**MASTER OF EDUCATION IN ADULT EDUCATION AND GLOBAL CHANGE**

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UNIVERSITY OF THE WESTERN CAPE

CONTINUING PROFESSIONAL TEACHER DEVELOPMENT (CPTD) PRACTICES OF TEACHERS IN WORKING CLASS SCHOOLS IN THE WESTERN CAPE

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KEY TERMS

- Continuous Professional development

- Barriers

- Opportunities

- Skills development

- Policies

- Collectivity

- Experiential learning

- Collaboration

- Community of practice

- Education Support Services

- Situated Learning

Abstract

Continuing Professional Teacher Development (CPTD) of teachers at working class schools in South Africa has come under scrutiny over the past few years. Despite new education policies which incorporated the dire need for CPTD, the achievement of learners at working class schools remains poor. This investigation was prompted by the cause of this discrepancy.

This study investigates the participation of teachers in Continuous Professional Development initiatives at working class schools in the Western Cape. The primary research question for this research paper is:

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

A qualitative approach within the interpretive paradigm was adopted throughout this study. The interpretive approach allowed the researcher to gain a more social world interpretation of the respondents as it provided insight in CPTD practices at working class schools. The process of data gathering was inductive as information emerges from interviews and questionnaires. Open-ended questionnaires and semi-structured interviews were used to gather data. The study comprised 15 respondents and included teachers at two schools and three officials from the Department of Education. The demographics of the two schools were similar which made it possible to ask the same questions for all respondents.

The study highlighted the lack of participation of teachers in CPTD due to human, material and financial constraints. Urgent consideration needs to be given to eradicating these barriers for continuous professional development of teachers. Providers of CPTD should ensure that the needs of teachers are met and training should be embarked upon on a continuous basis. In addition, priority should be given to teachers employed at schools in working class areas.

DECLARATION

I declare that the Continuing *Professional Development (CPTD) practices of teachers in working class schools in the Western Cape* is my own work and that the sources that I used or quoted have been indicated and acknowledged by means of complete references.

Eunice Annelise Mettler   January 2016

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UNIVERSITY *of the*

WESTERN CAPE

DEDICATION

This is dedicated to my husband Chukuma Nwosu and my daughter Leigh Mettler.

ACKNOWLEDGEMENTS

LIST OF ACRONYMS

- ACE   : Advanced Certificate in Education

- CoP   : Community of Practice

- CPTD : Continuous Professional Development

- DoE   :   Department of Education

- ELRC :   Education Labour Relations Council

- FET   :   Further Education and Training

- GET   : General Education and Training

- NEPA :   National Policy Act

- NPF   :   National Policy Framework

- SACE :   South African Council of Educators

- SGB   : School Governing Body

- SMT   :   Senior Management Team

- WCED: Western Cape Education Department
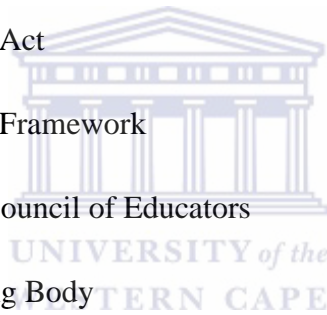
SECTION ONE

INTRODUCTION

1.1 Rationale/Background

Reform initiatives in South Africa's education system have focused on the *teacher* as the key to improving learner performance (Knight and Wiseman, 2005). In schooling, teachers have the most direct, sustained contact with learners and have a considerable influence over how a subject is taught. King and Newman (2001: 86) maintain that improving teachers' knowledge, skills and dispositions are critical for improving learners' achievement. Their assertion (ibid.) might explain why teachers are encouraged by the educational authorities to be competent in their classrooms. This assertion also provides the justification and urgent need for the continuous professional development of teachers. By emphasising learning and the development of teachers, educational authorities are able to ensure that learning processes at schools contribute to the attainment of educational goals and the enhancement of quality and learner performance (Cullen, 1999: 47).

Since school teachers have the potential to significantly influence the success and/or failure of their learners, they should ensure that their knowledge remains recent, relevant, and that they "play a very significant role in supplying, supporting and promoting instruction of high quality" (Razak, Darmawan & Keeves, 2009: 344). For this to occur, teacher professional development should be integral to plans that aim to improve learner performance. This is precisely the primary aim of Continuing Professional Teacher Development (CPTD) which, after ensuring that teachers are familiar with changes in their profession, should seek to improve the results of learners.

Mitchell (2013) avers that CPTD is the process whereby an individual acquires or enhances the skills, knowledge and/or attitudes for improved practice. The CPTD process in education ensures that teachers will provide quality teaching. However, for CPTD to succeed, teachers must take responsibility for their own professional development. This perspective is supported by Lambert (2002: 37-38) who states that teachers have come fully aware that they are responsible for their own learning in order to be purposeful, professional human beings. Teachers must be able to ascertain their own learning needs and find suitable resources apart from the mandatory CPTD

initiatives which will culminate in better opportunities in their profession. Failure to accept accountability and responsibility for learning will result in inefficient service delivery.

CPTD can also be described as "a learning process resulting from meaningful interaction with the context (both in time and space) and eventually leading to changes in teachers' professional practice (actions) and in their thinking about that" (Tang Choi 2009:1). This definition describes the interactionist character of CPTD which emphasises the relationship between the context and the teacher's interpretation.

CPTD creates the platform for learning opportunities because it enhances the learning process; it provides exposure to new learning theories; and it introduces and exposes teachers to innovative teaching technologies, classroom tools and resources. It is thus a necessity for teachers to constantly develop themselves due to the changing working environment.

In the Western Cape Province, planned provision of CPTD is normally organised and facilitated by the employer, in this instance, the Western Cape Education Department (WCED); the teacher unions; and private providers such as non-governmental organisations (DoE, 2011: 6).

The main aim of the Cape Teaching and Leadership Institute (CTLI), which falls under the WCED directorate, is to enhance the professional development of teachers to enable them to manage and implement the curriculum (WCED, 2015). Interested teachers should register via their education district offices. Only eight teachers per district can attend these training courses (ibid). The Western Cape Education Department has eight education districts which imply that an estimated amount of 64 teachers can register. Table 1.1(below) indicates that the full complement of 64 teachers do not take advantage of these opportunities. The eight districts are Metropole North, Metropole South, Metropole East, Metropole Central, West Coast, Cape Winelands, Eden Central Karoo and Overberg. These courses are held during the school term and it therefore explains the limited number of teachers that attend. The WCED employs substitute teachers for the teachers who attend the course during the school term on condition that there is no teacher excess at the school; the teacher is not paid by the governing body; and the substitute teacher is not already substituting for another teacher.

However, despite the promotion of CPTD, WCED policy documents and opportunities that are created, teachers are not participating in these events as expected.[1] **.**

Table 1.1

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

Source: 2015 Term 1 CTLI interventions, WCED.

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

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

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

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

1.2 Problem Statement

There is considerable lack of participation in CPTD activities by teachers who teach in working class communities; and yet, improved participation would ultimately lead to better results of learners.

1.3 Purpose and Objectives of the study

The purpose of this study is to identify, describe and analyse the CPTD practices of teachers at working class schools in the Western Cape.

The broad objectives of this study are as follows:

1. To explore the nature and content of CPTD at working class schools.

2. To assess the extent to which teachers participate in Continuing Professional Teacher Development activities;

3. To investigate why teachers at working class schools are not participating in CPTD activities as expected.
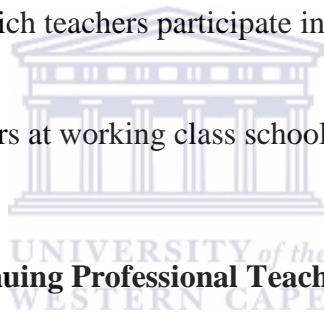
1.4 Historical Context of Continuing Professional Teacher Development

The process of developing a more equalitarian educational system was initiated by the National Education Department in the 1990's. This change in education was motivated by two social imperatives: The one being the demise of the apartheid state and the need to build an equalitarian society; the other being a response to global competitiveness (National Educational Policy Act, 1996).

Although apartheid ceased to exist over 20 years ago, South Africa still grapples with the shadow of inequality within the facility of formal educational opportunities and provision. Despite the National Government's attempt to redistribute resources to black and coloured schools in the post-apartheid period, overall matriculation results have deteriorated (Van der Berg (2002:1). The socio-economic background (as measured by school fees) and educational input (measured by teacher pupil ratio and teacher salaries as proxy for qualifications and experience) also remain a major explanatory factor for the weak matric results achieved by learners (2002:19).

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

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

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

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

1.5 Significance of the study

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

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

1.6 Section Outline

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

1.7 Conclusion

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

SECTION TWO

LITERATURE REVIEW

2.1 Introduction

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

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

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

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

2.2 Conceptions of Continuing Professional Teacher Development (CPTD)

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

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

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

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

2.3 Forms of CPTD provision

The traditional approaches to CPTD included workshops, seminars and conferences that adopted a technical and simplistic view of teaching and was based on the belief that teachers' knowledge and skills could be improved by using experts from outside the school system (Lee, 2005). Despite some achievement through such an approach, Mewborn & Huberty (2004: 2-7) maintain that this approach has not been very effective, because it does not sufficiently change teachers' subject knowledge or academic skills. In contrast, evidence has emerged that contemporary CPTD initiatives which set out to develop professional knowledge to transform and restructure the teaching quality in schools, has been effective (Sparks, 2004).

Accordingly, "longer-term CPTD programmes have lately been designed to assist teachers, through direct practical experience, to improve student learning" (Lee 2005:39).
Moore (2000:16) is of the perspective that CPTD is most effective when it is a constant, continual process that is properly planned, developed and followed-up through supportive observation and feedback, educator dialogue and peer coaching. Moreover, effective CPTD programmes should include longer contact time, activities sustained over long periods of time,

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

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

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

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

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

2.4 Factors that enhance CPTD participation

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

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

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

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

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

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

2.5 Barriers to Continuing Professional Teacher Development

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

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

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

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

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

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

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

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

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

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

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

2.6 The relationship of CPTD to Professional Practice

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

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

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

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

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

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

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

2.7 Different forms of Continuing Professional Teacher Development

Whilst Continuing Professional Teacher Development has become more mandatory in professional career development, there is a significant variation in how people learn. People learn differently therefore CPTD should not be seen as a product devised by training providers and academic institutions, but rather as a mind-set or habit that teachers develop to acquire new knowledge. It requires self-directed, independent learning (Barnett, 1999). Teachers take control of their professional lives and concur on how to improve the learning experience (activities) for themselves and the learners in the classroom. It also becomes a dual process by which teachers, together with their colleagues, review, renew and extend their commitment as change agents for the moral purpose of teaching. They become co-participants in learning, not simply receivers (Cross, 2007). Critical knowledge, skills and emotional intelligence are developed and become the vehicle for professional thinking.

The different forms of CPTD include amongst others; formal, non-formal and informal learning:

2.7.1 Formal, informal and non-formal learning

According to the CEDEFOP glossary (2008) as cited in Radakovic (2013:1), the following definitions are given for formal, non-formal and informal learning:

Formal learning is typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective. In other words, it includes courses, classes, face-to-face workshops, other training or educational events that lead to some kind of "certification" or validation.

Non-formal learning is learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification.

Informal learning is considered as a lifelong process during which we

acquire information, attitudes, skills and knowledge. It can be intentional or unintentional and it can be encouraged by the development of techniques and technologies. We live in an information society that provides us with endless opportunities for informal learning. It is not necessarily intentional learning, and because of that it can go unnoticed by individuals in terms of acquiring knowledge and skills. Informal learning is acquired through life and work experience, from experts and colleagues at work, in project groups, using the internet, manuals and guidelines, through networks of professionals etc.

Eraut (2000) prefers the term non-formal to informal since learning happens outside of formal learning institutions, such as the workplace where the context, situation and dress code are more relaxed. He presents five features of formal learning: a prescribed learning framework; an organized learning event, a designated teacher/trainer; formal accreditation and the specification of outcomes Eraut (2002:12). All learning outside of these five features, he describes as non-formal. Billet (2001a) agrees with Eraut that most learning happens outside formal educational settings; therefore the difference between formal and other learning settings is of minor significance. Consistent with Eraut and Billet, Cross (2007) argues that formal and informal learning are very much the same as both encompass the building of new neural connections in the brain and adapting to new situations.

Informal learning has become more popular than formal learning amongst training professionals due to rapid changes in technology. Technology, such as the internet, makes it easier for people to access information rather than being subjected to the "inefficiencies of old-style training" (Cross, 2007: 2).

2.7.2 Experiential Learning

Rogers and Freiberg (1994) define Experiential Learning as learning that is based on reflection and experience, resulting from direct participation in life events. Learning is thus an on-going process, experiential, collaborative and connected, for example when you are working with colleagues and learners to create a better understanding of events. However, Kolb points out that experience is not similar to learning, but rather that "learning …is achieved through reflection upon everyday experiences" (Kolb, 1984:1).

Kolb (1984:1) further argues that knowledge that is acquired experientially is often tacit. Tacit knowledge is a personal form of knowledge which is obtained from direct experiences (ibid). People will, through their experiences, learn what to do in different situations for example if there is tension between two people in a group, they may be able to guide as to what action should be taken.

2.7.3 Situated learning and Community of Practice

According to Lave and Wenger (1991:11) situated learning "explores the situational character of human understanding and communication". This theory is concerned with how skills/knowledge is acquired in the context within which the learning occurs. They do not define situated learning as the acquisition of propositional knowledge but rather see situated learning in certain forms of co-participation (1991:14). The focus is thus on what kind of social engagement provides the proper context to enable learning. Situated Learning Theory suggests that active co-participation within a working environment (peripheral participation), enables individuals to become members of a "community of practice" (Wenger 1998). Wenger (1998) describes a "community of practice" as groups of people who share a common concern or a passion for something they do and learn and how to do it better as they interact regularly. Social interaction forms the basis of the learning approach.

According to Clark (2004) as cited by Maistry (2008: 94) "many teacher professional development initiatives are often superficial, short-termed and insufficiently insensitive to complex local conditions." Teachers' perspectives on their work should be considered and allow them to take control of their own learning. Communities of practice originated in response to several barriers to professional development that exist in the culture of schooling, such as the isolated nature of teaching and the lack of agreement as to what constitutes acceptable practices (Maistry, 2008: 95).

2.8 Conclusion

This section presented a review of the selected literature, which the researcher found relevant and foundational to this research. This includes, an over view of continuous professional development, conceptions of continuing professional teacher development , factors that enhance CPTD participation, barriers to teachers' continuous professional development, relationship of

CPTD to professional practice and different forms of CPTD. The next section describes the research methodology and research design.

SECTION THREE
METHODOLOGY AND DATA COLLECTION

3.1 Introduction

This study made use of qualitative research methodology in an attempt to understand why teachers at working class schools are not participating in continuous professional initiatives as expected. Qualitative research makes use of a naturalistic approach that seeks to understand phenomena in the context of specific settings, for example, "real world stings where the researcher does not attempt to manipulate the phenomenon of interest". (Patton, 2002: 39). Bryman (2012:160) further posits that qualitative research methodology is considerably used to investigate disciplines in social science as it supports the understanding and explores the meaning that people give to a social problem. The what, why and how of a social phenomenon is examined. Silverman (2006:15) also describes qualitative research methodology as the way that one goes about "studying a phenomenon" as it enables the researcher the opportunity to observe, record and interpret verbal and non-verbal communication.

Qualitative research methods furthermore allow the researcher to obtain information on certain elusive issues as well as valuable insights into the lives and experiences of the respondents (Guest, Mack, MacQueen, Namey & Woodsong, 2005). Bryman (2012: 399) alluded to this when he argues that "many qualitative researchers express a commitment to viewing events and the social world through the eyes of the people they study". This insight into the lives of the respondents creates a platform for an in-depth analysis of the phenomenon under study. Open-ended questions and semi-structured interviews are usually used for data collection as in the case of this study.

This study explored the reasons why teachers in working class schools do not actively participate in CPTD activities as expected. This interpretative approach will give a more social world interpretation of the responses of the respondents.

This qualitative study sets out to expose the assumptions related to teacher participation in CPTD initiatives. And since the study draws primarily on the knowledge and perspectives of teachers at working class schools, it potentially will offer better insight into CPTD practices at these schools.

3.2 Research Design

The purpose of this study is to understand an aspect of the phenomenon, CPTD, as practiced at working class schools. An exploratory approach has been selected. With the explanatory approach the researcher tests the hypothesis that explains how, what and why the phenomenon functions the way it does (Swandt, 1994). The researcher conducted one focus group and individual interviews at the respondents' places of work where she played an instrumental role in gathering data and where respondents clearly expressed their views on the subject under investigation.

The researcher's own understanding of the CPTD programme, and the experience gained over the years spent working as a teacher, played a pivotal and imperative role in the research design. This means that key concepts such as assessment, evaluation, documentation and recognition were used as preparatory points for developing an understanding of CPTD in relation to participation, barriers to teachers' continuous professional development, relationship of CPTD to professional practice and different forms of continuous professional development in the Western Cape.

For the purpose of this study, the researcher used triangulation using focus group interviews, and individual interviews using open-ended questions. The rationale behind the combination and use of this multi-method during the data collection is to ensure cross-checking of the information and conclusions in an investigation of the same phenomenon (Bryman, 2012: 56; Ritchie and Lewis, 2003 and Gillham, 2005) and therefore allowing the researcher to gain a more complex picture of the phenomenon under investigation.

3.3 The interview subjects

An open-ended questionnaire was distributed to sixteen respondents at two schools located in working class areas of Cape Metropole North. Only 12 of these questionnaires were returned. (See appendix C for questionnaire). All the respondents were experienced teachers over 35 years old and have been in the teaching profession for more than 17 years. The respondents were predominantly middle-aged, all of them married, except for one teacher. They have family commitments such as raising children. Semi-structured interviews were conducted with those teachers who indicated that they wished to elaborate on their questionnaires. The interviews with

the teachers lasted between thirty minutes to an hour and were conducted at each respective workplace of the abovementioned.

Qualitative data in the form of semi-structured interviews (see appendix D) was collected from three WCED subject advisors (focus group) at the Metropole North, Education Department in the Western Cape. The focus group was important for this study as the data obtained from the participants would give the researcher insight into their views on the lack of participation of teachers in CPTD workshops.

The subject advisors were requested to provide required data during their lunch break. Instead of being interviewed separately, they preferred to provide their responses in a collective discussion session.

The function of subject advisors is to offer support to teachers through school visits, electronic formats and at subject meetings and workshops.

A focus group is appropriate for this study since focus group discussions are able to facilitate collection of very detailed data on the variables of a study in a free, interactive and participative environment characterised by free exchange of views and comments (Morgan, 2006). The focus group have a lively discussion without much guidance from the researcher using a less structured approach. Morgan furthermore argues that focus groups "do not only provide data on what the participants' think but also explicit insights into why they think the way they do" (p.123).

The focus group interviews for this research lasted about an hour. The discussion was held in the boardroom at the respondents' offices. As required by the ethical guidelines, the researcher read the content of the consent form to participate in the research. The form was signed by all respondents. Data from this group discussion included notes from the discussion and notes from the debriefing session held after the focus group interview.

3.4 Data Collection

In order to answer the research question(s), evidence, termed data, is to be gathered by the research following the rules of the research design. Research designs such as quantitative research refers to any research based on something that can be accurately measured whereas with qualitative research it is impossible to accurately measure something. For example if a survey on job satisfaction is conducted using quantitative measures, it is possible to afterwards

say that such-and-such percent of the respondents were satisfied but it is not possible to come up with an accurate numerical scale to measure the level of job satisfaction. This study therefore makes use of qualitative research design to seek answers to the research question.

3.5 Methods of data collection

The process of data gathering was inductive as the information emerged from interviews, and the twelve questionnaires. The research questions included information about the respondents' teaching experience and the education sector. The demographics of the two schools are similar which made it appropriate to ask the same questions of all respondents at schools. The questions were of a conversational style that is casual and easy to understand and written in a logical order that slowly evolves from questions of a more general nature to those that are more specific.

The respondents who indicated the need to elaborate on the content of the questionnaire were dealt with in the form of semi-structured interviews. This included open ended questions in which the respondents could provide a more open and personal account of their experiences and attitudes. The interview helps the researcher to manage verbal exchange (Ritchie and Lewis, 2003 and Gillham, 2005) and as such its effectiveness depends heavily on the communication skills of the interviewer (Clough and Nutbrown, 2007). These included the ability to clearly structure questions (Cohen, Manion & Morrison, 2007); listen attentively (Manison, 2015); pause, probe or prompt appropriately (Ritchie and Lewis, 2013:141); and encourage the interviewee to talk freely, and "make it easy for interviewees to respond" (Clough & Nutbrown, 2007: 134). Interpersonal skills (Opie, 2004) such as the ability to establish rapport, perhaps with humour and humility, were also important. Opie (2004) points out that specific tools used to collect data are known as data collection instruments.

For the purpose of this study, the researcher used the following instruments to collect the data:

3.6 Open-ended questionnaires

An open-ended questionnaire is mostly used when interviewing respondents is not convenient. The aim of it is to source the thoughts, feelings and opinions from respondents. This type of questionnaire allows the participant to express his thoughts as much as he can and is used in explanatory research (Charmaz, 2003, 2006).

An open-ended questionnaire (Appendices C) was given to respondents by the researcher as it helps to save time. The questions in the questionnaire were compiled in accordance with the study objectives and the language used was straightforward.

3.7 Data management

Data management and data analysis are processes that run concurrently which makes it difficult to draw the line between the two stages (Charmaz, 2006). Charmaz (ibid) postulates that data management has an impact on data analysis and therefore keeping it safe, organised and systematic are inevitable requirements for successful research.

For the purpose of this study, the researcher did not use an existing qualitative software program to manage the data; however, she personally interacted with it in managing it directly.

Data collected for the individual and focus groups through interviews was transcribed by the researcher herself. The audio data as well as personal observation was transformed into text. The reason for using the text form is that it is an easy form of recording (Gibbs, 2008). The transcribed interviews were thereafter saved on the researcher's personal laptop that is password protected using an individual numbering system for easy identification. All consent forms and completed questionnaires from respondents that were interviewed were kept in a filing cabinet. Due to confidentiality issues, all raw data will be destroyed after the study has been successfully completed.

3.8 Data Analysis

Data were constantly compared, initially between the interpretations of the respondents but also between the two respective schools in the study. This was done in a series of coding stages, from open (initial coding) to arriving at a hypothesis (Charmaz, 2003, 2006).

Data analysis is known as the process of inspecting, cleaning, transforming, and modelling data with the aim of highlighting useful information in ways that help the researcher to detect patterns or problems so as to explore associations that exist in the data. This phase's aim is mostly "reducing the large corpus of information" (Bryman, 2013: 13) gathered by the researcher in order to make sense of it.

According to Creswell (2013: 197-200) there are six steps that form the data analysis strategy:

1. Organising the data for analysis. The researcher transcribed the individual as well as the focus group interviews.

2. Becoming immersed in the data by reading the data. The researcher familiarise herself with the collected data to get a general sense of the information and an opportunity to reflect on its meaning.

3. Start coding the data. It is a process of organising the data through identifying themes, recurring ideas and patterns of belief that will emerge into categories and themes. The large amount of data is condensed into a simpler and manageable data packet to go through analysis.

4. Generating categories and themes: After coding, the researcher grouped the codes in categories of commonalities. To illustrate key findings, the researcher identified verbatim quotes from the data.

5. The findings of this research are displayed in a qualitative narrative passage to convey the findings of the analysis.

6. Interpreting the data: The researcher needs to make sense of the findings by bringing forward a meaningful explanation, making inferences and drawing consistent conclusions.
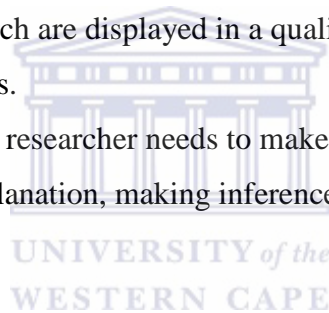
For the purpose of this study, the research followed the above suggest analytical process although Patton (2002) indicates that there is not a unique or specific formula with regard to the process of data analysis.

3.9 Limitations of the study

The data from this research is limited to the two schools that are included in the study and the results therefore cannot be generalized to all South African schools. According to Zientek (2007:962) "such samples are not without limitations but can yield some insights when sample characteristics reasonably well match those of targeted populations".

3.10 Ethical Considerations

Ethics refer to questions of right and wrong (Fraenkel and Wallen, 1993).Within the realm of educational research ethics are concerned with ensuring that the interest and well-being of people are not harmed as a result of the research (Lankshear and Knobel, 2004). Privacy is one of the most important aspects with regard to ethics. For this study it is necessary that access to

respondents needs to be negotiated. Before the commencement of the research, the author wrote a letter of application to the Western Cape Education Department (WCED) to gain permission to conduct research at the two schools. All completed questionnaires and interviews would remain anonymous. Feedback to the respondents' needs can only be provided after the conclusion of this research.

3.11 Conclusion

This section described the research methodology and design used to execute this research. After careful consideration, the qualitative method was selected out of the three methods including quantitative, qualitative and mixed methods to investigate the implementation of a CPTD programme in the Western Cape. The selection of a qualitative method as the research methodology guided the key decisions of the selection of respondents and data collection techniques. The interview subjects, data collection methods and management of the data analysis processes were discussed, preparing therefore the platform for a discussion of the research findings covered in the subsequent section.
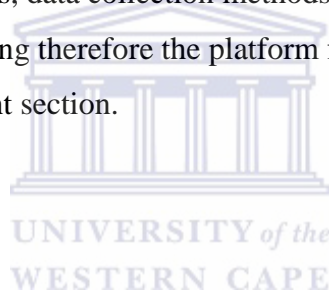
SECTION FOUR

PRESENTATION OF DATA ANALYIS AND INTERPRETATION OF RESULTS

4.1 Introduction

Section four focuses on the analysis and the interpretation of the data collected from a selection of randomly selected respondents in order to understand why teachers at working class schools in the Western Cape are not participating in continuous professional development practices as expected. The researcher provides the reasons why particular questions were asked, the responses of the respondents and the researcher's interpretation of the findings. The findings will respond to the research question as listed in section one under the problem statement section, which is as follows:

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

The first objective was to investigate why teachers at working class schools are not participating in CPTD activities as is expected of them. Parameters considered in exploring the reasons why teachers do not participate are factors such as demographics, formal education, non-formal education, in-service education and the need for CPTD.

In order to fully understand the teachers' full commitment in participating in CPTD activities, it is necessary to briefly give a demographic description of each respondent.

4.2 Demography of key respondents

The informants were asked to respond to seven demographical questions: the teachers' qualification, gender, age, marital status, number of children and age of youngest child (Table 4.1). This information is important to this study as it may impact on how the respondents approach CPTD initiatives.

Table 4.1: Qualification, Gender, Age, Marital Status, Number of children and Age of youngest child of the respondents

Informants	Qualification	Gender	Age	Marital Status	Number of Children	Age of Youngest Child
Teacher 1	BA(HDE)	Male	55	Married	3	24
Teacher 2	BA(HDE)	Male	65	Married	3	30
Teacher 3	HDE	Female	53	Married	2	19
Teacher 4	BA(HDE) B.ED	Female	47	Married	2	8
Teacher 5	BA(HDE)	Female	51	Married	2	22
Teacher 6	BA(HDE) HON	Female	47	Married	4	4
Teacher 7	BA(HDE) B.ED	Female	35	Married	1	2
Teacher 8	BA(HDE)	Female	42	Married	3	7
Teacher 9	BA(HDE)	Female	45	Married	2	24
Teacher 10	HDE	Male	47	Married	2	16
Teacher 11	BA(HDE)	Female	52	Single	0	0
Teacher 12	BA(PGCE)	Female	43	Married	2	5

4.2.1 Age

Most of the respondents were in their middle adulthood (Table 1). The total number of teachers within the same age bracket (47 years) was three while other age categories ranged from 35 years to 65 years and had only one respondent per category. This indicates that the teachers were all mature adults.

4.2.2 Gender of Respondents

Seventy five percent (75%) of the educator respondents were female and only 25% (Table 4.1) were male. This again indicates that education, with regards to gender, has not been transformed since it continued to be viewed as a 'caring' profession.

4.2.3   Marital Status and number of children per respondent

All the respondents, except one, were married with families. The respondents have young children, older children at high school and even at university. This constitutes different kinds of responsibilities which may affect the attendance at CPTD initiatives, especially after school hours. The reason is, according to Kaufman and Uhlenberg (2000: 3), because it is difficult to fulfil the role of worker and parent as both demand time and energy. In addition, they pointed out that research has found that married women give priority to their family role over their work responsibilities (ibid.).

4.2.4   Formal education and non-formal education

Table 4.1 indicates that all the respondents are qualified teachers and have a professional teacher's qualification such as an education degree or diploma. Formal education for teachers refers to a certain level of training in education to meet educational standards. Teachers, however, have to constantly develop their knowledge, skills and dispositions to adapt to the changing curriculum to improve their learners' achievement. To determine how many respondents further developed them professionally, they were asked to indicate their highest, post-basic qualification. A post-basic qualification in education is an indication that the teacher has in their private time obtained an additional qualification. The abovementioned enquiry helped the researcher to determine how many respondents continued or did not continue their education, and what the reasons were for doing or not doing so.

The following is what Teacher 1 had to say,

> *I acquired an additional qualification five years after my basic qualification. I first gained experience in the teaching field and also my family needed my attention that is why I waited five years before I furthered my studies. I equipped myself to deal with all teaching problems and to specialize in my subject. Knowledge is power. A teacher must never stop studying. Study more and become a better teacher through knowledge. I have better teaching skills and how to handle conflict" (Questionnaire response, 8 March, 2015)*

Teacher 2 also obtained an additional degree, only 14 years after his basic qualification and said that the delay was due to financial reasons. He will however not pursue any other course due to his age which is 65. (*Questionnaire response, 6 March 2015*)

CPTD is evident in the nature of their numerous formal qualifications. Furthermore, it suggests that some respondents have lost their passion for the profession and regard teaching as extremely stressful. They accordingly resist further investment in CPTD as is stated by the response of Teacher 3:

"No further studies as my degree and diploma were enough for me. I will not further my studies as teaching is too stressful." (Questionnaire response, 7 March 2015)

Continuing Professional Teacher Development is also reflected through the non-formal learning opportunities that are accessible to the teacher outside of a formal setting such as a lecture room or a classroom. Learning opportunities are also created through workshops organised by the professional organisations or teacher unions other than the WCED. The attendance of workshops was discussed and the data reflected that when the workshops are compulsory, teachers are more likely to attend.

The following is a response from the focus group, respondent 1;

"At most of my workshops the attendance varies between 85-100% depending on the nature, time of the workshop and the needs of the teachers." (25 April 2015)

Similarly focus group respondent 2 (25 April 2015) agreed that the attendance of workshops is determined by how productive the workshop is. If the presentation is not dynamic and the

discussion is poorly chaired then teachers do not attend nor participate in discussions. The time (weekdays after school) and the duration of the workshops are of the more popular reasons for poor attendance.

Focus Group Respondent 2:

"Workshops in the past have not been valuable to them as teachers. Not productive and they have not learnt anything new. Presentations are not dynamic and discussion is poorly chaired."(25 April 2015)

These responses coincided with those of the other teachers when a similar question was asked about their lack of attendance at workshops.

The following is the response of Teacher 12:

"I belong to a professional organisation but do not attend their meetings or workshops. I attend the workshops organised by the WCED as it is compulsory." (Questionnaire response, 04 April 2015)

However Teacher 5 indicated;

> *I am a member of a professional association. I have attended meetings, conferences and workshops in the past two years and it contributed to my networking and personal growth. I learnt from others' experiences. I got the latest information on changes in the system's latest trends in education. It is always good to attend teacher's conferences because you always go home motivated.*

The effectiveness of workshops has been discussed and it was found that it was not always easy to assess the effectiveness of it as the subject advisors face their own challenges as expressed by Focus Group Respondent1.

It is extremely difficult to monitor the effectiveness of workshops because subject advisors are not welcome to visit teachers in their classrooms to monitor implementation of methods and materials. The results of tests and exams do not give a clear indication of how effective a workshop has been. One needs to do a baseline assessment before the workshop, monitor implementation regularly (in the class) and then test to determine the impact. Therefore I have my reservations about the effectiveness of workshops as it must be driven by a purpose. Teachers should be invited, not forced/compelled to attend if the purpose is to develop skills, knowledge and methodologies. (Focus Group Respondent 1, 25 April, 2015)

According to the respondents the implementation of the CPTD process is not consistently implemented and should be attended to. The imperatives and interventions of the Provincial and National Education Department receive preference and the Curriculum Advice Service must ensure implementation.

Another form of CPTD is in-service training. In-service training happens at the workplace during normal working hours. According to the National Staff Development Council (NSDC) (2001) and Knight (2002), training in the school setting is important as the context of the school and its broader environment has an impact on learning. Knight (2002) argued that learning which occurs in the school setting has a transfer value and life expectancy which is in direct relation to the community of practice. The respondents were asked whether their workplace offered in-service education or training programmes as well as their opinion about it. The data obtained from this question helped the researcher to determine whether the employer provides the teacher with in-service training during normal working hours and whether they participated in it.

 The following are the response of teacher 4;

"*Staff Development as a whole is not taking place on a regular basis. Last staff development with regard to discipline of learners was about 4-5 years ago. Development is mainly learning area based.*" (Questionnaire response, 4 April 2015)

Most teachers in this study acknowledge the need to pursue CPTD, however due to their family commitments it is not always possible to participate in such initiatives: Teacher 6 commented why she does not participate in CPTD activities:

I have four children and feels like giving up teaching. I have no coping mechanism as I have no time for anything else apart from my family. When I came to this school, I was halfway busy with my Masters. But somehow things drag you down with all your responsibilities. Studying becomes sort of a second priority. This job is at the end of the day what puts food on the table. (Questionnaire response, 1 April 2015)

Another teacher stated:

"It would be a tremendous challenge, given my current family situation" (Teacher 7: Questionnaire response, 16 March 2015)

The above responses confirm that teachers recognize the need for CPTD as it contributes to their personal and professional growth as a teacher. However, the factors which affect teachers' lives such as family responsibilities, financial constraints, stress, and lack of interest, impacts on their availability to pursue their studies or other forms of CPTD development.

4.3 Challenges in the classroom

Teachers are faced with challenges such as overcrowded classrooms, learners who lack discipline, lack of resources, the burden of too much administrative work and no free periods which results in stress, tension, frustration, and discomfort. Teachers feel demotivated which ultimately affects their participation in CPTD activities. Lack of trust is generated between the teachers and the school management of DoE. According to Caffarella and Zinn (1999) lack of support from colleagues and management affects the teacher's professional development negatively.

Teacher 9 expressed herself as follows,

> *Administration can become overwhelming. Big class ratio: 1:45, teaching four to five different grade levels, lack of technological resources, being excluded from decision – making, having to use your free periods (which in many cases are just one or two per week) to invigilate classes where teachers are absent is killing. I feel highly frustrated,*

overworked and sometimes demotivated. I try to keep an open mind. (Questionnaire response, 3 March 2015)

Teacher 4 had the similar challenges of overcrowded classrooms; however, she also mentioned some other different challenges experienced;

There is no access to internet for You-tube videos. Lack of resources e.g. projectors, visual aids, overcrowded classes, teaching on all levels etc. At times I feel frustrated because projectors are not available and I need it so much in my subject. Discipline problems arise due to overcrowded classes. Weaker children can therefore not be reached- no individual attention. I cope by using my own personal internet and also discipline learners by keeping them in during interval or after school (Questionnaire response, 6 March 2015).

Many studies have been conducted to understand the impact of overcrowded classes on the achievement of learners, yet less attention has been given to the negative effect it has on the teacher (Ehrenberg, Brewer, Gameron and Williams, 2002). Cullen (1999) emphasized the importance of the development of teachers to ensure quality and learner performance in schools. However, this is not a reality in working class schools as indicated by Ming, et al (2010) due to institutional and administrative barriers. Teachers are burnt out and have difficulty availing themselves of CPTD activities after school. They inevitably stagnate as the result of lack of learning affordances (Billet 2003). This further contributes to a skilled, knowledgeable and confident teacher corps. It is important that teachers take responsibility to develop themselves professionally to be productive, purposeful and professional even though they are faced with various challenges Lambert (2002).

The data generated from the study shows that most of the respondents experienced similar challenges within the classroom context. The above challenges concur with the work of Kaufman (2000), with regard to the influence of parenthood on married men and women, and social forces, cited in the literature which was reviewed earlier and which supports this study.

4.4 Promoting Continuing Professional Teacher Development

The Education Labour Relations Council (2000, Resolution 1) as cited in De Clercq and Shalem (2015) resolved that 80 hours need to be reserved for CPTD which should happen after contact

time or during vacations. Chisholm (2003) and also the South African Council of Educators (DoE, 2006), urge teachers to take responsibility for their own learning, to be able to determine their own learning needs and find appropriate resources apart from the mandatory CPTD initiatives. The aim is to promote the continued competence of teachers. It seems that there is a need to study as expressed by the following respondent, Teacher 1, but due to factors involved she is despondent.

Teacher 1 expressed herself as follows:

> *We realise that we are not going to get an increase in your salary.*
> *You are only going to get that once off amount paid to you. This*
> *makes you despondent to study even though I studied further after*
> *five years completing my basic teacher's qualification. I know a lot of*
> *people at my age that are asking whether it is worthwhile sticking*
> *around in teaching because it is difficult to study further. For*
> *example even if you want to enhance your skills in education as a*
> *PL1 teacher, it is difficult. For example the ACE course, we were*
> *clearly told by management that this course is only for PL2 teachers.*
> *So you become frustrated because of obstacles that are placed in*
> *your way and ask yourself how I overcome this.(Interview with*
> *Respondent 1: 10 April 2015)*

The respondents were asked to indicate whether they think that CPTD participation should be compulsory for teachers and also by whom the nature and format of CPTD should be determined. This question helped the researcher to determine whether teachers support mandatory CPTD for teachers.

In the study, the respondents reacted differently to the question posed to them with regards to CPTD.

Teacher 2 said the following;

"Teachers should be given an opportunity to improve themselves. The nature and format of CPTD should be determined by the Education Dept. and universities." (Questionnaire response, 6 March 2015)

Teacher 5;

> *CPTD is a responsibility for all workers, whether a teacher or not. I believe in life-long learning and continuous development. I cannot change the world or a peer that is set in certain ways/ with certain perspectives, but I can develop myself to be a compatible worker and be well equipped for the constant changes that society faces. Because of this, I will be able to add value to the lives of the learners and I can empower them to reach their full potential to rise above their circumstances. I believe that the WCED should determine the nature, format and content of CPTD. I also feel that educators should determine their own interests and development needs and give an input (Questionnaire response, 30 February 2015).*

Teacher 9 has however a different perspective on CPTD compulsory participation;

"No. It depends on the person. But personally, I disagree on CPTD compulsory participation. It is too much work, no time to study. The nature and format of CPTD should be determined by education professionals" (Questionnaire response, 7 March 2015)

The challenge of time was experienced as seen from the above data which is in line with Hustler, McNamara, Jarvis, Londra, Campbell, and Howson (2003: 73) who points out that lack of time and money; childcare; scheduling and transportation problems, and lack of confidence impact negatively on teachers who are interested in studying further. At the same time Hustler et.al (2003), point out that teachers experienced negative feelings because of the because of the standardized CPTD approach which does not take into account the existing knowledge, experience and needs of the teachers.

Data generated from the respondents shows that a significant number of teachers support mandatory CPTD. They prefer that the nature and format of the CPTD should be determined by the DoE, School Management, teachers, tertiary institution and SACE.

According to the focus group, the implementation of the CPTD process is not consistently implemented and needs to be attended to. The following sentiments were expressed by the focus group,

"The imperatives / interventions of the Provincial & National Education Departments get preference and the Curriculum Advice Service must ensure implementation." (Respondent 3: 25 April 2015)

> *"If the concept "continuous-improvement process" refers to an improvement plan for individual teachers, we do not have a continuous-improvement process in place. Interventions for improvement (e.g. workshops) in Afrikaans teaching are based on the results in the National Senior Certificate Examination, which means that different aspects are addressed from year to year and also that the same teachers are not targeted to attend these interventions."* (Respondent 2: April 2015)

CPD can have a beneficial impact if it is carefully designed to meet the contextual needs of teachers and contains built-in monitoring and sustainable components (Wheeler, 2001:14). Teachers should be involved as the best programmes, courses and materials cannot take place in isolation the way it is used by the school (Anderson, 2001: 12). If teachers' needs are met, surely they will participate more in CPTD that is planned by the providers.

Conclusion

This abovementioned section provided the outcome and discussion of the interviews. Moreover, it provided the analysis and the interpretation of the data collected from selected respondents in order to understand the continuous professional development practices of teachers in working class schools in the Western Cape. It can therefore be concluded that challenges such as overcrowded classrooms, too much administrative work, lack of resources, no free periods and financial constraints were mentioned by the respondents regarding the lack of participation of teachers in CPTD practices at working class schools in the Western Cape.

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SECTION FIVE

CONCLUSION

5.1 Introduction

This study concerned itself with the continuous professional development of teachers at working class schools in the Western Cape. The schools, as well as the Department of Education, Metropole North, were the sites of data collection. The study examined the question: *"Why are teachers at working class schools not participating in CPTD initiatives as expected?"*

In this section the researcher presents the summary of the conclusions reached in her analysis of CPTD practices at working class schools in the Western Cape while referring to the key themes extracted from the literature review. She also outlines implications for further research.

5.2 Summary of the study

Based on the qualitative data analysed, it is clear that the respondents are aware of the value of CPTD and pointed out some positive factors. Those respondents who do attend the meetings on a regular basis mentioned that they have developed skills; it broadened their knowledge and enhanced their professional development.

However suggestions had been made to improve the quality and nature of these workshops in order to meet the needs of teachers at working class schools. This should be addressed by the teachers, senior management staff (SMT), the Western Cape Education Department (WCED), South African Council of Educators (SACE) and tertiary institutions. A review of the content and structure of CPTD workshops, follow-up workshops and promotion of in-service training in order to meet educational standards, are needed.

Some of the respondents complained that there is a lack of in-service training at their schools. Respondents, except for one, felt that in-service training at schools should be made compulsory and form part of the school day. Training in the work environment such as the school setting, deals directly with issues at the school. Colleagues must collaborate and reflect on current challenges and find joint solutions.

The challenges, also known as barriers, includes; situational, institutional and dispositional barriers. The findings revealed that barriers such as financial constraints and family

responsibility make it difficult for the respondents to attend CPTD initiatives after school. Some respondents also lack the motivation to attend workshops other than those of the Western Cape Education Department. Some of the respondents admitted that they attend these workshops because it is mandatory. Other reasons for limited participation is because they feel burnt-out after a long day's work at school, having to deal with overcrowded classrooms, and with learners who lack discipline, too much administrative work, no free periods and not enough resources to use in the classroom.

These challenges cannot be dealt with by teachers and the Senior Management Team (SMT) alone but also needs the involvement of the School Governing Body (SGB) and the WCED. More attention should be given to staff development, budgeting that will include teacher resources and the workload of teachers which will ultimately create an environment that is conducive to teaching and learning.

Furthermore, teachers should also take responsibility for enhancing their professional skills. This also includes furthering their studies after they obtained their basic teacher's qualifications. Constant changes to the curriculum, also technological advances, forces teachers to adapt their teaching methods otherwise their lack of skills will negatively influence the achievement of learners. Some of the respondents mentioned that it took them a few years to further their studies whilst others could not due to family responsibilities, time and financial constraints. It was found that respondents are not opposed to further development but their personal circumstances do not allow them to participate. Opportunities for CPTD should also be afforded to post level-1teachers such as the Advance Certificate Education (ACE) which is currently only given to senior members of staff. Teachers are also not afforded study leave like principals and WECD officials are, and this should be addressed by government. Teachers receive a one-off payment when they obtain an additional degree but are not afforded an increment in their monthly salary. This is demotivating for teachers because they spend a lot of money on their studies but do not receive any perks in their professional careers.

5.3 Implications for further research

As indicated in the findings, teachers experienced some challenges which they felt should be addressed in order to enjoy a favourable environment for effective participation in   CPTD

programs. As such, the following implications were made based on the findings and the literature review.

- The DoE needs to change the time-frame of CPTD workshops to make it possible for all teachers to attend.
- Adequate human, material and financial resources should be made available for teachers at working class schools to create a conducive environment for teaching and learning.
- Teachers should be part of the decision-making process in curriculum implementation.
- Workshop presenters should be properly trained to become knowledgeable with regards to the facilitation of workshops.
- Teachers should be informed about workshops at least a month in advance so that they can make arrangements to attend.
- A review of statistics of attendance, quality of the workshop and suggestions should be done on a quarterly basis.
- The DoE should avail financial support for the attendance of workshops.
- All teachers should get a fair opportunity to be selected to attend CPTD workshops or avail themselves of study opportunities.
- In-service training at schools should become compulsory and be a regular event on the quarterly time-table.
- The DoE should allow teachers to have study leave in order to develop themselves professionally.
- Teachers should be paid according to their qualifications and experience.
- Teachers must take responsibility for their own professional development.

5.4 Concluding Comments

Generally, the study confirms that the respondents participate in CPTD workshops held by the WCED as it is mandatory but do not participate in CPTD initiatives offered by professional associations. The findings also revealed that a limited number of the respondents furthered their studies after receiving their basic teachers' qualification. The majority of the respondents indicated the need for further professional development. CPTD should be viewed holistically

and those factors that prohibit the teacher participating in professional development need serious attention.

Teachers need to be afforded opportunities to participate in CPTD. Even though there is limited participation, teachers and senior management at schools should ensure equal distribution of affordances to enhance the teachers' professional development. Adequate support structures should be in place.

The researcher concludes that this study succeeded in exploring the nature and content of CPTD at working class schools, investigated the reasons for limited participation in CPTD and also explored possible suggestions for improved CPTD to foster better participation.

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APPENDICES

APPENDIX A: Ethics Statement

SR1

UWC RESEARCH PROJECT REGISTRATION AND ETHICS CLEARANCE

This application will be considered by UWC's Faculty Board Research and Ethics Committees, and then by the UWC Senate Research Committee, which may also consult outsiders on ethics questions, or consult the UWC ethics subcommittees, before registration of the project and clearance of the ethics. No project should proceed before project registration and ethical clearance has been granted.

A. PARTICULARS OF INDIVIDUAL APPLICANT				
NAME: Eunice Annelise Mettler			TITLE: Mrs	
DEPARTMENT: Centre for Adult & Continuing Education FACULTY: Education				
FIELD OF STUDY: Education				
ARE YOU:				
A member of UWC academic staff?	Yes	☐	No	X ☐
A member of UWC support staff?	Yes	☐	No	X ☐
A registered UWC student?	Yes	X ☐	No	☐
From outside UWC, wishing to research at or with UWC?	Yes	☐	No	X ☐

B: PARTICULARS OF PROJECT

PROJECT NUMBER: TO BE ALLOCATED BY SENATE RESEARCH COMMITTEE:

EXPECTED COMPLETION DATE: 2015

PROJECT TITLE:

Continuous Development practices of Teachers at Working Class Schools in the Western Cape.

THREE KEY WORDS DESCRIBING PROJECT:

Continuous Professional Development, Barriers, Skills Development

PURPOSE OF THE PROJECT: To investigate the factors leading to the limited participation of teachers in continuous professional development practices at working class schools in the Western Cape.

M-DEGREE: X   D-DEGREE:

POST GRADUATE RESEARCH:
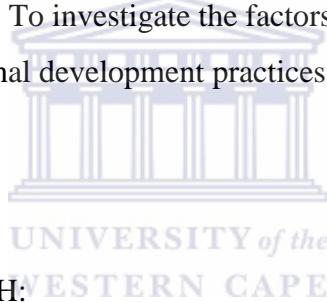
C.   PARTICULARS REGARDING PARTICULAR RESEARCHERS

PRINCIPAL RESEARCHER:

FAMILY NAME: Mettler   INITIALS: EA   TITLE: Mrs

OTHER PROJECT LEADERS:

OTHER CO-RESEARCHERS:

THESIS : STUDENT RESEARCHER:

THESIS SUPERVISOR: Mr. Natheem Hendricks

D. GENERAL INFORMATION
STUDY LEAVE TO BE TAKEN DURING PROECT (days)\
COMMENTS: DEPARTMENTAL CHAIRPERSON:
IS IT INTENDED THAT THE OUTCOME WILL BE SUBMITTED FOR PEER REVIEW PUBLICATION?   YES   ☐   NO   X☐
SIGNATURE OF THESIS STUDENT RESEARCHER – WHERE APPROPRIATE: SIGNATURE OF THESIS SUPERVISOR – WHERE APPROPRIATE: SIGNATURE OF PRINCIPAL RESEARCHER – WHERE APROPRIATE: DATE: SIGNATURE OF DEPARTMENTAL CHAIRPERSON: DATE: NOTE: THESE SIGNATURES IMPLY AN UNDERTAKING *BY THE RESEARCHERS*, TO CONDUCT THE RESEARCH ETHICALLY, AND AN UNDERTAKING BY THE THESIS SUPERVISOR (WHERE APPROPRIATE), AND DEPARTMENTAL CHAIRPERSON TO MAINTAIN A RESPONSIBLE OVERSIGHT OVER THE ETHICAL CONDUCT OF THE RESEARCH.

  E.   DESCRIPTION OF PROJECT AND RESEARCH ETHICS STATEMENT

Please type below, or attach a typed document, usually between 500 and 5000 words, setting out the purpose and process of the research. Please include a clear research ethics statement. The onus is on the applicant to persuade UWC that the research will be conducted ethically. This will normally require evidence of an up-to-date ethics literature search in the particular discipline; evidence of what the world standard ethical practice is, in the particular discipline; a very detailed justification of any proposed departure from world standard ethical practice; and an explanation of how the proposed research is to be conducted ethically; and a clear undertaking to conduct the research ethically. It may be useful also to agree to conduct the research in line with the published ethical rules of a national or international disciplinary association. UWC reserves the right to stop or suspend any research undertaken by its staff or students, or by outsiders on its property or in association with it, if the research appears to be unethical.

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APPENDIX B: Letter of consent

February 2015

Dear   …………………………………………..

Letter of Consent to be interviewed by Eunice Mettler for her Research Paper of the Intercontinental Master's Programme in Adult Learning and Global Change: University of the Western Cape

I am currently doing a Research Paper in partial fulfilment of the abovementioned Master's Degree and would like to interview teachers and subject advisors working for the Western Cape Education Department. My research question for the Research Paper is: *The continuous professional practices of teachers at working class schools in the Western Cape.*

This letter serves to confirm that you voluntarily agree to be interviewed by Eunice Mettler for the purposes of this research. Your signature at the bottom of this agreement signifies that you agree to the terms outlined below and give your consent to be interviewed.

In turn, I confirm that your interview will be treated with absolute confidentiality and will not be used for any purpose other than for the research paper. Your name will not be used in the research paper and a pseudonym or code will be used to attribute extracts from the interview.

I also confirm that the name of your site will not be used in the research paper in order not to compromise your or the site's integrity and identity through participation in this research process.

Copies of the transcribed interviews will be made available on request.

You are welcome to contact me or my research supervisor at UWC should you have any questions regarding this matter.

Yours Sincerely

……………………

Eunice Mettler

My contact details are: My research supervisor's contact details are:

Mrs Eunice Mettler   Mr Natheem Hendricks

ICM ALGC Student   Senior Lecturer: Faculty of Education

Ph: 0847003839   Ph: 021-959 2231

E-mail: mettler_eunice@yahoo.com   E-mail: mnhendricks@uwc.ac.za

Yours Sincerely

Mrs Eunice Mettler

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LETTER OF CONSENT

I………………………………………………………………………………………………………

……. hereby voluntarily consent to be interviewed and observed by Eunice Mettler for this research which is being undertaken as part of the *Intercontinental Masters in Adult Learning and Global Change: University of the Western Cape.* I confirm that:

- I have read and understood the information sheet.

- I have been given the opportunity to ask questions about the study.

- I understand that taking part in the study will include being interviewed and audio recorded.

- I have been given adequate time to consider my decision and I agree to take part in the study.

- I understand that my personal details such as name and workplace name will not be revealed in the research paper.

- I understand that my words may be quoted for academic purposes, but my name will not be used.

- I understand that I can withdraw from the study at any time and I will not be asked any questions about why I no longer want to take part.

Name	
Contact Number	
Signature	
Date	
Researcher's Name	Eunice Mettler
Contact Number	0847003839
Supervisor's Name	Mr. N. Hendricks

Contact Number	021-9592231

APPENDIX C: OPEN-ENDED QUESTIONNAIRE TO GATHER DATA ON THE CONTINUING PROFESSIONAL TEACHER DEVELOPMENT (CPTD) PRACTICES OF TEACHERS IN WORKING CLASS SCHOOLS IN THE WESTERN CAPE

UNIVERSITY OF THE WESTERN CAPE

Dear Colleague,

I am currently a part time student at the University of the Western Cape and am conducting research in partial fulfillment of the Master's Degree in Adult Education and Global Change. My research topic is "Continuing Professional Development Practices of Teachers at working class schools in the Western Cape." Your contribution will assist me in investigating the practices of CPTD and the nature of participation in CPTD activities in the province.

Thank you for participating in this research project. Before you commence with this questionnaire, I would like to guide you with the following instructions.

INSTRUCTIONS

- Please answer all your questions frankly and objectively, using your own opinion and experiences.

- Complete questions by marking your response with a (x) in the appropriate space provided.

- Preferably, please try not to discuss the questions with fellow colleagues since individual responses are important to this study.

- As you have noted, you do not need to identify yourself. This is to ensure confidentiality. Your response will only be used for research purposes. So please feel free to provide your 'true' perspective on the issues.

SECTION A: DEMOGRAPHIC INFORMATION

1.   Your age

2.   Your gender

Male	
Female	

3.   Your marital status

Single	
Married	
Divorced/Separate	
Widowed	

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4.   How many children do you have?

5   How old is your youngest child?

6.   How many years have you been qualified as a
       teacher?

7.   On what basis are you employed?

Permanent Post	
Contract Post	
Governing Body Post	

8. Your highest post-basic professional qualification?

None	
Teacher's diploma	
Teacher's degree	
Post Teacher's Degree	
Other (please specify)	

9. Present Rank

Post Level 1	
Post Level 2	
Post Level 3	
Post Level 4	

10. How long have you been teaching (in years)?

11. Do you have adequate channels at your school to express your professional learning needs?

Yes	
No	

12.1 What are the challenges you face at school as a teacher?

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12.2 How do you feel when you deal with these challenges mentioned in 12.1?

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12.3 What are your coping mechanisms when you deal with these challenges?

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SECTION B: FORMAL EDUCATION

In the following questions a formal course refers to a course that leads to a qualification. An additional or a post- basic qualification refers to a qualification that you obtain in addition to your 3 or 4 year basic qualification. Kindly tick the appropriate block.

1. After obtaining your basic qualification, have you studied for an additional teacher's or any other professional qualification?

Yes	
No	
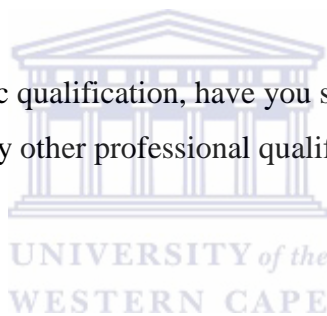
If your answer is yes please continue to question B2. If your answer is no go to question B5.

2. After obtaining your basic qualification how many years lapsed before you undertook any post-basic/additional qualification?

3 Briefly describe two personal benefits you have gained as a result of participating in a formal educational course.

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4. Why did you attend a formal teaching course?

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5. Why did you delay further study after the basic course?

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6. If you are given the opportunity soon to attend a course and further your studies would

you utilize the opportunity? Please explain or motivate your response.

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SECTION C: NON-FORMAL EDUCATION

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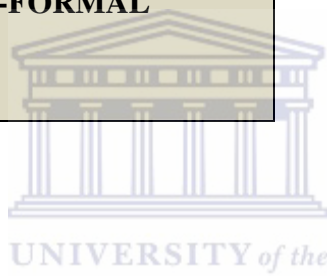
1. Are you a member of a professional teachers' association?

Yes	
No	

2. Do you attend the meetings or workshops offered by the professional association?

Yes	
No	

3. Have you attended any teachers' workshops, conferences or seminars in the past two years?

Yes	
No	

4. If your answer is "no" in the previous question, please provide the reason/s that

have prevented you from attending.

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5. In your own words, briefly describe two professional or personal benefits you
    have gained as a result of attending a teachers' conference.

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6. Do you subscribe to a professional teachers' journal?

Yes	
No	

SECTION D: IN-SERVICE EDUCATION/TRAINING

In-service education/training in the following questions refers to education that is offered by the employer to their employees during normal working hours.

1. Does your school offer an in-service education/training programme for teachers?

Yes	
No	

2. Briefly explain the nature of the in-service education/training programmes.

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3. How frequently is in-service education/training provided?

Not at all	
Weekly	
Monthly	
Quarterly	

4. When is in-service education/training scheduled?

During intervals	
After school	
During holidays	

5. Do you attend the in-service education/training programs?

Yes	
No	
Sometimes	

6. If you answer is "no/sometimes" in the previous question, briefly explain why.

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SECTION E: CONTINUING PROFESSIONAL DEVELOPMENT (CPTD)

CPTD is the on-going development of knowledge, skills and attitudes that a professional teacher undertakes after obtaining, a qualification and registering in order to practice. The aim is to promote the continued competence of the members of the profession.

1. Before receiving this questionnaire were you aware of the concept, CPTD?

Yes	
No	

2. Do you think that Continuous Professional Development participation should be compulsory for teachers? Please give a reason for your answer.

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3. By whom should the nature and format of CPTD be determined? Please explain.

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NAME OF SCHOOL:

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DATE:…………………………………………

THANK-YOU FOR YOUR CO-OPERATION

APPENDIX D: OPEN-ENDED QUESTIONNAIRE - INTERVIEW GUIDE FOR THE FOCUS GROUP

Questionnaire

Theme: Professional development of teachers at working class schools.

I am currently a Part Time student at the University of Western Cape and am conducting research in partial fulfilment of the Masters' Degree in Adult Education and Global Change. My Research Topic is "Continuous Professional Development Practices of Teachers at Working Class Schools in the Western Cape." Your contribution will assist me in finding out about the practices of CPTD and the nature of participation in CPTD activities (workshops).

Thank you for participating in this research project. Before you commence with this questionnaire, I would like to guide you with the following instructions.

INSTRUCTIONS

- Please answer the questions frankly and objectively, using your own opinion and experiences.

- Preferably, please try not to discuss the questions with fellow colleagues since individual responses are important to this study.

- You do not need to identify yourself. This is to ensure confidentiality. Your response will only be used for research purposes. So please feel free to provide your 'true' perspective on the issues.

- Please answer the questions on a separate page or under each question as the length of answers is not prescriptive.

Questions

1.1   What are your planned outcomes for the workshops you prepare for teachers?

1.2   What support is offered to teachers by which they can use or adapt the workshop methods and materials for their classrooms?

2.1   Briefly describe the attendance of teachers at these workshops.

2.2   If there is a lack of attendance, what do you think are the reasons for this?

3.   Discuss the effectiveness of your workshops.

4.   Discuss the participation of teachers at workshops.

5.   Discuss the problems/barriers you experience.

6.1   Do you have a continuous-improvement process in place and is it consistently implemented?

6.2   Briefly discuss this continuous-improvement process.

6.3.1   How do these outcomes come about, both during the workshops themselves and through the processes by which teachers use or adapt the workshop methods and materials for their classrooms?

6.3.2   How do teachers use the workshop methods and materials in their classrooms?

7.   What are the barriers to implementing materials and methods from the workshops?

8.   How can the workshops be improved to increase their effectiveness?

Thank you for your participation.