion in the classroom, is if the teacher believes that she/he can affect changes in the classroom. CPD is thus important for teachers to view themselves as agents of change and build a professional identity that can provide teachers with the necessary belief that they can achieve specific goals needed to teach effectively (Clark, 2002). Sandra had the following views on this matter:

Sandra

Yes, I think formal and informal CPD does change your professional identity. One is continually trying to grow and develop in a professional sense but this growth can also affect you as a person. The more you learn about the ways to improve your craft, the more motivated you become to make the necessary changes.

According to Sandra, CPD benefits teachers in a way that changes their entire professional identity. She continues to assert that to experience growth and become more competent solidifies a teacher's reason to become the best teacher they possibly can be and to put in the work or implement the change to do so.

5.4.1.3 Summary of advantages for CPD in general and CPD for social cohesion

Participants expressed that CPD in general and CPD for social cohesion have a positive role to play in their development in terms of mastery in their subject content and increased levels of teacher confidence and motivation. However, participants emphasised their teacher change is only influenced positively in this way if the CPD provided to them is of relevance and value to them.

5.4.2 NQTs' views of the disadvantages of CPD in general which doubles up as additional advantages of CPD for social cohesion

According to Slonimsky and Brodie (2006:46) "although professional development lies at the heart of nearly every educational effort to improve teaching and learning, it is not the panacea

for all problems". In fact, many formal CPD programmes do not achieve its set outcomes and formal CPD for NQTs is no exception to this. On the one hand the data revealed three themes participants believe to be the disadvantages of formal CPD in general. Firstly, formal CPD is mostly not tailored to their personal contexts and needs. Secondly, it provides no long-term feedback, and thirdly, it offers no meaningful interaction. On the other hand, participants revealed the same three themes to be additional advantages of CPD for social cohesion through mentorship which is tailored to personal contexts, long-term feedback provided and meaningful interaction offered.

5.4.2.1 Not tailored to personal context and needs/Tailored to personal contexts and needs

The first theme to stand out from the data was participants talking about how irrelevant formal CPD provided to them has been. One of the disadvantages of formal CPD is thus how CPD programmes are not tailored to teacher's personal context and needs. Kate expressed the following:

> Kate:
>
> *I want CPD to be more relevant in the sense of I don't want to get to a workshop and sit in a workshop for 3 hours and by the second hour I realise that I am wasting my time. I just want to receive what I need. I want to receive training in social cohesion as well because that is in a sense what is important to us, what is important to me, because there is no point in me knowing the content but not knowing how to deal with situations that come in the way of me delivering that content effectively.*

For Kate one of the disadvantages of CPD is that it is not tailored to her personal context and needs. CPD that is relevant and personalised to her could aid in her teacher change to becoming an agent of social cohesion. According to the Bill and Melinda Gates Foundation (2014) teachers do find that CPD is not relevant because it is poorly planned and executed and not customised to the skills teachers need to develop (Bill & Melinda Gates Foundation, 2014:12, Wilson et al., 2006:20). There is thus a real disconnect between the teacher and CPD provider who does not have a clear understanding of the developmental needs of teachers (Colognesi et al., 2020). Mary and Alex feel the same way as they expressed how out of touch the CPD programmes are to their needs:

> Mary:

I feel like everything they spoke about is what I already knew. There was nothing really anything extra added to it that you know could increase my skills so to say.

Alex:

…according to theory and my practice, I think my practice remain the same […] at the specific programme *that I was at it never contributed or improved my practice in that sense I would say.*

For Day and Sachs (2004:220) CPD is a learning process that occurs as a result of meaningful contact with the context, eventually leading to changes in teachers' professional practice and thinking about that activity, particularly their own professional identity. For Mary and Alex there was no learning process because the workshops they attended were not closely tied to their own contexts. They were unable to relate the knowledge learnt from CPD programmes to combat the problems and challenges they face.

Moreover, participants discussed how this lack of context to their personal needs led to little or no teacher development whatsoever. Instead of CPD making participants feel empowered and competent it was replaced with feeling like CPD is burdensome and time wasting as it was not as effective as it could be. Taylor and Kate describe the above sentiment:

Taylor

…I didn't really learn anything I felt it was a waste of time.

Kate

The format of workshops is problematic because they are generalised. It wasn't specific to my classroom and that is also how it can become a waste of time. The workshop was there for everyone, but it should be for me specifically.

Kate strongly feels workshops have hindered her professional growth because it caters to the masses and not her individual needs, it thus did not prove to be helpful or meaningful to her. Many authors' criticisms of the format of workshops stem from the nature of a workshop and its 'one-size fits all' format which often ignores the needs of individual teachers (Hişmanoğlu & Hişmanoğlu, 2010:28; Phorabatho, 2013:47).

On the other hand, participants said the opposite is true for informal CPD for social cohesion, namely mentorship. Participants revealed the nature of being paired with an experienced teacher sharing the same school, resources and learner contexts meant that an added advantage

of mentorship is the fact that support provided to them was relevant, in the moment and exactly what they needed.

> Sandra
>
> *…my mentor teacher is very good at that, providing relevant and helpful advice. She was a great support system for me, in that if I had any issues, I could speak to her. Be it informal or formally, she was there to just listen and to just assist if I needed the assistance and to give me the encouragement that I needed at the drop of a hat.*

For Sandra, mentorship provided her the capacities to feel functional and united; these are core characteristics of building social cohesion in an environment and learning how to foster it in a space. Additionally, Sandra feels the advice and support she received was helpful because it was relevant to her.

5.4.2.2 Little to no long -term feedback/Long term feedback

Additionally, NQTs expressed a lack of long-term development as a disadvantage of formal CPD in general. Many of the NQTs said the workshops they attended were short lived with no interest in their actual growth in competence or personal development. Alex had the following view:

> Alex
>
> *The disadvantages on the other hand is that it's once off. Nobody follows up on you, nobody checks […], so one tends to basically base it on your own knowledge to go out there and basically wing it till you make it so ja I would say it would be great if there could be regular follow ups or even smaller groups creating the CPD […] would even be great so that it's more focused on specific things than over the whole spectrum one can say.*

Majority of the NQTs interviewed shared Alex's sentiments about the lack of feedback and support offered by formal CPD provided through workshops. Additionally, as Alex pointed out, it results in NQTs having to "wing it", which has potential to cause massive reality shock and struggles for NQTs as discussed in Section 5.2 when NQTs feel unprepared. NQTs believe CPD must be sustained over time, with long-term engagement to grow meaningfully and improve in the arena of social cohesion, the way CPD for social cohesion through mentorship offers. Kate expressed this view best:

Kate

An advantage of [CPD for social cohesion], in my case the mentorship I received is the long-term consistent support and feedback. Whereby the person is […] there at all times helping me. Any questions that I had was answered.

Kate briefly talks about how on-going support is beneficial for a novice educator where access to someone over a long period of time is helpful to develop and grow and build capacities and attitudes for social cohesion. The mentorship relationship basically mirrors the kind of relationships one wishes to create within the classroom.

However, literature emphasises the negative effects of formal CPD such as workshops. One of the issues with workshops can be its lack of long-term support and feedback for teachers, contributing to the reasons why workshops often fail to develop teachers' skills and ability to make a difference (Chisholm, 2000:61, Phorabatho, 2013:47). Taylor expressed the following:

Taylor:

No one really checked or gave feedback on my ability to teach. No one checks up to see what I'm doing. This negatively affected my growth which resulted in me struggling as a novice teacher.

Taylor's statement shows as an NQT she felt it was important to receive feedback, based on her tone of voice and body language, it showed she wanted that support in terms of feedback. As NQTs are less experienced and more vulnerable because they are new, it makes sense that they seek individual guidance to know if they are adequately completing the tasks set out for them to do. Without it, as Mary points out, NQTs often feel their progression and growth are stifled as they are simply, as Alex previously mentioned, left to their own devices causing varying degrees of struggle. This hinders NQTs' abilities to foster social cohesion in the classroom, as mentioned before.

5.4.2.3 Little to no meaningful interaction/Meaningful interaction

A further disadvantage of CPD in general expressed by participants is the lack of meaningful interaction they receive during formal workshops. Kate describes her experiences best:

Kate:

I think the format of the workshops does not help. Like you literally just come into the class – it feels like a lecture to me – you come into the class then that's it, whether you understand it or don't understand it that's it.

Kate talks about how the workshop feels like a "lecture" and this format is problematic because teachers play passive roles, they just listen and are hardly involved or allowed engagement. Taylor explicitly talks to this:

Taylor

Disadvantages are that teachers are passive and don't get to engage at workshops.

This experience by Kate and Taylor is supported by Phorabatho (2013: 49) who asserts that teachers play passive roles in workshops and seminars and that it leads to "brief, fragmented, incoherent encounters that are unrelated to real classroom situations". The outcome of workshops is thus not satisfactory as it fails to acknowledge and address teachers' lived experiences in the classroom (Phorabatho, 2013:48). This perception of CPD shapes the attitudes that teachers have towards CPD and unfortunately gives rise to negative feelings towards the provision of formal CPD (Wilson et al., 2006:17).

However, parallel to this is the idea that NQTs can shape their perceptions around two things existing simultaneously. For participants a disadvantage of CPD in general is no meaningful interaction, however an advantage of CPD for social cohesion is meaningful interaction according to the data. Mary expressed these sentiments best:

Mary

…as you know I am a novice teacher and this is my first year teaching. I haven't attended that many formal CPD programmes *but the ones I attended wasn't helpful in the sense that it was not meaningful, it lacked familiarity, collaboration, sincerity and warmth. As opposed to the informal CPD I get for social cohesion by my mentor. She is warm, familiar and I can feel her sincerity for my growth and development as she involves me uhm in it. So meaningful interaction is an advantage of informal CPD for social cohesion.*

Mary asserts CPD for social cohesion, namely mentorship, is advantageous because as the novice teacher she is part of the conversation and her mentor who is trying to develop her takes her voice and context into consideration with sincerity and meaning. All three advantages

described in this section boil down to the deep trusting relationship and bond formed between NQTs and experienced teachers which is one of the biggest indicators of social cohesion taking place: the existence of good relationships.

5.4.2.4 Summary of disadvantages of CPD in general which doubles up as additional advantages of CPD for social cohesion

To summarise, because participants did not find CPD relevant to their context with little to no long-term feedback and meaningful interaction, participant NQTs did not find formal CPD such as workshops effective or useful. Therefore, the three themes listed are considered disadvantageous. Participants' responses show this kind of CPD does not have any effect on their teacher change and teacher practice and only leads to ill-feelings towards CPD. However, on the other hand, these three factors in a positive sense are relevant to context and needs, provides long-term feedback and involves meaningful interaction. Thus, the NQTs listed these three as advantages for CPD for social cohesion, namely mentorship.

5.4.3 Summary of RQ3

NQTs expressed both advantages and disadvantages for CPD – for NQTs both sentiments were true. NQTs find both formal CPD in general and informal CPD for social cohesion helpful to their development when it increases their content knowledge and inspires confidence and motivation. However, NQTs find formal CPD less helpful to their development when it has no long-term feedback, has no meaningful interaction, and it is not tailored to their individual needs. Simultaneously, NQTs find the same themes advantageous for informal CPD as mentorship is tailored to individual needs and context, provides long-term feedback and offers meaningful interaction. It is important to note participants did not list any disadvantages of CPD for social cohesion. Despite teachers' overall dissatisfaction and negative perceptions of formal CPD, research and participants' responses indicate teachers believe that CPD can meet development needs (Wilson et al., 2006:5). However, Tatto (1999) and Tabulawa (1998) argue CPD programmes are not ineffective because they are futile but because authorities overlook teachers' perspectives and hence fail to discover points of contact with teachers' reality in order to provide relevant CPD programmes. Teachers recognise the value and potential that CPD has to offer. On the one hand, NQTs feel CPD can be a waste of time, but NQTs also believe CPD is the vehicle through which they can acquire the skills and support they need to survive the teaching profession.

Chapter 6: Conclusion Chapter

This chapter concludes the study. The aim of this study is to explore NQTs' experiences of CPD and how it influences NQTs in addressing social cohesion in the classroom. This chapter presents the overview of the research findings, a synthesis of the findings and concluding remarks in five sections.

Section 1 provides a summary of all three research sub questions. Section 2 provides the synthesis of the findings. In section 3, the researcher discusses possible recommendations for policy, practice and future studies. Section 4 relates to the contributions of the study. The final, and fifth section, provides the concluding remarks of this study.

6.1 Study summary

This section summarises the main findings as discussed in the previous chapter. The findings relate to CPD for social cohesion, and it discusses NQTs' experiences of CPD in general as that is what emerged from the data.

6.1.1 Sub-research question 1 summary

Sub-RQ1 aimed to understand what NQTs perceived as the factors that hinder their ability to promote social cohesion in the classroom. There were four main factors that emerged from the data collected. Participants identified the following factors: lack of preparedness from ITE programmes, burdensome school administrative demands, navigating a new school culture and managing learner behaviour.

Participants strongly agreed their ITE programmes did not adequately prepare them for their first years of teaching, leading to a plethora of struggles and an inability to create socially cohesive classrooms (Taylor, 2022:12).

Additionally, participants felt the burdensome school administrative demands were time consuming, and irrelevant to teaching and learning (Curry et al., 2008; Hebert & Worthy, 2001). Consistent with Harju and Niemi's (2018:682) findings, this caused NQTs to experience immense negative pressure and resulted in experiencing stress, struggle and the incapacity to foster social cohesion in the classroom due to burn-out.

Furthermore, participants mentioned how navigating a new school culture negatively affected their abilities to promote social cohesion in the classroom. Participants explained they were ill equipped to navigate the bureaucratic, political and complex culture of their new school,

leading to many misunderstandings and struggles (McCormack & Thomas, 2003; Smeed et. al., 2009), hindering their abilities to promote social cohesion in the classroom.

The fourth factor data revealed is managing learner behaviour. NQTs said they felt ill equipped to manage learner behaviour, resulting in chaos and disharmony in the classroom. This left NQTs feeling drained, disappointed and frustrated, hindering their capacity to lead with social cohesion in mind (Marais, 2016).

All four factors noted by participants are indicative of NQTs facing reality shock in their first years of teaching, and are often left to their own devices to navigate a period of their career where they feel lost, demotivated and inadequate (Whitaker, 2000).

6.1.2 Sub-research question 2 summary

The aim of the second sub-research question was to identify the type of CPD NQTs received in general and the type of CPD received for social cohesion. The NQTs' responses revealed the type of CPD they received which generally was formal CPD, namely workshops. Many authors agree teachers operate within this kind of CPD (Wilson et al., 2006:5; Bolam, 2002; Hustler et al., 2003). Additionally, NQTs revealed the type of CPD they received for social cohesion was informal CPD, namely mentorship.

Participants stated the most common type of formal CPD provided to them was workshops that only focused on the development of their specific subject expertise. Phorabatho (2013:19) confirms that most CPD provided to teachers is solely concerned with developing teacher knowledge and competence. However, the majority of the participants had negative perceptions about the formal CPD they received as they found it ineffective and irrelevant to their everyday needs and struggles.

Participant data also revealed they did not receive any formal CPD for social cohesion. However, NQTs relate the informal CPD namely, mentorship, as the CPD for social cohesion they received. Majority of the participants expressed how meaningful this kind of support was for their development to create socially cohesive spaces. Msila and Mtshali (2011:9) and Villegas-Reimers (2003:116) state mentorship can aid mentees (NQTs) in all development needs. This aligns with NQTs' statements that mentorship helped them create socially cohesive spaces.

6.1.3 Sub-research question 3 summary

Sub-RQ3 aimed to understand what NQTs perceive as the advantages and disadvantages of CPD in general and the advantages and disadvantages of CPD for social cohesion. It is important to note participant NQTs viewed CPD in general as formal workshops and CPD for social cohesion as informal mentorship.

Participants noted the advantages for both CPD in general and CPD for social cohesion as the following: improved content knowledge and teacher confidence and motivation (Bubb & Earley, 2007:3; Broad & Evans, 2006).

An interesting theme that emerged was the three factors that NQTs identified simultaneously as disadvantages for CPD in general, but as advantages for CPD for social cohesion. To summarise, the disadvantages for formal CPD were the following factors: CPD not tailored to personal context and needs (Bill & Melinda Gates Foundation, 2014), CPD that provides little to no long-term feedback (Phorabatho, 2013:47), and CPD that offers little to no meaningful interaction (Phorabatho, 2013:49). On the other hand, NQTs noted further advantages of CPD for social cohesion as: CPD tailored to personal contexts and needs, CPD that provides long-term feedback, and CPD that provides meaningful interaction.

In summary, the findings of the three sub-research questions revealed NQTs' experiences of CPD to address social cohesion is coloured with hardships and struggles but ultimately hope, as NQTs believe CPD for social cohesion can be helpful to combat their reality shock and to deliver quality teaching and learning.

6.2 Synthesis of the findings

The aim of this study is to explore NQTs' experiences of CPD and how it influences NQTs in addressing social cohesion in the classroom. To answer the main research question, the study asked NQTs three sub-research questions. The previous section 6.1 summarised the key findings in relation to the three sub-questions that guided the study.

The emerging themes showed NQTs believe there are factors that hinder their ability to promote social cohesion in the classroom. Furthermore, the findings revealed NQTs receive both formal and informal CPD to aid in their development. Moreover, NQTs' responses indicated the juxtaposition between the two types of CPD they received led to NQTs feeling CPD can be both effective and ineffective to their professional development.

This section synthesises the findings from chapter 5, as summarised above, in order to theorise the data and show the relation to the literature.

6.2.1 CPD leads to positive change towards social cohesion

Across all the emerging themes stated above, despite negative feelings towards CPD in general, NQTs' experiences of CPD to address social cohesion seem to have a positive effect and can lead to positive change on a teacher's realisations of social cohesion in the classroom, namely from mentorship.

The findings show teachers recognise the value and potential that CPD in general and social cohesion related CPD has to offer to result in a positive change. In line with the findings, literature notes teachers have a significant role in effecting change in the classroom and that CPD is the best way to bring about change in teaching practice (Supovitz & Turner, 2000; Ono & Ferreira, 2010:60). Additionally, Guerriero (2013) believes teachers are the most important human resource with the power to influence changes in the classroom.

Additionally, according to Hasha and Wadesango (2020:138), it is imperative that NQTs believe they can make a difference in the classroom, as only then will schools be able to accomplish certain objectives like promoting social cohesion in the classroom. The findings of this study affirm Hasha and Wadesango's (2020:138) belief that CPD has the ability to change a teacher's professional identity, thoughts and feelings.

Likewise, findings show NQTs believe CPD is the vehicle in which change to their professional identity can happen. Sirkhotte (2018:28) and Harris and Johns (2021:398) posit positive change in professional identity can lead to capacities, behaviours and attitudes that promote social cohesion. CPD is thus crucial for teachers to see themselves as agents of change and develop a professional identity that can provide NQTs the confidence they need to believe they can accomplish the particular goals essential to creating socially cohesive spaces (Clark, 2002).

Furthermore, the findings reveal NQTs face multiple hindrances in achieving social cohesion in the classroom. Similarly, literature points out social cohesion is challenging to achieve in a classroom if members do not comply to the social norms and social inclusion ideas set by the school and teacher or if school context factors become obstacles. Having said this, across all three emerging themes these obstacles can be overcome if positive change through CPD could aid NQTs with skills such as negotiation, dialogue and engagement that will lead to social cohesion as pointed out in the literature review (Harris & Johns, 2021:396).

6.2.2 CPD is both enabling and constraining for social cohesion

Another cross-cutting theme that emerges throughout the results across all three sub-research questions is that CPD in general and social cohesion related CPD are both an enabling and constraining factor for realising social cohesion.

On the one hand, findings show formal CPD in general provided to NQTs hinders social cohesion. Literature states in order to help NQTs cope with reality shock, formal support systems are frequently established, yet, because these systems are institutionalised, the help offered does not correspond to the requirements NQTs have recognised. (Colognesi et al., 2020). The above statement aligns with the narrative of NQTs that the formal CPD provided to them was inadequate in addressing the difficulties that NQTs confront. The main reason for this is most formal CPD programmes only focus on developing NQTs' content knowledge.

Findings also reveal informal CPD and CPD related to social cohesion provided through mentorship enabled NQTs to promote social cohesion. Supporting this idea, many studies emphasise the importance of experienced teachers supporting novice teachers in their holistic development process (Engvik and Emstad, 2017; Nasser-Abu Alhija Aspfors and Bondas, 2013; Cheng and Szeto, 2016; Alhija & Fresko, 2010). According to Botha and Hugo (2021:66) mentors can help NQTs bridge the gap between theory and practice as well as lighten reality shock. Likewise, NQTs participating in this study explicitly noted how they have learnt skills to foster socially cohesive spaces through their mentor.

However, an element that did not emerge through the findings, but that literature points out, is how unsustainable informal mentorship is. Many scholars warn that without formal mentorship structures, NQTs could imitate the behaviours of their mentors (whether effective or not) and be unable to consciously reflect on their role in the classroom (Clark et al., 2014; Leavy et al., 2007; Walkington, 2005; Beswick, 2007). The implications of continued informal mentorship have the potential to be disastrous to social cohesion as NQTs could continue to perpetuate the inequalities and conflict in schools and the lack of competences to deal with challenging situations in the classroom.

6.2.3 School context and socio-economic realities shape NQTs' experiences of CPD and social cohesion

Another overarching issue that appears in the findings across all three sub-research questions is how the school context and socio-economic reality of the school impact NQTs' views and experiences of CPD, including their ability to foster social cohesion in the classroom.

South African society is a growing diversity of social, economic, and cultural backgrounds that often leads to challenges because of the legacy of apartheid (Alexiadou and Essex, 2016). These challenges manifest themselves in the classroom as well. The social and economic factors that impact the site studied, as explained in the Context chapter, is the following: the school is a former Model C school, on the border of a crime-ridden area, where overcrowding and learner misbehaviour plague the school at times. According to Marais (2016), the South African education landscape consists of overcrowded classrooms and causes critical problems for cooperation and peace-building in a classroom.

According to Alexiadou and Essex (2016) NQTs require certain competences to adapt and thrive in schools as the above factors shape their experiences of social cohesion. Similarly, it affects NQTs' views and experiences of CPD. The findings show evidence of NQTs struggling because of a hindering school culture and learner misbehaviour, all influenced by the socio-economic reality of the school. This shapes how NQTs view and experience CPD according to whether it meets their needs or not. Literature thus points to NQTs needing to influence change through relevant CPD in order for them to adapt to their environment (Harju, 2020:56 and Conway et al., 2009).

Additionally, social cohesion is a desired outcome for policy makers in South Africa to develop positive relationships between various social groups, however, there is a huge gap between policy and practice (Barolsky, 2014:195). The many factors in South Africa that contribute to the complex environments of schools result in the harsh dilemma NQTs face when they enter the education profession. NQTs face a variety of new situations and practices that differ from their initial teacher education experiences, and these experiences do not adequately prepare NQTs for a complicated, diverse, and continually changing working life (Livingston, 2014). Likewise, findings of this study show that NQTs are ill-prepared when they enter the classroom.

6.3 Recommendations

In this study's findings, the NQTs' responses to the three research questions show overall that there is a strong need for CPD for social cohesion for NQTs. In this section the study will provide suggestions as a response to the needs of NQTs as found in the findings. Recommendations will be provided for policy, for practice directed to the school, for practice directed to CPD providers, and lastly, for future studies. The section will end with concluding comments.

6.3.1 Recommendations for policy

The research findings of this study can add valuable contributions towards policy. The findings show there is a need for policy makers to pay more attention to the needs of NQTs in order to alleviate reality shock.

In the context chapter of this study it was ascertained that government introduced policy to remedy the legacy of apartheid. However, there always seemed to be a huge gap between practice and theory – thus policies' aims were never fully realised.

With the findings of this study in mind, which brings to light NQTs' insight and personal stories on CPD and social cohesion, this study proposes that policy makers produce more specific detail on how to realise teacher development for social cohesion. Additionally, it is recommended that formal CPD for social cohesion is introduced into policy for the training and development of NQTs. In this manner it can bring about a better implemented programme that can close the gap between theory and practice, to produce a better prepared teacher to face the realities of the classroom and deliver effective teaching and learning.

Based on the results of the findings, it is also recommended that any formal CPD programme introduced for social cohesion is built within the timetable of the school and which aims to not add to the administrative burdens of NQTs; as one of the main reasons NQTs struggle in school is their overwhelming workload which causes burnout, stress, and emotional and physical strain.

In addition, this study also recommends the DBE's latest Action Plan to 2024 Towards the realisation of Schooling 2030 (DBE, 2020), which is a long-term plan focused on reducing violence in schools and teachers acquiring the knowledge and skills to promote social cohesion, implements policy that is focused on short-term goals and solutions as to aid NQTs currently struggling in the system presently.

Lastly, the findings indicate that NQTs rely heavily on the guidance and support of mentors, which is not a sustainable solution as informal mentorship could lead to bad qualities and events being perpetuated (Clark et al., 2014). Thus, this study recommends that formal training to become a mentor is introduced into policy, for experienced teachers or heads of departments for mentoring to be self-sustainable in schools (Van der Nest, 2012). Moreover, implementing a systemic training of mentors and formalising mentorship structures is an effective way policy makers can add a valuable contribution to the quality of work for NQTs.

6.3.2 Recommendations for practice

6.3.1.1 Directed to school

In this study's findings, it is shown that NQTs are overwhelmed by school-based factors when entering the classroom. It is this study's recommendation that schools initiate a thorough and detailed induction programme that explains and covers every process a teacher needs to be aware of. NQTs have described how they are often tied up in misunderstandings in schools due to not knowing a certain protocol or rule.

It is also recommended that a formal mentoring structure is put in place, to ensure an NQT is learning from an experienced and willing mentor. The mentor should be able to build a good relationship with their NQT with the hope that it produces a relationship with trust and openness. In this way NQTs can feel safe to share their needs, which will also assist with their transition into a new environment.

6.3.1.2 Directed to CPD providers

Literature and this study's findings point to the major gap CPD programmes leave NQTs with, especially the tools to combat reality shock. NQTs thus rarely find themselves fully prepared for the teaching profession. Therefore, assistance is especially critical during a teacher's first years as it is a period of intensive development and learning to navigate the complex social and political culture of a school. Participants reported various factors that led to reality shock and alluded to how CPD for social cohesion could alleviate those struggles.

It is thus recommended that ITE institutions and ITE providers should provide teacher students and NQTs with training in social cohesion. Additionally, ITE providers should work together with schools and align their policies to make entering the teacher profession more effective and successful. ITE programmes should examine school practices such as administrative requirements, navigating school cultures, managing learner behaviour, and align it with the training to better prepare NQTs.

Furthermore, for a more holistic and peace-building approach, CPD providers should supply formal development to aid teachers to promote and create socially cohesive spaces. Developing this skill will improve the quality of NQTs' experiences and in turn improve teaching and learning.

It is also this study's recommendation that ITE providers, CPD providers and policy makers work together regularly with the aim of developing student teachers to be adequately prepared for becoming a teacher in the South African context.

Moreover, the DBE recently released the New Teacher Induction Guidelines for the Orientation Programme for NQTs and it is this study's recommendation that this guide must focus on CPD for social cohesion.

6.4 Recommendations/implications for future study

After completing the full research cycle and analysing the findings, the researcher recommends that more data collection instruments be used. More than one data collection instrument like observations or document analysis can provide a more accurate account of data collection and aid in increasing the study's trustworthiness.

Additionally, due to time constraints the researcher only investigated a small group of participants in one school. The researcher recommends that a larger group of participants and more schools from different quintiles and or provinces are used. This will provide a better, detailed and more in-depth understanding of the experiences of NQTs. It will also provide a better and more accurate overview of the experiences of NQTs in the South African context.

Furthermore, the research revealed NQTs' ITE programmes played a major role in their ability to cope with the pressures of their first years of teaching. In order to better understand the scope of CPD programmes and its value, the experiences of NQTs can be better catalogued and analysed if the study is conducted in their final year of ITE programme with social cohesion in mind, continuing throughout NQTs' first year of teaching.

6.5 Contribution to knowledge

This study makes two contributions to knowledge. The first contribution is bridging a gap in the literature of NQTs. While there is some literature globally about the first year experiences of teaching of NQTs about the CPD they received, there is very little written about this in the South African context. Particularly as it relates to CPD for social cohesion, this study adds to this gap by specifically sharing the experiences of a group of teachers in Kraaifontein in the Western Cape in their first years of teaching.

The second contribution this study has made to knowledge is providing the voice of the NQT. The significance of this study is the insight into NQTs' perceptions of their own difficult moments and struggles with respect to the CPD support they receive to address social cohesion. This study highlights the voice of the teacher. This study adds the voice of the NQT to an existing body of knowledge that lacks NQTs' voices in terms of the struggle they experience due to lack of social cohesion training. NQTs voiced the following:

Firstly, the study found NQTs receive CPD but it does not formally cater for CPD to address social cohesion in the classroom. NQTs vocalised numerous challenges they face in the classroom that hinders them from creating socially cohesive classrooms due to lack of formal CPD for social cohesion, namely, lack of preparedness from ITE programmes, burdensome school administrative demands, navigating a new school culture, and managing learner behaviour.

Secondly, NQTs expressed the extreme hardships they face due to a lack of formal guidance and support to create socially cohesive spaces which starts with inadequate ITE programmes. The study has found through the data that emerged NQTs find formal CPD through workshops is not enough to adequately prepare them holistically for the realities of everyday classroom life. They have expressed a need for CPD for social cohesion.

Thirdly, NQTs voiced their disappointment in the formal structures of support given to them to navigate their first years of teaching. However, the informal support received by the mentor bridged a few gaps to lighten the reality shock they experienced due to the personal, individual, context-related support they received. In this way, they found the potential for CPD to aid them to address social cohesion in the classroom.

In summary, this study provides a window into the perceptions and voices of NQTs and has the potential to inform where there are existing gaps in such knowledge.

6.6 Concluding comments

To conclude, this research studied NQTs' experiences of the CPD they received to address social cohesion in the classroom, in a Western Cape school in South Africa. This study firstly, explored the factors NQTs perceived to hinder their ability to generate and promote social cohesion in the classroom. Secondly, this study investigated the types of CPD NQTs were receiving and additionally the type of CPD NQTs were receiving for social cohesion. Moreover, in an attempt to better understand NQTs' views and perceptions of the CPD they received to address social cohesion in the classroom, the study sought to understand what NQTs saw as the advantages and disadvantages of the CPD provided to them.

The research has placed the reader on a journey to discover the value of CPD for social cohesion and further suggests recommendations for further research to add and supplement to the existing literature of CPD for social cohesions to help NQTs combat reality shock. The

research study brings to light the importance NQTs place on CPD catered to their needs and their need for social cohesion related CPD.

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Appendices

Appendix A: Letter to WCED

Cape Peninsula University of Technology

South African Research Chair in Teacher Education
Centre for International Teacher Education (CITE)

13 February 2023

Mr. Meshack Kanzi
THE DIRECTOR: RESEARCH SERVICES
Western Cape Education Department
Private Bag X9114
CAPE TOWN
800
[By Email]

Dear Mr. Meshack Kanzi,

WCED Ethical Clearance Form for Ms. Anastasia Gordon

This is to confirm that Ms. Anastasia Gordon is a full time Masters in Education student (**221593772**) at the Centre for International Teacher Education, a research unit based at the Cape Peninsula University of Technology under my supervision.

Ms. Gordon has been registered for her degree since from 2021 and has had her proposal vetted and accepted by the University's Faculty Research Committee. Furthermore, her proposal has also been deemed acceptable by the Ethics Research Committee and has thus received full ethical clearance from the University (EFEC 3-03/2022).

As Ms. Gordon will be conducting research in schools in the Western Cape, she is submitting her proposal, which includes all the relevant information, for ethical clearance to the Western Cape Education Department. I would appreciate if you could support Ms. Gordon in securing the necessary clearances so that she may proceed with her academic endeavors.

As her supervisor, I will ensure that Ms. Gordon complies with all the necessary protocols and guidelines of conducting research as specified by the University and the Western Cape Department of Education.

Please do not hesitate to contact me if you have any enquires.

Sincerely,

Prof. Y. Sayed
South African Research Chair: Teacher Education
Director: Centre for International Teacher Education

A: CPUT, Education Campus, Room 2.45, Highbury Road, Mowbray, Cape Town, 7700
T: +27 21 959 5832
E: sayed.cite@gmail.com/sayedy@cput.ac.za

Appendix B: Ethics committee permission letter

Cape Peninsula University of Technology

Faculty of Education
Highbury Road
Mowbray
7700
Tel: +27 21 959 6583

FACULTY OF EDUCATION

On the **12 April 2022** the Chairperson of the Faculty of Education Ethics Committee of the Cape Peninsula University of Technology granted ethics approval **(EFEC 3-03/2022)** to **A. Gordon** for an **MEd degree.**

Title:	**Continuous professional development (CPD) support for newly qualified teachers (NQTs) to address social cohesion in diverse classrooms.**

Comments:

The EFEC unconditionally grants ethical clearance for this study. This clearance is valid until **31st December 2024.** Permission is granted to conduct research within the **Faculty of Education only.** Research activities are restricted to those details in the research project as outlined by the Ethics application. Any changes wrought to the described study must be reported to the Ethics committee immediately.

Date: 12 April 2022

Dr Zayd Waghid

Chair of the Education Faculty Ethics committee (EFEC)

Faculty of Education

Appendix C: Letter to school

Dear Sir/Madam

My name is Anastasia Gordon. I am a full time teacher and also a Master's student at Cape Peninsula University of Technology. I am registered as a full-time Master's student in the Centre for International Teachers Education (CITE) centre.

This e-mail serves as a request to ask your permission to conduct my research at your high school. This will only entail interviewing teachers who are willing to participate. My proposed research focus is: **Experiences of newly qualified teachers in a Kraaifontein school of continuous professional development support to address social cohesion in the classroom.**

Please find attached a letter from my supervisor confirming my status as a student and my research topic. If you are willing to participate, at this stage all I will need is a letter with the school's letterhead confirming participation in my study.

I will also be contacting you personally to further explain my objectives, please feel free to contact me if you have any pressing questions.

Yours sincerely

Anastasia Gordon
0725394894
anastasiagordon7@gmail.com

Appendix D: WCED approval letter

Western Cape Government
Education

Directorate: Research

meshack.kanzi@westerncape.gov.za
Tel: +27 021 467 2350
Fax: 086 590 2282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 1645DCF18000052-20230623
ENQUIRIES: Mr M Kanzi

Mrs Stacy Gordon
9 Surin Crescent
Northpine
Cape Town
7560

Dear Stacy Gordon,

RESEARCH PROPOSAL: CONTINUOUS PROFESSIONAL DEVELOPMENT SUPPORT FOR NEWLY QUALIFIED TEACHERS TO ADDRESS SOCIAL COHESION IN DIVERSE CLASSROOMS.

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 **29 June 2023 till 30 September 2024.**
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 Mr M Kanzi 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,
Meshack Kanzi
Directorate: Research
DATE: 29 June 2023

Appendix E: Participants consent form

Cape Peninsula University of Technology

Faculty of Education

Ethics informed consent form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

Principals		*Teachers*	✓			*Lecturers*		*Students*	
Other (specify)									

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

An undergraduate project		*A conference paper*	
An Honours project		*A published journal article*	✓
A Masters/doctoral thesis	✓	*A published report*	

Selection criteria

You were selected as a possible participant in this study because you are a newly qualified teacher (NQT) with between 1-3 years of teaching experience and because you teach Life Orientation or Mathematics in the FET phase. The information below gives details about the study to help you decide whether you would want to participate.

Title of the research:

Experiences of newly qualified teachers in a Kraaifontein school of continuous professional development support to address social cohesion in the classroom.

A brief explanation of what the research involves:

This study aims to examine how NQTs experience CPD support that address social cohesion in their classrooms. The study discusses the factors that hinder social cohesion; the CPD provided to NQTS and the advantages and disadvantages of CPD as perceived by NQTs.

Why is this research important?

According to research, South Africa's education system is flawed because of poor support for teachers in dealing with challenging situations to maintain socially cohesive spaces. Research shows that when inequities of wealth, ethnicity, gender, and other factors combine to generate societal discord, which is frequently shaped by violence; is often considered to be one of the main hindrances to social cohesion in a classroom, globally and locally. There is thus, a strongly held belief that, a lack of continuous professional development (CPD) support for teachers, is endemic in the education system in South Africa, resulting in low levels of social cohesion. It is thus important to research the CPD support provided to teachers as it could prove crucial in assisting NQTs to meaningfully contribute to the development of socially cohesive spaces.

Benefits of research

This study will add to the knowledge base about the experiences of NQTs about the CPD they have received to address social cohesion in their classroom. As such it will illuminate or provide key policy and practice change about the support NQTs need to address social cohesion in the classroom.

Incentives

Participants in this study will not receive any incentives for partaking in this research as it relies on them to participate freely and willingly.

Procedures (duration)

Participants are expected to commit to 1 session of an hour long where the researcher will conduct a semi-structured interview. Prior to the interview participants will receive an informed consent form and interview questions.

Right to withdraw/ voluntary

The researcher will seek informed consent and ensure all participants have joined the study voluntarily. Participants will receive a consent form prior to the interview explaining the ethical considerations the researcher will adhere to; explaining the aims and objectives of the study and providing a detailed description of what is expected of the participants and all the rights participants have to withdraw from the study, to maintain confidentiality. The researcher will also verbally inform participants of everything included on the consent form. Participants will also receive the contact details of the researcher and supervisor if they want to make any further inquiries.

Confidentiality and anonymity

All data will be stored on a password-protected computer and be kept confidential by using pseudonyms and ensuring no trace markers are evident in the study. The researcher will ensure it is impossible to link any identifying information with specific participants' responses, identity, or data. The researcher will not collect personal identifiers like names, birthdates, telephone numbers, photographs, email address or street address to ensure anonymity. The researcher's supervisor will have access to all data as the study will be used for degree purposes, for the researcher to attain a Masters' in Education (MEd).

Potential risks, discomforts or inconveniences

Participants are not exposed to any physical risks; however, participants can potentially be exposed to emotional or psychological discomfort if their experiences or views on social cohesion in the classroom worries them as the topic addresses socially unaccepted behaviour.

The researcher will mitigate this harm by informing participants about the employee health and wellness program offered by The WCED to assist in any severe or extreme discomfort they may feel. Moreover, the researcher will explain potential risks to participants and conduct interviews with consideration and dignity. Including rehearsing with participants ways of saying 'no' when they do not want to reply and assuring participants that they will be respected and not questioned about why they refuse to answer. Additionally, the researcher will mitigate the risk of potentially distressing questions by using soft skills to aid participants in navigating any difficult feelings.

What will happen to the data when the study is completed?

All data will be destroyed and deleted permanently after 3 years as per CPUT's Postgraduate research studies guidelines.

Kindly complete the table below before participating in the research.

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

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

Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.	Anastasia	Gordon	07253694894
2.			
3.			

Contact person: Anastasia Gordon	
Contact number: 0725394894	Email: anastasiagordon7@gmail.com

Contact person: Professor Yusef Sayed	
Contact number: 0715059647	Email: sayedy@cput.ac.za

Appendix F: Semi-structured interview schedule

Cape Peninsula University of Technology

Faculty of Education

Interview Schedule

INTERVIEW QUESTIONS

Interview schedule for Newly Qualified Teachers (NQTs) teaching in the FET phase.

Introduction

This study aims to examine how NQTs experience CPD support that address social cohesion in their classrooms. The study discusses the factors that hinder social cohesion; the CPD provided to NQTS and the advantages and disadvantages of CPD as perceived by NQTs.

Conduct of the interview

The interview will last up to 1 hour. The interview will address questions about your views and experiences with regards to the continuous professional development support you have received to address social cohesion in the classroom.

The interview, with your agreement, will be recorded, and where appropriate, I will use quotes for my dissertation. I will provide you with a full transcript of your interview to confirm accuracy.

Interview questions

1.) Describe the type of CPD programs you attended; describe its format in terms of duration; interaction etc and how this aided or hindered the teacher change towards being more mindful of social cohesion?

2.) What CPD has been provided to you and has it touched on social cohesion explicitly?

3.) How do you personally perceive CPD?

4.) Talk to me about the frequency of the CPD you have undergone and how this affects your teacher change towards a more socially cohesive approach?

5.) Identify characteristics of a CPD program that could aid you in becoming an agent of change through social cohesion?

6.) Does CPD in your opinion affect your professional identity; belief systems or motivation?

7.) What kind of CPD has best aided you as an NQT to affect changes in your practice towards social cohesion?

Thank you for your time and contribution

Appendix G: Example of a transcribed interview of a teacher educator participant

Interview Questions

Started interview at: 15:39

Interviewer:
Thank you so much for participating in this interview with me, after discussing your personal background and interest in teaching and with your permission and after confirming that I have explained the informed consent form with you and the interview protocol would you mind if we got started with the interview?

Interviewee:
Yes of course we can.

Interviewer:
Great. Can you tell me what CPD has been provided to you and has it touched on social cohesion explicitly?

Interviewee:
Okay so the continuous professional development that I took part in was workshops and seminars whereby it was a Mathematics workshop and it was very informative I learnt a lot. However, uhm I just feel like it should be for example, the workshop was there for everyone, but it should be for me specifically, like based on what I want. Like for example if I'm struggling with a specific thing it was a workshop whereby a generalised thing where everyone struggled and I struggled a little bit more and I feel like it didn't help me in that sense. I feel like it was just a workshop I didn't have any other way of people helping me and supporting me further on. It was just workshop and people just assumed that I knew. I just needed a little bit more support when it came to the workshop. With regards to social cohesion in the classroom I feel it didn't help me to get social cohesion or what I wanted din the classroom it didn't prepare me for what I wanted.

Interviewer:
Can you maybe be a bit more specific uhm was the workshop long enough to short or can you talk to me about the organisational factors of the workshop.

Interviewee:

The workshops vary from one workshop to another so some workshops were from 9 o'clock to 12o clock on a given day or others were from if I can remember correctly it was on a Saturday. The workshops was just based on Mathematics they just gave the topic/content it didn't show me like this is how you must be in class.

Interviewer:

Can you tell me were you able to apply the knowledge that you learnt?

Interviewee:

Uhm some of it really was helpful in the sense of I knew where learners struggled because they generalised it. The format of workshops problematic because they are generalised. It wasn't specific to my classroom and that is also how it can become a waste of time …

Interviewer:

Did you feel you needed more workshops, or did you have enough did you feel like you were able to talk in the workshop? Can you talk to me how this was presented?

Interviewee:

In the workshops I could speak I could say whatever, however there was a certain time it had to end then you can't say anything further. And there is no way of you answers on that specific topic again. There is 5 minutes for questions and that is it. There was no follow up they just say the link will come then the ink comes 2 or 3 weeks later when you done with the topic, if you were lucky. It was the content and that was literally it they didn't care about how I was at school.

I think that the format of the workshops does not help. Like you literally just come into the class – it feels like a lecture to me – you can into the class then that's it whether you understand it or don't understand it that's it. Like I can ask questions but I couldn't ask questions afterwards – you know like when you do a lesson or someone gives you a workshop on something and then you think of something but you only realise afterwards something – when I think of it then the workshop is done - there is no sort of feedback or support that they give me afterwards. It's just you come in the workshop is being presented and then they give you 5 minutes if not less for questions depending on the time because sometimes the person presenting it takes time to do it- then you have less time to ask questions. You literally come in they give the lesson and that's it. You don't have time to ask them again but what happens in this instance, if a learner does this what'd I do then? Or

whatever the case may be and sometimes you only think of the things afterwards an then it's too late. But there nothing you can do and there is no one coming back at you and asking you but how did it go or what do you do or someone else do to help with the social cohesion.

Interviewer:
Just to circle back, What CPD has been provided to you and has it touched on social cohesion explicitly?

Interviewee:
Okay so the workshops I have been attending, I am a Maths educator and I've only been exposed to Mathematics workshops and I've never ever had training on social cohesion or a learner's behaviour they literally just give a lesson on Mathematics and that's it. Nothing on how a learner is doing holistically or how a learner, or their background it's just we are there to teach Mathematics and that's it so uhm the workshop it literally only focuses on content never on how a learner receives that content or what is hindering them from getting that information. Yes, the content is very important however, we are struggling we are literally struggling at school. Because we lack the skills to deal with it. I know based on the workshops yes it will help to a certain extent based on that it only helps me with the content at our school we are struggling with discipline and we are struggling with learners to grasp the information however it is not helping us with their discipline or their way of receiving things. Okay the way the world works or school is you must be able and especially the principle's don't care about anything else we only care about results like we only care about how is the school performing so I don't believe, my point of view is that the workshop doesn't help me with social cohesion in class in the sense of I don't have a. I'm literally just like how the workshop is I perform the way the workshop performs in a sense whereby I,I just come into the class, give my lesson, and then I don't get exposure to how it is when a child is rude or disruptive or however the case may be. I'm just there to give my lesson and I feel that it is so wrong because we need to know holistically how the child is doing and I don't think the workshops are helping me in any way or the training is helping me because it literally just helps me with the content and how to deliver the content but it's not helping me with the child itself so there is no social cohesion taking place which will result in a disruptive class and no one will pay attention to what I have to say because I'm just there focusing on content and I don't have the skills that is required of me to build social cohesion. What I want to say is I'm not being trained to have that skill I'm just trained to focus on the content and so that is what I do.

I just feel like you need to have peace in the classroom. You can't just be like good morning class here's the lesson of today goodbye class. There must be a synergy whereby you in order for a learner or a child to get the information in there must be peace it can't be disruptive. Yes, the workshop does help with the content but it doesn't help uhm in entirety. So, I do believe in building socially cohesive places.

Interviewer:
Talk to me about the frequency of the CPD you have undergone and how this affects your teacher change towards a more socially cohesive approach?

Interviewee:
Me being a novice teacher – this is my first year I'm teaching - I believe that my professional development – the workshops I attend - there is not enough – in total I have had 3 workshops on Trigonometry, Statistics and I can't even remember the last one. Like I said in the beginning there is no feedback so I actually forget about it. You write it on a piece of paper and you forget about it because it doesn't happen often enough. I sometimes get surprised when workshops is because it doesn't happen often enough, you must just be available on a Saturday for a 2 hour session. Uhm I just feel like it doesn't the workshops, the duration of the workshops is not long enough I'm sitting here and I can't even remember what the content was of the workshops like yes, I do understand the main topics and the main things but I don't understand –

Interviewer:
Tell me about the frequency of the CPD are you satisfied that you only had 3 workshops this year and talk to me did you get any workshops on social cohesion?

Interviewee:
I did not I don't feel satisfied at all with the workshops I'm a novice teacher and I need all the help that I can get so I am one that will go to every single workshop because I want to develop and be more confident in my subject or my content and I just feel like there needs to be more frequent workshops as it helps you in advance on what you are going to do and uhm for example the topic of Trigonometry you want to know exactly what needs to be done and what learners are struggling with and there's only one workshop and that's it. There's nothing of here's a follow up or here let's see what else there is to do and it doesn't help at all with social cohesion in my classroom because I am not working towards a common goal and ja I just think there should be more there should be follow ups on things there should not just be the one class and

then it's over and done and then you do it the following year. You should have it lets say once a week that will be great because then you also build confidence and maybe you can have I don't know feedback on how it was but it's just here's the workshop you understand good.

Interviewer:
So can you just tell me again are you saying you have not received any workshops this year on social cohesion?

Interviewee:
I have not received any workshops on social cohesion and I'm not going to lie I'm struggling I am really struggling because uhm it doesn't help me with my growth; I am not growing as an individual because all I know is content I don't know anything else I don't know how to cope in situations whereby learners are faced with whatever challenges there might be, nothing. I didn't receive any workshops and its hindering my growth.

I have not received any workshops on social cohesion and I think it is a problem because it doesn't help me, the workshops and training only helps me with content it doesn't help me or give me any training on how to deal with other things that are happening in class for example with a learner that is being disruptive or rude or an environment that is chaotic no lesson can take place – yes you can know the content and know all that you need to know but a lesson can't happen if there is chaos, a child can't understand anything if there isn't peace and harmony in the classroom.

Interviewer:
Identify characteristics of a CPD programme that could aid you in becoming an agent of change through social cohesion?

Interviewee:
I would like my professional development to be like the word says more continuous. So instead of getting a workshop or a training just once in a blue moon I would like it to be twice a month or three times a month or every single week so that I can gain more from it and also I would like the CPD to be more relevant to what I need and my needs because I can't just sit in a workshop and just get the information – even if I understand the work already – and just sit in the workshop because I need to get the link or fill out attendance or the register I would like for it to be based more on what I need and ja basically relevant.

I want CPD to be more relevant in the sense of I don't want to get to a workshop and sit in a workshop for 3 hours or 2 hours and by the second hour I realise that I am wasting my time. I don't want it to waste my time I just want to receive what I need. Basically, like the information and content that I need I want to receive it however I just don't want to receive content I want to receive social cohesion as well I want to receive training in social cohesion as well because that is in a sense what is important to us what is important to me because there is no point in me knowing the content but not knowing how to deal with situations that come in the way of me delivering that content effectively.

And besides that, I also want the CPD to not only sustain me for now and based on what I need now but to sustain me for a long time like for many years to come so that I don't have to feel like I am a novice teacher all the time like every single time like every single year I feel like a novice teacher. I want the CPD to be meaningful like to not just for the sake of oh here it is there you go but it must mean something to me it mustn't just be a once off thing it must last me until I retire.

Interviewer:
Does CPD in your opinion affect your professional identity; belief systems or motivation?

Interviewee:
Yes. If I believe I can be an agent of change I can better or build better towards being an agent of social cohesion. CPD can change my views and beliefs but only if it is of value to me like for me as an individual. Like for me having the CPD I can be more confident in what I am doing. And if any educator is confident in what he or she is doing then you will grow as a person and you will become more competent and you will feel like you can conquer the world.

Interviewer:
The final question is, what kind of CPD has best aided you as an NQT to affect changes in your practice towards social cohesion?

Interviewee:
The kind of CPD that has helped me as a novice teacher, I didn't receive any guidance or help from the workshops like yes it helped me with the content but it was so little that you even forget about the content. But what really helped me is my mentor. I had a mentor in my teaching practice as well as the year that I started it was at the same school. I had a mentor that really helped me that literally like helped me to uhm fill the gap between the theory and practice. I literally had no idea what to do or how to present a lesson but I sat in her classes

and literally like saw how she presented the classes and how she uhm basically did the work and presented the content and dealt with the learners in the class and she literally like supported me in my workplace. And I feel like I needed that because it was good and effective as supposed to someone that you see on a computer or from a distance at a workshop that you go to training and sit in a lecture where you just sit and listen to someone talking the whole time but now it's the online way of doing things we literally just get a presentation and ja. So, I just feel like the one thing that really helped me was my mentor and my mentor helped me with social cohesion in my classroom because I was able to gain experience from her and see how she does stuff and apply it into my classroom, her ability to form relationships with her learners was next level and get them to work towards a common goal. Instead of getting a workshop or training in specific content yes it does help but I gained more knowledge from her. Knowledge and skills from her.

My mentor helped me to feel more positive and confident in my classroom and uhm you need confidence when you an educator and I could literally go to her anytime and she would help me so it was not just a once off thing it was an ongoing thing and support process and system that I got instead of just getting a presentation and then that's it. So, I could get that feedback that I needed in order to be a better teacher.

Interviewer:

I sincerely appreciate how forthcoming you have been this entire session. Thank you so much for spending so much of your time with me.

Interviewee:

I'm so sorry I took up all of your time I know we way over schedule. I must admit it was rather refreshing being able to voice my opinion on this topic. Thank you for today.

Ended interview at: 17:08

Time of the interview session: 87min