INFLUENCE OF SCHOOL SENIOR LEADERS ON TEACHER PROFESSIONAL DEVELOPMENT: A COMPARATIVE CASE STUDY OF FOUR SCHOOLS IN CAPE TOWN

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DECLARATION OF AUTHORSHIP

I hereby declare that this thesis has been composed solely by myself after registration for the degree of PhD in Education at the University of Cape Town and that it has not been submitted, in whole or in part, in any previous application for a degree.

Except where states otherwise by reference or acknowledgment, the work presented is entirely my own, in concept and in execution.

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ABSTRACT

As education reform initiatives around the world are becoming more focused on developing teacher professional development and school professional learning communities (PLCs), the role of school principal leadership in implementing reforms related to the government vision of teacher professional development and school PLC has come to be seen as important. This has also led to the establishment of leadership training programmes for school principals to assist these principals with their new role as leaders of school reform implementation.

The purpose of this thesis is to examine the school principals' roles in leading teacher professional development in four public schools in similar socio-economic contexts, but with different levels of learner achievement, within the greater Cape Town area. Towards this end, the thesis relates professional development practices to the relevant policy - the *Integrated Strategic Planning Framework for Teacher Professional Education and Development* (the *'Framework'*), to the *Advanced Certificate of Education: School of Management and Leadership (ACE-SML)* training curriculum and to the idea of a professional learning community, which is promoted by this policy and this training course.

The research reported in this thesis draws on Pierre Bourdieu's concepts of field, habitus, capital, and doxa to conceptualise and describe the relationships between the various players and the ways in which these relationships affect teacher professional development practices and school PLC culture in the participating schools.

Findings from this research reveal similarities and differences between the schools with regard to the roles of school senior leaders and the schools' approaches to teacher professional development practices. Ironically, government policy is taken less seriously in the three schools that achieve higher learning outcomes than in the school that achieves weaker outcomes. Instead of conforming to the policy, the approach in each of the three higher achieving schools is based on the history and values of the particular school, the preferences of the principals and whether or not the principal attended the school management and leadership training course.

Key Terms: education leadership, education reform, teacher professional development, policy implementation, professional learning communities, Bourdieu, principal training programme.

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LIST OF ABBREVIATIONS

ACE	Advanced Certificate in Education
ACE-SML	Advanced Certificate in Education-School Management and Leadership
BEd	Bachelor of Education
CPD	Continuing Professional Development
DoE	Department of Education
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DTDCs	District Teacher Developments Centres
'Framework'	Integrated Strategic Planning Framework for Teacher Education and Development
HOD	Head of Department
ICT	Information and Communication Technologies
IQMS	Integrated Quality Management System
ISUPICT	Inventory of Strategies Used by Principals to Influence Classroom Teaching
NGO	Non-Government Organisation
NTEDC	National Teacher Education and Development Committee
OBE	Outcome-Based Education
PD	Professional Development
PGCE	Post-Graduate Certificate in Education
PLC	Professional Learning Communities
PTDIs	Provincial Teacher Development Institute
SACE	South African Council for Educators
TED	Teacher Education and Development
UCT	University of Cape Town
WCED	Western Cape Education Department

CHAPTER I- INTRODUCTION

1.1 Introduction and Background

The past two decades mark a global movement of education reform initiatives in many countries around the world. Teacher professional development is a major concern in education reform, as quality teaching is arguably the main factor affecting students' performance (Cohen & Hill, 2000; Darling-Hammond & McLaughlin, 1995). Gulamhussein (2013, p.2) claims that "professional development has to have a laser-light focus on one thing- student learning". As the literature review in Chapter 2 reveals, teacher professional development is both an individual and a collective learning process for change (Feiman-Nemser, 2001; Rhodes & Houghton-Hill, 2000; Villegas-Reimers, 2003); this change occurs within a complex school culture (Barab and Duffy, 2000; Cardno, 2005; Kelleher, 2003). The literature review also suggests that the leadership of the school principal plays a role of paramount importance in hindering or facilitating the implementation of teacher professional development at school level which is usually regulated by government education policy (Desimone, 2009; Fullan, 2002; Hallinger, 2018; Ramsey, 2000; Timperley, 2005; Wayne et al., 2008). Professional Learning Communities (PLCs) have come to be seen as a desirable approach to professional development by scholars worldwide in recent years, as this approach is perceived to be successful in promoting an effective school culture of collaboration for learning and development (Bush, 2019). Moreover, supportive school senior leadership practices are recognised as a major element of PLC development and success. Leadership training programmes are developed in conjunction with teacher training programmes as to empower school senior leaders in leading their schools to achieve the goals of reform and development (Bredeson & Johansson; 2000; McLaughlin & Talbert, 2001; Robinson, 2007).

South Africa is one of the countries undergoing major education reform initiatives. The South African education reform initiative appears to be problematic; many concerns are raised in the following section entitled The South African Context. Very little research focused on the relation between school senior leadership, teacher professional development and school PLC, with a focus on the impact of policy and leadership training programmes under the South African education reform. There is a constant need to study what teachers' needs are regarding professional development and whether or not these needs are met by the available opportunities on offer by the government and by the school, which school cultures and school senior leadership practices are more conducive to individual and collective teacher learning and development than others, what is the schools' uptake on policy and how much of that policy has actually reached the school. Research on this topic will give a better understanding of these issues and may result in policy adjustment and help teachers and senior leaders reflect on their schools' contextual needs.

1.2 Study Rationale

This thesis' prime purpose was to understand the role of school senior leaders in leading the implementation of teacher professional development and PLCs in four purposefully selected schools located in the greater area of Cape Town, three highly achieving schools and one under achieving school; more specifically, it focuses on how the beliefs and practices of senior school leaders affect teacher professional development, school PLC and policy implementation and how these beliefs and practices are affected by the Advanced Certificate in Education-School of Management and Leadership (ACE-SML) training programme. This doctoral research aimed to offer clearer insight and deeper knowledge of the implementation challenges of the existing continuous professional development and PLC models as presented by the government, and as experienced by school leaders and teachers. The study reported in

this thesis aimed to fill a gap in our understanding of theory and practice relating to issues of senior school leadership practices affecting teacher professional development and PLC culture implementation under professional development policy and leadership training programmes.

It is now widely recognised that teacher professional development and school PLC culture, under sound school senior leadership, play a vital role in students' learning and achievement, however, this was not always the case. Recognising the need for school senior leadership training programmes to be developed in conjunction with teacher training programmes only emerged later (Bush & Jackson, 2002).

The need for teacher in-service training only started gaining attention after a revolutionary study by Carpenter, Fennema, Peterson, Chiang, and Loef (1989) was published in the United States three decades ago. This study demonstrated that teacher professional development could improve student learning and achievement and since then policy makers and school senior leaders have been seeking effective ways to make teachers participate in professional development for improving students' outcomes; prior to that there was a general belief that a good pre-service teacher education is enough to set the teachers' careers (Wayne, Yoon, Zhu, Cronen & Garet, 2008). The general consensus is that in order to be successful in the teaching profession, teachers not only need pre-service training but also need high-quality continuous in-service training opportunities (Bush & Jackson, 2002). An abundance of research flourished in the following years which aimed to study best programmes and approaches to professional development and ways in which policy makers and school leaders can overcome professional development implementation obstacles and challenges in order to improve students' achievement (Desimone, 2009; Guskey, 2000; Little, 1993).

Furthermore, PLCs started gaining attention in the late 1990s with the American scholars Dufour and Eaker's book entitled *Professional Learning Communities at Work* (1998).

Senge (1990) first introduced the term ‘learning organisation’ to describe an organisation of people who continually expand their capacity to create the results they desire. Dufour and Eaker (1998, p.15) prefer to use the term ‘professional learning community’ to ‘learning organisation’ because community “places greater emphasis on relationships, shared ideas, and a strong culture- all factors that are critical to school improvement”.

The literature concerned with school development makes links between the influence of school senior leadership on teacher motivation to pursue professional development opportunities on the one hand and school effectiveness on the other, declares Bush and Jackson (2002).

1.3 The South African Context

The past twenty years have marked major political changes in the South African political regime and brought extensive education reform including reforms relating to teacher development and training, and the responsibilities of school senior leadership (Botman, 2016; Cameron & Woods, 2016; Kimathi & Rusznyak, 2018; Mestry & Singh, 2007; Sayed, 2002; Steyn, 2008; Steyn, 2011). Reducing the fragmentation of the teacher development system and the multiplicity of curricula and teacher qualifications have been priorities for post-apartheid South African education reform (Kimathi & Rusznyak, 2018; Sayed, 2002). Under apartheid, teacher education and training systems were different for different racial and ethnic groups; Sayed (2002) states: “the legacy of apartheid education created a teacher education ‘system of systems’ fragmented along racial and ethnic lines, with consequences for where teachers were trained, how they were trained, and where they ended up teaching”.

Traditionally, senior school leaders such as principals and deputy principals were appointed on the basis of their teaching record rather than their leadership potential; they had school subject training but no opportunities for management and leadership training (Mestry

& Singh, 2007; Sayed, 2002). Christie (2010) observes that the leadership research base is still very limited in South Africa. She distinguishes between the concepts of leadership, management and principalship and gives the following definition for each: leadership is a relationship of influence directed towards outcomes, management is an organisational concept concerned with structure and processes, and whereas principalship is a structural position which carries responsibilities and accountabilities. Christie (2010) argues that it is ideal for the three concepts of leadership, management and principalship to come together in South African schools.

The Education reform initiative in South Africa brought a new curriculum called 'Curriculum 2005', described as Outcome-Based Education (OBE), which was launched in 1998 with the crucial objective to "promote personal and social development and transformation for the 21st Century" (Curriculum 2005 Review Committee, 2000). The introduction of the new curriculum has increased the need for teachers' training and development (Jansen & Taylor, 2003). This curriculum reform was followed by the *Integrated Strategic Planning Framework for Teacher Professional Education and Development* (the *'Framework'*) in 2007 which focuses on teachers' continuous professional development and building professional learning communities (PLCs), as well as on the leading role of school principals in managing change, in order to allow for enhanced curriculum implementation across South African public schools (Departments of Basic Education and Higher Education and Training, 2007).

According to the National Development Plan (National Planning Commission, 2011), the numbers of qualified teachers increased by 40 percent between the years 1990 and 2011, yet students' outcomes remained poor. The quality of teacher training was expected to improve after the implementation of the *Integrated Strategic Planning Framework for Teacher*

Professional Education and Development and the students' outcomes were expected to rise as a result of improved teacher training and development (National Planning Commission, 2011).

The *'Framework'* encourages developing leadership professional development programmes in conjunction with teacher professional development programmes. The ACE-SML (Advanced Certificate in Education-School Management and Leadership) programme was developed by a number of education government bodies and high education institutions as a qualification training curriculum, in order to equip school senior leaders with the necessary knowledge and skills to assist them with leading school reform and overcoming the anticipated challenges.

Since its launch in 2007, the *'Framework'* has been met with resistance and criticism, because, prior to Curriculum 2005, teachers had negative experiences with inadequate professional professional development opportunities offered by government policies (Ono & Ferreira, 2010). Changing teachers' mindset about professional development training offered by the government remains a difficult challenge for the South African education authorities, comments de Clercq (2013). Buher (2009, p. ix) states: "Assured they are being empowered, teachers see innovations as imposed and unmanageable and regard national and provincial education departments with suspicion, distrust, or worse." Buher (2009) believes that reform objectives are unlikely to be achieved when teachers are actively resistant to change.

In another study conducted in 2008, Maistry reported: "Conceptualizing teacher learning in terms of participation in a teacher learning community is a relatively new phenomenon in South African teacher development" (Maistry, 2008). Although the *'Framework'* encourages the development of school PLCs, recent research shows that the *'Framework'* has a strong focus on individual teacher development rather than the collective development of the whole teaching team (Bertram, 2011; Monametsi, 2012; Steyn, 2013; Toole

& Seashore Louis, 2002). On the other hand, Bertram (2011) relates the lack of success with PLCs in South African schools to the policy's strong focus on creating formal learning opportunities for teacher professional development which usually take place outside of the school; she notes that while workshops can improve the teachers' propositional knowledge and pedagogic understanding, they limit the opportunities of teachers' collaboration and functioning within a PLC culture because workshops are usually decontextualized from the school's needs. Another argument was raised by Steyn (2013); Steyn believes that the major obstacle facing South African schools in successfully developing and implementing a school PLC culture is that the *'Framework'* heavily relies on workshops for teachers' continuous professional development, and these workshops often limit the opportunities for teacher collaboration. Steyn (2013) also believes that the policy makers do not have a clear understanding of PLCs' functions or processes, nor have they identified suitable facilitators for creating safe and supportive environment in which PLCs can flourish.

1.4 Purpose of The Study

My interest in this doctoral research was to investigate the role of senior school leaders affecting teacher professional development and implementation challenges, student achievement and school culture with regard to the government vision as reflected in the *'Framework'* and as projected by the ACE-SML training programme. To this end, I have chosen to look at four government primary schools, of which three are high achieving and one low achieving (refer to section 4.4). These levels of achievement were determined by reviewing the schools' development over the past three years, as reflected in the Annual National Assessments test scores, functioning under the Western Cape Education Department. The schools are using three different approaches to professional development: upgrading courses, PLCs and professional development seminars offered by the Department of Education (DoE).

While each school emphasises a particular approach, all four schools use a combination of strategies and programmes for teacher professional development practices.

School A is a high-achieving school which mainly relies on upgrading courses and university degrees for teacher professional development. School B is a high-achieving school that prefers internal collaboration and networking for teacher professional development. School C is a high-achieving school that uses mainly workshops offered by external trainers and mentoring for teacher professional development. School D is an under-achieving school which relies on professional development workshops offered by the government.

Before approaching the schools, research protocol was followed. I applied for research ethics clearance from the School of Education at the University of Cape Town and was given approval (Appendix A), Research approval was also granted by the Western Cape Education Department (Appendix B) and an extension was issued the following year (Appendix C). A participant informed consent form (Appendix D) was drafted by me and approved by my supervisor. All participants were given information about the study and had a chance to ask questions about the topic before signing the consent form. All the signed copies of consent forms were kept by me and each participant was given a copy.

1.5 Research Focus

The study reported in this thesis investigated the influence of school senior leaders (principals and vice principals) in leading the implementation of teacher professional development in their respective schools: specifically, how school senior leaders influence teacher actions and beliefs with regard to professional development implementation, which aspects of professional development programmes they encourage and how they affect school culture and the creation of PLCs. As the literature review in Chapter II shows five elements of

professional development practices are considered to be responsible for the success or failure of professional development policy implementation: 1) teachers' actions and beliefs regarding their own development and regarding the school senior leaders' actions, 2) teacher professional development programmes' features, 3) school leadership professional development programmes, 4) school culture (and specifically PLCs), and 5) the role of the school senior leadership in the implementation of teacher professional development policy. This study aimed to investigate if and how these five elements are connected, with particular emphasis on the relationship between school senior leadership practices and the implementation of professional development policy.

To this end, I analysed the *'Framework'* as to discern the government's vision of teacher professional development and school PLCs under the projected role of the school principals' leadership. Moreover, I analysed the ACE-SML curriculum guidelines and implementation practices in relation to how this programme may have impacted the leadership practices affecting teacher professional development practices and school PLC culture in the four participating schools.

My thesis drew on concepts from Bourdieu to develop a language of description for explaining how the aforementioned four elements of professional development practice emerged in each school. The concepts of field, habitus, capital, and doxa were used to explain the relationships between school senior leadership predispositions and beliefs on one hand and teacher professional development practices and school PLC culture on the other hand, under the umbrella of the government policy which regulates teacher professional development and leadership professional development programmes. Thomson (2017) believes that Bourdieu's theory and concepts have been used extensively in education research which studies education problems that require a social explanation but argues that there has been much less uptake of

these concepts in education leadership research. She suggests using Bourdieu's concepts to map the relationship between field positions and the agents that occupy them and to then to analyse the dispositions, capitals and strategies of leaders. Lingard and Christie (2003) also believe that little has been written about education leadership using Bourdieu and they suggest applying the Bourdieuan concept of 'leadership habitus' in educational leadership research as key to understanding the particularities of leadership work in schools as opposed to using concepts such as leadership traits and situational and transformational contexts of leadership practices. Trait-based approaches to leadership dominated the early decade of leadership research, according to Zaccaro (2007); however, these approaches were later criticised as being unable to offer clear distinctions between leaders and non-leaders and because they did not address the relations between individual leaders, their contexts and those with whom they worked.

1.6 Research Questions

The main research question for this thesis is:

What, if any, role are senior school leaders perceived to play in teacher development and learning?

Five sub questions have been devised to help answer the main research question:

1. How do senior school leaders in the research schools understand teacher professional development and school PLC? And to which degree is this understanding aligned with the '*Framework'* expectations?
2. What are the professional development practices in each of the schools in the study? And what professional development practices are related to PLCs?

3. What is the role of senior school leadership in professional development of teachers and school PLCs? Has this role been affected by whether or not the principal attended the ACE-SML programme?
4. How do professional development practices differ across the schools in the study?
5. What is the relationship between professional development practices in the schools and the *'Framework'* policy?

These five sub-questions focus on activities and understanding of the school leaders which influence the thoughts and practices regarding teacher professional development. Within a conceptualization derived from Bourdieu, activities and understanding are framed by the leaders' habitus and the constraints by the capital available to them. The habitus influences the school doxa which in turn is constrained by the school's position in the field. Later in the study, these questions are reinterpreted in light of concepts from Bourdieu. Bourdieuan concepts provide tools to interpret the questions.

1.7 Chapter Outline

This chapter served to introduce my research, to locate it against the background of education reform in South Africa and to offer a rationale for the study. It also introduces the research purpose and questions.

Chapter II presented a review of the literature concerned with teacher professional development practices, school PLC culture and school senior leadership practices related to professional development and PLC implementation under government professional development policy. The literature review showed some agreement on the important role played by the school senior leader in setting the school vision and goals, allocating material and human resources, guiding the school community and culture, selecting implementation tools, affecting decision-making and leading instructional practices. The school leaders'

beliefs, knowledge and practices are also believed to 1) be impacted by the professional development training programmes offered to them and 2) to affect the teachers' actions and beliefs regarding professional development and PLC implementation. This chapter included a section on policy analysis in order to understand the expected policy outcomes and the schools' take on the policy, and another section containing a review of the South African context. The literature review informed a preliminary draft of the conceptual framework which guides my research.

Chapter III introduced the Theory of Practice of Pierre Bourdieu with a focus on the notions of field, habitus, capital, and doxa. This chapter also explained the rationale behind choosing these Bourdieuan concepts and how they are relevant to my study. The chapter explained how Bourdieuan concepts provide a language of description for the relationship between how the game of schooling in the field of teacher development and training is played, drawing on various capitals to influence students' learning and achievement, and the effect of the leaders' habitus in shaping school doxa and vice versa. Chapter III then took the first draft of the conceptual framework and added a second layer referencing the Bourdieuan concepts, thus generating a final version of the conceptual framework which drew on both the review of the literature and relevant Bourdieuan concepts.

Chapter IV described the research design and addressed validity and ethical issues which may arise from the study. It outlined the general methodological approach, explained the selection of the schools and participants and described the data production instruments. It also included an analysis extract from a pilot study detailing the analysis procedures.

Chapter V analysed the policy framework text to understand the government vision relating to teacher professional development and school PLC practices, the nature of professional development programmes on offer and the government plans for support and

evaluation of the implementation process with special focus on the projected role of the school principal leadership.

Chapter VI analysed the ACE-SML programme, curriculum and implementation processes, in order to understand the nature of professional development offered to school senior leaders and how this form of professional development could have affected the leaders' understanding of teacher professional development and school PLC culture and which practices they have adopted from this programme to lead the implementation of teacher professional development and school PLC.

Chapter VII provided a qualitative analysis of the data produced from the four participating schools. Each school was described in terms of its position in the field, then data pertaining to each school was analysed with a focus on the principal's habitus, the school capitals, the school doxa and how the game is played in the school with particular reference to professional development activities.

Chapter VIII discussed findings from the participating schools' data in relationship to the policy analysis, the ACE-SML programme affecting the leadership approach and implementation of teacher professional development and school PLC, the relevant literature as well as the Bourdieuan concepts selected for the study. The following section of the chapter answered the main research question and drew general conclusions pertaining to this question.

CHAPTER II- LITERATURE REVIEW

2.1 Introduction

The main focus of this chapter was to review the scholarly literature from South Africa and abroad pertaining to the role of school senior leaders in school reform related to teacher professional development practices. There is a particular focus on the promotion of school PLC culture under the South African government professional development regulating policy. Moreover, this thesis discusses policy analysis reviews on the prevailing literature concerned with policy development and tools for successful policy implementation.

The second part of the chapter aimed to draft a preliminary conceptual framework for the study based on the reviewed literature. This conceptual framework was developed further in Chapter III, drawing on a review of Bourdieu's Theory of Practice to incorporate selected Bourdieuan concepts to guide the analysis of the relationship between senior leadership and teacher professional development and school culture.

2.2 Education Reform, School Senior Leadership and Teacher Professional Development

Teacher professional development has ranked highly in education reform agendas in many countries of the world in the last two decades; additionally, school senior leadership being supportive of teacher professional development has been highlighted as another aspect of successful teacher professional development policy implementation (Desimone, 2009; Fullan, 2002; Hallinger, 2018; Ramsey, 2000; Timperley, 2005; Wayne et al., 2008). Teacher professional development is seen by many researchers as key to education reform as it is believed to play the role of a crucial mediator between policy and teachers' effectiveness. Therefore, teacher professional development can lead to student achievement and school

reform, provided that the role of school senior leadership supportive of professional development is not neglected. (Desimone, Smith, & Frisvold, 2007).

Many studies reported that successful teacher professional development implementation relies on effective professional development policy implementation and on the school leaders' involvement in professional development, with the implication being that leadership professional development programmes should be developed in conjunction with teachers' professional development programmes (Bredson & Johansson, 2000; Fullan, 2002; King & Newman, 2001; May & Supovitz, 2011; Richard & Catano, 2008; Robinson, 2007; Togneri & Anderson, 2003).

Policy and the nature of implementation are recurring topics in literature pertaining to education reform; Spillane et al. (2002) believe that implementation agents (school teaching and leadership team) interpret policy according to their own beliefs, prior knowledge and experiences. Different school contexts and cultures are also seen to impact differently on teacher practices and policy enactment. As teachers are believed to be the real agents of school improvement, education reform initiatives have been concerned with improving the quality of instruction and curriculum implementation through teacher professional development programmes in order to improve learning outcomes in schools (Bush, 2008; Desimone et al., 2006).

2.2.1 Defining Professional Development

It is important, at the outset of my thesis, to clarify my interpretation of the term professional development. According to the Organisation for Economic Co-operation and Development (OECD), professional development is defined as "activities that aim to develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD,

2014, p. 86). This definition suggests that teacher professional development is an explicitly planned set of formal learning activities which aim to develop teachers' practices. I believe that this is the most common definition used by governments; however, this definition does not take into consideration the informal learning activities in which teachers participate in on a daily basis.

My study refers to professional development as any form of formal or informal activities which help teachers develop in their career, as defined by Fullan and Hargreaves (1992). A more recent definition by Desimone (2009) is consistent with the notion that any activities which enable teachers to develop their teaching practices can be categorised under the umbrella of professional development, ranging from structured formal seminars to 'hallway' discussions with other teachers. Evans (2018) views teacher professional development as a continuum of informal-formal professional learning experiences. She introduces the terms 'consciously' and 'unconsciously' in order to cover the full continuum, because learning can happen unintendedly as a form of mental internalisation. Nonetheless, intended learning sometimes fails to happen. Misra (2018) argues that teachers can be exposed to a range of formal professional development activities which were specifically designed with the aim of improving teacher practices and yet these activities fail to change existing practices.

According to Yoon et al. (2008) teacher professional development is not a process but a goal which should reflect in changing practices and should affect students' learning and achievement in three stages:

- In the first stage: professional development raises teacher knowledge, skills and motivation.

- In the second stage: teachers apply newly acquired knowledge, skills and motivation, through professional development, in order to enhance teaching and improve classroom practices.
- In the third stage: improved teaching and classroom practices increase student learning and achievement.

Yoon et al. (2008) argue that if a teacher fails to move from the first stage, acquisition of knowledge and skills, to the second stage, application of knowledge and skills, then students' learning outcomes will not improve as a result of professional development.

2.3 Contextual Factors Affecting Professional Development

Contextual factors affecting successful implementation of professional development are discussed in this section. These include teachers' actions and beliefs regarding their own learning and development, characteristics of professional development programmes for teachers and school senior leaders and desirable school cultures. The role of school senior leadership affecting these factors are discussed in the following section.

2.3.1 Teachers' Actions and Beliefs Regarding Professional Development

Harris and Sass (2008) claim that there is undeniable evidence in the literature that better trained and more experienced teachers lead to better student achievement; however, the debate is about which teacher qualities are more likely to influence effective implementation of professional development and to result in changing practices.

While Desimone (2009) believes that teachers' prior-knowledge, experience and beliefs about teaching and learning result in sustained professional development participation and implementation, Guskey (2002) argues that motivation to do professional development and beliefs about change as a result of professional development are the main elements affecting

change in teacher practices. The vast majority of teachers are attracted to professional development programmes only when they believe that these programmes will lead to higher professional competence, job satisfaction and enhanced student learning (Guskey, 2002). Desimone et al. (2002), Garet et al. (2001) and Guskey (2002) argue that teachers expect professional development to give them concrete and practical ideas that can be related to their daily classroom context that actually work. Guskey (2002) suggests that teachers are not motivated to join professional development programmes to earn a certificate or points on a score system, but rather by the belief that these programmes will enhance their knowledge and skills, and lead to improve their students' achievement. Fullan (2011) resolves the issue; he believes motivation and expertise to be the twin power behind continuing professional development implementation. Teachers initially motivated to do professional development in order to improve instructional practice are usually more committed to professional development implementation; the reversed causal sequence is also true because teachers who have gained expertise as a result of professional development show better motivation to continue to develop through professional development. Boylan et.al, (2017, p. 13) argue that neither Guskey's professional development model nor Desimone's professional development model "provides illumination of the processes that link the different components of the model" and deduce that enactment and reflection are what cause change in action and beliefs.

Other studies establish links between teacher reflective practices and professional development. Teacher reflection is believed to be the first stage of 'technical rationality' where teachers could identify problems in their practices. Only after teachers can accept the fact that there are problems in their practice will they seek to find solutions through professional development (O'Sullivan, 2002). Breault (2010) states that teachers use reflection not only to analyse own needs and problems prior to professional development but also to assess new practices after professional development; post professional development reflection usually

leads to developing a feeling of efficacy and belief in change as a result of professional development, and hence a stronger commitment to professional development.

Teachers' beliefs about the role school leaders play in their professional development also affects their practices. An empirical study conducted by Blasé and Blasé (2000) investigates the question: "What characteristics (e.g. strategies, behaviours, attitudes, goals) of school principals positively influence classroom teaching, and what effects do such characteristics have on classroom instruction?" (Blasé & Blasé, 2000, p.3). To answer their question, the researchers developed an open-ended questionnaire which they called the 'Inventory of Strategies Used by Principals to Influence Classroom Teaching' (ISUPICT). Analysis of data produced from 809 teachers who participated in the study concluded that teachers did not want rigid teaching procedures and models but rather more reflection, inquiry and exploration alternatives. Blasé and Blasé's study about what principal leadership characteristics teachers believed were effective in helping teachers develop their classroom practices highlighted two major topics: 1) talking with teachers to promote reflection and 2) promoting professional growth. Principals, who teachers believed to be effective, valued dialog that encouraged teachers to critically reflect on their learning. Their professional practice included: making suggestions, giving feedback, modelling, using inquiry and soliciting advice and opinions, and giving praise. The participants also believed that principals who use the following strategies help promote teachers' professional growth: 1) emphasizing the study of teaching and learning, 2) supporting collaboration efforts among educators, 3) developing coaching relationships among educators,4) encouraging and supporting redesign of programs, 5) applying the principles of adult learning, growth, and development to all phases of staff development, and 6) implementing action research to inform instructional decision making.

The encouragement of peer collaboration, mentoring and networking by school leaders are viewed as powerful tools for teacher empowerment, according to Rhodes and Beneicke (2002). Collaboration, mentoring and networking allow teachers ownership of their own professional development, which leads to enhanced individual and whole school performance and assists in transferring the learning from teachers to students (Rhodes & Beneicke, 2002).

2.3.2 Professional Development Programmes

"Quality teaching in all classrooms and skilful leadership in all schools will not occur by accident. They require the design and implementation of the most powerful forms of professional development", states Sparks (2002, p.14). Sparks (2002) believes in the need for professional development programmes for both teachers and principals but he also calls for a dramatic change of the current staff development programmes around the world. These tend to focus on transmission of knowledge and skills and need to include more analytic and reflective cognitive processes, to focus on actual problems faced by educators and to allow for shared responsibility and authority over the teachers' learning. He says that in order to reach the goals of the professional development programmes, district and school leaders' roles must be reshaped in a way that reduces the fragmentation, overload and incoherence of these programmes.

Cardno (2005), from New Zealand, advocates reconceptualising professional development in a more holistic approach "to ensure that it caters for school-wide, team and individual needs" all at the same time (Cardno, 2005, p.5). She believes that professional development programmes are more effective when they are linked to the achievement of schools' strategic goals and are based on three fundamental elements: sound educational leadership, effective performance appraisal and strategic management and review. She further

proposes four development areas to be taken into consideration: school development, management development, curriculum development and personal development.

The following sections discuss literature pertaining to teacher professional development programmes and leadership professional development programmes. This is relevant to this study because the main research question is concerned with how school leaders affect teacher professional development and as discussed above leadership training plays a role in how these leaders understand teacher professional development practices and which practices they encourage in their schools.

2.2.2.1 Teacher Professional Development Programmes

The traditional approach to professional development models, which take the form of workshops, seminars, conferences or courses, have been criticised by many researchers (Feiman-Nemser, 2001; Fullan & Hargreaves, 1996; Villegas-Reimers, 2003). These models, referred to by Kelleher (2003) as 'adult pull-outs programs', are seen to be fragmented, incoherent and decontextualized from the classroom situation. According to Kelleher (2003) successful professional development is continuous, collaborative, coherent, and integrated into school daily life and activities. Teacher professional development is not solely centred on individual teachers acquiring and applying new knowledge and skills; professional development must be continuously rooted within the daily school community life (Feiman-Nemser, 2001; Rhodes & Houghton-Hill, 2000; Villegas-Reimers, 2003). Spillane (2002) notes that if the knowledge and skills, acquired through teacher professional development, are not connected to broad school directions with the opportunity for support and follow-up at school level, those knowledge and skills would be of little benefit for the teachers to improve their classroom practices. Fullan (1991, p.315) concludes: "Nothing has promised so much and has

been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms".

Many scholars argue that integrating professional development programmes into school life and context is important for professional development implementation success, others agree with this belief, but they also claim that the delivery mode of professional development programmes should also offer a range of practices which respect adult learning theories.

Workplace learning can take the form of action research, coaching or mentoring and it provides an opportunity for individual professional development learning experiences in the context of the classroom and its needs. Institutional learning, such as studying for a college or university degree, enhances the teachers' ability to apply research into their practice. Online learning offers new platforms where teachers can connect with other teachers from around the world and share knowledge and problems; this form of learning caters for the technology enthusiast young teachers but may be challenging for the older generation of teachers. Participating in formal award programmes provides an excellent motivation for the teachers to learn and excel. Attending seminars and training sessions give the teachers content-led material to better understand and manage the curriculum.

Because "the ways teachers learn may be more like the ways students learn than we have previously understood" (Lieberman, 1995, p. 2), effective teacher professional development programmes should provide a varied range of delivery modes including: workplace learning, institutional learning, online learning, participating in formal award programmes, seminars and conferences, not to forget the role of follow-up and classroom support along with objective and constructive performance appraisal (Ingvarson, Meiers & Beavis, 2005).

A number of the features of professional development mentioned by the authors discussed above, including integration into school life and varied modes of delivery, are highlighted in Villegas-Reimers' (2003) list of seven characteristics of effective professional development:

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

Along the same lines, Elmore (2002) summarises effective professional development literature and academic research in the form of a consensus (Table 2.1).

Professional Development: The Consensus View
• Focuses on a well-articulated mission or purpose anchored in student learning of core disciplines and skills
• Derives from analysis of student learning of specific content in a specific setting

• Focuses on specific issues of curriculum and pedagogy
  o Derived from research and exemplary practice
  o Connected with specific issues of instruction and student learning of academic disciplines and skills in the context of actual classrooms

• Embodies a clearly articulated theory or model of adult learning

• Develops, reinforces, and sustains group work
  o Collaborative practice within schools
  o Networks across schools

• Involves active participation of school leaders and staff
• Sustains focus over time—continuous improvement

• Models of effective practice
  o Delivered in schools and classrooms
  o Practice is consistent with message

• Uses assessment and evaluation
  o Active monitoring of student learning
  o Feedback on teacher learning and practice

Table 2.1: Professional Development: Consensus View, adapted from Elmore (2002)

Villegas-Riemers' (2003) view of professional development and Elmore's (2002) consensus summary both emphasise that effective professional development is stated in a clear mission where the ultimate goal of the school is improving students' learning by improving the educators' knowledge and skills; all professional development activities should follow from the school mission and must be in line with students' specific needs to develop in specific areas. According to both Villegas-Reimers (2003) and Elmore (2002), effective professional development draws from general research in a way that serves the specific classroom contextual development needs, respects adult-learning theories and is a collaborative process within the school as well as across other schools. Professional development must actively

involve both school leaders and staff in sustainable and continuous development, which is delivered inside the school. Finally, professional development implementation must constantly be revisited and evaluated for efficiency; monitoring students' learning as well as teachers' reflection on their own practices are good parameters to measure efficiency. Cardno (2005) agrees with Villegas-Reimers and Elmore and further states that performance appraisal should be an integral form of professional development programmes as it allows teachers to demonstrate accountability. For performance appraisal to be effective it must provide honest and objective feedback, create opportunities for dialogue pertaining to further development, establish professional development needs and physically bring about the desired change.

Guskey (2002), shares Elmore's view about the need for effective professional development to be a long-term commitment, focused on achieving students' learning goals and needs, collaborative among teachers and leaders, differentiated, school-based and job-embedded. Guskey (2002) also implies that professional development should be linked to school district goals.

Furthermore, Sparks and Hirsh (1997) summarise the changes in teachers' professional development research and practices as a move from external, fragmented and individual teacher development practices towards a coherent and continuous development culture of the whole school as an organisation and as a professional learning community.

A recent study by Bates and Morgan (2018) examined 35 professional development studies which have led to demonstrated change in teacher practices and linked to students' outcomes. They concluded that seven elements proved to be effective in those professional development programmes: 1) focus on content, 2) active learning, 3) support for collaboration, 4) models of effective practice, 5) coaching and expert support, 6) feedback and reflection and 7) sustained duration. The authors discuss the professional development programmes' design

and they say that the design should address content in a way which allows teachers to connect theory to practice. Moreover, professional development must be presented within an active learning approach because teachers are more likely to engage in the content when the learning is meaningful and relies on interactive experiences. The authors view social learning to be a very important element of professional development; however, this kind of learning takes time as relationships need to develop: professional development is not only the exchange of data and knowledge but rather a time to talk and understand the different instructional contexts of each teacher. The authors then argue that effective professional development programmes should be directed to show not to tell because "teachers benefit from seeing instructional practices in action, whether via video, demonstration lessons, peer observations, or case studies of teaching" (Bates & Morgan, 2018. p. 3). Instructional leaders and coaches must use all of the above in order to create rich learning activities for teachers, while allowing time for reflection and feedback as they are "critical to deepening knowledge and understanding" (Bates & Morgan, 2018. p.4).

A recent study by Mitchell, Kwok and Huston (2020) concluded that coaching had a large impact on teachers' professional development and resulted in changed practices. Maximised benefit was achieved when the coach approached professional development topics which were being taught in the district continuous professional development programmes. Coaching was especially beneficial in the induction phase of novice teachers.

A debatable form of contextual teacher professional development relies on gathering data about student learning in order to improve teacher learning in the areas where students show under-achievement. Student performance-based teacher professional development can be stressful for teachers because they may feel that the school or district is using this data for comparison, performance management and/or for accountability purposes. However, when

students' learning data is intentionally used to promote teacher professional development then it can be a great way to enhance teachers' expertise in specific areas. (Dam, Janssen & van Driel, 2020).

2.2.2.2 School Leaders Professional Development Programmes

Bush and Jackson (2002) state that "training in many countries is not a requirement for appointment as a principal and there is still an (often unwritten) assumption that good teachers can become effective managers and leaders without specific preparation" (Bush & Jackson, 2002, p.3). Numerous recent studies concluded that leadership professional development programmes must be developed in line with teacher professional development programmes, to empower school leaders and enable them to implement school reform goals. Common to all these studies is the need for building school senior leaders' instructional leadership skills in order to increase the leaders' involvement in curriculum delivery and teaching practices along with various other forms of leadership styles such as distributed leadership and transformational leadership. Management development is a key aspect of leadership development and should be considered in leadership professional development programmes. Another aspect responsible for the success or failure of these programmes other than the programmes' content is considering the leadership development processes.

School leaders' professional development programmes must consider three sets of responsibility areas for school leaders' new roles, according to Sparks (2002). These include teaching and learning, school leadership and staff development. He believes that school leaders' professional development programmes must focus on instructional leadership and distributed leadership. There is ample evidence in the literature that instructional leadership is essential for influencing teaching and learning practices, celebrating learning as an essential part of schooling as well as influencing teacher professional development practices (Bredson,

2006; King, 2002; Leithwood et al., 2010; Hallinger, 2018; Zheng, Li, Chen, & Loeb 2017) while distributed leadership provides opportunities for everyone in the school to share what they are learning and hence allows for whole school development. Sparks (2002) argues that instructional leadership skills enable school leaders to monitor teaching practices in order to evaluate teachers and give purposeful feedback which promotes teachers' reflection and analysis of students' learning in order to identify the schools' weaknesses and needs for development, as well as strengths. To this end school principals need to be informed about curriculum requirements and best teaching methodologies and practices. He argues further that another part of the school leader's role is managing the school organisation and culture, collaborating with parents and facilitating the development of the school as a community, and this implies a need for distributed leadership skills to be addressed in leadership professional development programmes.

Scholars such as Leithwood and Mascall (2008), Robinson et al. (2008) and Marks and Printy (2003) agree that an integration of instructional and transformational aspects of school leadership is effective in impacting teaching and learning strategies and in attaining whole school transformation and development, implying that this should be part of the focus of leadership professional development programmes.

Darling-Hammond et al. (2007), conducted a study which concluded that school leaders who joined professional development programmes which focused on building instructional and transformational leadership skills and which offered financial and relational support to the schools were more effective in implementing change and affecting school development. Darling-Hammond et al., (2007) argue that instructional leadership and transformational leadership are both needed to influence teacher practices and improve teaching and learning, as well as influence whole school reform in a non-traditional and non-bureaucratic approach

which encourages everyone to think outside the box. Financial school support in the form of government funds and supplying schools with adequate teaching and learning resources was a key element in successful curriculum implementation in these schools. Relational support took the form of an extensive advisory system and guaranteed that the leaders worked as part of a group and that they understand how to lead a school as a whole group or community.

Bush and Jackson's study (2002) also confirms that instructional leadership and transformational leadership are important components for good leadership professional development programmes, along with other leadership elements such as setting a clear school vision and mission. Bush and Jackson (2002) also advocate the need for these programmes to incorporate main task areas of management and administration which include human resources, finance and external relations.

While many scholars distinguish between management and leadership as separate concepts, Bush (2008) believes that the two terms overlap, and that school leaders often find difficulties balancing the two. Bush (2008) understands leadership to be more linked with change, while management is a bureaucratic activity concerned with maintaining systems and daily procedures, and he declares that school principals do both: they lead and manage their schools. Cardno (2005) proposes including a section on management training as part of leadership training programmes, specifically management of professional development training, because school leaders need to: manage the people they are responsible for, manage the systems to ensure that school operations run smoothly, manage themselves because the school leader's behaviour impacts staff behaviour, and most importantly they need to manage staff professional development implementation in their schools. Managing professional development training should: enable school leaders to acquire a sound understanding of what constitutes good staff professional development, assist the leaders with establishing links

between performance appraisal and development, develop the ability of the leaders to make a decision regarding the choice of staff professional development training in a way which serves the school vision and needs, help the leaders with budgeting for resourcing for professional development training sessions, which are pertinent to school vision and needs but are not offered by the government, as well as budgeting for teaching and learning resources needed for professional development implementation in the classroom (Cardno, 2005).

Bush (2009) believes that the additional responsibilities imposed on school principals put the latter under great pressure and increased the need for leadership preparation and training. He argues that much leadership training remains content-based and calls for a shift from 'content' knowledge to 'process' knowledge for leadership training programmes to be more effective. In order for this shift to 'process' knowledge to be achievable, he argues that these programmes must provide various individualised and group learning opportunities. Bush (2009) proposes facilitation for learning, mentoring and coaching as effective strategies for individualised learning, and the usage of action learning, networking and school visits and portfolios for group learning. He finds self-reporting during leadership training programmes to be insufficient and personal and he calls for developing new processes to evaluate the impact of leadership on school outcomes, mainly through role set analysis where the evaluation data comes from various participants other than the school leader, such as work colleagues, which allows for data triangulation.

2.3.3 School Culture and Professional Learning Communities

Job embedded professional development has been brought to light in the late twentieth century and early this century specifically with the emergence of situated learning theory. Situated learning theory analyses teachers' professional development in terms of its connectedness to the situation, where individual sense-making and cognitive development are

connected to the social culture. School cultures which encourage collaboration, contextualised problem identification and solving, as well as negotiating meaning through practice are more likely to lead to better teacher professional development, argue Barab and Duffy (2000). This study refers to school culture as defined by Peterson and Deal (1998) as "an underground stream of norms, values, beliefs, and traditions, and rituals that has built up over time as people work together, solve problems, and confront challenges" (p.28). Lindahl, (2011) states that school culture is a result of school leadership actions, policies, and verbal and non-verbal messages. Within this situated and cultural learning approach, scholars believe PLCs to promote a school culture for successful teacher professional development (Ingvarson, Meiers, & Beavis, 2005).

2.2.3.1 Professional Learning Communities:

The term Professional Learning Communities (PLCs) refers to any combination of individuals within one or more schools who work together as a community with the aim of enhancing their effectiveness for the benefit of students' learning and achievement (Bolam et al., 2005). This approach to professional development is strongly linked to the situational learning theory discussed above. DuFour (2004) argues that under the PLCs model the focus of education shifts from teaching to learning, and this shift is what makes this professional development reform model more successful than others. Such self-created communities are recommended for school reform because they are believed to be built on supportive cultures where teachers and administrators focus on improving their practices regarding the fundamental task of schooling: teaching and learning of every child through a provision of a rich curriculum along with the use of meaningful instructional strategies (Morrissey, 2000). Seashore, Anderson, and Riedel (2003, p. 3) define PLCs as "the establishment of a school-wide culture that makes collaboration expected, inclusive, genuine, ongoing, and focused on

critically examining practice to improve student outcomes". A professional learning community does not occur spontaneously within a school, notes Hord (2004); it requires the whole faculty, administrators and staff, to come together with dedicated and intentional effort to improve both individual and collective learning.

Although PLCs are believed to be a valuable form of practice which enhances student learning and achievement, according to Bolam et al., (2005), the contribution of PLCs in instructional improvement and school reform has been questioned (Fullan, 2006; Little, 2002; Maistry, 2008). Fullan (2006) warns against the danger of superficiality in PLCs practices, where PLCs affect the school culture but do not necessarily produce improved in-depth learning. Isolated PLCs in individual schools are deemed to fail; schools need to work collaboratively on building 'lateral capacity', argues Fullan (2006). Little (2002) believes PLCs to be very demanding on the pedagogical knowledge and expertise of the school team. Little (2002) recommends that external 'specialist' expertise is used to bring new pedagogies and teaching methods into school life, as opposed to a PLCs model where teachers are seen to be focusing on 're-inventing' the same practices. Little (2002) also supports traditional coordination cultures, as they are believed to be successful in influencing, implementing and monitoring instructional practices. Maistry (2008) agrees that PLCs have the potential to increase teacher involvement in professional development. However, Maistry (2008, p.13) recommends that "learning only from experience will limit development", especially when teachers have limited content knowledge and teaching skills; a model of 'extension, growth and renewal' would be needed in order to develop the teachers' level of expertise. With specific reference to South Africa, Maistry (2008) argues that as a result of Apartheid's inequalities in teacher formation and training, many South African teachers still lack curriculum and content knowledge and good teaching skills. For those reasons, teacher professional development

cannot take place by just building on teachers' previous knowledge; new knowledge and skills need to be introduced and developed by external professional expertise.

Although PLCs are difficult to build and maintain, many current studies have concluded that PLCs have a significant impact on teaching and learning practices and student achievement (Andrews & Lewis, 2007; Cordingly et al., 2003; Visscher & Witziers, 2004; Wiley, 2001).

Six dimensions of successful PLCs are examined: 1) supportive and shared leadership, 2) reflective professional inquiry, 3) shared values and vision, 4) supportive conditions, 5) shared personal practice and 6) access to sources of new knowledge and capacity development.

1. Supportive and shared leadership: Hord (2004) believes that school principals' supportive leadership plays a crucial role in 'transforming the school organisation into a learning community' by actively nurturing the entire staff's development, including their own, as a community. School principals can no longer be seen as the omnipotent and omnicompetent authority within the school but rather as post-heroic leaders who reflect on their own practices and seek to learn and improve, like everyone else in the school (Hord, 2004). A shared and collegial leadership is needed in order to allow professional growth for all; school principals share authority and decision making, facilitate continuous learning of staff and participate without dominating (Bolam et al., 2005).

2. Reflective professional inquiry: The process of reflective dialogue is believed to be a powerful tool for identifying teaching and learning needs and problems (Hord, 2004). Such conversations lead to new ideas and information in problem solving and seek to learn how to apply them in a collective and creative manner; collective inquiry leads to new collective learning and application of learning (Hord, 2004).

3. Shared values and vision: centred within shared values and vision, student quality learning and school achievement become primordial goals for all players (Andrews & Lewis, 2007; Bolam et al., 2005; Fullan, 2001; Hord, 2004).

4. Supportive conditions: Physical conditions and people capacities determine the supportive conditions necessary for learning and development of a professional learning community (Hord, 2004). The use of time and the physical set-up within a school should be formally re-arranged in order to allow staff to come out of their isolated classrooms and work together as a community on school improvement issues. Willingness to accept feedback and change existing practices is among the main characteristics of a productive learning community; other characteristics are collegial respect and trust, existence of proper cognitive and skill-based knowledge within the school for effective teaching and learning, as well as advanced socialisation processes.

5. Shared personal practice: In order to enhance shared personal practice, Hord (2004) suggests using a peer helping process, which excludes evaluation and draws attention to sharing teaching and learning of effective classroom practices. There is some agreement in the literature that shared practices entail collective responsibility for student learning and lead towards higher commitment and sustainability of reform (King & Newman, 2001; Stoll et al., 2006).

6. Access to sources of new knowledge and capacity development: Developing and sharing new ideas and curriculum materials, by teachers and teacher developers, determine the long-term survival and sustainability of a PLC, argues Maistry (2008). PLCs should aim to ‘scaffold, repair and develop’ teachers’ knowledge as well as equip them with new skills (Maistry, 2008).

2.3.4 The Role of School Senior Leadership in Teacher Professional Development

Although many studies have contested any direct impact of school principal leadership on student achievement, Bredeson and Johansson (2000). McLaughlin and Talbert (2001) and Robinson (2007) claim that there is strong agreement in the literature that school principals do have an indirect yet substantial impact on students' learning through promoting teacher professional development and fostering a culture of learning among school staff. "There is little doubt that school principals exercise significant influence on teacher professional development", confirm Bredeson and Johansson (2000, p.15).

By definition, education leadership is a form of influence which school leaders wield in order to shape teachers' actions and beliefs towards attaining school goals and vision (Bush, 2008, Daniëlsa, Hondeghema and Dochy, 2019). Five key dimensions of effective education leadership are identified in literature on teacher development focused leadership :1) providing educational direction or goal setting, 2) ensuring strategic alignment, 3) creating a community for improved student success, 4) engaging in constructive problem talk, and 5) selecting and developing smart tools.

1. Providing educational direction or goal setting: Latham and Locke (2006) examined two leadership styles which are claimed to be effective in supporting teacher professional development: visionary leadership and shared leadership. While visionary leadership is needed for effective professional development, it relies heavily on setting and communicating explicit goals about teachers' learning as well as students' learning; commitment to goals can only be achieved when these goals are shared. However, Latham and Locke (2006) envisage that commitment to goals does not guarantee achievement of goals unless accompanied by appropriate capacity building. Along the same lines, Richard and Catano (2008) list two

important facets of today's principals' priorities as: to lead teaching and learning in their schools by building and sustaining a clear school vision and by sharing leadership.

2. Ensuring strategic alignment: a key challenge which faces most school leaders is strategically aligning proper material and human resources to goals and needs, rather than acquiring random teaching resources and developing irrelevant teaching skills (Timperley & Wiseman, 2003). In order to be able to align resources and goals, school leaders must have a coherent teaching programme set in place, which relies on effective pedagogical practices including teaching and assessment strategies, staff evaluation and professional development along with human and financial resource allocation (Timperley & Wiseman, 2003). Hallinger, Bickman and Davis (1996) agree with that view and add that securing more appropriate teaching and learning resources constitutes a strong leadership practice which significantly influences teachers' development and student achievement. Cardno (2005) agrees that strategically planning to deal with immediate and future needs encompasses mere implementation of teacher professional development and leads towards perpetual change and development.

3. Creating a community for improved student success: Bishop et al. (2006) state that teacher development does not necessarily result in improved students' achievement, therefore school leadership must ensure a relationship between what is taught and what is learnt in their schools; they note that it is the school principal's responsibility to create a communal sense of responsibility and commitment to improving students' learning among his/her school teaching cadre. In order to achieve this, school leaders focus on collectively and continuously discussing, monitoring and analysing student learning with teachers; yet, analysing learning data should not be an end in itself but rather a tool to enable teachers to establish the relationship between what has been taught and what has been learnt as well as to identify specific effective

teaching strategies to assist a certain group of learners. This leadership practice also creates a sense of collective responsibility and accountability towards improved student success (Bishop et al., 2006). Other scholars such as Richard and Catano (2008) and Hallinger, Bickman and Davis (1996) have added that facilitating teacher collaboration on curriculum and instructional practices is an important school leaders' role which directly influences their school to operate as a learning community.

4. Engaging in constructive problem talk: another aspect of teacher culture which must be challenged and changed by school principal leadership is isolated practice. It is the role of school leaders to assist teachers in identifying, addressing and supporting teacher professional development implementation problems (Timperley, 2005). School principals face two challenges: naming and describing problems in a way that encourages commitment to resolution rather than raising defensiveness from the teacher's side and the ability to understand the teachers' beliefs and practices behind the problem. In order to address these issues, school principals must explicitly discuss the challenges that may occur as a result of change in teachers' practices and assist teachers to regain their confidence through capacity building. As teachers' beliefs and school principal's beliefs about how students learn may be contradictory, it is the leadership's responsibility to influence changes in old beliefs, through proper evaluation, and hence allow for new beliefs to enable teachers to reach desired change and development (Timperley, 2005).

5. Selecting and developing smart tools: Spillane, Reiser and Reimer (2002) suggest that the leadership of the school principal encompasses interaction to develop tools and routines that facilitate teachers' development processes for improved students' outcomes. These tools range from software and policy documents to report forms, among others; these tools must be well designed, adopted and utilised by the school principal to facilitate teacher learning.

Richard and Catano (2008) agree that gathering and using data are powerful leadership tools which help increase school capacity and improve the quality of teaching and learning by determining and addressing development needs. For May and Supovitz (2011, p.339) teaching and learning leadership is summarised as "monitoring/observing instruction, supporting teachers' professional development and analysing student data or work". Another strong tool for good leadership which influences teaching and learning is mentoring through which a leader can fill individual gaps which were not addressed in courses (Maister, 2000; Pont, Nusche & Moorman, 2008). Mulford (2003) believes that mentoring is emphasised by adult learning theories because adult learners respond well to demonstration, modelling and learning by doing.

Many recent studies, such as that of Hubbard, Mehan, and Stein, (2006); Togneri and Anderson, (2003); Fink and Resnick, (2001), have concluded that, for principals' leadership practices to be effective in improving teaching and learning, the educational government officials and policy makers need to focus on improving the quality of the principals' leadership practices through support and development programs. Bredeson and Johansson's study (2000) also focused on the school principal's exemplary role as a lifelong learner in setting the school culture as a continual learning organisation. Referring back to Elmore's account of consensus in the literature pertaining to teachers' professional development, these scholarly views strongly agree with Elmore's consensus.

2.4 Policy Analysis

This study is not mainly concerned with analysing the quality of the government professional development policy, the *'Framework'*. However, it is of importance to analyse the government vision of teacher professional development in order to examine how the participating schools interpret this vision and how much of this vision is implemented in the

four participating schools. The following section discusses public policy analysis, the implementation process and the choice of instruments utilised in order to frame the analysis of the *'Framework'* policy in Chapter V. This section also shows the growing emphasis, in the literature on policy, on the importance and nature of policy enactment at the ground level, in this case, the school.

The history of public policy analysis shows two approaches to policy analysis: a top-down approach and a bottom-up approach. The *'Framework'* was analysed following a bottom-up approach as this study's concern with policy analysis is mainly to examine whether or not the *'Framework'* policy has impacted the professional development and PLC practices in the four participating schools, and if there has been an impact, whether the impact was a developmental one or a mere change in practice which led to no development. The study also examined the policy design language, problem identification and goal setting and how the policy was interpreted by the participants as well as the effectiveness of the implementation process and instruments as perceived by the participants.

2.4.1 Public Policy Analysis

Public policy analysis is a form of evaluation research which yields judgments on a particular policy's efficiency, effectiveness and impact and may result in improving the public policy and guiding the government's decision-making process. (Neirotti, 2012). Caracelli (2000) believes the first movement in policy analysis took place in the United States in the early 1960s and was categorized by a top-down approach in terms of which policy makers are seen to decide how something should be done and the policy analyser's role was to offer conceptual support and approval of the policy makers' decision and to justify the effectiveness of the cost. However, since the 1990s public policy analysis shifted towards a more bottom-up approach which aims to measure the effects and outcomes of policy. Troyna (1994) argues that

the judgement made by a policy analysist is influenced by their values, position and relationship to the power structure. The *'Framework'* analysis in Chapter V follows a bottom-up approach to understand whether or not this policy has impacted the participating schools.

Cuban (1988) distinguishes between development and change. He believes that: "Change may be a continuous process, but notions of improvement reside in the heads of participants and observers. One viewer may judge a reform to be an improvement, while another judges the same change to be a step back" (Cuban, 1988, p.5). Cuban (1988) argues that public policy is usually a response to major dissatisfaction with the quality of the present arrangements. The government then summonses policy engineers to develop new goals, roles and procedures to transform the existing ways of doing things and effect the desired change; yet change does not always mean progress. Cuban (1988) gives an example of how education policies effected change in education over three decades in the United States but did not achieve any progress. The policies proposed altering existing rules, modifying practices, and hiring specialized staff members; yet none of these policies could make a dent in schools' existing organisational structure, curriculum development or in improving classroom instruction (Cuban, 1988).

2.4.2 Policy Implementation

The change process brought by public policy is referred to as the implementation process (Parsons, 1995). "Implementation dominates outcomes", states McLaughlin (1987, p.2). The success or failure of a policy relies heavily on individual motivation and internal institutional conditions during the implementation process and not on the policy itself or on the policy makers; however, successful policy implementation can be achieved when pressure and support for the policy are available (McLaughlin, 1987). Nilsen (2015) states that early knowledge-to-action policy research models depicted a linear process in which a policy was

transferred from producers to users; however, subsequent models place emphasis on the multi-layers of policy implementation and on the context in which a policy is implemented. Aarons, Hurlburt and Horwitz (2011, p.5) state that "the implementation model or approach becomes a part of the way the community in which implementation occurs understands the problem". Several contextual factors influence implementation, according to Peters et al. (2013); these factors include clarity of objectives, implementing personnel or agencies, support of interest groups, leadership authority and resources. Peters et al. (2013) also mention three implementation strategies which are deemed as particularly suitable for working in complex contexts: providing feedback to key stakeholders, encouraging learning and adaptation by implementing agencies and beneficiary groups as well as flexibility of intervention.

Easton (cited in Fischer & Miller, 2017) observes that a relationship exists between policy impact and outcomes; he argues that the effect a policy has on the target groups directs the outcomes of the policy. Jacklin (2004) explains the concept of policy reach as the degree to which the procedures of the implementation of the policy ensure that it has some effect in the classroom, i.e., the degree to which there's a policy regulated obligation to implement the policy.

Vidovich (2007) argues that while policy analysis usually evaluates the bigger picture at a global and national context, it should also examine the smaller pictures of how policies are practised within schools and classrooms to establish whether or not what is enacted is what is intended. Vidovich (2007, p.298) asks many questions relating to policy text production, three of which are important for this study: "How accessible or understandable is the policy text to the audience? Are the steps for implementation set out as part of the policy text? Is the implementation funded?". Further questions asked by Vidovich (2007, p.298), which are important to this study, are related to the struggles occurring over the policy practices and

effects at the implementation stage; they include: “Who can access the policy and who does access it? How open is the policy to interpretation by practitioners? How well is the policy received? Are practitioners at the local level empowered by the policy?”.

2.4.3 Instruments of Policy Implementation

Howlett (2009) defines policy instruments as techniques used by the government to implement policy goals. Peters (2005) claims that the main problem facing policy is selecting proper implementation instruments; he believes that continuous policy evaluation can help advise on the effectiveness of selected instruments and recommend the use of new instruments. Peters (2005) relates the choice of policy implementation instruments to social and economic biases of policy makers and believes that the choice of the implementation instruments should be based on an analytic understanding of the problems which these instruments need to solve. He further discusses the existence of a contingent relationship between the problems and the choice of instruments; he notes that there is not one single instrument which can be selected for all situations and contexts.

Lascoumes and Le Gales (2007) mention five characteristic features of policy instruments. They believe that for policy to be pragmatic, it must rely on instruments for problem-solving and that these instruments need to be the best possible ones for meeting the policy’s set of objectives. A combination of instruments is usually needed to manage and regulate policy implementation. The relevance and effectiveness of instruments is crucial for proper policy implementation; new instruments must be designed when the traditional instruments prove ineffective to deliver proper implementation, and that is why instruments must be regularly evaluated during the implementation process.

2.5 Teacher Development Policy within the South African Context

"Despite a huge investment in teacher development workshops and formal upgrading courses, there has been little evidence of accompanying improvement in the quality of formal schooling in South Africa over the past 15 years", reports Bertram (Bertram, 2011, p.3).

In their efforts to improve teaching and learning practices, and as a result of the Teacher Development Summit (held in 2009), the Departments of Basic Education (DBE) and of Higher Education and Training (DHET) launched a new development plan: the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025*. This plan aims to improve the quality of teacher education and subsequently to improve the quality of teaching and learning. "The overriding aim of the policy is to properly equip teachers to undertake their essential and demanding tasks, to enable them to continually enhance their professional competence and performance, and to raise the esteem in which they are held by the people of South Africa" (DOE, 2006, p.5).

Taylor (2011) states that the *'Framework'* provides a coherent vision for new teachers' recruitment and induction as well as improving the theoretical and practical 'career-long professional learning and development' of the on-the-job teachers. Taylor (2011) goes on to argue that the DBE has questioned the effectiveness of existing in-service teacher training programmes but has not yet 'decided on how to design more effective training'. Singh (2012) agrees that the '*Framework'* tries to address 'holistic needs of teacher education' in Post-Apartheid South Africa, yet he believes this policy to be highly demanding on the level of teacher specialization.

In a critique of the *'Framework'* policy, Beckmann (2011) claims that 'previous gaps and inequalities seem to have remained and may even have widened' (2011). An analysis of the *'Framework'*, conducted by Monametsi (2012), concluded that the *'Framework'*

encourages teacher self-evaluation of professional development needs without correlating this with broader school needs; the same study shows that the '*Framework'* has a strong focus on individual teacher development rather than the collective development of the whole teaching team. Steyn (2013) states that "while the National Policy Framework supports teacher development activities, it does not explicitly refer to collaborative learning among teachers" (Steyn, 2013, p. 279).

Participants in Steyn's study (2010) criticize the DOE for its use of a scoring system where teachers are awarded points on completion of professional development workshops, as accumulating points is not a professional development target in itself; the main purpose of professional development is rather to focus on changing teachers' attitude and mind-set towards continuous professional development and learning.

A ministerial report entitled "Schools that Work" (Christie, Butler & Potterton, 2007) examined the practices of eighteen schools across South Africa, that were achieving 70% pass rate in the Senior Certificate exams. This report investigated how the changes in policy affected the different schools and how policy was implemented in individual schools. It also asked the question of whether policy was assisting or impeding teacher professional development. Some of the report's findings discussed the influence of socio-economic background, the different levels of resources and the school organisational culture on school performance. The respondents to this study criticised the government for adopting a "one size fits all approach to policy" (Christie, Butler & Potterton, 2007, p. 103) and expressed negative views regarding the efficiency of the IQMS for teacher evaluation, a process implemented under the *'Framework'* policy.

Professional development school implementation and on-site support is another issue which needs addressing by policy makers (Bantwini, 2011; Schoeman & Mabunda, 2012). Bantwini's study (2011) argues that teachers' professional development lacks classroom

follow-up and support from the school districts' officials, which results in teachers' absence of clarity on expected curriculum implementation practices. A 'contextual supervision model' in implementing the *'Framework'* is recommended by Schoeman and Mabunda (2012), as it helps the teachers develop their teaching and learning practices within their particular and unique contexts and according to their own developmental needs; contextual and situated learning, along with PLCs culture are aspects of successful implementation process, as the literature suggests (Barab & Duffy, 2000; Ingvarson et al., 2005).

Three recent studies, Bush et al., (2009), Steyn (2010) and Terhoven (2012), have drawn attention to school senior leadership's weak influence on teacher professional development implementation in South African schools. Bush et al.'s study (2009) concluded that most school principals who participated in the study have a weak grasp of teaching and learning; they lack curriculum requirements awareness, and have poor monitoring and evaluating systems which do not allow for making informed judgments on the quality of teaching and learning and so they often fail to improve the teachers' professional development and the learners' achievement. Both school principals and educational staff who participated in Steyn's study (2010) agreed that principals should play a crucial role in teachers' professional development by identifying teachers' needs, attending courses and sharing knowledge with their own staff through training. School principals in this study called for the DoE to assist them in developing their own leadership skills in order for them to achieve desired school development outcomes, as the principals need to have "a clear understanding of teaching activities in classrooms and of the content of such programs to assist teachers in identifying suitable development programs" (Steyn, 2010, p.18). Teachers who participated in Terhoven's study (2012) believe that neither the school principal nor the Departments of Education (DoE)

play a major role in their development; yet teachers do expect the principals to play a more 'prominent role' in their development.

2.5.1 The Advanced Certificate in Education- School Management and Leadership

Literature relating to different approaches of teacher professional development programmes was reviewed in previous sections of this chapter to understand what current research says about the nature of these programmes and how these programmes impacted teaching and learning in South Africa. The following section focuses on specific professional development programmes attended by the participants in this study, mainly the Advanced Certificate in Education - School Management and Leadership (ACE-SML). The purpose is to review what scholars say about if and how the ACE-SML impacted leadership practices and school development in South Africa. Three contemporary studies which emerged in 2007, 2009 and 2011 following the graduation of each batch of school leaders from the ACE-SML programme in South Africa, are reviewed below. The studies were conducted by Mestry and Singh (2007), Aluko (2009) and Bush et al. (2011). These studies examined how the ACE-SML programme affected school leadership and management in South Africa and which skills and practices were learnt and taken back to schools from this experience. All three studies examine the impact of the ACE-SML programme on school development processes and how this programme changed the game of leadership and management inside the schools from a relatively autocratic approach towards a more shared leadership model.

All three studies primarily draw their data from opinions elicited from participants and their perceptions regarding what changed in their schools. Two studies don't examine how the ACE-SML programme affected school results, but one does. These studies have different foci, such as changing perceptions of leadership style, shifting practices, developing new skills, enhanced communication and community involvement, leading curriculum implementation,

managing change and school development, policy implementation and financial management. All three studies considered links between different delivery modes of ACE-SML courses and how these could be focused back at school level. However, only one of the studies, that of Bush et al. (2011), acknowledged different modes in a way which relates to school performance by measuring the effects of ACE-SML on students' national test results. While Bush et al. (2011) considered the relation between content and different delivery modes of professional development programmes and how they relate to school, he also advocates that ACE-SML should impact students' learning and achievement.

The Advanced Certificate in Education - School Management and Leadership (ACE-SML) in South Africa was developed to provide professional development for principals and aspiring principals. The programme was intended to take the form of practice-based courses over two years and to provide management and leadership support through a variety of interactive activities that improve the students' learning, professional growth, and leadership practice. At the end of the course principals would gain knowledge and experience in dealing with various aspects of school improvement, such as analysing school results, assessing school needs, strategic planning for direction and development, leading teaching and learning and implementing policy, empowering staff and engaging them in school development (Mestry & Singh, 2007).

The ACE-SML was criticized before it started: Moloi (2007) expressed many concerns regarding the success of this leadership professional development programme. She examines issues linked to school management and leadership which failed to change the prevailing controlled school management systems in Post-Apartheid South African schools. She believes that existing policies were not successful in shifting mindsets and practices towards more strategic leadership and management systems of schools. Moloi (2007) calls for cross-

boundary participative leadership which serves to specifically empower previously disadvantaged black and female leaders. She warns against the existing normative approach in management of teaching and learning and the mismanagement of school finances and human resources. Learner discipline and teacher accountability are two more topics that Moloi (2007) believes the government should pay special attention to through providing sound leadership training which aims to empower the leader's ability to affect change through developing institutional structures and organisational school cultures.

However, notwithstanding Moloi's concerns, studies conducted after the ACE-SML programme was implemented found that the programme was effective in bringing change and improving school leadership and management.

According to Mestry and Singh (2007) the school principals who participated in ACE-SML courses perceived their previous leadership style to be authoritarian and problematic and saw the move towards school management teams as a more dynamic, inclusive and participatory approach. The participants also believed that the ACE-SML programme helped them to advance their management skills and to adopt a more rational and confident approach when dealing with problems and conflict. They perceived that the ACE-SML gave them a better understanding of their leadership role in the schools and helped improve their relationships with various stakeholders such as staff and parents, whom they now viewed as partners in the schooling process. They indicated that the delivery of the ACE-SML curriculum effectively matched their developmental needs in managing teaching and learning, managing people, managing finances, and better understanding law and policy. Discussions in cohort meetings were deemed to be highly insightful and to offer ample opportunity to communicate with colleagues about issues affecting them as school leaders. The respondents also claimed

that they benefitted from the portfolio's continuous assessment as they could see their own developmental process and were offered continuous support and guidance from the assessors.

Aluko (2009) conducted a study on a larger scale, two years later. Her study investigated the impact of ACE-SML on the practice of 1073 graduates in the Gauteng, Mpumalanga and Limpopo provinces. This study agrees with the findings of Mestry and Singh (2007). Participants claimed that ACE-SML helped them lead the implementation of the new curriculum in their respective schools, to better manage and adapt to change, and to better understand their leadership role in the schools' reform process. School management teams flourished as a result of ACE-SML allowing for better communication with government officials, school governing bodies, staff and community. This communication also increased sharing knowledge and practices from ACE-SML with colleagues at schools by 75%. Respondents to this study identified areas that needed improvement in the ACE-SML programme and offered practical suggestions. These included reviewing the ACE-SML modules' content to avoid repetition, offering higher-quality information on some topics and reviewing the delivery process of the programme to include more hands-on experiences. Participants expressed their need to learn more about discipline, and to develop research projects for students and to learn more ICT skills and called for the government to provide ICT resources and materials.

A similar study conducted by Bush et al. (2011), based on interviews with 430 participating school leaders (principals, vice-principals, and HODs) from different universities nationwide who had finished the ACE-SML qualification, yielded similar answers regarding the ACE-SML effects on schools. This study found improvement in the following areas of management practice: policy implementation, relationship with educators, delegation, financial management and conflict management. The majority of the respondents (75%) claimed that

their schools were improving as a result of the ACE-SML but the evidence shows that only 12% of these schools produced improved results in national tests. The study also found significant improvement in community relationships as well as higher accountability and transparency towards the various school stakeholders. Participants reported gains in personal attributes such as confidence, self-control and skills development in ICT and problem-solving areas.

In summary, studies suggest that the overall ACE-SML experience has proven to be a positive one. All the participants in the above studies believe that they have improved their knowledge and skills as a result of the ACE-SML programme and have taken best practices into their schools. However, more studies are needed to measure the impact of ACE-SML on students' achievement.

2.6 Summary

There is some international agreement in the literature cited above that reform progress in schooling is dependent on capacity building through teacher professional development and school senior leadership development, as school leaders should motivate, support and guide the teachers' continuous development (Bush, 2008; Desimone, 2009; Desimone et al., 2006; Fullan, 2002; Ramsey, 2000; Timperley, 2005; Wayne et al., 2008).

There are many definitions and models of professional development, but the most successful models are those which are seen to be centred within the school vision and daily classroom shared practices (Elmore, 2002; Feiman-Nemser, 2001; Guskey, 2002; Rhodes & Houghton-Hill, 2000; Spillane, 2002; Villegas-Reimers, 2003). While old trends in teacher professional development, focusing on external professional development programmes, have

proven to be ineffective (Fullan, 1991; Kelleher, 2003), professional development is taking a new direction towards PLCs.

School leadership professional development programmes play a key role in shaping the school senior leaders' knowledge and shaping their beliefs and actions in a way which serves the goals of development and reform, including leading instructional practices, developing a school culture based on learning, and leading school implementation of teacher professional development (Bush & Jackson, 2002; Sparks, 2002). Instructional, distributed and transformational leadership skills are recommended as a focus of the leadership training programmes. The aforementioned leadership styles are deemed important in leading schools to attain the reform goals through preparing the school senior leaders to monitor teaching and learning in relation with curriculum requirements, managing the school's organisational culture, and leading them to develop as a community (Bredson, 2006; Bush & Jackson, 2002; Darling-Hammond et al., 2007; Leithwood & Mascall, 2008; Marks & Printy, 2003; Robinson et al., 2008; Sparks, 2002). Management training should also be considered in leadership training programmes as to empower school senior leaders in managing systems, people, resources and teacher professional development training (Bush, 2008; Bush, 2009; Cardno, 2005).

The success of PLCs lies in their core aim to promote students' learning by improving whole school capacity through individual and collective development of the whole school team, teaching and administrative (Andrews & Lewis, 2007, Bolam et al., 2005; Fullan, 2001, Hord, 2004; Morrissey, 2000, Seashore, Anderson & Riedel, 2003) .

School senior leaders play a role of paramount importance in the PLCs model (Bolam et al., 2005; Hord, 2004), mainly through promoting a whole school culture based in teaching and learning vision for all, including administrators, teachers and students. professional

development supportive leadership influences learning goals (Latham & Locke, 2006) aligns needed resources for proper implementation of goals (Timperley & Wiseman, 2003), builds a community of learning (Bishop et al., 2006), encourages constructive problem discussion (Timperley, 2005), creates proper implementation tools (Spillane, Reiser & Reimer, 2002), models best instructional practices (May & Supovitz, 2011) and facilitates teachers' collaboration (Hallinger, Bickman & Davis, 1996).

The South African DOE has adopted a teacher professional development policy through the *'Framework'* which aims to assist teachers in their continuous development (DOE, 2006). Existing studies suggest that in order for the *'Framework'* to be effective in reaching its goals, it needs to be implemented with supervision and should allow for school senior leaders to have a more prominent role in leading teacher professional development (Bush et al., 2009; Schoeman & Mabunda, 2012; Steyn, 2010; Terhoven, 2012). The *'Framework'* has also been criticised for emphasising individual professional development rather than collective, situated professional development (Bantwini, 2011; Schoeman & Mabunda, 2012; Steyn, 2013).

2.7 Preliminary Conceptual Framework

The following preliminary conceptual framework (Figure 2.2) reflects the relationship between teacher actions and beliefs in implementing professional development and PLCs with regard to school principals' leadership, as encouraged in the literature discussed above. The conceptual framework, which is derived from this literature, presents a preliminary draft of the conceptual framework. This version aims to guide the study with regard to an investigation of how teachers interpret their professional learning and development under the *'Framework'* and what professional development and PLCs elements they have taken on board; the final version of the conceptual framework includes concepts from supporting theory, with specific concepts

drawn from Bourdieu's Theory of Practice, which is be reviewed in Chapter III. The investigation focuses on the role of senior school leadership in the implementation of the *'Framework'* goals in their respective schools. The proposed conceptual framework is used to identify and describe the influence of senior school leadership on teachers' characteristics, professional development and PLCs in implementing the *'Framework'* in the participating schools.

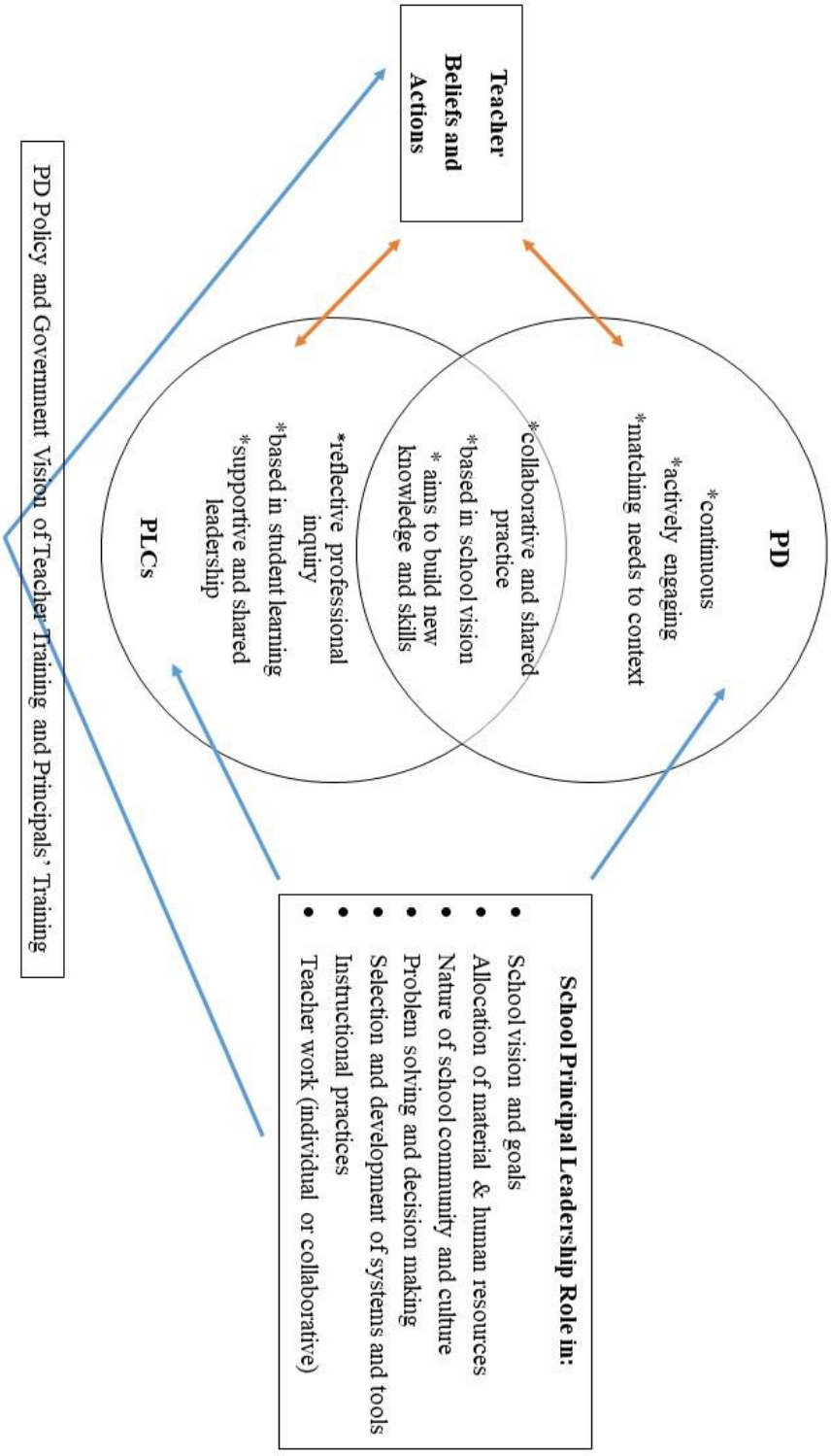

Figure 2.2: Preliminary Conceptual Framework Map

The conceptual framework outlined in Figure 2.2 has been developed by combining insights from relevant literature on professional development and PLCs on the one hand and on teaching and learning leadership supportive of teacher professional development on the other:

The reviewed literature suggests a two-way relationship between teachers' actions and beliefs and professional development: Guskey (2001) notes that teachers' actions and beliefs about teaching and learning are what triggers good implementation of professional development, while Desimone (2009) sees professional development as an effective contributor in changing teachers' actions and beliefs about teaching and learning. While professional development literature shows that in order for a professional development programme to be effective it must be continuous, contextual and actively engaging, PLCs culture is believed to work best when it encourages professional inquiry, is based in student learning and encouraged by supportive and shared leadership. Both professional development and PLCs are based on the need for shared school goals and vision as well as collaborative and shared practices.

Much of the literature on effective professional development strongly suggests that professional development must be continuous, collaborative and integrated into school life (Feiman-Nemser, 2001; Head, 2003; Rhodes & Houghton-Hill, 2000); it also suggests that professional development must be related to whole school vision and policies, derive from analysis of students' learning and teachers' developmental needs and must involve active participation of school leadership and staff (Elmore, 2002; Villegas-Reimers, 2003). PLCs literature focuses on reflective inquiry and shared personal practice in order to seek and implement development. These practices should be promotedd by shared school vision and

values of learning for all and influenced by a strong supportive leadership (Bolam et al, 2005; Hord, 2004; Stoll et al., 2006).

The leadership role is crucial in building and sustaining school vision and influencing school to operate as a learning organisation (Richard & Catano, 2008). School leaders set goals for teachers and students and give direction on implementing school vision (Latham & Locke, 2006) by aligning materials and human resources (Robinson & Timperley, 2007). School leaders are also responsible for creating a community for learning and student success (Bishop et al., 2006) by anticipating problems and engaging teacher in constructive problem discussion, rather than blaming them (Timperley, 2005). Selecting and developing smart tools (Spillane, Reiser & Reimer, 2002), modelling instructional practices (Richard & Catano, 2008) and facilitating collaboration among teachers (Hallinger, Bickman & Davis, 1996) are also essential leadership practices to support teacher development and learning.

There are strong links between the South African government vision regarding professional development and building and maintaining PLCs model, through the *'Framework'*, which aims to guarantee continuous development and school reform. However, the policy does not highlight the role of school senior leadership with regard to teachers' professional development (Monametsi, 2012).

This conceptual framework guides this study in describing the relationship between teachers' professional development and school principal leadership practices supportive of teachers' development in relationship to student achievement in the four cases of schools

The conceptual framework has seven focus areas, drawn from the above literature:

1) School vision and goals: Do senior school leaders play a role in setting a vision and goals of continuous professional development? Do teachers adopt this vision as a result of

leadership practices? Is there a discernible relationship between this ‘vision’ and the take up of the professional development Framework? What is this relationship?

2) Allocation of material and human resources: How is the school vision of teachers’ professional development implemented across the school? Are resources aligned strategically to serve implementation of professional development goals? Do teachers and leaders work in collaboration on achieving these goals?

3) Nature of school community and culture: Is learning central to the school community? Do teachers and administrators work together on ensuring everyone in the school develops according to their needs and context? Does staff development reflect on students’ achievement? Do school principals use PED framework to support building a whole school learning community? Do school principals ensure that professional development benefits and develops the students’ learning in both observable and measurable terms?

4) Problem solving and decision-making: How do school leaders plan to overcome professional development implementation challenges? Do they encourage constructive talk among teachers and staff? Do teachers feel confident to speak about their problems without being reproached? Is decision making, related to professional development and teaching practices, shared across the school as a result of the senior leadership? Does senior leadership promote reflective professional inquiry?

5) Selection and development of systems and tools: What tools, plans, documents or systems are put in place in order to guarantee all teachers and staff develop to their full potential? What, if any, new systems are in place to identify teachers’ professional developmental needs and follow-up on their growth? Are students’ needs considered? Is students’ achievement related to teachers’ professional development? Do these systems and tools provide for continuous and sustainable professional development?

6) Instructional practices: Do school principals engage with the teachers' classroom teaching approach, pedagogy and methodology, in their respective schools? If so, how do school principals lead on implementing new strategies? To what extent does this engagement address new teaching practices within and across different classrooms?

7) Shared practices and collegiality: Do school leaders encourage professional development shared practices? Is professional development acquired knowledge encouraged by school principals to be shared across the school or does it occur in isolation? Do school principals plan for professional development outcomes to be transferred to all teachers equally?

In Chapter IV, Research Design, these seven questions focus on *what* leaders and teachers do. The questions are reframed in relation to relevant concepts drawn from Bourdieu in order to also consider *why* leaders and teachers do these things.

CHAPTER III- THEORY AND CONCEPTUAL FRAMEWORK

3.1 Introduction

This study draws on Bourdieuan concepts of field, habitus, capital and doxa in order to create a language of description for understanding relationships between school principals' leadership, teacher professional development practices and school PLCs under a government professional development regulating policy.

The first part of this chapter gives a comprehensive definition of what a 'field theory' is and presents a general review of Bourdieu's theory of practice, with particular focus on key theoretical concepts of field, habitus, capital and doxa which have been selected for their relevance to the focus of this study. In the second part, relevant literature on educational leadership and professional development is discussed with relevance to my doctoral research, with a particular focus on studies that work with Bourdieu's theory. The third part commences with a preliminary draft of a conceptual framework which shows the relationships between teacher professional development, PLCs and school principals' leadership (Figure 2.2). A second layer is then added to the conceptual framework which was developed from the literature reviewed in Chapter II; the final conceptual framework is framed to incorporate the selected Bourdieuan concepts of field, habitus, capital, and doxa (Figure 3.1).

The conceptual framework aims to inform this study with regard to an investigation of 1) how teachers, in four participating schools, manage their professional learning and development under the *'Framework'* and what professional development and PLC elements they have taken on board, and 2) the role of senior school leaders in teacher professional development and school organisation and reform in relation to the *'Framework'* goals. The focus here is to derive a language of description from Bourdieu's theory of practice in order to

analyse the social mechanisms, in the four schools, which link senior leadership to teacher professional development within the school organisation in order to answer the study's research questions. Those questions aim to establish the role of school senior leaders in teachers' development and learning as well as the establishment of a school PLC culture under the *'Framework'*.

3.2 Bourdieu's Theory of Practice

3.2.1 Defining Field Theory

Martin (2003, p.2) defines field theory as:

> A more or less coherent approach in the social sciences whose essence is the explanation of regularities in individual action by recourse to position vis-a`-vis others. Position in the field indicates the potential for a force exerted on the person, but a force that impinges "from the inside" as opposed to external compulsion.

A field theory is an approach to "linking variation in one attribute to variation in another" within a certain field of social practices (Martin, 2003, p.2). Field theory is a tool to study the reasons' behind individuals' actions and social interactions in order to gain a deeper understanding of the causes of various problems facing society.

3.2.2 Introducing Bourdieu's Theory of Practice

Pierre Bourdieu (1930-2002), a major thinker of the twentieth century, has built a field theoretical critique of the world and society, known as Bourdieu's Theory of Practice; this theory offers novel concepts to understand the social world in order to improve it (Grenfell, 2004).

"Practice has a logic which is not that of the logician" (Bourdieu, 1992, p.9). Bourdieu believes that practice, albeit with the best conscious intentions, can be governed by automatic reflexes or mechanical action (Bourdieu, 1992). Practice has a temporal structure, explains Bourdieu (1992), its rhythm, tempo and direction are constitutive of its meaning. He argues that individuals, or agents, do not act based on what they see but on what they foresee; decisions are usually made based on these agents' objectives, assessment and response to a given situation.

Urgency to make a decision is an essential property of practice, bearing in mind the future implications of that decision. It is the analyst's role to "possess and put forward the synoptic view of the totality and the unity of the relationships that is the precondition of adequate decoding" (Bourdieu, 1992, p. 5). In other words, the analyst must interpret how research participants' actions respond to their interests along with a positioning in a particular field of practice and to the logic of the practices in which they participate, and are informed by their own experiences.

3.2.3 Key Concepts

Although the key Bourdieuan concepts selected to guide this study are interlinked, they are explained in the following paragraphs as separate notions with references to the relationships among them. These concepts are habitus, capital, field and doxa.

3.2.3.1 Field

When Bourdieu speaks of field, it is always about a field of power and how the players within a given social space or structure act to hold their position or gain a better position (Martin, 2003). Bourdieu's own definition of fields is "structured spaces of positions (or posts) whose properties depend on their position within these spaces." (Bourdieu, 1993, p. 72).

Bourdieu and Wacquant (1992) compare the field to a game in which they view the agents as players, the whole social struggle for power and capital building as a competition among players, and the strategies used by players, or agents' actions, as the result of their social internalisation or habitus.

It is important to note that: "for Bourdieu, a field can only be established in the research process; constructed by the researcher based on the subjective understandings of the participants, and not based on socially produced categories like industry and discipline" (Dobbin, 2008, p.3).

3.2.3.2 Habitus

Bourdieu (1977) emphasizes that "habitus" provides the basis for constructing diverse lines of practice. His first definition of habitus is "a system of lasting, transposable dispositions which, integrating past experiences, functions at every moment as a matrix of perceptions, appreciations and actions and makes possible the achievement of infinitely diversified tasks, thanks to analogical transfers of schemes permitting the solution of similarly shaped problems"; it is "history turned into nature" (Bourdieu, 1977, p. 82). Later, in 1990, he defines habitus as "a system of acquired dispositions functioning on the practical level as categories of perception and assessment or as classificatory principles as well as being the organizing principles of action" (Bourdieu, 1990, p.13).

For Bourdieu the dispositions which constitute habitus are the product of an embodied collective history of past social experiences, perceptions, thoughts, talk, feelings and actions which shape an agent's expressive, verbal and practical utterances (Krais, 1988). Once pre-existing social concepts become internalised, the agent becomes disposed to think, speak and act in particular ways. Habitus is thus the social production of individual behaviour; the habitus

generates possible actions, yet it also may restrict the agent in behaving in certain ways thus constraining some courses of action (Reay, 2004). The argument here is that although the habitus of an agent is shaped by society, it can be re-shaped and refined later when that agent's capitals increase or if the agent enters a new field (of social, work or academic circles) (Bourdieu, 1986). Reay (2004) views the habitus as a form of interplay between the past and the present: the habitus is shaped by a person's history, but it is continuously restructured by new experiences and exposure to the outside world.

3.2.3.3 Capital

Capital is "the set of actually usable resources and powers" (Bourdieu, 1984, p. 114). Bourdieu (1986, p.298) discusses three forms of capital:

> Capital can present itself in three fundamental guises: as economic capital, which is immediately and directly convertible into money and may be institutionalized in the form of property rights; as cultural capital, which is convertible, on certain conditions, into economic capital and may be institutionalized in the form of educational qualifications; and as social capital, made up of social obligations ("connections"), which is convertible, in certain conditions, into economic capital and may be institutionalized in the form of a title of nobility.

In 1989, Bourdieu adds a fourth form of capital, *symbolic capital*, which is a form of recognition gained through the hierarchal order of values within groups. Symbolic capital can be a title of nobility or a political position, such as a chief, a leader or a professor. The various types of capitals are explained below.

- Cultural Capital:

Cultural capital has three different states: an embodied state, an objectified state and an institutionalized state (Bourdieu, 1986).

1) “The *embodied* state, i.e., in the form of long-lasting dispositions of the mind and body” (Bourdieu, 1986, p. 299) is related to the notion of habitus. It is seen as self-improvement or personal capital investment, be it physically as in playing sports or intellectually as in reading a book or going to a museum; so, an agent’s habitus can change if their embodied cultural capital increases. It is “external wealth converted into an integral part of the person, into a habitus” explains Bourdieu (1986, p.300).

2) “The *objectified* state, in the form of cultural goods (pictures, books, dictionaries, instruments, machines, etc.), which are the trace or realization of theories or critiques of these theories, problematics, etc.” (Bourdieu, 1986, p. 299). This can be seen as the cultural set of artefacts or possessions which have shaped an agent’s cultural beliefs and practices and can be presented as something to be exchanged for money. Bourdieu gives the example of a collection of paintings being transmitted as economic capital; yet, he explains that this transmission cannot be instantaneous.

3) “The *institutionalized* state, a form of objectification which must be set apart because, as will be seen in the case of educational qualifications, it confers entirely original properties on the cultural capital which it is presumed to guarantee” (Bourdieu, 1986, p. 299). So, the institutional state, which takes the form of investment in education, may lead to social status, as in institutional recognition, as well as economic capital, such as desirability on the job market.

- Social Capital

According to Bourdieu (1986), social capital is a form of potential resources an agent can access by being connected to a social network, through memberships and affiliation to a group, club or institution. It can also be accessed through family name, class or connections. The potential resources Bourdieu is talking about here can present themselves as symbolic capital, such as privileges, or economic capital, but he does not pre-suppose a coincidental transformation. An agent has to work on mobilising social capital in order to gain resources. A good way to do this will be exchanging gifts or favours with influential members within one's social network. "Bourdieu's concept of social capital puts the emphasis on conflicts and the power function (social relations that increase the ability of an actor to advance her/his interests)", relates Siisiäinen (2000, p.2). Social power and economic capital are core struggles in mobilising social capital as resources, believes Siisiäinen (2000). The struggle can be seen as symbolic and legitimised exploitation of an individual agent or group of agents (such as an institution or party) in order to gain power. It is worth noting here that social capital can benefit institutions when it becomes a 'collective phenomenon' (Siisiäinen, 2000), where an organisation can become more effective by accumulating bigger numbers of members with high social capital, as this organisation earns a 'name' within a certain social group or field, which translates to symbolic capital. As one agent can benefit from his/her social network to gain resources, the whole group or organisation can also benefit from the collective social capital of its members.

- Economic Capital

"The different types of capitals can be derived from economic capital" (Bourdieu, 1986, p. 304) and every capital has the "potential capacity to produce profits". Economic capital is here referred to as money or anything that can be transformed into money such as stocks and shares, financial inheritance, wealth and monetary assets. "Economic capital consists of capital in Marx's sense of the word, but also of other economic possessions that increase an actor's

capacities in society." (Siisiäinen, 2000, p.11). Yet Bourdieu (1986, p.297) states that "It is in fact impossible to account for the structure and functioning of the social world unless one reintroduces capital in all its forms and not solely in the one form recognized by economic theory."

- Symbolic Capital

Symbolic capital "is nothing other than economic or cultural capital when it is known and recognized" (Bourdieu, 1989, p. 21). Symbolic capital is gained by agents by virtue of their position, rank or title within a social space. These agents "hold a practical de facto monopoly over institutions" (Bourdieu, 1989, p. 21). This form of capital is usually obtained through a body of official legislators such as governments and is recognised in a hierarchical structure within society. The more capital a person or organisation has the higher it moves to stronger positions in the field.

3.2.3.4 Doxa

Bourdieu (1972) defines doxa as a belief among a group of people, in the same social or institutional field, that "the natural and social world appears as self-evident" (Bourdieu, 1972, p.164); this belief "goes without saying because it comes without saying" (Bourdieu, 1972, p.167). Doxa, "that which is taken for granted" (Bourdieu, 1986) does not only mean 'common sense'; it also "includes those things commonly known or even tacitly accepted within a collectivity" (Holton, 1997, p.39).

3.3 Bourdieu's Concepts, School Senior Leaders and Teachers' Professional Development: The Relevance to this Study

3.3.1 Field of Education

When applied to education, Bourdieu's notion of field "means that instead of seeing the properties of objects or things as the main focus, the relationships between them are seen as key to understanding", observe Hodkinson, Biesta and James (2007, p.8). This statement is at the heart of this study, as the study means to investigate the relationship between school senior leaders and teachers' professional development.

"Individuals influence and are part of learning cultures just as learning cultures influence and are part of individuals. Each participant in a learning culture contributes to the reconstruction of that culture" (Hodkinson, Biesta & James, 2007, p. 10). In this view, schools are seen as learning sub-fields, within a learning culture where teachers are believed to be life-long learners in order to develop professionally, then every participant or agent in that culture will have an impact in that field; the impact varies among participants depending on their position, dispositions and various capitals that they bring within that culture. Hodkinson, Biesta & James (2007), who study Bourdieu's theory and concepts, present a useful resource for this study. These scholars look at the schools' professional learning cultures as sub-fields and establish how leaders and teachers affect each other's ideas and actions towards development and learning. In Bourdieuan terms: what impact do the agents' (leaders and teachers) habitus and capitals (cultural, social and economic) have on activities within the field (professional learning culture of the school). This metaphor is closely aligned with and may help answer another question of this study: What is the relationship between professional

development practices and school culture, more specifically collaborative professional learning activities, shared vision and a focus on instruction?

3.3.2 Habitus of Leaders Affecting Teacher Learning and Development

Lingard and Christie (2003) work with the Bourdieuan concept of habitus as a tool to understand the primacy of relations within the education field; they present the concept of 'leadership habitus' as a tool to understand power within structures, hierarchies of influence, and logics of leadership practice. They contend that the notion of habitus within the context of education leadership studies allows researchers to move from trait, situational and transformational leadership theories towards understanding the relationship between agency (habitus of individual leader) and structure (field). This move leads research towards a broader understanding of relationships within the social context of leadership as opposed to limiting leadership studies to a focus on leaders' styles, traits or influence. "Habitus enables us to talk about the person of the leader not simply in terms of traits, character and personal influence, but also in relation to specific social structures and embodied dispositions", note Lingard and Christie (2003, p.3).

Lingard and Christie's concept of 'leadership habitus' is used in this study to decipher the relationships and dispositions of school leaders in order to answer two important questions: How do school senior leaders understand teacher professional development? What is the role of school senior leadership in the professional development of teachers?

Lingard et al., (2003) introduce the term 'productive leadership'; they discuss three aspects of productive leadership habitus; first: self-reflective dispositions which work on monitoring school productivity and may lead to changing the habitus of the leader; second, the leaders' own values which allow for fairness and social justice in the school and third, the

productive aspect of the leader's habitus which manifests in the dispositions of the leader to manage the school as a whole (from budgeting and resourcing to instructional practices, teacher training and students' results analysis and so on) while aiming at advancing the school's position in the education field. Leaders who master these aspects of productive habitus think of their school as 'we' and aim to take the whole school further.

> Leadership habitus will seek to create and sponsor substantive professional conversations within schools as a way to spreading best pedagogical practices across the whole school. It will also seek to create a culture that shares a collective responsibility for students' learning, at the same time attempting to align curriculum, pedagogy and assessment. (Lingard et al., 2003, p.78)

In other words, productive leadership habitus ensures that teachers get an appropriate and relevant professional development and aim to create a doxa of learning within their schools.

Lingard et al. (2003) further suggest that the school principal's leadership habitus affects those who work under his/her leadership i.e. the school staff. The school principal's leadership habitus imposes itself as a form of domination that requires the subordinates' submission; however, this submission does not go without cognitive struggle. Yet, those "who have been socially mobile through education take on a new habitus- in effect they become the embodiment of the professional positions they take on" (Lingard et al., p. 64).

"Dispositions to learning develop through accumulated lived experience and learning", argue Hodkinson, Biesta and James (2007, p.11). Learning is here seen as a process by which an agent's dispositions, which make up their habitus, are constantly developed, challenged and changed (Hodkinson, Biesta & James, 2007). Because the concept of habitus pre-supposes that an agent is social, learning is believed to be maximized when there is a sense of collegiality of learning; learning is thus, not only individual but also a result of engaging in cultural practices.

By investigating the 'habitus of learning' within teachers' professional development context, this study seeks to analyse the difference of practices across the schools in answering the question:

What is the relationship between professional development practices and school culture, more specifically collaborative professional learning activities, shared vision and a focus on instruction?

3.3.3 Capital, Leadership, Professional Development and Policy

The notion of capital is used to deepen our understanding of both education leadership and professional development, two fields at the heart of the current study, as well as the government policy advocating them, which in this case is the *'Framework'* policy.

Wilkinson (2010, p. 46) views leadership capital as the 'power' that leaders wield over their followers in order to advance the group's interest. Furthermore, as school leaders are socially accepted to be responsible for taking decisions in their schools, they are strongly positioned to affect other agents (teachers) within the school, also regarding the professional learning culture of the school (Bourdieu, 1989). Leaders rely on their symbolic capital, gained by their title, as well as their administrative authority to impose their values on other members within their institutions. The higher the leaders' capitals (social, cultural and economic), the bigger the influence they can wield.

Professional development, as a type of learning and change in practices enables an individual (agent) to increase their capital in different forms (cultural, economic and social) which ultimately leads to a circle of shaping and re-shaping one's habitus (Bourdieu, 1986). Capital is both a 'product' and a 'process', note Grenfell and James (2004): as knowledge

changes within institutions, teachers (including principals) gain influence, position and power within a field (Grenfell & James, 2004).

Bourdieu's concept of capital helps us interpret the symbolic capital of the 'official discourse' and the legislating body that created it. Bourdieu (1989, p. 22) speaks of "an official point of view, which is the point of view of officials and which is expressed in official discourse". This official discourse fulfils three functions (Bourdieu, 1989):

1) Assigning different people, in different positions, with an identity and vision for self-fulfilment in order to reach the fulfilment of a bigger social vision (that of the government).

2) Giving directives, orders and prescriptions for individuals to follow in order to reach the vision.

3) Evaluating and holding people accountable for what they have done.

Bourdieu (1989) states that symbolic power can become the power of the constitution which legalises it in order to transform individuals and institutions.

This study views the different capitals of the four participant leaders, as well as the developing capital of teachers, in the four participating schools, as being increased through an accumulation of professional development and learning. This view informs an examination of the professional development practices in each school to answer the question: How do professional development practices differ across the schools in the study? Because the research reported in this thesis is a comparative case study of four schools (three high-achieving schools and one non-achieving school), with three different approaches to professional development; the notion of capital development process, discussed by Grenfell and James, (2004) can explain how the development of these schools' collective cultural capitals has led them to become more strongly or poorly situated within the field of education. This 'positioning in the field' must be

examined in relation to the symbolic power of the legislating body, here the South African Departments of Basic Education and Higher Education and Training, and the 'official discourse' of this legislating body, as manifested in the *'Framework'.* Drawing on Bourdieu's notions of symbolic capital of the leader, teachers' developing capital, the symbolic power of the legislating body and its discourse, the study reported in this thesis analyses relationships between school senior leaders understanding of professional development and how it affects school professional development practices within individual schools and among the four different schools in relationship to the government vision presented in the *'Framework'*; thus enabling my doctoral research to answer the following questions: How do school senior leaders understand teacher professional development? To which degree is this understanding aligned with the '*Framework'* expectations? What is the relationship between professional development practices and the *'Framework'* policy?

3.3.4 School Doxa

A school's learning culture, in Bourdieuan terms, can be equated to the school's professional doxa, which includes the assumptions of the leader about how his/her leadership should affect teachers' development and teachers' beliefs about their own development and learning under the expectations of the policy.

Gunter and Forrester (2010) observe that the dominant doxa in education is that an effective school is the result of an effective leader, because it is the responsibility of the school senior leaders to foresee the implementation of national curricula and policies in their schools in order to improve national standards through increased outputs, and hence achieve the aim of reform. Blackmore (2010, p.8.) identifies two professional logics of practice among school leaders: "the managerial logic being that teachers followed the doxa and implemented reforms

as required; and the professional doxa that sought to alter, re-articulate or vernacularise the curriculum and pedagogies to produce more equitable effects." (Blackmore, 2010, p.8).

The system-wide doxa has positioned professional development as a transmission of knowledge rather than a doxa of professional inquiry where teachers develop autonomy for improvement through reflective practices (Blackmore, 2010). Teachers can be left confused about how to align their own understanding of professional development to the policy logic and the school leaders' directions (Blackmore, 2010).

3.4 Final Conceptual Framework

The following conceptual framework map (Figure 2.2) shows the relationship between teacher actions and beliefs about professional development and PLCs with regard to school principals' leadership. This framework aims to guide my research in order to identify the influence of senior school leadership on teachers' professional development activities in implementing the *'Framework'* in the participating schools. Since a PLC approach to professional development is widely acknowledged to be productive, in relevant scholarly literature, and since South African national policy claims to promote PLCs, the conceptual framework has been developed by combining insights from relevant literature on professional development and PLCs, on the one hand, and teaching and learning leadership supportive of teacher professional development, on the other hand.

The previously reviewed literature suggests a two-way relationship between teachers' actions and beliefs and professional development: Guskey (2001) notes that teachers' actions and beliefs about teaching and learning are what triggers good implementation of professional development, while Desimone (2009) sees professional development as an effective contributor in changing teachers' actions and beliefs about teaching and learning. While much

professional development literature suggests that, in order for a professional development programme to be effective, it must be continuous, contextual and actively engaging, a PLC culture is believed to work best when it encourages professional inquiry, is based in student learning and motivated by a supportive and shared leadership. Both professional development and PLCs are based on the need for shared school goals and vision as well as collaborative and shared practices.

Literature on effective professional development strongly suggests that professional development must be continuous, collaborative and integrated into school life (Feiman-Nemser, 2001; Head, 2003; Rhodes & Houghton-Hill, 2000); it also suggests that professional development must be related to whole school vision and policies, derive from analysis of students' learning and teachers' developmental needs and must involve active participation of school leadership and staff (Elmore, 2002; Villegas-Reimers, 2003). Literature which advocates PLCs focuses on reflective inquiry and shared personal practice in order to seek and implement development. These practices should be encouraged by shared school vision and values of learning for all and influenced by a strong supportive leadership (Bolam et al., 2005; Hord, 2004; Stoll et al., 2006).

The leadership role is crucial in building and sustaining school vision and influencing school to operate as a learning organisation (Richard & Catano, 2008). School leaders set educational goals for teachers and students and give direction on implementing school vision (Latham & Locke, 2006) by aligning materials and human resources (Robinson & Timperley, 2007). School leaders are also responsible for creating a community for learning and student success (Bishop et al., 2006) by anticipating problems and engaging teacher in constructive problem discussion, rather than blaming them (Timperley, 2005). Selecting and developing smart tools (Spillane, Reiser & Reimer, 2002), modelling instructional practices (Richard &

Catano, 2008) and facilitating collaboration among teachers (Hallinger, Bickman & Davis, 1996) are also essential leadership practices to support teacher development and learning.

There are strong links between the South African government vision regarding professional development and building and maintaining PLCs, through the *'Framework'*, in order to guarantee continuous development, and school reform in South Africa. However, the policy does not highlight the role of school senior leadership with regard to teachers' professional development (Monametsi, 2012).

This framework examines the relationship between teachers' professional development and school principal leadership practices supportive of teachers' development in relationship to student achievement in the four case study schools. Figure 2.2 presents a schematic summary of the relevant professional development and PLC activities and the relationship between teachers and leaders in relation to activities, as derived from relevant scholarly literature discussed above in the literature review.

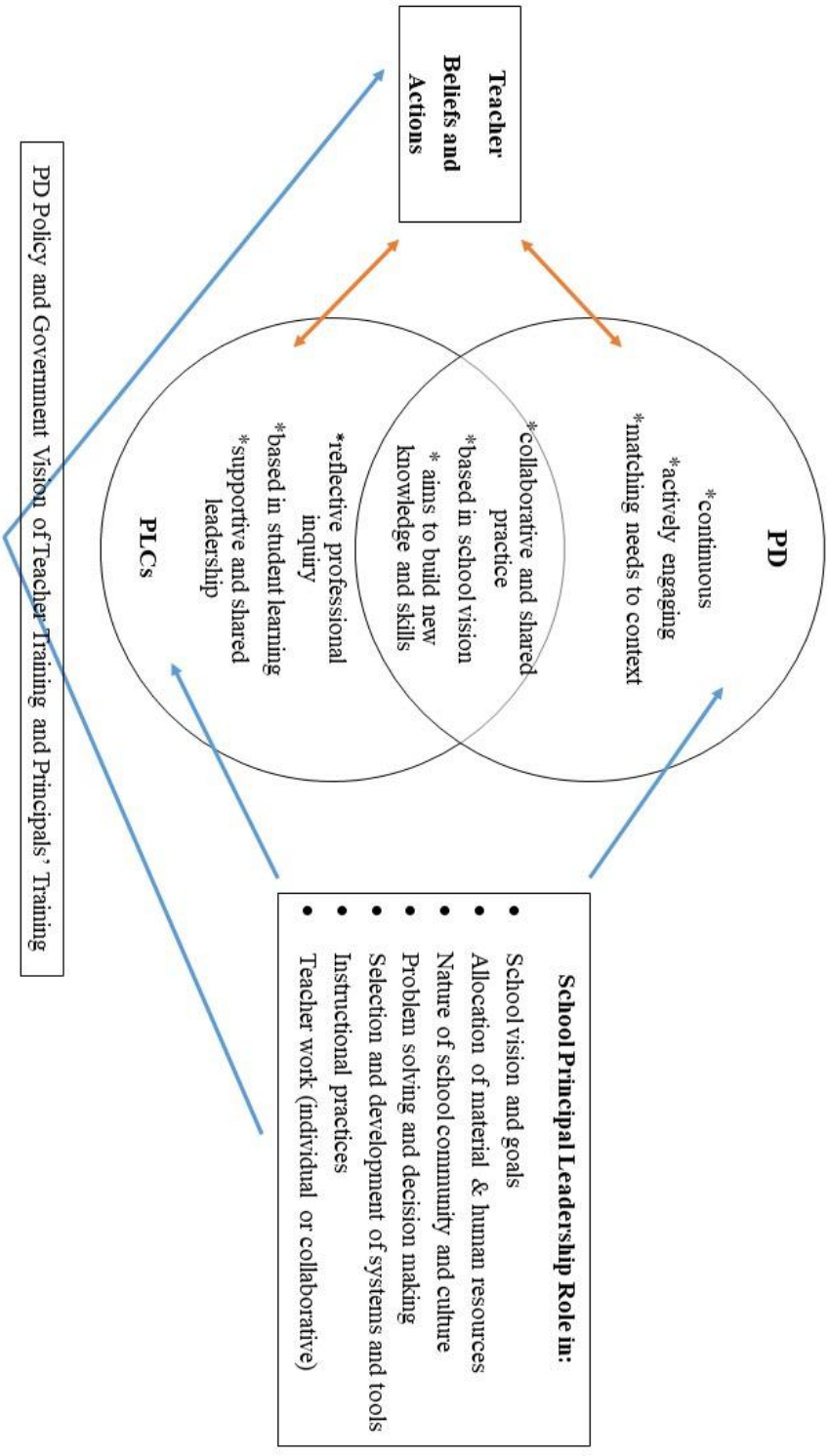

Figure 2.2: Preliminary Conceptual Framework Map

While the preliminary version of the conceptual framework (as in figure 2.2) identifies relevant activities, this study also draws on Bourdieu's concepts in order to examine how these activities have developed in the schools, and how they are influenced by social relations and shared values within the field of practice, and what capitals underpin them. In order to incorporate Bourdieu's key concepts into the previous conceptual framework, another layer has been added to the conceptual framework. While the first layer describes what actions and beliefs affect teacher professional development in the schools the second layer explains where these understandings are derived from and how these interactions are playing out in this context.

The new conceptual framework (figure 3.1) has seven focus areas, drawn from the above literature and aligned with key concepts of Bourdieu's theory of practice:

1) School vision and goals: Do senior school leaders play a role in setting a vision and goals of continuous professional development? Do teachers adopt this vision as a result of leadership practices? Is there a discernible relationship between this 'vision' and the take up of the '*Framework'*? What is this relationship?

In order to understand school vision and goals, it is important to consider Bourdieu's common-sense practice notions, or the institutional doxa, which make up the collective beliefs of the leaders and teachers about professional learning culture in their schools, the positions and dispositions of school leaders in setting this vision and how is it all related to the '*Framework'* policy discourse, vision and doxa of policy legislators, here the Departments of Basic Education and Higher Education and Training.

2) Allocation of material and human resources: How is the school vision of teachers' professional development implemented across the school? Are resources aligned strategically

to serve implementation of professional development goals? Do teachers and leaders work in collaboration on achieving these goals?

Material and human resources are regarded as economic and cultural capital in this study. Starting with the school vision centred within a culture of professional development, which translates to school vision of striving to continuously develop human capital culturally, socially and symbolically. Cultural capital can develop through the different forms of professional development, both formal and informal. Informal discussions among teachers about a specific learning difficulty or curriculum area can lead teachers towards an embodied state of cultural capital gain. Formal professional development practices such as attending conferences, workshops and upgrading courses will give the school a range of institutionalised capital ranging from participation and achievement awards in professional development to a higher number of educational qualifications held by the school staff (leaders and teachers). Social capital may increase when teachers invest in professional development opportunities through networking.

The leaders' capital comes to play another role in the school developing capital, especially in its cultural, social and symbolic forms. As discussed earlier in this chapter, the symbolic capital of the leader manifests as power to make changes within an institution, where the leader's values can be transmitted to all the followers. A school leader with strong social capital can use this, through his/her connections and networks to give his/her school staff opportunities for professional development. A school leader with a wealth of cultural capital can also influence his/her school staff to follow in his/her example through challenging them to continuously develop and gain higher positions in the education profession.

When a school's cultural, social and symbolic capitals increase through the investment of professional development culture and the social capital of the leader, the school will be able

to acquire more economic capital or material resources. Once this capital is mirrored in increased students' outcomes, the school gains a reputation of high achievement and can draw on this symbolic capital in order to attract more economic capital. Higher economic capital can be attained through higher numbers of parents and students, the possibility of selecting stronger students or students whose parents can pay higher fees, increased government support and funds as well as potential external sponsors and donors.

Examining how the schools mobilize their various capitals, human and material resources, provides a way of explaining how some schools can attain higher achievement than others within similar social and economic backgrounds.

3) The nature of school community and culture: Is learning central to the school community? Do teachers and administrators work together on ensuring that everyone in the school develops according to their needs and context? Does staff development reflect on students' achievement? Do school principals use the '*Framework*' to support building a whole school learning community? Do school principals ensure that professional development benefits and develops the students' learning in both observable and measurable terms?

In order to understand the nature of school community, my research examined the relationship between the habitus of the leader and its influence on the school's social structure, i.e. relations between teachers and leaders, particularly in professional development activities. The leader's own experience with professional development can influence the school culture of learning and development.

It is important here to also examine the habitus of learning, as discussed by Hodkinson, Biesta and James (2007) who contest that learning is maximized when it takes the form of a social engagement of all agents at a cultural level.

Policy discourse should also be examined in order to understand the legislators' doxa about schools as fields of social learning cultures.

4) Problem solving and decision-making: How do school leaders plan to overcome professional development implementation challenges? Do they encourage constructive talk among teachers and staff? Do teachers feel confident to speak about their problems without being reproached? Is decision making, related to professional development and teaching practices, shared across the school as a result of the senior leadership? Does senior leadership promote reflective professional inquiry?

Examination of school leaders' habitus, discussed above, helps the study understand how school leaders have developed dispositions towards problem solving and decision-making which then influence relationships among school leaders and staff with regard to professional learning and development. In other words, the relationship between the leaders' agency and structure in the field of professional learning and development and how this agency is used to reshape other agent's dispositions towards learning and ultimately re-construct their habitus towards continuous learning and development.

5) Selection and development of systems and tools: What tools, plans, documents or systems are put in place in order to guarantee all teachers and staff develop to their full potential? What, if any, new systems are in place to identify teachers' professional developmental needs and follow-up on their growth? Are students' needs considered? Is students' achievement related to teachers' professional development? Do these systems and tools provide for continuous and sustainable professional development?

For schools to adopt new systems and tools for development, the whole institutional doxa needs to change and old beliefs about efficient systems and tools must be replaced by new ones. Again, the shared school habitus and learning culture- or doxa- must be re-shaped

accordingly. Another aspect which might affect this change of doxa will be the available capital and resources. For example, schools where teachers have advanced technological knowledge may be more inclined to mobilise this capital into developing computer programmes which will help record and analyse teachers' developmental needs as well as students' learning needs; while a school with poor technology knowledge that has invested in networking with other schools can adopt other schools' systems, which have proved to be efficient, instead of developing their own.

6) Instructional practices: Do school principals engage with classroom teaching approach, pedagogy and methodology, in their respective schools? If so, how do school principals lead in implementing new strategies? To what extent does this engagement address new teaching practices within and across different classrooms?

This area of the conceptual framework is directly linked to the school leaders' habitus, capital and doxa. School leaders who have the necessary dispositions and a rich cultural capital in the form of teaching and learning practice and knowledge, along with the belief about the importance of instructional leadership in modelling teaching and learning pedagogies will be more inclined to support teachers' instructional practices.

7) Shared practices and collegiality: Does school leadership encourage professional development shared practices? Is professional development acquired knowledge encouraged by school principals to be shared across the school or does it occur in isolation? Do school principals plan for professional development outcomes to be transferred to all teachers equally?

Drawing on the general theory of Bourdieu's metaphor of 'game' and field, we can investigate how team leaders' positions and dispositions make them apply their agency in the professional learning and development field to empower the whole team's game structure. The

leaders' habitus and experiences concerning shared knowledge and collegiality will be reflected in their decisions and practices regarding teachers' shared learning and development.

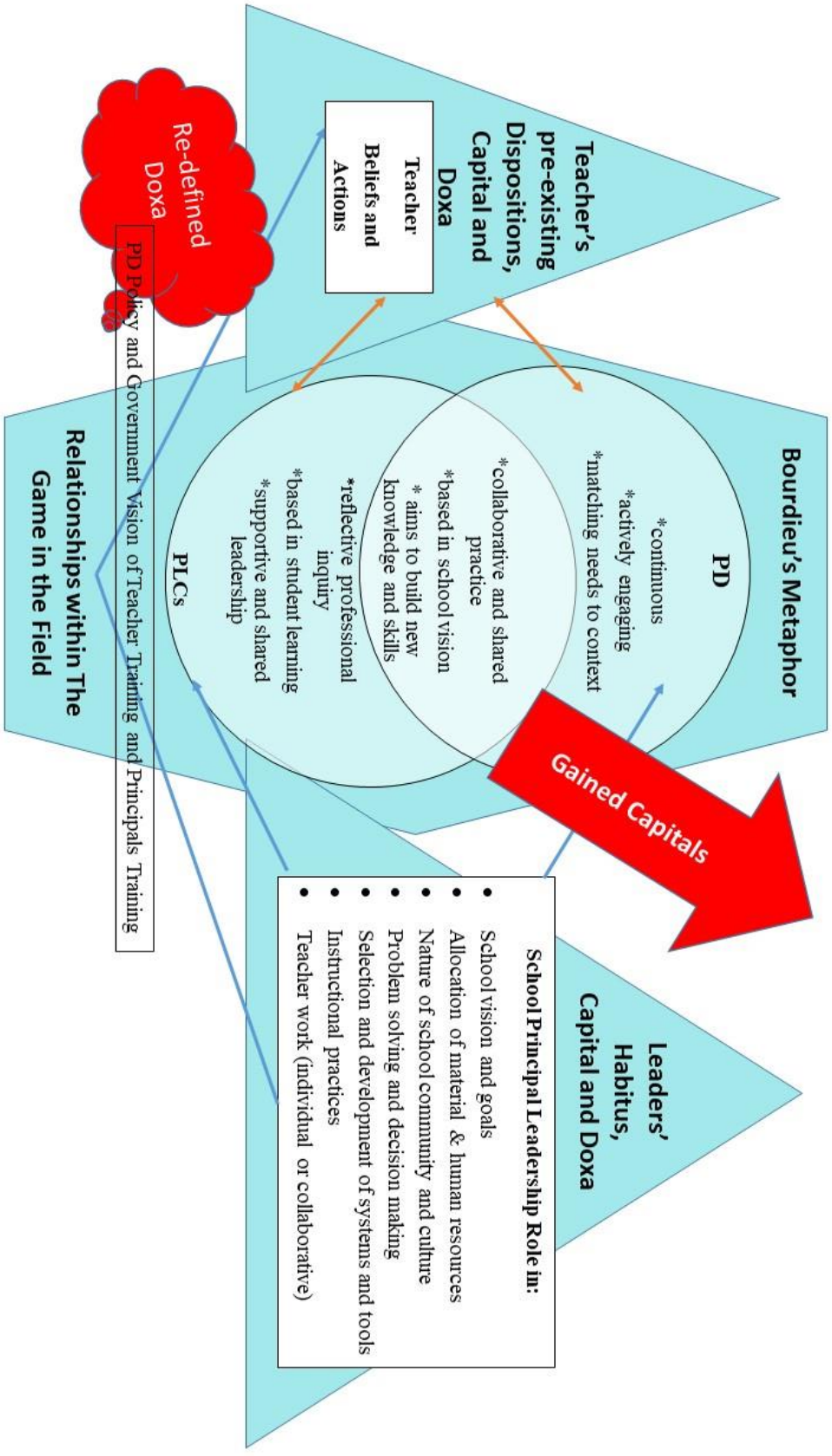

Figure 3.1: Final Conceptual Framework Map

CHAPTER IV- RESEARCH DESIGN

4.1 Aim of the Research

This research investigated the influence of school senior leaders (principals and/or vice principals)[1] in leading the implementation of teacher professional development in their respective schools; how senior school leaders influence teacher actions and beliefs with regard to professional development implementation and which aspects of professional development programmes they encourage; how they affect school culture and the creation of PLCs. The literature review shows four elements of implementation within professional development policy to be responsible for success or failure of professional development policy implementation: teachers' actions and beliefs, professional development programmes features, school culture in the form of PLCs, and the role of senior school leaders in school professional development policy implementation. This study aims to investigate if and how these four elements are connected in the research schools, with particular emphasis on the relationship between senior school leadership and the implementation of professional development policy.

4.2 Research Questions

Main research question:

The reader is reminded of the research questions stated in the introduction. The main research question is:

What, if any, role are senior school leaders perceived to play in teacher development and learning?

[1] Had there been vice principals they would have been interviewed but none of the participating schools had vice principals. The allocation of these positions is based on size and these schools did not fit into this criterion.

Sub questions:

1. How do senior school leaders in the research schools understand teacher professional development and school PLC? And to which degree is this understanding aligned with the '*Framework'* expectations?
2. What are the professional development practices in each of the schools in the study? And what professional development practices are related to PLCs?
3. What is the role of senior school leadership in professional development of teachers and school PLCs? Has this role been affected by whether or not the principal attended the ACE-SML programme?
4. How do professional development practices differ across the schools in the study?
5. What is the relationship between professional development practices in the schools and the *'Framework'* policy?

4.3 General Methodological Approach

The proposed study design for this research is that of a case study. The case study is 'the most popular form of educational research' (Scott & Morrison, 2005). This case study takes the form of an explanatory multiple-case design as it aims to answer the questions of 'how' different schools are implementing professional development policy and 'why' some schools are more successful than others. According to Yin (2014) 'how' and 'why' questions in case study research are explanatory, as the researcher aims to explain contemporary sets of events. Multiple-case design has the advantage of comparison and better potential for theoretical replication.

Two main sets of scholarly literature guide the questions and inform the methodology as outlined in this chapter: The first is the literature on principal leadership, professional

development and PLCs which tends to answer the questions of 'how?' For instance: How is (or isn't) professional development implemented across the schools? How do school leaders influence teacher professional development? How are the various aspects of PLCs practiced or not in the schools? The second is Bourdieu's theory of practice which enables us to understand the 'why'. Why is professional development similar or different among schools? Why has this school adopted this model of professional development and not that?

In order to allow for comparison, my research gathered data from four primary schools. School data was produced from school observation notes, an interview with each school principal and interviews with two Grade 6 teachers in each school.

4.4 Participants

4.4.1 Selection of Participating Schools

Data was gathered from four demographically similar public primary schools in Cape Town situated within five kilometres radius of each other. The selected schools use three different approaches to teacher professional development, as two of the schools share a similar approach. The schools include high-achieving and low-achieving schools (based on their Grade 6 national test scores) for purposes of comparison. Schools are given pseudonyms in order to guarantee anonymity. The study was originally designed to examine six schools in three sets. However, two of the under-performing schools refused to participate in this study (for reasons that will be discussed below) so the study explored only four schools:

- One high-achieving school uses upgrading courses as a central strategy for teacher professional development. This school is referred to as School A. Principal A has a PhD in Education and an ACE-SML certificate, nine teachers have their Bachelors' degrees, seven teachers have finished their Honours' degrees and two more are in the process of

studying for an Honours' degree, two teachers have their Masters' degree and eleven teachers have done an Advanced Certificate in Education (ACE).

- Two schools participate in a programme that supports using PLCs and networking across a group of schools. These 'network schools' are referred to as School B (high achieving network school) and School D (low achieving network school). School B principal has completed the ACE-SML programme. Two teachers in School B have finished their Honours' degrees. Two teachers in school B have done their Honours, one teacher has a Masters' degree and five teachers have done ACE. In school D, four teachers have completed the ACE certificate.

- One school focuses its professional development strategy primarily on implementing professional development workshops or seminars offered by the DoE. This 'workshop school' is referred to as School C (a high achieving workshop school). Principal C has his Honours' degree in Education; four teachers in School C have completed various ACE upgrading courses. One teacher in School C is doing his Masters' degree and another teacher is studying for an Honours' degree.

All four schools fall in the same quintile[2], quintile four, and are situated in the southern suburbs of Cape Town. They cater for students from a low economical background (relatively poor, working class families). The schools are English medium with similar tuition fees. The tuition fees range between ZAR 1300 and ZAR 1500 per year. It is common to all schools that

[2] Schools in South Africa, from Grade R to Grade 9, are categorised into five groups (quintiles) based on the relative wealth of their surrounding communities. Schools in the poorest communities are classified as quintile one and schools in the richest communities are classified as quintile five. Schools classified in quintiles one, two and three are no fee schools and they receive government funding per student. Schools classified under quintiles four and five are fee schools; parents pay minimal fees in quintile four schools. The fees of quintile four schools are very low, and in many ways-including achievements in standardised tests- these schools are generally considered to be more similar to quintile one to three schools than to quintile five schools.

charge fees at these levels and lower that many parents do not pay the fees and get an exemption from the department. Thus, the selection minimises social and economic differences across schools and the families they serve, and differences in learner achievement cannot be ascribed to differences in learner background. For purposes of school selection, care was taken to examine the Grade 6 national test results over the past three years. The three high achieving schools show gradual improvement in results, especially School B which shows an increase of 35% over the past three years, while the low achieving school results have not changed. This progress/lack of progress pattern is important for this research as conclusions may show links to teachers' professional development implementation and/or the influence of school senior leadership.

Two of the schools that were initially identified for the study refused to participate. Two more schools with similar results were approached, but I was again denied access. The principals of the schools which refused to participate declined to give reasons for this. It appeared, however, that these principals were very conscious of their schools' low achievement in the standardised assessments, and that they were defensive about having practices in their schools scrutinised.

4.5 Data Producing Instruments

Five types of primary data producing strategies were used in this study: the government policy regulating teacher professional development (the *'Framework'*) was analysed, the ACE-SML training programme was also analysed. I then conducted participant observation in each school, and I conducted a teacher survey and three semi-structured interviews in each school, one interview with the school principal and two interviews with Grade 6 teachers.

- The *'Framework'* text (Appendix E) was analysed in relation to themes derived from the conceptual framework which was developed in the previous chapter, in order to understand the government expectations of teacher professional development, school PLC culture and the projected role of school principals in leading school implementation.
- The ACE-SML curriculum (Appendix F) was analysed in relation with areas from the study's conceptual framework related to leadership beliefs and practices affecting teacher professional development practices and school PLC culture.
- Semi-structured interview (Appendix G) was scheduled with a member of the ACE-SML writing committee, Mrs T who is also one the programme's coordinators and teachers. This interview served to understand the implementation processes of the ACE-SML curriculum and how these could have affected the school leaders' understanding and practices regarding teacher professional development and school PLCs.
- Participant observation was used so that I could familiarise myself with each school environment. I worked in a serving capacity, in the participating schools. Schools A and C asked me to assist teachers in creating classroom displays and teaching and learning manipulatives ranging from behaviour badges, reading corner banners and story maps, to number lines, place value cards and 3D shapes templates. Principal B asked me to observe in the classrooms and discuss my observation notes with him and the teachers and suggest ways for improvement; I did however not share my observation notes with him, but I only gave some general feedback on the lessons in order to avoid data distortion. In School D, I was required to help teachers in decorating the staffroom for a whole school event on respect. During these observation periods, I recorded any observed instances of professional development events in the schools (for example staff

meetings, visual displays, policy meetings, and planning meetings) which I recorded in a diary. My observation notes focused on recording elements related to the conceptual framework: are school vision and goals visible around the school? Does displayed work show collaboration or individuality? What planning and analysis strategies are used, if any? What systems are visibly in place? How does leadership manage resources and influence professional development vision, school community building, the use of systems and tools, problem solving and decision making, and instructional practices? How does school leadership affect teachers' work together? The purpose of the observation notes was not to draw conclusions. These observations helped identify more topics for discussion with the participants and generate interview questions.

- An initial teacher survey (Appendix H) was used to collect data to select teacher participants for interviews. It aimed to exclude overlaps of professional development programmes attended by teachers, and to identify teachers with similar teaching experience, qualifications, teaching subject, and grade levels.

- Semi-structured interviews (Appendix I), aimed at school principals and/or school deputy principals, where applicable, were used as a tool to explore the leaders' understanding of teacher professional development in their respective schools and how they see their roles in leading with regard to professional development under the *'Framework'*.

- Semi-structured interviews (Appendix J) were scheduled with two Grade 6 teachers in each school to understand the teachers' perceptions and experiences of professional development opportunities with a focus on the role of senior school leadership in shaping teachers' work and attitudes regarding professional development practice and policy, and PLCs.

The survey and interviews (Appendices D, E and F) were piloted in a school with a similar geographical location and with learners from similar economic backgrounds.

4.6 The Interviews

In this section I give an overview of how interview questions were developed and how the interviews were conducted

Designing a qualitative inquiry for a doctoral study is a painful process, states Nafsika (1999) and developing questions for the semi-structured interviews in this study has not been any different. To start with, I had to go back to the literature review and conceptual framework and design a succession of questions that would elicit an account of the aspects of professional development practice in schools that were relevant to the themes which had been identified in the conceptual framework.

My questions were informed by Bourdieu's theory of practice in that I aimed to understand and explain relationships between leaders and subordinates within a given field of practice rather than limit the study to prototypes of leadership styles.

The set of interview questions were piloted twice. After the first pilot- with informally recruited teachers - I decided that the questions did not yet elicit responses that adequately addressed the history (or habitus) of the leaders, the shared values and assumptions (or doxa) of the schools and the underlying logic of professional development activities (the way the 'game was played'). In other words, aspects of the conceptual framework drawn from Bourdieuan concepts were not yet put to work adequately in the design of the interview schedule. Two more pilot studies were then done in three different schools and the questions were changed accordingly.

The final questions for the school leaders' interviews are closely aligned to the six areas of the leaders' role in teachers' professional development, as established in the conceptual framework. These areas are school vision, allocation of resources, the nature of school community and culture, problem solving, selection and development of systems and tools, and instructional practices. The interview questions are formulated with Bourdieuan concepts in mind in order to help inform this study on the nature of relationships between the leaders and the teachers within the professional development arena.

Questions 1-4 aim to understand how the school vision works along with the government vision of teacher professional development, what are the general school aims and doxa regarding professional development and what is the role of school leaders in all this? The literature suggests that school leaders influence policy implementation in their schools and influence teachers, in working towards achieving school goals in order to achieve the desired development of the school.

Questions 5-8 address how material and human resources are allocated in the school and how the school plans to use these resources in a way which builds cultural capital. These questions aim to find out what resources or economic capital a school leader already has in order to help the teachers implement new teaching and learning strategies that they have acquired in their professional development sessions. This set of questions also investigates whether or not the leader can acquire more resources and how he or she plans to do so, as well as how the school leader plans to utilize the pre-existing cultural capital in the school in a way that benefits the weaker players and how this affects the school's general beliefs or doxa.

Questions 9-12 discuss the school community and culture and aim to find out if learning is at the heart of this culture or not. The first question asks about teachers' learning and development and whether the teachers are keen to continue learning and developing or not

while the following questions try to establish if teachers' learning benefits students' learning. References to the school leader's role in encouraging the culture of learning are elicited in these questions as are the effects of the leader's own beliefs, based on pre-experience and pre-dispositions, in developing a school learning culture. These questions aim to discover what shifts in belief and practice have happened in the school as a result of teacher professional development and whether or not the teachers' habitus has been affected as a result of professional development.

Problem solving and decision making are addressed in questions 13-15. Questions in this section are built to investigate how the leadership habitus has or hasn't affected the teachers' capital and doxa regarding problem solving and decision making. In other words, they aim to find out whether or not the teachers have or haven't been empowered by their leader to solve professional development problems and decision making.

Questions 16-19 focus on investigating whether or not systems have been put in place by school leaders in order to assist teachers and students in gaining higher capital through teacher professional development and whether they result in whole school development or not. As the conceptual framework suggests, the school leaders can develop and select systems to guide teachers' professional development in a way that affects the whole school. These systems can manifest in the form of whole school planning and policies aimed to build teacher capacity (cultural capital) and change their approach to professional development (doxa) with improved students' achievement in mind. Improved students' achievement can lead the whole school towards gaining higher collective cultural capital and hence empowering its position in the field.

Instructional practices are addressed in questions 20-22. These questions aim to investigate whether or not the school leader's assumptions about best teaching and learning

practices have or haven't influenced the teachers' own ideas about how they are expected to teach (doxa) and if there were or weren't any shifts of classroom practice (change of habitus) as a result of that.

Shared practices and collegiality, addressed in questions 23-26, are strongly believed, as the literature review suggests, to help teachers build a positive environment where teaching and learning are at the heart of the school culture (doxa). The literature also suggests that shared practices and collegiality play a key role in teachers' learning and development and influencing their practices (shifts of practice and teacher habitus). When teaching and learning are at the heart of the school culture, the collective cultural capital of the school will thus be affected as both teachers and students improve and develop and hence the school can gain a stronger position in the field. This section aims to investigate whether or not the school environment nurtures shared practices and collegiality among teachers as a result of the school leaders' beliefs and practice. A school leader who believes that teachers learn from each other and improve if they work together will provide time and space for teachers to work together on lesson planning or whole school projects and committees for example.

Two more questions were added to this interview questionnaire, questions 27 and 28, which are related to the professional development policy or the *'Framework'* and they aim to understand how the school leader interprets this policy and whether or not he or she plans to adopt it and if yes how he or she plans to implement it. These questions aim to understand the leader's perceptions and pre-dispositions and how these did or did not affect teacher professional development, school collective capital, doxa and position in the field.

When conducting the interviews, I introduced myself and the study in order to put the interviewees in the right mind set and give them a general idea about the nature of the topic and my interest as a researcher. I thanked the candidates for their generous collaboration and

clearly stated my intent as an impartial non-judgemental researcher. The introduction also stressed the fact that all information given would be treated with utmost confidentiality and sensitivity; no evaluation or criticism of the school or any staff member would be made. Although the candidates had completed an Informed Participant Consent Form beforehand, the introduction presented a good opportunity to remind them of this again and to ease their mind regarding confidentiality and sensitivity related concerns.

The closure allows me to thank my interviewees and allows them to add their own reflections on the topic of my study as well as to add anything they believe to be relevant or important to the study and that was not covered in the interview questionnaire.

The final questions for the teachers' interview (Appendix J) are formulated within a similar approach to that of the school principals' interview questionnaire. This questionnaire follows the same protocol of introduction and closure, as well as the six areas discussed in Appendix E above.

The aforementioned areas of focus are:

1. Exploring the school vision and teachers' beliefs regarding teacher professional development and their understanding of the government's vision regarding teacher professional development

2. Investigating how material resources are allocated in the school and whether or not this allocation benefits teacher professional development implementation and teaching and learning

3. Exploring whether or not there has been any shifts of practice in teaching and learning as a result of professional development and how it has or has not affected students learning as well as the whole school learning environment

4. Understanding how problem solving is practised in the school, who is responsible for decision making in the school and whether or not teachers feel that they are included in the problem-solving process and whether their opinion is valued or not

5. Investigating what tools and systems, if any, have the leaders implemented in their respective schools to assist teachers with their professional development selection, implementation and dealing with professional development challenges and how it has affected the students' learning and achievement and whether or not shifts of practice occurred as a result of professional development and/or school senior leadership input

6. Investigating whether learning is central to the school community or not and if this learning is shared among all staff and students.

4.7 Research Timeline

The data producing process of this study took two years between March to September 2015 and March to September 2016 as per the directives of the Western Cape Government- Education- Directorate of Research. I spent two weeks in each school as a serving capacity to familiarise myself with the schools' environment and to record an informal participant diary. School leaders and staff were interviewed over the period of two to three weeks in each school (depending on their availability). Each interview lasted between 45 to 60 minutes.

4.8 Data Analysis

Qualitative studies require data analysis to be treated as part of the design, states Maxwell (2005), because data production does not happen after the design; it has to be planned in an informative manner that shows how the analysis is done. In this thesis, data was interpreted by following the analysis order stages as mentioned by Cohen, Manion and

Morrison (2001): generating natural units of meaning, classifying, categorizing and ordering, and finally establishing structured narratives. First, the policy document text was analysed to understand the government's vision of teacher professional development and school PLC culture as well as the projected role of school principals in the school implementation process. Each school data set (participant diary notes and full interview transcripts of teachers and school principals) was analysed to establish links between teachers' professional development and school PLC culture on one hand and senior school leadership practice under the professional development policy expectations, on the other hand. This process was guided by the conceptual framework themes.

In the following stage, data from the four schools were compared in order to explain whether teachers' professional development and senior school leadership have been effective in advancing students' achievement. The final stage of the analysis aimed to examine all emerging themes from the four participating schools and the schools' uptake on the professional development policy in order to answer the main research question: What, if any, role are senior school leaders perceived to play in teacher development and learning?

4.9 Extract Analysis

This section presents an extract of an interview with one of the teachers who participated in the pilot studies, Teacher 1, and it is used with consent of the participating teacher. The chosen extract from the piloted teacher interview focuses on problem solving and decision-making area. A passage from the main scheduled questions is presented below from the teachers' interview (Appendix J). An extract from the detailed full transcript from the interview, data analysis process and a short discussion will follow.

On the left side of the following table, which is extracted from Appendix J, I have questions, which tend to focus on 'what' happens, and there are probes on the right side which could be related to the what but also to why. The probes are just for direction, but things might unfold differently and take an unexpected direction and I am willing to accommodate that. For example, two teachers answered question d.1 differently. One teacher said if she cannot apply what she learnt in the workshop then she will find another workshop or course to address her issues; when asked if the principal refuses to let her attend the second workshop her reply was "it is my right to learn and the principal cannot deny me this right". However, another teacher's answer was that if she has problems applying ideas from the workshop in the classroom then there is nothing that she can do about it except to wait for the government to schedule another workshop on the topic. So, although the probes for this question were mainly to establish the influence of the leadership in teacher professional development, the data reveals that the teacher who has a higher cultural capital is more proactive about her learning than the teacher who is just compliant with the government's directives.

4.9.1 Passage from Appendix J

Questions	**Bourdieuan Concepts Probes**
d. Problem solving and decision making:	
1. What challenges do you recall while applying newly acquired professional development? How did you overcome them? (Alone or assisted? If assisted, by whom? Any leadership influence?)	**Capital & leadership influence**
2. Who would be the best person (professional connection) to seek assistance regarding your professional development? (This could be formal or informal) How does this person offer support? (Has it always been this person?)	**Capital & Habitus**
3. Does the school principal or vice principal play any role in your professional development (formal and informal)? If yes, what role do they play? If not, would you think they should and why?	**Doxa & Capital**

Figure 4.1 Extract from teacher interview questionnaire

4.9.2 Extract from Pilot Study Teacher Interview

1. What challenges do you recall while applying newly acquired? How did you overcome them? (Alone or assisted? If assisted, by whom?) I think because there is no follow up and you can take whatever courses you want, then there's no checking afterwards to say right you've done this English programme, how are you using it, where do you use it in your planning? So, you fill the form, you do the course and that's that! Whether you choose to use any of it, is totally up to you. There's no one checking to say are you implementing it? Are you sharing it with your colleagues? Are you checking with your colleagues if they're doing it properly? Who do you think would be qualified to check on this or follow up? It would have to be somebody who's done the course like the HOD or deputy maybe…but there isn't really anyone at this stage But you say you are a HOD in your department, do you follow up with your teachers? Yes, some of the things I do follow up on…if I know about them I follow up but I don't go on all the courses so I don't know what the different things are that are presented…and I think it's very much a hit and miss	**Leadership influence? Or use other means of capital- connections?** **How teacher views the cultural capital and habitus of the school leaders**

May I then ask who makes needs assessment for the teachers and send them on these courses? It's elective…NAPTOSA (National Professional Teacher's Organisation of South Africa) for instance sends a bulletin saying we're doing this course and this course and this course on these dates so the staff gets emailed and if it looks like it might interest you then you say yes you would like to go but that's it. How do you think that all this amount of paid for professional development work for the learning in the school? Do you think the school is a better school for it? Our Annual National Assessments results are weak…you know the students are learning in a second or sometimes third language...they come to a school culture that is completely alien to the children's culture so we're imposing new rules and values! Is there no professional development on cultural differences to help these teachers overcome this gap? It's mainly academic professional development …although the professional development on behaviour management and classroom management do help to give you more strategies to help with the problems that might come up…and we do have a lot of them! Does the school have a whole school behaviour policy?	

There is? (Laughs)…there is a policy but it's quite harsh, so some teachers deviate from it slightly because if it's too harsh that we do you have got left! Why don't you as teachers try to change this policy? If all the teachers come together and say we want this to be amended or changed…what do you think would happen? Ohhhh I should introduce you to our principal! (Laughs) She's very determined…she's very autocratic…it's her way or the highway! She'll listen to everything you have to say but then she goes 'thank you for your opinion' and that's where it ends…and she scares people...people are very scared of her. I've had few things changed because I don't let go, so I feel that something needs to change then I'll keep on and on about it and go back every week and moan and complain about it and argue until eventually she goes ' ok, fine' I do that because I'm not scared if I feel strongly about something then I wanna see something happen about it and if nothing happens about it then maybe I have to go look elsewhere How do you think your school principal sees the relationship between professional development and students learning and behaviour? I think she sees a theoretical relationship, ummmm…where she sends you on courses because it looks good on paper but no	**Doxa and Capital** **Does the teacher believe that the school has improved as a result of professional development?** **Example on how teachers face a problem and their approach in**

support in implementing it! The staff are doing lots of professional development and they are being seen to attend lots of functions lots of events and lots of courses and in their files it says that they've been to x number of courses, so if anyone checks it's there…I think there's external pressure by the funders for this school in particular for the school to attain certain results…which we're not achieving so there's a huge focus on seeming to be doing the right thing on paper, you know sending the teachers on lots of courses…there is a big focus on academics which is great…but then something is tried for a certain amount of time and then everyone has to do it exactly like this…this is the policy and this is how we are going to do it…boom boom boom boom boom…so there's very little space to deviate from the law that's laid down by the executives. So if you as an individual go on a professional development course but that says something other than what the executives have told you to do or it doesn't fit with their ideas then you can't implement it. So, because of the rigid structures that are in place, it is very difficult to implement! Part of the problem, I think, is that they are not selective and consistent in what they are sending the teachers to…so teachers are being sent to all sorts of professional development courses which is great but then how do you choose what to implement? There are so many different things that are happening...like on	**solving it… who is responsible for decision making in the school and how it is all handled…this will give big insight on the habitus and capital of the leader and how he/she uses it to benefit the school (or maybe not?)**

one weekend you might have five different courses that people are going to so what do you take from those five and implement? Where do you find the consistency throughout? Like the Maths course worked for grades 4 and 5 because all the grade teachers were at that Maths conference and we agreed that this is a good way to teach Maths so we're going to do it like this and we informed the executives that this is how we are teaching Maths in grades 4 and 5. But the executive has very fixed ideas on how schooling should be done and how children should be taught so there have been instances where we as teachers have requested for someone to come in and give us a course on something like a course on rubric making, for instance. There's a woman who does great work on doing rubrics in Cape Town and she's phenomenal and it's quite a complicated process...the executive said 'cool, we'll have her come in the school and we'll have her teach us how to do rubrics'…she did the workshop and the executives didn't like what she said, what she taught and they didn't approve of her method so that's where it was left.	**Again, Doxa about the leader's Capital and Habitus**

Figure 4.2-Extract from Pilot Study Teacher Interview

4.9.3 Analysing the Extract from Pilot Study Teacher Interview

As mentioned in section 4.8 Data Analysis, data was analysed according to Cohen, Manion and Morrison's (2001) stages of analysis. Data must first be broken down into natural units of meaning. In order to do this, I first highlighted the words or phrases that I found important in answering my questions and I put them in a list. The list has two columns: one

entitled ‘what the teacher says’, the other is labelled ‘what it means’ but in fact analysis does not only focus on what the teacher says, it goes beyond that to analysing what the teacher doesn’t say, what the teacher gestures; her silence pauses and laughter also has meaning.

What the teacher says	What it means
no follow up	Professional development implementation in this school: Random: no accountability system for implementation
you fill the form,	Professional development is a formal and bureaucratic process
no one checking to say are you implementing it? Are you sharing it with your colleagues	Professional development implementation: Random: no accountability system for implementation Professional development & PLCs: Teachers are not expected to share new professional development
there isn’t really anyone (qualified to follow up)	School leaders are not qualified to lead on professional development implementation in this school
a hit and miss	Professional development implementation in this school:

	random and erratic
On needs assessment: the staff gets emailed and if it looks like it might interest you then you say yes	Leaders in this school are not involved in teacher professional development selection or needs assessment
Our Annual National Assessments results are weak	Professional development is not effective Students' achievement has not improved as a result of professional development
students come to a school culture that is completely alien to the children's culture	Professional development is not always relevant to teachers' needs in dealing with various aspects of learning
mainly academic professional development	Professional development is not always relevant to teachers' needs in dealing with various aspects of learning
When asked if there is a behaviour policy in the school: There is? (Laughs)…there is a policy but it's quite harsh, so some teachers deviate from it	The teacher laughing and asking if there is a behaviour policy in the school implies the teacher's lack of belief in the efficiency and philosophy of this policy. Professional development & PLCs: There is a gap between teachers' beliefs and school leaders' beliefs about various aspects of schooling

Ohhhh I should introduce you to our principal! (laughs)	The teacher is using sarcasm to imply her lack of belief in the principal's capabilities.
She's very determined…she's very autocratic…it's her way or the highway!	Teachers believe the principal is determined, non-flexible and autocratic sole decision maker (or player)
She'll listen to everything you have to say but then she goes 'thank you for your opinion' and that's where it ends	Teachers believe the principal pretends to be democratic but is not Teachers feel that their opinion is not valued
I don't let go, so I moan and complain about it and argue until eventually she goes 'ok, fine'	Teachers must struggle and fight to have their opinion taken on board Principal: determined, non-flexible and autocratic Makes uninformed decisions
I think she sees a theoretical relationship between teacher professional development and students' learning and behaviour ummmm… (long silence)	Professional development & PLCs: There is a gap between teachers' beliefs and school leaders' beliefs about various aspects of schooling The long silence here shows the teacher's disapproval...meaning the teacher thinks that professional development must result in improved students' learning

she sends you on courses because it looks good on paper but no support in implementing it!	Professional development: random and serves to justify the leaders' bureaucratic practices with no real belief in the purpose or value of professional development
in the teachers' files it says that they've been to x number of courses, so if anyone checks it's there	Professional development: random and serves to justify the leaders' bureaucratic practices with no real belief in the purpose or value of professional development
there's a huge focus on seeming to be doing the right thing on paper	Professional development: random and serves to justify the leaders' bureaucratic practices with no real belief in the purpose or value of professional development
because of the rigid structures that are in place, it is very difficult to implement!	Professional development: random and serves to justify the leaders' bureaucratic practices with no real belief in the purpose or value of professional development
they are not selective and consistent in what they are sending the teachers to	Professional development is random and erratic School leaders are not qualified to lead on professional development implementation in this school

the Maths course worked for grades 4 and 5 because all the grade teachers were at that Maths conference and we agreed that this is a good way to teach Maths so we're going to do it like this	Collegiality: Teachers want to share professional development knowledge and work collectively on improving teaching and learning in this school
the executive has very fixed ideas on how schooling should be done and how children should be taught	Professional development & PLCs: There is a gap between teachers' beliefs and school leaders' beliefs about various aspects of schooling
she did the workshop and the executives didn't like what she said, what she taught, and they didn't approve of her method so that's where it was left.	Professional development & PLCs: There is a gap between teachers' beliefs and school leaders' beliefs about various aspects of schooling The principal pretends to be democratic but is not

Figure 4.3- Stage 1 of Data Analysis

The second stage of analysis is classifying, categorizing and ordering. At this stage I have broken my data down and selected the meaningful units and now I must re-arrange them into groups and categories of recurring themes:

Theme 1: Professional development implementation in this school:

- is random: no accountability system for implementation, no proper needs analysis involved, or professional development evaluation process

- is ineffective: students' results did not improve as a result of professional development
- is a formal and bureaucratic process which serves to justify the leaders' bureaucratic practices, and because it looks good on paper; yet there is no real belief in the purpose or value of professional development
- is not always relevant to teachers' needs in dealing with various aspects of learning
- is erratic- a hit and miss

Theme 2: School doxa about professional development and PLCs: Teachers' beliefs and leaders' beliefs.

It is implied, from what the teacher said that the school leaders:

- see professional development as a necessary bureaucratic process to fill in the teachers' professional development files
- do not expect teachers to share new professional development with colleagues
- do not see the need to be involved in teachers' professional development
- do not see links between teacher professional development and students' achievement

On the other hand, the teacher

- sees professional development as ineffective due to lack of school leaders' involvement in needs assessment and follow up of teachers' professional development
- believes that professional development must be shared
- wants professional development to address teaching and learning needs

- believes that school leaders must be involved in teacher professional development selection, implementation and evaluation
- believes that teachers' opinion regarding professional development is not valued by the school leaders

Theme 3: How teachers perceive their leaders' actions and beliefs with regard to professional development

According to this teacher, the school leaders in this school are:

- not qualified to lead on professional development school implementation
- determined and inflexible
- autocratic sole decision makers (or players)
- pretend to be democratic but are not

The third stage of analysis is establishing structured narratives with relationship to the conceptual framework and supporting theory.

4.9.4 Extract Analysis Discussion

Assuming that these themes are common in this school among teachers and confirmed by observation data and the school principal's responses, the data analysis narratives would look like the following.

According to teachers in School 1, it is clear that professional development implementation is problematic. Non-systemised, random professional development, which was not based on proper teaching and learning needs analysis, follow-up or evaluation, has proved erratic and ineffective to enhance teaching and learning and has led to weak students' results. professional development is merely a formality or a bureaucratic process, in this school, in

order for the school to be seen to be doing the right thing by filling up teachers' professional development files.

There is an obvious gap between teachers' beliefs and school leaders' beliefs about the purpose and nature of professional development and about schooling in general. School leaders are only concerned with the bureaucratic process of filing professional development and ticking boxes, but the teachers want their leaders to be more engaged with their professional development selection, follow-up and evaluation of useful and appropriate professional development that matches the teaching and learning needs. While the school leaders do not establish links between teacher professional development and students' achievement, the teachers believe that effective professional development must result in improved teaching and learning. Contrary to the leaders' expectations, teachers want to be able to share professional development with their colleagues as this offers more consistency of teaching and learning strategies hence creating a build-up and continuity for learning.

Teachers in this school believe that their school leaders are not qualified to lead good professional development implementation strategies. This school's leaders are perceived as determined, inflexible and autocratic, but they pretend to be democratic. Teachers do not feel that their opinion is valued by the leaders of this school and want to take more ownership and responsibility for their whole school development through proper selection, implementation and evaluation of professional development.

4.10 Validity and Ethical Considerations

Validity of qualitative research has always been an issue of debate, according to Maxwell (1992). Maxwell (1992) presents five kinds of validity which are relevant to qualitative research, and they are: descriptive validity, interpretive validity, theoretical validity,

generalisability and evaluative validity. I first discuss Maxwell's definition of each type of validity and explain how each one was addressed in this study, before I move to discuss the ethical considerations which needed to be made.

Descriptive validity is concerned with the primary aspect of validity which is the factual accuracy of the researcher's account of what they saw or heard; in other words, what has been reported is not made up or distorted. In order to minimalize distortion, the observation journal was updated on a daily basis and notes were instantly captured, interviews with the principal and the teachers were recorded, full transcripts were then written by an external assistant and were double-checked by me.

Interpretive validity is the concern of the researcher with what the objects, events and behaviour of the participants mean. Peer assistance was sought in order to minimalize misinterpretation. A critical reader colleague, who is familiar with the theory, agreed with the interpretation of the concepts.

Theoretical validity addresses the theoretical construction that the researcher develops during the study. Face validity, which is an estimate of the degree to which a measure is clearly and unambiguously tapping the construct it supports to assess (Lewis-Beck, Bryman & Liao; 2004), was obtained by having two fellow researchers examine and approve the conceptual framework of the study and the interview questions.

Generalisability is the extent to which the researcher can draw inferences from the actual persons, events or activities observed to other persons, events or situations. This study of four cases of schools cannot make empirically generalisable claims. However, theoretical generaliability can be made where the understanding of relationship can inform research elsewhere.

Evaluative validity, a legitimate category of understanding and validity in qualitative research, involves the application of an evaluative framework to the objects of the study. My more general conclusions were based on the data. The analysis was rigorous and systematic; data was triangulated to support the objectiveness of the analysis.

Ethical measures were achieved by following the requirements and procedures prescribed by the University of Cape Town (UCT): an ethical clearance was obtained from the faculty of Education at UCT and a research permission was granted by the Department of Education officially allowing access to the participating schools. Anonymity was respected by giving schools pseudonyms. However, the biggest ethical dilemma I was faced with was being sensitive and not hurting any participant or offending any authority. This was especially difficult when analysing the policy document text and reporting data from the under-achieving school, School D. I hence made a conscious effort to put extra care into my work as not to judge, criticize or give subjective evaluation of any participant, document or establishment.

The biggest ethical challenge for me was to adopt a stance of researcher, rather than that which is familiar to me from my experience as a teacher educator. I had to remind myself all the time that my role in the schools was mainly to observe not to train or give an opinion. This was especially difficult in School B where the principal wanted feedback and in School D where teachers were struggling and could have used all the help they could get. In general, I think I succeeded in holding steady the perspective of the researcher.

I did go into the project on the basis of my experience and the literature that some practices of professional development were better than other. I found those practices available in the three high-achieving schools. My prior views did not lead me to prefer one school to another, instead what I did was to examine how these practices were clustered in the schools and what led to certain preferences in some schools and that had me revise my perspective.

CHAPTER V- ANALYSIS OF POLICY FRAMEWORK AND TAKEUP WITHIN AN ADVANCED CERTIFICATE IN EDUCATION COURSE

5.1 Introduction

The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (the '*Framework'*) is analysed in this chapter to understand the government's vision, provision, implementation plans and expectations of teacher professional development, PLCs and the projected role of the school principals' leadership. The following chapter analyses data from four participating schools. My research interest is in the way this policy is taken up at school level practices with specific regard to the role of school leaders and so I need to take the recommendations of the policy as a point of reference.

As clearly stated in the Foreword page, the *'Framework'* is an ongoing strategic planning process "through which the quality of teacher education and development will be improved over time" (DOE, 2006, p.3). For this development to be successfully attained, the '*Framework'* relies on collaborative outputs from various government bodies, the Department of Basic Education (DBE), provincial education departments and the Department of Higher Education and Training (DHET). The '*Framework'* specifies that "The key goals of teacher development must be enhanced classroom practice and improved learning outcomes" (DOE, 2006, p.14). In the field of teacher professional development in South Africa, the *'Framework'* expresses the official view of how the game of teacher professional development should be played.

The '*Framework'* is analysed in terms of the themes derived from the literature review, as outlined as part of the conceptual framework in Chapter III: government vision of professional development, the role of the school principals under the '*Framework',* government

goals regarding professional development, selection and development of tools in order to implement these goals, allocation of human and material resources as well as the implied school culture.

5.2 Government Vision of professional development

The government vision projects the approach to teacher development as continuous, engaging teachers as individuals in both short courses and longer qualifications and focusing particularly on teachers' subject content knowledge.

The policy makers view professional development as a career-long (continuing) professional learning and development (CPD) process, collaborative and coherent, enabling teachers to take substantial responsibility for their own development, individual and systematic, based in theory and practice through short CPD courses (workshops) which are related to school curriculum, as well as formal qualification programmes.

The policy defines CPD courses as "content-rich, pedagogically sound short courses that are strongly aligned to the content frameworks for a particular subject and phase or specialist area" and promises that successful learning of these CPD courses must enable the teachers to improve their teaching practices (Departments of Basic Education and Higher Education and Training, 2011. p.6). These CPD courses are to be approved by the South African Council for Educators (SACE) for quality assurance and to be offered by provincial professional development institutes that will be established at a later stage. As for allowing teachers to be autonomous and take responsibility for their own development, the CPD courses are to be aligned with SACE's computerised CPD Management System, which is accessible to all SACE registered teachers. On successful completion of these CPD courses teachers are to be accredited professional development points.

The *'Framework'* document states that: "Where the gaps identified for a particular teacher are wide ranging, and would best be addressed through the teacher enrolling for a full qualification, provinces will support the teacher to identify and register for an appropriate qualification programme" (Departments of Basic Education and Higher Education and Training, 2011. p.5).

It is recommended that for Teacher Education and Development (TED) plans to be successful, all stakeholders must work collaboratively through a coordinated national system. "In order to ensure collaboration and a coherent approach to teacher education and development, a National Teacher Education and Development Committee (NTEDC) will be established", states the policy (Departments of Basic Education and Higher Education and Training, 2011. p.19). This committee will "advise on, and monitor the implementation of the Plan across the system, and assist in the periodic review of the Plan to ensure that TED needs are addressed in a dynamic and coherent manner". The policy does not state what kind of collaboration is expected of teachers within the same school or across the schools.

The policy acknowledges that teachers' individual developmental needs must be identified and addressed. However, the current teacher appraisal system, the Integrated Quality Management System (IQMS), "does not evaluate competence sufficiently deeply to assist teachers to identify their needs; in addition, by conflating developmental appraisal and performance appraisal the IQMS makes it even more difficult to identify teacher development needs transparently and accurately" (Departments of Basic Education and Higher Education and Training, 2011. p.4). Hence, "a non-punitive system for assessing teachers' current competences to deliver the curriculum and supporting them to develop in areas of their individual need is vital if the problem of poor-quality education in the system is to be solved" (Departments of Basic Education and Higher Education and Training, 2011. p.4). Once this

autonomous system is in place, the IQMS role would be marginalised or eradicated completely; the IQMS offers the only vehicle for peer and leader evaluation of teachers at schools.

In addition, formal qualification programmes will be made available for teachers. The policy states: “Practising professionally un-qualified graduate teachers (Category D) will be identified and supported to complete the Post-Graduate Certificate in Education (PGCE) part-time over two years (in the future, the Advanced Diploma in Teaching).”, and “Practising teachers who are completely un-qualified (at REQV 10 – Category D), will be identified and supported to complete Bachelor of Education (Bed) degree programmes (either full-time or part-time).” (Departments of Basic Education and Higher Education and Training, 2011. p.11). The policy stresses the need for external courses and qualifications for teacher professional development but does not offer any school-based training opportunities.

5.3 The Role of the School Principal under the ‘*Framework’*

The policy urges school principals to lead curriculum implementation in their schools and offers them short courses and longer qualifications which will enable them to manage the curriculum.

The document highlights “the need for principals and school leaders (Category A) who are able to lead and support productive learning environments, to work together with committed communities of teachers, in order to teach and assess the school curriculum effectively” (Departments of Basic Education and Higher Education and Training, 2011. p.10). School leadership teams will be given the opportunity to complete short courses focused on curriculum management as well as the Advanced Certificate in School Leadership and Management (ACE SL & M) programmes. The role of school principals promoted by the *‘Framework’* is envisaged as that of an instructional leader who is expected to assist teachers

with successful curriculum teaching and assessment. The policy does not mention the role of school principals in the creation and implementation of school PLCs, nor do they have the necessary tools for accessing teachers' competencies.

5.4 Government Professional Development Goals and Implementation Tools.

The policy states that the main intended outcome of the plan is to "improve the quality of teacher education and development in order to improve the quality of teachers and teaching" (Departments of Basic Education and Higher Education and Training, 2011. p.4). To attain its main intended outcome, the *'Framework'* has set four goals or outputs as follows:

- Output 1: Individual and systemic teacher development needs are identified and addressed.
- Output 2: Increased numbers of high-achieving school-leavers are attracted into teaching.
- Output 3: Teacher support is enhanced at the local level.
- Output 4: An expanded and accessible formal teacher education system is established.

The analysis only examines outputs 1 and 3 because they bear direct impact on in-service teacher training. The policy suggests that two main problems face education in South Africa: teachers' inadequate subject knowledge and the difficulties for teachers to get appropriate professional development support.

The solutions on offer show that the focus of the policy is heavily directed towards infrastructure, individualisation and external CPD courses. In output 1 the policy assumes that all teachers are equally ignorant of curriculum content and thus the proposed CPD training is unified and content based. The other proposed activities show that the promoted approach is

external and individualised. Infrastructure for ICT support systems will be put in place and teacher diagnostic self-assessments will be automated.

The problem facing output 1 is: “While it must be recognised that a wide variety of factors interact to impact on the quality of the education system in South Africa, teachers’ poor subject matter knowledge and pedagogical content knowledge are important contributors.” (Departments of Basic Education and Higher Education and Training, 2011. p.4). To address this problem, policy makers have come up with five strategies or activities. The main proposed activities are: 1) to establish the National Institute for Curriculum and Professional Development, 2) to develop and deliver teacher diagnostic self-assessments to assess curriculum competence, 3) to develop and deliver high-quality, content-rich, pedagogically sound CPD courses for teachers, 4) to develop and deploy a TED ICT support system, and 5) to identify and address immediate to medium-term systemic teacher development needs.

In output 3, the policy addresses difficulties facing teachers in accessing professional development training and proposes solutions to enhance teacher support at local level. In the hope of decentralising teacher training, district and provincial professional development centres and institutes will be built to provide more convenient access to professional development especially for teachers in remote areas. PLC creation is also suggested as a mean to support groups of teachers in determining their own developmental trajectories.

The problem to be addressed in output 3 is summarised as follows: “Teachers experience significant difficulties in accessing and receiving support, resources and continuing professional development opportunities close to where they live and work. For the large majority of teachers who work in rural areas, the difficulty is even more pronounced.” (Departments of Basic Education and Higher Education and Training, 2011. p.12). The main proposed activities here are: 1) to establish Provincial Teacher Development Institutes (PTDIs),

2) to establish District Teacher Development Centres (DTDCs) and 3) to establish Professional Learning Communities (PLCs) to strengthen teacher professionalism.

5.5 Allocation of Human and Material Resources

The *'Framework'* identifies four essential elements for proper policy implementation: "enhanced collaboration among role-players, a coordinated national system for teacher education and development, adequate time for quality teacher development, and sufficient funding" (Departments of Basic Education and Higher Education and Training, 2011. p.19).

The policy acknowledges the importance of all stakeholders to continue to work collaboratively, mainly the two national education departments: The Department of Basic Education (DBE) and the Department of Higher Education and Training (DHET). To ensure collaboration and coherence in teacher education and development, a new committee will be established: The National Teacher Education and Development Committee (NTEDC). This committee will monitor and advise the implementation of the teacher education and development plans and will comprise all national role players, education and training departments as well as teacher unions.

In order to make time available for teacher development, the policy suggests utilizing the immediate pre- and post-term periods for professional development training, as to not waste teaching time. Professional development schedules are to be included in the school yearly plans and integrated into teacher timetables. Another option is to allow long study leaves for teachers to do professional development and allocate substitute teachers in the respective classrooms.

The *'Framework'* recognizes that successful implementation of the teacher development plan depends on the effective use of available funding, as well as on obtaining additional funding. "The bulk of funds available for teacher development programmes will be

allocated to programmes that deepen the subject specialisation knowledge of teachers." (Departments of Basic Education and Higher Education and Training, 2011. p.21). The policy also states that "Teachers will be able to apply for funding to register for the required courses through a variety of mechanisms, including online applications and paper-based applications managed at the district level. This statement shows the policy's focus on external professional development courses which it is willing to fund.

As for teaching resources, the *'Framework'* views teaching resources and learner support materials as "important only insofar as teachers have the knowledge and competence to interpret and utilise them effectively" (Departments of Basic Education and Higher Education and Training, 2011. p.4). However, the policy does not state which teaching and learning resources teachers will be provided with, nor trained to use, other than students' textbooks.

The policy highlights the importance of student textbooks as a resource needed for students' academic success; and it states that "learning how to interpret and use curriculum support materials such as the workbooks currently being developed and distributed to teachers and schools by the DBE" (Departments of Basic Education and Higher Education and Training, 2011. p.14) as one of its main objectives. The policy also states that a teacher laptop initiative will be launched to assist teachers "access online opportunities to identify and address their development needs" (Departments of Basic Education and Higher Education and Training, 2011. p.7); yet, the policy does not give a time frame for this initiative nor does it link these laptops to teaching and learning resources.

5.6 Policy Expectation of School Culture

The establishment of PLCs is promoted to strengthen teacher professionalism and encourages teachers to participate in them. The '*Framework*' aims to "promote teacher professionalism through advocating and supporting the establishment of PLCs and encouraging teachers to participate actively and meaningfully in these" (Departments of Basic Education and Higher Education and Training, 2011. p.3); one of its success measures is increased collaborative activity through PLCs. The policy adopted the following definition of PLCs: "PLCs are communities that provide the setting and necessary support for groups of classroom teachers, school managers and subject advisors to participate collectively in determining their own developmental trajectories, and to set up activities that will drive their development" (Departments of Basic Education and Higher Education and Training, 2011. p.14).

The government's projected approach to PLCs is external and individualised. PLCs are viewed as an external entity rather than being embedded in a school-based culture for learning. Teachers are expected to rely on the expertise of PLC advisers from outside the schools for support in addressing self-identified areas of weaknesses; these PLC advisers are to be appointed by the government at an undetermined time in the future. The policy recognises the "provinces, districts, teacher organisations, subject-based professional teacher associations and, equally importantly, the teachers themselves" as key players in PLCs, along with "substantial external input through well-trained facilitators (who could be subject advisors or trained mentor teachers)" (Departments of Basic Education and Higher Education and

Training, 2011. p.14). The timeline given for PLCs' establishment is 2011-2017, with PLCs fully initiated in 2014.[3]

5.7 Discussion of the *'Framework'*

The *'Framework'*, regulating teacher professional development practices in South Africa, offers teachers content related CPD courses and longer academic qualifications through an automated mechanism linked to a CPD points system. The policy encourages collaboration amongst individual teachers and external government advisors, which the policy refers to as PLCs, and promotes an instructional leadership role for school principals. It also regulates resources as well as choice and development of implementation tools.

The professional development model promoted by the policy is based on individual teachers attending content-based generic short CPD courses and acquiring higher academic qualifications which yield CPD points upon completion. This contradicts the dominant view in scholarly literature (Elmore, 2002; Feiman-Nemser, 2001; Fullan & Hargreaves, 1996; Kelleher, 2003; Rhodes & Houghton-Hill, 2000; Spillane, 2002; Villegas-Reimers, 2003) in terms of which professional development should be internal, collaborative, not heavily academic and should not be linked to a point system. The literature stresses the need to view professional development as an integral part of teaching and learning development and suggests that the application should relate to practice inside the classroom. Scholars like

[3] Another policy document regulating PLCs work was launched by the DBE in 2015, Professional Learning Communities- A guideline for South African schools, however; the 2015th PLCS annex will not be analysed here because the school leaders and staff were unaware of the 2015th policy guidelines at the time of data production of this study (2016 to 2018).

Kelleher (2003) and Fullan (1991) recommend that professional development should be integrated in all aspects of school daily life because professional development courses alone do not directly result in successful implementation at schools. Kelleher (2003) refers to external professional development courses as 'adult pull-out programmes' and he finds them to be fragmented, incoherent and decontextualized from the classroom situation. Teacher professional development should not be solely centred on individual teachers acquiring and applying new knowledge and skills but rather collaborative and rooted in school practices (Feiman-Nemser, 2001; Rhodes & Houghton-Hill, 2000; Villegas-Reimers, 2003).

Teacher professional development which takes the form of formal academic qualifications that do not address in-school activities and classroom practices are not generally encouraged within a PLC approach. Fullan, (1991), Spillane (2002) and Villegas-Reimers (2003) view teacher professional development to be constructivist rather than transmissive and only beneficial when it takes place in the classroom context and when it is connected to school directions with the opportunity for support and follow-up at school level. Villegas-Reimers (2003) states that external training situations which do not associate the learning with the classroom practices and school daily routines have proved ineffective for teacher development. Furthermore, Steyn (2010) is critical of professional development point systems and she states that accumulating points on professional development completion should not be a target for teacher development and learning because this gears the teachers away from the real purpose behind professional development, which is to change teachers' attitude and mind-set towards continuous professional development and learning.

The *'Framework'* proposes an autonomous and automated way to identify individual teacher professional development needs. In contrast, there is a consensus amongst scholars who write about PLCs that a good way of establishing teacher development needs is by actively

monitoring the teachers' practices in the classroom as well as analysing the students' results (Elmore, 2002).

The *'Framework'* contradicts the view of PLCs expressed in scholarly literature on many fundamental levels: the proposed professional development model in the policy, which is focused on individual teachers learning from external CPD courses and academic qualifications is not favoured in contemporary literature (Andrews & Lewis, 2007; Bolam et al., 2005; Hord, 2004; Little, 2002; Seashore, Anderson & Riedel, 2003). This model promotes collaboration among individual teachers and various educational government bodies but does not allow for teacher collaboration within schools. The projected role of school principals under the policy is limited to providing assistance with curriculum implementation and mediating CPD courses on offer by the department, which, according to the literature (Bolam et al., 2005; Bredeson & Johansson, 2000; Hord, 2004; Latham & Locke, 2006; McLaughlin & Talbert, 200; Robinson, 2007) is only a fragment of the principal's leading role in teacher professional development and developing school culture.

The policy encourages teachers to be individualistic and academically ambitious by identifying suitable CPD courses and academic qualifications on the online CPD evaluation system. In contrast, the consensus view on PLCs expressed by scholars, encourages teachers to approach professional development in a collaborative way, on the basis of a school vision where all teachers reinforce their own learning and development in a way that serves the contextual classroom development needs under an internal school leadership team's monitoring system (Elmore, 2002).

The policy does not align with the view of scholars who write about PLCs that professional development should be differentiated, school-based and job-embedded (Elmore, 2002; Guskey, 2002). The policy promotes one national external professional development

curriculum; on the other hand, scholars argue that professional development takes many forms according to the teachers' needs and school context: there is not one generative form or model that fits all (Villegas-Reimers, 2003). Scholars call for a move from external, fragmented and individual teacher development practices towards a coherent and continuous development culture of the whole school as an organisation (Sparks & Hirsh,1997).

The *'Framework'* does not regard schools as the sites of professional learning communities, hence the need for creating external teacher learning institutes. The *'Framework'* defines PLCs as "communities that provide the setting and necessary support for groups of classroom teachers, school managers and subject advisors to participate collectively in determining their own developmental trajectories, and to set up activities that will drive their development". However, Bolam et al., (2005) define PLCs as any combination of individuals within one or more school who work together as a community on the aim of enhancing their effectiveness for the benefit of students' learning and achievement. The policy makers' definition suggests that PLCs are external bodies that work alongside with individual teachers in order to assist them with reform and development.

Two inseparable approaches for successful PLCs are evident in the literature: the first model starts with an internal, self-established school culture, where teachers and administrators focus on improving their practices regarding the fundamental task of schooling: teaching and learning of every child through a rich curriculum provision along with the use of meaningful instructional strategies. Once internal school PLCs have been established, these schools start to reach out for other schools practising PLCs and then external PLC models flourish (Anderson & Riedel, 2003; Bolam et al., 2005; DuFour, 2004; Hord, 2004; Morrissey, 2000). The policy's definition of PLCs is very broad and either assumes that internal PLCs have already been established in individual schools or ignores internal PLCs altogether.

Scholars have devised theoretical models for teacher professional development and school PLCs; common to all these models is the need for actively involved school principal leadership as school principals are considered the implementation agents of policy (Bredson & Johansson, 2000; Fullan, 2002; King & Newman, 2001; May & Supovitz, 2011; Richard & Catano, 2008; Robinson, 2007; Spillane et al. 2002; Togneri & Anderson, 2003). The *'Framework'* acknowledges the role of school principals in leading curriculum implementation but does not recognise the school principals' role in leading professional development and PLCs.

The school principals' projected approach to leadership, according to the policy, is that of instructional leaders: school principals are encouraged to lead teaching and learning, curriculum development and assessment in their schools; yet, in the policy the principals' role is envisaged as managing the implementation of the curriculum but not as instigating and developing school PLCs. The policy encourages teacher responsibility for own learning but does not acknowledge the role of school leaders in assisting teachers in evaluating their development needs, while the literature stresses the importance of the school's leader's role in teacher professional development needs assessment and monitoring of contextual professional development implementation (Barab & Duffy, 2000; Ingvarson, Meiers, & Beavis, 2005; Lindahl, 2011). The literature extends the school leaders' role beyond mere instructional leadership; for reform to be successful and substantial the leaders are expected to: 1) provide educational direction or goal setting, 2) ensure strategic alignment, 3) create a community for improved student success, 4) engage in constructive problem talk, and 5) select and develop smart tools (Bush, 2008, Bishop et al., 2006; Bredeson & Johansson, 2000; Catano, 2008; Fink & Resnick, 2001; Hallinger, Bickman & Davis, 1996; Hubbard, Mehan, & Stein, 2006;

Latham & Locke ,2006; May & Supovitz, 2011; Richard & Spillane, Reiser & Reimer, 2002; Timperley & Wiseman, 2003; Timperley, 2005; Togneri & Anderson, 2003).

The policy's choices of selection and development of tools are mainly concerned with external infrastructure such as building various educational institutes, as well as adopting various IT systems such as teacher self-assessment software and automated CPD point systems. While systems and structures are very important aspects of planning, the policy does not consider planning for infrastructure at schools' level, such as for example improving schools' buildings and upgrading school systems such as computer laboratories' equipment and software. The policy's plan is to mobilise human resources in order to develop a national curriculum for teacher training, run provincial teacher development institutes and provincial teacher development centres. The aforementioned activities are external to the school, and the policy does not stipulate whether or not there will be any human resources allocated for helping schools on site with professional development implementation and PLC creation.

Hallinger, Bickman and Davis (1996) suggest that securing appropriate teaching and learning resources significantly influences teachers' development and student achievement. The only teaching and learning resource to be provided, according to the *'Framework'*, is students' textbooks; there is no mention of any other type of physical classroom resources.

In conclusion, the *'Framework'* is not in line with the contemporary scholarly views regarding the usefulness of teacher professional development programmes which are based on classroom observations and students' results analysis to address individual school contextual needs, school PLC practices which are based in a shared vision of teacher collaboration for learning and the role of school principals in leading teacher professional development practices and developing a school PLC culture.

The national professional development curriculum, on offer by the government, is generic and it is not based on school needs' analysis processes, but on an assumption that teachers have poor content knowledge and insufficient academic credentials. The government follows a non-punitive approach to teacher development which does not allow for monitoring teacher professional development programmes' effectiveness as teacher professional development is not linked to students' results. Teachers only need to acquire a certain number of CPD points per year in order to keep their teaching licence.

The PLC model, which is encouraged by the policy, is externally promoted by various government bodies and does not promote teacher collaboration practices at school level. The proposed PLC model does not allow for shared school vision and practices; it encourages individual teachers to collaborate with external PLC advisors to help them overcome individual developmental challenges.

5.8 Summary

In summary, school principals are not viewed as leaders of professional development or PLCs in their schools under the policy. The automated professional development needs' evaluation system, which promotes teacher autonomy, does not allow for the school principals to be actively involved in teacher professional development needs' evaluation, and hence does not allow for proper professional development implementation and monitoring plans at school level and the policy offers no alternative implementation support methods. Resources are managed by the government and most of the professional development budget goes towards infrastructure such as building provincial professional development centres. Teaching and learning resources are limited to students' textbooks, which are developed by the government and offered to all students free of charge. There are no allocated school budgets to allow school

principals to purchase teaching and learning resources for teacher professional development implementation in the classroom.

CHAPTER VI- ANALYSIS OF THE ACE-SML PROGRAMME

6.1 Introduction

My interest in analysing the ACE-SML programme relates to the main research question and two sub-questions which pertain to this curriculum. The questions aim to investigate the role of senior school leaders in leading teacher professional development implementation and school PLCs and more specifically (a) how senior school leaders understand teacher professional development and school PLCs and (b) which teacher professional development and PLC practices they encourage in their schools. This chapter analyses the ACE (School Leadership) Implementation guidelines (Department of Education, 2007) and also draws on an interview with a member of the team that developed and taught the ACE-SML course, referred to here as Mrs. T. Some of the school principals who participated in this study attended this course and are likely to have been influenced by it. Those principals' practices are then compared to those who did not attend the ACE-SML.

The analysis focuses on seven areas of the school leaders' role affecting teacher professional development and school PLC as identified in the conceptual framework:1) school vision and goals, 2) allocation of material and human resources, 3) nature of school community and culture, 4) problem solving and decision making, 5) selection and development of systems and tools, 6) instructional practices and 7) teacher work (individual or collaborative) under the umbrella of the government professional development policy. The analysis is organised by considering each of these seven topics in terms of what understanding, and which practices the curriculum promotes.

Moreover, the document analysis aims to understand the general focus of the leadership and management programme including the teaching and learning approaches and

methodologies as well as the various delivery modes and how these can be related to leading curriculum, school PLCs and teachers' professional development at school level. It then examines the ACE-SML curriculum document with specific focus on if and how these teaching methodologies and theories, assessment approach, and curriculum delivery modes encourage the understanding and practices of the leaders in the above mentioned seven topics of leadership affecting teacher professional development implementation and school PLCs. The interview analysis aims to understand how school leaders were influenced by the course and how they are influencing teachers' professional development practices and school PLC culture as a result of studying and implementing skills learnt from the ACE-SML course. It focuses on whether or not school leaders are required to apply what they have learned within their own schools and in what ways.

6.2 ACE-SML Curriculum Analysis

The ACE-SML programme aims to develop school leaders' and aspiring leaders' understanding, values, knowledge and skills by providing training in best leadership and management practices. The programme duration is two years on a part-time study basis. The programme's focus is on enabling participating school leaders and aspiring leaders to lead curriculum implementation in their schools for enhanced students' learning, managing exiting resources, gaining enhanced conflict management and communication skills, encouraging and leading staff professional development, and encouraging community involvement in the school.

In order to obtain the ACE-SML certificate, every participant has to complete two fundamental learning courses, six core modules and at least one elective topic out of four. The

fundamental subjects provide the learners with effective language skills in school management and leadership and basic computer literacy for school management.

Although the fundamental subjects, relating to language skills and computer literacy, are not directly linked to the seven areas of leadership affecting teacher professional development and school PLCs, these modules offer fundamental skills for sound leadership and management skills for our modern age (Bredson, 2006; Ingvarson, Meiers & Beavis, 2005; King, 2002; Sparks, 2002).

The core subjects are understanding school leadership and management in the South African context, managing teaching and learning, leading and managing people, managing organisational systems, physical and financial resources, managing policy, planning, school development and governance, and developing a portfolio to demonstrate school management and leadership competence for assessment. The curriculum also features a choice of at least one out of four elective modules which offer more detailed and focused learning relating to a certain aspect of leadership. These topics are linked to the core subject topics, but they extend the learning in those topics.

1) School vision and goals:

Setting a clear vision and goals for schools is a desirable aspect of leadership affecting teacher professional development and school PLC culture, according to the literature that informed the study's conceptual framework. Four of the ACE-SML curriculum modules focus on creating a school vision and goal setting. One of the learning outcomes in module 2 focuses on the leaders achieving a manageable and sustainable vision for the school learning environment. School leaders are expected to create a compassionate, safe and secure learning environment for all the learners. A focus on school vision and goals is also evident in module 5, where one of the projected outcomes is that school leaders create and communicate a school

vision, mission and goals in collaboration with the school administrative team and teaching staff. School leaders are also meant to translate their in-depth knowledge and understanding of the school vision into operational plans. One topic in module 6 teaches school leaders how to base the school vision and goals on clear evidence and the conceptual reality of their school. Module 8 trains school leaders to develop implementation instruments for school vision and goals.

According to this curriculum, there are clear links between the projected learning goals and setting a collaborative school vision and goals for students' learning, but there is no mention of how this vision and these goals are supposed to assist school leaders in setting a vision for teacher professional development or school PLC practices.

2) Allocation of material and human resources

The proper allocation of material and human resources facilitates the implementation of the school vision of teacher professional development and PLC practices, as argued in literature that informed the study's conceptual framework. The ACE-SML curriculum addresses three different types of resources: financial resources, human resources and teaching and learning resources.

One of the learning outcomes in module 4 is for school leaders to demonstrate managing school financial resources in a transparent and accountable way. Managing human resources is an intended learning outcome of modules 3 and 9. Assigning various positions to staff members must be carried out by the leader based on merit and capacity and must be done in a way which minimizes friction and tension among staff. School leaders are required to demonstrate their use of an organisational system which shows how human resources are managed. Allocation and management of teaching resources is one of the skills taught in module 6. School leaders need to justify their choice of teaching and learning materials and

resources based on school needs analysis and observation practices before being able to identify which resources are required. In module 8, there is a focus on resources and learning outcomes. School leaders must plan to acquire material resources which match the desired learning goals.

The ACE-SML curriculum addresses the need for leaders to better manage and allocate financial, material and human resources but it does not offer new strategies to help the school leaders obtain more resources. The curriculum offers strategies for the leaders to best utilize the existing school resources to match the students' learning goals and outcomes, but it does not mention how the leaders can utilize the existing resources towards serving the school vision of teacher professional development and PLC practices.

3) Nature of school community and culture

This topic focuses on whether learning is central to the school community, whether everyone in the school collaborates to increase teacher professional development for the benefit of students' learning and what school leaders do to encourage and support a school culture of collaboration for development. One of the ACE-SML learning outcomes in module 3 is that school leaders are required to reflect on the existing school culture and work towards moving this culture into a collective environment which is conducive to collaboration. The ACE-SML programme caters for teaching methods to promote for this collaborative learning culture through its planning site-based support sessions. Coaches and trainers assist school leaders to use their "understanding and knowledge of the interactive teaching and learning processes to intervene and establish optimal learning cultures" (Department of Education, 2007; p.57).

Although the ACE-SML curriculum encourages collaboration for learning in its content, methods and delivery modes, it does not mention how this collaborative environment can reflect on teacher professional development or school practices. In fact, a document word search of the terms teacher professional development and PLC yielded zero results.

4) Problem solving and decision-making:

This area is concerned with how school leaders encourage problem talk among staff regarding their own developmental needs and professional development implementation challenges, and whether or not the decision-making regarding professional development and the expectation of how it should affect teaching methods and students' learning are shared among the school leadership team and teachers as a result of the school principal's leadership.

The ACE-SML curriculum learning and assessment principles claim to be based on "problem-focused deliberation and debate in group context" (Department of Education, 2007; p.15) and the curriculum provides a range of problem-solving assignments with ample implementation support from trainers and coaches. All the curriculum modules include strategies for problem-solving and decision-making. The curriculum teaches school leaders how to rely on a sequence of various thinking skills, which involve a process of understanding the scope of the problem, exploring various alternatives and predicting conclusions, and how to choose the solutions which will produce better results. The teaching methods of problem-solving and decision-making work as follows: school leaders are challenged with a certain problem, they are then asked to examine the problem surroundings from several positions, relate it to past and possible future situations, and present factual knowledge evidence before giving a solution to the problem. However, the curriculum content shows that the focus of problem-solving and decision-making appears to be only on students' learning challenges and not on teacher professional development challenges and PLC implementation processes. However, if teachers work together to respond to students' learning challenges, that is in itself a form of professional development and a core practice of PLC.

5) Selection and development of systems and tools

The school leader's role, as per the conceptual framework, ideally involves selecting and developing tools, systems, plans and documents which enable every staff member to reach his/her full potential in developing professionally and personally. This role must also include communicating the expectations in this area as well as continuous and sustainable implementation of these tools and systems along with monitoring and following-up plans to make sure teachers' professional development practices are enhancing students' learning and achievement.

The ACE-SML curriculum applies various methods and delivery modes to assist school leaders in establishing and maintaining systems and processes for optimized teaching and learning. This is addressed in modules 2, 4, 6 and 8. School leaders' learning outcomes must present evidence that these leaders acknowledge the challenges in the existing school systems and ensure that new systems are in place to match the school vision and goals. The teaching strategies of the ACE-SML curriculum aim to assist the school leaders in identifying weaknesses, planning and evaluating the new systems that need to be put in place. These systems and tools must take into consideration the teachers' needs as well as the learners' needs. The ACE-SML curriculum also advises that the leaders must consult with all school members before developing and implementing the new systems in order to guarantee that each member of the school community understands and applies the new systems.

The learning outcomes projected in these modules show potential in developing the leadership area concerned with selection and development of appropriate tools and systems aimed at improved teacher professional development practices in a collaborative manner which serves the school community culture as a PLC.

6) Instructional practices

According to the study's conceptual framework a good leadership practice affecting teacher professional development implementation and school development is the school leader's involvement in the curriculum, teaching approaches, pedagogy and methodology, in their respective schools.

One of the main stated purposes of the ACE-SML curriculum is to provide "professional leadership and management of the curriculum and therefore ensure that the schools provide quality teaching, learning and resources for improved standards of achievement for all students" (Department of Education, 2007; p.12). The curriculum's delivery modes specifically advocate different teaching and learning principles and strategies ranging from directed learning in groups, contextual learning, collaborative learning, problem focused deliberation and debate to critical reflection and reporting on personal growth, research, experimentation and portfolios.

Two core modules promote instructional leadership practices (modules 3 and 6). Managing teaching and learning, module 3, focuses on equipping school leaders with knowledge and practical skills to help them identify issues concerning teaching and learning practices in their schools, analyse and reflect on school's current teaching and learning practices, equip them with knowledge of modern interactive teaching and learning strategies and ways to assist the teachers in designing, implementing and assessing interactive teaching and learning as well as planning to support, monitor and evaluate the implementation of these strategies. One of module 6's learning objectives is to build the school leaders' curriculum knowledge and curriculum management skills and to assist them with planning, implementing, monitoring and evaluating teaching and learning in their schools. School leaders are required to collaborate with teachers and discuss their choice of promoting and implementing certain teaching and learning strategies. They are also trained to observe and identify the tensions and

barriers resulting from implementing these teaching and learning strategies and to provide the teachers with appropriate guidance in finding solutions while considering the contextual reality of the school, the teachers' knowledge and skills and the available teaching and learning resources.

Instructional leadership is promoted in the ACE-SML curriculum in a way which is in line with the conceptual framework's understanding of ideal leading instructional practices. The curriculum presents knowledge and practical skills for school leaders to assist the teachers in managing the curriculum, identifying weaknesses and adopting interactive teaching and learning strategies while observing and evaluating the learning and allowing the teachers to develop their teaching practices.

7) Shared practices and collegiality

Encouraging shared practices and collegiality is regarded in the literature reviewed for this study as a very important aspect of senior school leadership which promotes teacher professional development and school PLC implementation. There is some consensus that teacher professional development should not occur in isolation and that senior school leaders must plan for teachers to share their knowledge, skills and practices in order for the whole school to develop and function as a PLC. The ACE-SML curriculum mentions the need for school leaders to rely on shared practices and collegiality in relation to problem resolution processes (in module 3) but doesn't discuss how these practices should influence teacher professional development or school PLC implementation.

In summary, the ACE-SML curriculum provides a range of valuable and effective study topics in developing leadership and management understanding, values, knowledge and skills; however, the above analysis shows small correlation with the desirable aspects of senior school leadership practices affecting teacher professional development practices and school PLC

implementation, as discussed in the conceptual framework. The only two topics in this curriculum which can directly benefit school leadership affecting professional development and PLC practices are the ones concerned with selection and development of systems and tools and instructional leadership. The course does not focus explicitly on how principals can enable teachers to work together to develop these competencies in what may be regarded as a PLC approach. Instead, the implication is that principals will work individually with teachers. Where there is mention of collaborative activity, there is no reference to how this would be structured, nor is this presented explicitly as a professional development activity. The remaining topics mainly focus on leading students' learning and do not explicitly show how the senior leadership practices will affect teacher learning and the school community. Teacher learning and developing a school community is ultimately about leading students' learning. However, the distinction is whether this is done collectively – preferably within a structured process – or individually, possibly in a one on one interaction between the principals and teachers. The following section on the ACE-SML curriculum implementation shows how these points are addressed.

The ACE-SML programme's delivery modes are geared towards application of learning to the leaders' own practice within their schools. The curriculum allows the participants to work and learn at the same time, with 50% classroom contact time and 50% on site-based learning at their respective schools. A PLC approach would suggest that delivery modes and learning strategies are more effective when they are linked to the school's contextual development needs and strategic goals and take place on school sites, and when they are linked to teacher professional development and school PLC implementation, yet the curriculum does not mention these areas.

6.3 ACE-SML Programme Implementation

The following analysis is based on interviewing a member of the original development team of the ACE-SML programme, referred to as Mrs T, who also coordinated and taught the ACE-SML courses at a local tertiary education institute in Cape Town. The study's participants attended the ACE-SML classes in the same tertiary education institute where Mrs T was teaching. The main goal of the interview analysis is to understand the implementation processes of the ACE-SML programme at school level and establish whether or not these might have influenced the approach to leading teacher professional development. The interview with Mrs T was a long communication with only one person who may or may not have been impartial to the success of the ACE-SML programme and hence we must be careful how we take about that. However, Mrs T showed me evidence of school observations and interviews which she had done years after the programme was finished.

This section presents a short introduction to the way the ACE-SML programme was developed, how this training model is different from previous programmes, what Mrs. T's role was in all this, and how her knowledge and contribution to the ACE-SML programme is relevant to this study.

Mrs T calls herself one of the ACE-SML programme originals: as she was one of the writers of the ACE-SML programme, who were hired by the Department of Education, but she was also one of the service providers for one of the education institutes offering the ACE-SML certificate. Mrs T recounts that ten years into democracy, the education system was not improving, and it was found from the research reports that there wasn't enough focus on leadership and management. This led to the perception that there was a need for a sound leadership and management training programme.

The ACE-SML was written by a consortium of different organisations in a collaborative process with the government, the department of higher education, the unions and the universities, which shaped the ACE-SML as we know it today and gave it its non-prescriptive nature. Mrs T argues that the effectiveness of the ACE-SML programme arose from the way that all the modules' content, materials and implementation guidelines were developed and sent to the universities who had autonomy to adapt, change or review this if needed. Mrs T believes that the ACE-SML programme's final shape was a result of multiple reviews, debates and discussion about the type of material to be used and particularly of selecting new updated reading pieces because the initial curriculum outline had outdated reading material.

The biggest struggle which the writing team faced was developing material for the two fundamental course modules, language and ICT, and convincing the course participants about the need to develop in those areas of their practice. School leaders tend to hand over a lot of ICT related communication to their administrative staff in the schools so, much work had to be done with the course participants on competencies such as searching on the internet, being able to write and send emails, spreadsheets, word documents and so on. The language aspect was also problematic because the majority of the school leaders are not first language speakers of English. Mrs T regards these two modules as crucial in equipping school leaders with the language of leadership which allows them to set clear vision and goals for the school and the skills to use modern technology to help them develop the tools and instruments for proper implementation of teacher professional development and PLCs at school level.

The originality of the ACE-SML programme lies in its design which balances time spent on campus with time spent in schools and provides ample contextual learning opportunities by providing many hours of work in the field (the schools). This 0n-site application is reinforced in the portfolio assessment approach. The exit requirement for the

ACE-SML certificate includes completion of the portfolio module which is submitted at the end of the two-year study period. Students cannot graduate if they only did well on the assignments without having passed the portfolio module.

The portfolio is designed to include evidence of the participating leaders' development over their study time and evidence of how the schools, staff and students have developed as a result of the leaders' work. Portfolio assessment evidence came from various sources such as the facilitators and tutors, the assessors, the teachers and even the school students to guarantee that the participating leaders in the programme were doing what they claimed to be doing. Hence, the portfolio assesses not only knowledge and skills, but actual projects carried out by school leaders to influence change and development in various areas of schooling. According to Mrs T, school leaders were required to engage staff to interact with various policy documents such as the *'Framework'*, to share their learning with teachers and include them in leading the various school development projects, which resulted in teachers' development as well as increased students' achievement.

Mrs. T explains that the practical work involved establishing a base line from where the school leaders started and tracking their development over the two-year period. It included producing evidence of what development activities they and their staff had participated in. Participants had to look at themselves from a personal, professional and organisational perspective but they also had to look at how their schools developed as a result of their applying new knowledge, skills and beliefs learnt in the ACE-SML course. The participating school leaders had to design school projects of their choice related to their sphere of influence, be it as a principal, vice-principal or HOD and they had to lead their team towards implementing the projects which they chose based on their own school needs and contextual demands. These projects had to be based on a thorough needs analysis investigation and had to consider how

they were to influence whole school development, staff development and students' performance, thus shifting the approach of the leaders' sphere of work towards a whole school learning and development centred one. This approach benefitted the school culture, according to Mrs. T., by increasing collaboration for learning, building a school vision based on needs analysis and benefitted teacher professional development through developing collaborative learning, shared leadership practices and shared decision-making.

Three of the practical leadership and management skills which were offered to leaders who participated in the ACE-SML programme were data collection, data analysis and engaging with policy. These three skills can potentially support teacher professional development practices and building a school PLC culture. Mrs. T explained that data collection and analysis had been totally absent from most of the schools, for example when the schools received results of an external test, they weren't analysing it, so they couldn't identify the weaknesses in teaching and learning and how teacher professional development must be linked to students' results. These two skills had to be taught with a contextual understanding in mind. The tutors spent a lot of time helping those leaders to find and bring in their own school information and showing them how to analyse it and use it to plan for change and development in specific areas of struggle.

As for engaging with policy, the participating leaders were aware of the various policy documents but were not adept at knowing which specific policies were related to any given problem. They were not aware, for example, that the *'Framework'* policy regulates teacher professional development and promotes for the development of a school PLC culture. Another struggle the candidates faced was creating, developing and implementing school policies. These issues were addressed through study groups, where candidates were grouped together depending on their various levels of competence and types of policies they needed to engage

with or create. Study groups worked like small communities of practice; each group worked with a mentor and a coordinator on sharing best practices and exchanging ideas. The candidates networked with each other outside of the study groups and exchanged school visits. The skills gained from the study groups served to prepare the leaders to develop and implement school PLCs as these sessions shifted the leaders' mindset towards collaboration, sharing practices and decision-making, and networking.

Mrs T kept in touch with many of the ACE-SML programme students after they graduated, and she says she was impressed by their dedication and development and how much they were continuing to achieve at their schools. She proudly announces: "they've developed particular materials themselves out of using the content, out of using the modules. They also used the modules as a resource…so something like the policy module…they would use that on how to develop a policy for the school". Many of the graduates motivated other leaders from within their schools, such as vice-principals and HODs, to apply for ACE-SML studies as they believed it would help build a stronger leadership team by changing the leaders' mindset and thus transforming the whole leadership culture at the school.

Mrs T conducted a study group initiative three years after the first batch of ACE-SML candidates had graduated and she discovered that the understanding, values, knowledge and skills taught in the ACE-SML programme were still applied at the schools. She believes that the schools have developed and continue to develop as a result of the ACE-SML programme, mainly in the areas of distributed leadership, shared decision making and learning, basing the school vision and goals on data collection and analysis processes and interacting with the various policy documents to understand the policy makers' vision and guidelines, and collaboration and networking for learning. These practices are consistent with the approach

supported in the literature that informed the study's conceptual framework regarding leading teacher professional development implementation and school PLC culture.

6.4 Summary

On the basis of the document analysis and the perspective of the person who was interviewed, the ACE-SML programme learning methodologies, course modules and topics offer a holistic approach to learning and build contextual understanding and skills of leadership and management which, if applied at school level, can positively affect whole school development mainly in the areas of curriculum management, teacher professional development practices and school PLC culture. Although the curriculum modules are not explicitly linked to the seven areas of leadership practices which guide and implement the leader's approach to teacher professional development practices and school PLC culture, the ACE-SML curriculum implementation provides ample opportunity for school leaders to develop and apply their skills to lead teacher professional development and school PLC culture.

CHAPTER VII- SCHOOLS ANALYSIS

7.1 Introduction

This chapter presents qualitative analysis of data produced from four participating schools for the purpose of answering the main research question of the study: What, if any, role are school senior leaders perceived to play in teacher development and learning?

Four sets of data were produced in four schools for comparison purposes: each set includes an observation diary for the period of two weeks, interviews with two Grade 6 teachers and an interview with the school principal. The government professional development regulating policy was analysed in the previous chapter. This analysis follows the themes identified in the study's conceptual framework which was developed and draws on contemporary literature on senior leadership, teacher professional development and PLCs and guided by Bourdieuan concepts relating to the research presented in my thesis especially the notions of field, habitus, capital and doxa.

Schools data was produced by using four types of data production instruments:

- An informal participant observation diary was kept during a period of two weeks in each school, highlighting instances where professional development was observed or discussed in the schools. This diary helps to understand the school culture regarding professional development, PLCs in the schools and the role played by the school principal in relationship with this culture.

- An initial teacher survey was conducted with teachers in each school to understand the types and frequency of professional development attended by schools' staff (Appendix H).
- Semi-structured interviews were conducted with participating schools' principals (Appendix H) and aimed to explore perceptions and actions of the schools' principals regarding their role in teacher professional development, PLCs along with their interpretation of the government vision.
- Semi-structured interviews with all Grade 6 teachers in every school (Appendix J) were analysed to identify the teachers' perceptions and experiences with professional development and schools' PLC cultures under the leadership of the schools' principals and the government expectation.

In the following section, the schools' position in the field is addressed first, then individual school data is examined with focus on the school principal's habitus, school doxa and how the game is played in each school, finally a discussion section linking school data and the studied literature is then presented.

7.2 Individual Schools' Position in the Field

All four participating schools are English-speaking government primary schools in the poorer southern suburbs of Cape Town and are situated within a five kilometres radius from each other. Students come from working families in the neighbouring towns and townships. Schools A, B and C are high achieving schools with 100% pass rates and high averages in Grade 6 Annual National Assessments results of over 90%; while School D is a weak school with Grade 6 Annual National Assessments results below 40%. Schools B and D are part of a

network initiative which aims to improve schools' outcomes and assist with the creation of PLCs, inside and across the schools.

It will emerge from the analysis below that School B, a successful school in creating school internal PLC model and in borrowing best learning practices from the other schools in the network initiative, holds the strongest position within this group. School B uses its symbolic capital to show its position in the field. This symbolic capital is represented by a big number of trophies and certificates of achievement which are proudly displayed in the school entrance lobby, principal's office and staffroom; it boasts an unbroken record, over five years, of being ranked in the top ten primary schools in the province with a 100% pass rate and 97% average in Annual National Assessments tests results.

Within the group of schools in the study, School A holds the second strongest position in this field with a 100% pass rate and 95% average in the Annual National Assessments tests results. As the following analysis shows, School A relies on teachers' cultural capital in gaining its position. Teachers are encouraged to upscale through upgrading courses and are encouraged to obtain higher education in the form of post-grad university qualifications.

School C holds the third strongest position in the field with a 100% pass rate and 90% average in the Grade 6 Annual National Assessments results. It will emerge from the analysis below that this school does not have strong cultural or symbolic capitals like Schools A and B, yet the school principal has been working on improving the school's position in the field through utilising his social capital to enhance the school's economic and cultural capitals: the principal has built successful partnerships with various educational Non-Government Organisations (NGOs) and religious bodies to assist with the school's academic attainment goals as well as various business donors to help raise the school's economic and cultural

capitals through building school amenities and giving teachers more targeted professional development training.

School D is an under-achieving school with 40% pass rate and 35% average in the Grade 6 Annual National Assessments test results. This school holds a relatively weak position in this field in relation to the other schools in the study. As will emerge in the analysis below, the school follows a bureaucratic compliance approach to government policy. Teacher professional development in School D relies mainly on CPD courses on offer by the department; three of eleven teachers did ACE courses which were also offered by the department. Although School D is part of the same networking initiative as School B, there are no visible elements of PLC in this school.

The following analysis examines professional development activities in each school in turn focusing on the role of school principals in teacher professional development and school PLC as well as on the schools' uptake on the *'Framework'.*

7.3 School A

School A is a high achieving school with 100% Grade 6 Annual National Assessments pass rate and 95% average. Students come from poor working families in the southern suburbs of Cape Town and neighbouring townships. This school was categorised as a school which relies on upgrading courses for teacher professional development because it is the most prominent type of professional development used in the school; although the teachers are exposed to various sources of professional development from workshops to external networking along with a school culture which exhibits a number of PLC elements. This increased institutionalized cultural capital has helped school A earn a good reputation along with a strong position in the field; School A holds the second strongest position among the five

participating schools in this study, based on their Grade 6 Annual National Assessments test results.

Principal A graduated with a PGCE and has been working in this school all her life; it is her first and only school. Principal A participated in the ACE-SML programme. Although the principal's habitus has been partly shaped by the school doxa and previous principals' habitus, she has brought some significant changes to the school's practices and doxa, mainly in the areas of: reflective inquiry, decision making, listening to the teachers and trying to cater for their developmental needs through providing external trainers to present professional development on the required topics, monitoring professional development implementation as well as allocating a considerable share of the school's modest economic capital on teaching resources and classroom materials. She has recently finished her PhD and she encourages her teachers to further their studies by doing ACE courses, Honours' and Masters' degrees. So far, out of eleven teachers in intermediate phase, eleven teachers have finished their ACE courses, nine teachers obtained their B. Ed, seven teachers finished their honours and two more are working on it, one teacher finished her Masters' and another teacher is still busy writing her Masters' thesis.

The data presented and analysed below is primarily based on interviewing three people, the school principal and two Grade 6 teachers, but is also derived from observation and informal discussions with other staff members during a two-week observation period in the school.

7.3.1 Principal Habitus

Principal A's approach to teacher professional development has been shaped by her years of study and research. She believes that teacher professional development is 'all about learning and empowerment'. The principal's practice was partially but not exclusively shaped

by the school doxa because she started working in this school when she was a fresh graduate and she continues to work here today. She says: “Because I have been a researcher for many years, everything I do revolves around study and research … I tell my teachers this: as you’re studying you empower yourself…you change how you do things”. When asked about how many years the principal worked in this school she recalls: “We started here together as teenagers…many of us we grew into adults…we were at each other’s weddings, children’s baptisms, and went to first birthdays and 40th or 50th birthdays…it’s a family school and we all help each other”.

Teacher A1, one of the teachers who started their teaching career in the school more than thirty years ago, says:

> The principal that was here, prior to this one…he was working with the department and with business professionals, and he was all about upskilling and doing upgrading courses…many of us upskilled few years ago and we all went to the ACE and that was because of school management, they kept saying you need to do this, you need to upskill…so that’s always available and they encourage it. Our new principal also encourages upskilling...she always says why don’t you do this course? Why don’t you do that course? She always encourages people to move on further and she was the deputy for the last few years…so yes that’s always coming from management you know, talking about upskilling…most of us did our honours as well.

Teacher A1’s statements suggest that Principal A’s approach to professional development has been partly shaped by the previous management team which always encouraged staff to do more courses and earn higher degrees. We infer that the principal’s passion for study and research along with a school management team supportive of upskilling and upgrading have led to shape her habitus today.

7.3.2 School Doxa

The school doxa is discussed with regard to the school vision of professional development, beliefs and ideas related to PLCs as well as collective opinion regarding the government's teacher training policy, the *'Framework'.*

7.3.2.1 School Vision of Professional Development

The school vision of professional development is centred on shared assumptions that higher teacher education increases students' academic achievement. Life-long learning is deeply rooted in the school and has been ongoing for many years, with the previous principal and is still carried on under the current principal's leadership, as we saw in the previous section on school principal habitus. Teachers in the staffroom discuss their studies' progress and are proud of their achievements. At the time I was observing in the school, one of the teachers had just finished her Honours degree, and everybody was congratulating her and asking if she had plans to start with her Masters' any time soon.

Teacher A1 understands professional development as upgrading courses; she comments: "if by professional development you mean workshops then we don't do many of those but if you mean getting degrees then in this school it never stops, we're always busy studying". Teacher A1 believes there is more to studying than just using new knowledge in the classroom. Furthering her studies gives Teacher A1 a sense of achievement; she talks about her experience when she studied a history course:

> I enjoyed that a lot… it was intensive you've got so many ideas…you felt refreshed and there what they did was you use interactive training so you were a learner and I came out of that experience writing a book…it's a history book… the book had pictures

> and each page of the story had activities with it…that for me was great…it felt like I achieved something.

However; Teacher A2, a retired school principal who has only been teaching for a year and a half in School A on a contract basis and who has not been immersed in this school doxa, notices this doxa but finds it strange that teachers are continuously studying and acquiring higher degrees. He exclaims: "these teachers here in this school have furthered their study, they did the ACE course and they are getting degrees from university!". When invited to give an opinion as to why he believes the teachers in school A are always busy furthering their studies, Teacher A2 was sure it wasn't for material gain as he is aware that teachers do not get remunerated for obtaining a higher degree; however, after some thinking about it and considering the difficulties of teaching and studying at the same time Teacher A2 has reached the following conclusion:

> It's very difficult now to learn when you have a teaching job…you need time…some teachers take off after a couple of years and they go study…that's a better option than to be working in a school and still have to do training…but you see whatever training they do this year next year they change it…the department keeps changing the syllabus and the training all the time…so it's probably better to study.

Teacher A2 is starting to understand the teachers' rationale for seeking upgrading courses and qualifications after examining the failure of training workshops and the undecidedness of the government when it comes to implementing curricula and teacher training models.

7.3.2.2 Doxa and PLC Culture

School A is not a fully functional PLC, but some elements of PLC advocated in scholarly literature were selectively incorporated into school practices as they were deemed useful: the school vision is centred within students' learning and achievement and reflective professional inquiry is highly valued in this school. As stated in Chapter II, this study defines a fully functional PLC as a community of individuals in one or more schools who work collaboratively on enhancing students' learning; in School A's case, the PLC is only internal and does not extend to other schools.

Learning and achievement are at the heart of school vision. The principal says that 'achieve high' is the school's motto and everyone believes in it and works towards achieving high students' output as well as achieving high with their own studies.

Although increasing one's institutionalized cultural capital through studying for higher degrees is an individual effort, students' achievement is central in the school vision. Teachers' learning is viewed as a tool to empower students' learning. Principal A says: "Because I have been a learner and researcher for many years, I always tell my teachers that, as we learn we empower ourselves… you know our learning is very dependent on our own perceptions of how we can improve ourselves, our students and our school".

Principal A's researcher background has helped shape and influence her school's doxa when it comes to learning. Learning is valued as an empowerment tool. Teacher A1 believes she has the right to study and is willing to fight for that right because her own learning will be effective for her students' learning; she states: "If the principal says no you can't go on that course…I will say are you sure you want to say no? Cause you know I will find a way to do

it…this is my right… I want to make sure that I know more than the learners in my class, so I can help them with their learning too".

Reflective professional inquiry plays a big part in teachers' development at school. Teacher A1 says: "A lot of who I am as a teacher was my own research just because there are things I feel that I don't know…I want to make sure that at least if a child asks me a question then I can explain…my concern is not just teaching at grade 6 level".

Although teacher A2 comes from a different school and teaching background, he is in total agreement with this school's doxa of inquiry. He confirms: "As a teacher, I would say that half of the development is yourself, you as a teacher…you have to develop yourself…you have to see to your own needs…other than the department and what the school does".

Principal A, with her research background, believes that increasing the teachers' cultural capital is vital for the learners' development and achievement and she says that it is the school's responsibility to keep seeking new ways of doing things better. In order to encourage professional inquiry in her school, Principal A invites every teacher to reflect on every semester and decide where to go next. She has also turned professional inquiry into a competition where teachers will get awarded for innovation; "a great way to make them think of how they can do things differently and better", believes Principal A. As to encourage professional inquiry, Principal A has created a competition in the school; she explains:

> I've chosen one teacher out of each grade and I chose the teachers who are always in the background because I know they have the potential and the ability...it's just that they never show...so I said: you are up for awards...first award at the end of this term: renovation in curriculum delivery…so they are working on that now. Secondly, the award: innovation in the use of technology in the curriculum delivery… we now have nine tablets from the department...I bought sim cards and the teachers can ask to use

> them in the classroom anytime they want…we also have an IT room with twenty computers that they can use. And the last award is just for creativity in any aspect of the school and my intention with that was that I'm hoping to get the teachers to really sell themselves and in that way everybody else sees it…it's a form of developing other people professionally…for me that's really important.

7.3.2.3 School Doxa and the 'Framework'

Informal discussions with a number of teachers at school would suggest that there is a shared disdain for the department's professional development policy, in spite of the fact that the teachers whom I interviewed had not actually read it or engaged with it in any direct way. Their opinions are based on their previous experiences with the department's professional development training. School A staff did not interact with the *'Framework'* and chose to ignore it completely because they have a poor opinion of the government's ability to manage training programmes. Teacher A2 is an exception in the sense that he is familiar with the policy, but he also has a poor opinion of it.

When asked about the *'Framework'*, Principal A replied:

> I started reading that a few years ago…I never got through more than the first three pages…when a new policy comes out, we all get a copy…but it's not easy reading…you need to read it twenty times in order to understand it and it's a big document! No one explained it to us! You know this policy is a white elephant.

When asked whether she's familiar with the *'Framework'* Teacher A1 said:

> No…I heard about it but I've never seen it on paper but I know you've gotta do certain hours of professional development …I don't know in detail what it really is…I know

> we must do certain workshops but if I don't like the workshop then I just walk out…I'd like to see this framework…I want a personal copy so I can frame it! Hahahahhahah.

Teacher A2, a former school principal who comes from a different school doxa, is familiar with the policy and he shares his opinion:

> It is a good thing…teachers need to keep up with the new developments in teaching…situations change and you need to equip yourself because the policy from old where the teacher had a whip in their hand till now it's changed so drastically that the old staff cannot handle the new requirements…they have to develop themselves to be able to deal with the expectations of the department. The department has changed the syllabus over the years…from OBE right from the start till now we have the CAPs system and as a teacher you have to keep up with that…all the subjects changed to learning areas and it's back to subjects now, so you have to be aware of that.

While Teacher A2 believes that a professional development policy is vital to regulate new rules in schools and updates teachers' knowledge of curricula changes, he does not trust the policy makers. He voices his concerns:

> They've been very undecided in the format of education over the years and that's why millions have been spent on various curricular systems like OBE and CAPS…as I see that's not really professional…the people in the decision making, they really don't have a grasp of what is required…it's by trial and error and certainly the big guys in education who really understand what is needed…they were not consulted.

Teacher A2, a newcomer to the school is in agreement about the worthiness of the policy although he is in favour of 'a professional development policy', but not the current policy.

School A teachers do not value the government workshops; as the majority of teachers have high qualifications, they see these workshops as a waste of time. Principal A states:

> It is very sad to say that professional development workshops that are organized and offered by the Western Cape Education Department (WCED) are the ones that the teachers hate…they'll come back more often than not and they'll say we could have done that workshop ourselves…I've been to many…many…and you know I used to sit in the workshop and fight with the facilitator or trainer…I'd fight with them because what I would be doing in my classroom at that time was long past what they were preaching for us…so I have a problem with the department and I'm not saying everybody but unfortunately it is most of them…the people that present the workshops do not possess the skills to creatively present.

Teacher A1 says:

> Worst training is done by what the department calls 'lead teachers'…I don't think they are even good teachers…I mean if the department calls up a lead teacher, the lead teacher is gonna train you, then that teacher must have actually been seen by the department…if you volunteer to be a lead teacher nobody checks what kind of teacher you are, you can apply to be a lead teacher and if the department is training then those lead teachers must train everybody in the area… but anybody can apply and says they want to become a lead teacher but that doesn't mean necessary that they are a good teacher! that makes a big difference...now I think the department must scan before they just appoint people to train you...they don't scan them…that's our biggest problem with professional development.

7.3.3 How the Game Is Played

The game of achieving higher academic results and empowering the school's position in the field in School A begins with increasing institutionalized cultural capital through mainly upgrading courses and degrees then mobilizing this acquired cultural capital into social capital by assigning leadership roles to teachers with higher cultural capital. The teacher leaders and administrative staff begin a cycle of students' results analysis, classroom observations and needs assessment, then they put together an action plan which includes continuous monitoring and sourcing adequate training. Principal A listens to teachers' needs and involves them in decision-making. Part of the school's economic capital is then allocated for classroom materials and learning resources to implement professional development in the classrooms and further empower teaching and learning. Internal collaboration and networking with other schools are adapted to suit the school's needs; teachers have regular planning meetings and informally share teaching and learning ideas and they present training in other schools when the occasion arises.

School A's doxa is evident in teacher promotion practices; teachers with higher degrees will be promoted to leadership positions as the school values institutionalized cultural capital. Principal A says:

> We have put people in charge of certain learning areas, it's the strongest people in these learning areas… people with expertise and knowledge in each learning area that head up their subject committees…our English HOD has a Masters' degree in English and she helps her teachers tremendously especially with the writing lessons.

Although obtaining higher degrees is the most valued type of professional development in the school, both teaching and administrative staff are keen to attend various types of

workshops from various sources like the CIE (Catholic Institute for Education), Edith Stephen, NAPTOSA (National Professional Teacher's Organisation in South Africa) as well as those offered in school by external trainers from different NGOs, as long as the workshops are interactive, engaging and useful for the school context; teachers do not like to attend the WCED workshops.

Professional development selection comes as a result of systematic needs assessment and it is monitored and supported by various school bodies. Principal A explains the process:

> Having an external trainer is not something that just jumped out: it was planned for…we take our Annual National Assessments test results and our school exams results and we do an analysis of core learning areas…say we take Mathematics, we take the five areas: so in number work we will assess, analyse our results, we have a tool for that, and we find where they improved, where they didn't improve and what we need to work on next, so basically these are the two instruments that give us information about our curriculum and how to improve it and manage it…see March results were analysed now the June results will be analysed and we will compare...each teacher does her own Mathematics and English analysis, at the moment we are doing just these two, and then the phase will sit together and we will do a mark-up of what the problems are in the phase but each teacher comes with what they find in their classes, the foundation stage teachers will then put intervention strategies in place to improve those areas…it works a bit differently in the intermediate and senior phase because the HOD will look at the results analyse the results and see which areas need extra care and will put an intervention strategy in place...the HOD will manage the teaching and learning.

The principal's work does not finish at assessing professional development needs and sourcing adequate training, she also plans to oversee implementation. When the principal said

that she had sourced and arranged for an external trainer for English Writing to come and present two workshops in the school, I asked her what happens after the trainer leaves? Her reply was: “I have three English teachers and the English HOD as well as myself who agreed to monitor professional development implementation…we will do the moderation…we will monthly monitor…where we want to see examples of children’s writings…that is precisely what we discussed”.

Principal A cannot remember when they started analysing the systemic results and Annual National Assessments test results in order to plan for development and training, she says it’s always been done this way! This tradition has been carried out by previous principals for a long time.

Principal A is very supportive of teacher professional development needs; her many years of teaching in the school under previous principals influenced her current habitus regarding increasing her cultural capital but she is not replicating what the previous principals did. She has chosen to adopt different leadership aspects regarding decision making; she follows a shared leadership approach rather than a bureaucratic authoritarian one like the previous principals. Principal A says that because she was also a teacher here at this school she knows how difficult it was for the teachers under previous principals to get what they needed in terms of professional development and resources, and that she understands how important it is for teachers to feel that someone is willing to listen to them and offer help especially that she is near retirement and she won’t be in the school for much longer.

As mentioned above, Principal A tries to listen to the teachers’ problems and help; she says that she sits in the staffroom during interval time in order to talk to the teachers and listen to their problems; I witnessed many of these discussions in the staffroom during my observation time in the school. Principal A says: “If teachers need to develop professionally in

any area, I will do whatever it takes to find someone to help them or to find a place where they can go to…I wish that if there is a need that teachers will come to me". Decisions are taken collectively by meeting with the teachers and HODs then looking at ways that the school can provide assistance.

Teacher A1 talks about how this principal is different from the previous one: "Our principal is willing to listen and help and that is just great…the previous principal no… his idea was his idea and only his idea has to go…if you want to do something then you would have to have a very good argument but even then, your argument would fail". Teacher A1 adds that if the teachers agree on a specific demand then they take it up to the principal and they will discuss the matter and a decision will be taken within the limit of school budget and human capacity. She said last year they asked for teacher assistants in phase one and two assistants were brought into the school.

Teacher A1 believes that the principal is not connected enough to get the school properly resourced by the government and because of that poor social capital all resources in the school must be purchased from the school budget. Teacher A1 confides:

> Some schools get fully fully resourced…depending on which school you go to and which connections you have as a principal...you can become a fully resourced school just depending on your connections with the department and a particular person in the department…but in our school, we don't have that option.

At the end of every school year, the principal asks every teacher to write down 'a wish list' and the school would look into buying the resources. However, this 'wish list' does not magically become true, there is a catch: you must nag like Teacher A1. Teacher A1 explains:

> I want a new green board in my class, and I'll be happy, I'll be the happiest person on earth…so last week I saw another teacher got a board and I thought but is that for me? No, it's for somebody else…I've been putting my wish list but then she said no you've got to talk to the principal! So now I've been moaning and finally the principal said ok I must give her the measurements and I'll get the board, so I must nag until I get the board…I didn't know that. It's a battle.

Teacher A2 notes:

> Resources is always a battle because you can attach resources directly to finances…depending where you are…that and the ability of the community's support to education, even if you are in a poor-ish community environment…if the community attaches great value to education then they will support it irrespective of how poor they are…In this school, getting the school fees paid is a battle and I think it's hand to mouth…This school have a requirement list and they ask teachers to put their requirements on the list so if you need it then they will prioritise…I asked this year for benches…of all things because I'm just a contract teacher they've given me the worst benches but now I see they've got good benches.

Students' textbooks are the only teaching resource fully provided by the government, but these books are not enough; according to Teacher A1 'they pay for a lot of textbooks…but textbooks aren't always the answer because textbooks don't always have sufficient exercises for the learners…they got a lot of information but there are certain things that we have to buy ourselves'. Teacher A1 adds:

> The department sometimes they give you posters depending on which professional development you're going to…they sometimes give resources as well but it's never

> enough…they give like one set of building blocks for foundation phase teachers and we don't get to see it because it's always with the Grade R teachers.

School A chose to borrow networking from the PLCs model, but it is underdeveloped, informal and selective. The school networks with other schools, when the chance arises explains the principal. Principal A says:

> I can say to you…not formally but we are constantly communicating with other schools…sadly we are so focused on what we need to get done at our school and because of that there's very little time left for networking with other schools. We do try to share the expertise that we have at our school whenever possible…one time we took presentations that we developed at our school to the outside to go and present to other teachers in School X…I remember how the teachers swarmed around us and emailed us but also our time is limited…these teachers wanted us to assist them and we tried as far as possible but you know a teachers' time is not their own…so it was a bit difficult…but I'm sorry that we didn't follow that through.

Formal collaboration, another PLC element in this school, mainly takes the form of curriculum planning and regular phase meetings, however; teachers do collaborate informally. "The teachers are always sharing lesson plans and ideas and always discussing ways to improve teaching and learning in the school…there is a great sense of comradery among the teachers", says Principal A. She gives the following example: "I have two teachers who travel together, so they're always English English English…and we can see the results and we can see the effect on the learners which this has brought". Another example of sharing knowledge through teacher collaboration is given by the principal; she explains:

> Because of their studies I remember at that time word walls came into the school…because that was what some teachers were doing at university in literacy and

it was brought into the staff room…the next thing you know all the teachers were using word walls and we encouraged them to be creative.

7.3.4 School A Discussion

School A exhibits a good example of the leader who supports teacher professional development along with strong elements of PLCs such as shared values and vision centred in students' learning and achievement, reflective professional inquiry, external networking, collaboration and supportive conditions for teachers' development and student achievement.

Desimone, Smith, and Frisvold (2007) agree that leadership supportive of teacher professional development is key in school development and reform. Richard and Catano (2008) stress the importance of senior school leaders in building and sustaining school vision and influencing school to operate as a learning organisation. Villegas-Reimers (2003) and Elmore (2002) believe that a good school leader analyses students' learning and teachers' developmental needs and assists teachers in choosing appropriate professional development. Shared leadership and decision making are strongly supported by May and Supovitz (2011) to allow professional growth. Aligning material resources to match professional development needs is a very important practice which school leaders do to support professional development according to Timperley and Wiseman (2003). The competitions prepared by Principal A aim to make the teachers research a certain topic for development and find new ways to teach this topic, so it would lead to action research as professional development.

PLC culture is highly valued in contemporary literature on school reform (DuFour, 2004; Ingvarson, Meiers, & Beavis, 2005; Morrissey, 2000). Andrews and Lewis (2007), Bolam et al. (2005), Hord (2004) and Fullan (2001) explain that shared school vision and values centred in students' learning are key in developing functional and successful PLCs. Stoll et al.

(2006) and, King and Newman (2001) observe that collaboration and shared practices are crucial elements of successful PLCs because they entail collective responsibility for student learning and lead towards higher commitment and sustainability of reform. Fullan (2006) and Little (2002) encourage building collateral knowledge in a school PLC through networking with other schools' PLCs and bringing external expert knowledge on board, as to avoid superficiality and repetition of practice. Professional inquiry is encouraged in PLCs as a valid form to identify teaching and learning problems and find new ways to solve them (Hord, 2004; Timperley, 2005). Supportive conditions are deemed necessary for learning and development of a professional learning community (Hord, 2004).

School A's shared values and vision are centred in quality teaching and learning. Principal A supports many forms of teacher professional development, mainly, but not exclusively, upgrading courses and degrees which is in line with the school vision of professional development. School A understands professional development as advancing teacher education through upgrading courses and degrees as well as professional development conferences and workshops from various sources, mainly external trainers who are brought into the school after profound data collection and analysis of students' needs as well as teachers' needs for development. School A has successfully used student learning data to enhance teacher professional development and expertise without using this data as a tool for teacher performance management and hence avoiding the stress that such practice can lead to This practice is highly encouraged as a successful form of professional development by Dam, Janssen & van Driel, (2020).

School A teachers collaborate through formal curriculum meetings and phase meetings as well as informally sharing ideas of new learning practices. Informal collaboration is manifested as an ongoing subject of discussion in the staffroom regarding teaching and learning

problems. Collective teacher professional inquiry is also encouraged by the principal through formal discussions with teachers inviting them to reflect on their previous teaching and learning and to discuss what they feel that they need to do next.

School A networks with other schools when the occasion arises; Principal A believes that the school needs to develop in this area. However, the teachers see networking ventures with other schools to be exhausting and they prefer to use their skills and time in a way which benefits their own school directly. Based on School A teacher's previous experience, the schools that they were networking with were very weak and needed a lot of support.

School A has a supportive atmosphere conducive to teacher development which is tailored to suit teachers' professional development needs, and a senior leadership willing to listen and act based on the teachers' feedback and also willing to provide teachers with needed resources for proper implementation. Principal A includes the teachers in decision making at the school; she invites them to assist with the school analysis of students' results and planning to oversee the weaknesses; she also spends a good part of the school budget on buying classroom resources after consulting with the teachers.

7.4 School B

School B is a high-achieving poor school and it is part of a networking initiative; however, the school's internal collaboration and external networking models are at the heart of its success as the analysis below suggests. School B's Annual National Assessments test pass rate is 100% with a high average of 97%. School B is the strongest of all five participating schools. This school is located within the five-kilometre radius which contains all the other participating schools and School B's students also come from poor working families in the southern suburbs of Cape Town and neighbouring townships.

Professional development in School B, as in the other participating schools, takes various forms from workshops provided by government and non-government bodies to upgrading courses as well as informal discussions and personal research. Out of thirteen teachers in intermediate phase, five teachers in School B have done ACE courses, two teachers did their Honours', one teacher finished her Masters' degree and another teacher is busy studying for Honours' degree. The school's doxa is rooted in internal collaboration and external networking. The current principal's habitus has been strongly affected by the school collaboration and networking doxa and, as we will see later, this doxa has a long history in the school and is based on the previous two principals' habitus. Principal B has obtained an ACE-SML certificate from the same institution as the one obtained by Principal B.

7.4.1 Principal Habitus

Principal B's habitus has been influenced by the internal collaboration and external networking models which the previous school principals have adopted but he has also brought in new elements into his school based on his own pre-dispositions. The principal enjoys walking and he has turned this hobby into part of his school's daily monitoring routine which provides him with insight for planning and goal setting. Principal B does not deny the importance of further studying; he has finished his Honours' degree in Education, and he completed the ACE-SML programme for school leaders along with other short courses from various institutes; he believes the studies have helped him a lot with administrative work as well as with teacher training and school curriculum management.

Previous principals in School B have valued collaboration and networking as a path for teacher development which leads to students' academic development. Inside the school, collaboration has been utilized for sharing best practices and learning from each other, while external networking has taken the form of borrowing from other schools rather than sharing

learning for development. Principal B has continued with the past collaboration and networking traditions, but he is trying to extend this external networking by sharing his school's successes with other schools within the network initiative. Principal B has his doubts about the success of the networking venture among schools. Principal B starts:

> Our previous principals have discovered a magic formula for the learner to be holistically developed. And for them, they realized that one of the ways a learner can be holistically developed is if the teacher is…if the teacher knows what he or she is doing… if the teacher is competent it will translate into the class and it will translate into good marks…and they also knew if for a teacher to be competent, you need to learn from each other…and how do you learn from each other? If you network. If you share, if you share ideas…and I've been a teacher here under three of those principals.

This revelation implies that the school has been relying on collaboration for a few decades and that Principal B has kept this tradition going; his habitus has been shaped by this collaboration doxa. He adds:

> Currently it is DNA at the school. We are expected to do it. I suppose it comes from the top management, where teachers are expected to sit together, teachers are expected to plan together, we teach the same stuff…all the learners write the same content… they write the same assessments.

As for external networking, it mainly takes the form of borrowing ideas from other schools. Principal B has a motto: "learning from other schools' successes helps our school to improve". The principal says that whenever he hears about other schools that have good practices in a certain subject, he sends a team of teachers there as scouts. This networking model started with the previous principal; Principal B relates:

> Many years ago, (School X) used to have a good name with extra murals, our principal sent a team to (School X) to go find out about extra murals. They were very helpful. We sent another team to another school to find out about management. We went to another school to find out about discipline…and when the teachers came back, we took what we could… you know… and adapted it to suit our needs…I still send groups of teacher scouts to the schools…as a matter of fact two weeks ago I spoke to a principal in (School Y) which is famous for their strong remedial practices and I will be sending my remedial team there to learn from them…because I would like to improve our remedial section.

Principal B is willing to share his school's successes with other schools in the networking community, however, he has expressed some doubts regarding the success of the venture firstly because it is not well organised, and he believes it will be short-lived and secondly because other schools in the network have not come forward and asked for support. He says:

> We do visit other schools on invitation, but not quite often… The circuit manager…he normally organizes meetings amongst principals to share best practices. In fact, last week I had to do a presentation on best practices and the topic on functional SBST, the school-based support team, because we have a very good functioning SBST, and so she asked me to share that…you know…on that platform to all the other twenty odd principals in our circuit.

He further explains his view of the networking initiative's history and where he believes the network has positive effects:

> You know…when the systemic testing came out, people sort of grappled with that kind of thing…I mean networking, so schools networked to create common purpose for

> learners, alright? And that was very helpful, but somehow these things are not sustainable if you don't have a person or a coordinator running it properly…it will fall flat because these should be ongoing projectS, you know…this networking venture is a short-term thing…I think it will stop soon and maybe start again when something new comes up.

When asked why his school doesn't approach other schools in the area to share their strengths, Principal A's answer was: "We would prefer them to come forward to ask us because it will look a bit vain, it will look like we're boasting if we say 'here take our help'". Again, Principal B's habitus continues to be shaped by the previous principal's habitus regarding external networking and learning from other schools' successes; although he has tried to extend the external networking model to include sharing learning with other schools, he admits that he has not been very successful in reaching out to other schools.

Principal B is skilled in identifying and achieving goals; he uses many tools to identify weaknesses and strengths like IQMS, individual teachers' professional development goals or wish lists, and teacher observation forms, both formal and informal. Principal B says that his main tool to identify weaknesses and strengths is the IQMS. "We work through that and we look at the teacher's personal growth plan and we look at their plans for themselves and their plans for the institution", he says. He also invites the teachers to write a professional development wish list then he works on categorizing this list. "We're looking at a whole range of things…we're looking at curriculum development…we're looking at personal development, professional development, and that is why I visit the classes on a daily basis".

Principal B has invested in a pedometer as to keep active, but this works to show how involved he is in his school's daily activities. He says:

> I walk on average between twelve and thirteen thousand steps per day…just visiting the classrooms…Well, I pop in…I say hi…I speak to the kids…I sit, and I listen for a few minutes… I've got a tool here, that we also use. A classroom observation form. This is not the formal visit form…just a checklist I've made, and the teachers know. I want to see what's happening at the school…I want to see what's happening at every little room.

There is another set of tools that Principal B uses to measure implementation success which is based on students' ongoing achievement because he says that good teaching and learning must result in high achievement. The principal is not a big fan of systematic exams nor Annual National Assessments exams results because he believes that the percentages are not accurate, so he mostly relies on analysing individual classrooms' internal exams results in order to get a more reliable figure. He claims that in the systemic and Annual National Assessments exams "When the whole class gets 50% and above, they regard it as 100%. So, it's a bit misleading. It's not a true reflection."

Principal B started his career with a three-year teaching degree, but he said that he continued his studies part-time because he could see how studying empowered his practices. There is a very small number of teachers in the school furthering their education. Principal B believes that teachers are discouraged from furthering their studies because the courses on offer are very centralized and out of teachers' reach. Principal B explains:

> When I started, I did a three-year course at a teaching college and then I wanted to finish my fourth year…back then you could start with a three-year qualification, which I did. I completed my fourth-year part time. After about five years I went back to studying. I did my Honours, and then I did my ACE course…all the courses and modules that I studied come in handy now. For example, your educational law, your staff development

> issues, your classroom management, your financial management, curriculum management...those are all things that come in very handy. And I think if it wasn't for those professional development studies, I would not have been in this position that I am in now, so it helped out quite a bit, you see.

When asked why only a few teachers in the school have furthered their studies, Principal B responded with:

> We have one or two teachers studying this year… Every year there are people studying. That is personal…their own personal studies that they do…but we also force them to go to all the workshops that the department arranges for them. You know, the curriculum workshops and so on…there are a lot of courses available for the teachers at the CTLI, the Cape Teacher's Leadership Institute. It's quite far from here, it's about thirty kilometres from here and I think they need to decentralize it and bring it closer…make it more reachable…more in your face or maybe even offer online courses.

7.4.2 School Doxa

School doxa regarding collaboration and networking, as well as regarding professional development and the government vision of professional development, is examined in this section. There is a collective belief in the school that teacher collaboration is the most valuable form of professional development for improving students' results. School B is registered for the teacher CPD system with the department and teachers are 'forced' to attend workshops from the department, however both teachers and administration equally have doubts about the government vision of professional development presented in the *'Framework'*.

7.4.2.1 School Vision of Professional Development and PLC

What I saw in my two weeks of observations in this school is that the teachers work in a very close community on planning and promoting best teaching and learning practices; this is the school's biggest asset. Collaboration is an observable element of the school's DNA, which Principal B spoke about in the quotation above. Inside the school there is strong internal collaboration activity for students' high attainment; a strong PLC element regarding school vision which is centred in teachers' learning and consequently students' learning. School B's doxa is one of collaboration and togetherness.

Teacher B1 and Teacher B2 believe the most valuable forms of professional development they receive to be a combination of collaboration and networking. Teacher B1 says:

> Professional development in terms of workshops and things like that…I don't find it very valuable…even the practical skills that we sometimes get, is something that we would have learned from PGCE for example… it is all the help I get from other teachers like sharing teaching ideas, lesson plans and assessments that make me a better teacher. This is the longest school that I have taught at, and luckily for me the climate or the environment was conducive to sharing…I always ask the other teachers for help if there is something I don't know… from what I have heard from other colleagues, people are quite isolated at different schools…there are camps…that is what I have heard…but in this school, we work closely together.

Teacher B2 says: "We do staff development at school on Thursdays, so we meet, and we do our internal development…I prefer those meetings to workshops…because it's a short group and I can speak to the person who is presenting or talking". Teacher B2 explains that in

Grade 6 they are still doing classroom teaching not subject teaching and it helps them share planning; she says:

> In Grade 6 we each have to plan for three subjects…I do all the worksheets and planning and the other teacher plans the other subjects and gives me the planning…we still do classroom teaching not subject teaching…I think this system works to alleviate the weight of planning and help teachers learn from each other.

As for being part of a network initiative: Teacher B1 shares the principal's opinion about other schools not benefitting from School B's successes. Teacher B2 is a new teacher and she has not yet formulated an opinion on the networking initiative because she has had very little exposure in that area; she has only attended two workshops so far.

Teacher B1 says: "We are one of the better performing schools and so we are not always received very warmly at workshops by other schools in the network". Teacher B1 thinks that, because of this attitude, the other schools are missing out on a chance to improve. She says: "They see us as show-offs but as a matter of fact I think to myself: why don't you just want to know what we are doing so that you guys can just do the same thing and improve your students' results?"

7.4.2.2 School Doxa and the 'Framework'

School doxa regarding government policy is not very positive: while the principal wants his school to conform to the policy, he has big doubts to whether the government is capable of proper implementation; and teachers, on the other hand, do not have a positive view on the topic; teachers are forced to go to those workshops by the principal. From what I have observed in this school, whenever the topic of WCED workshops came up in the staffroom, teachers complained and rolled their eyes reluctantly before they agreed to go.

Principal B confirms that he is aware of the government professional development policy and that the school is registered on the online CPD system; he says:

> Yes, yes…I am aware of the Framework…We're registered. I registered. All principals had to register two years ago, the deputies last year, and later in the year the roll out is for P1 teachers…post level one teachers…so I know continued professional development CPD… But in my opinion, they leave it up to the teachers…yes, there's a lot of teachers who you don't need to stand behind them and say do your professional development. They're going to do it…but not everybody…the government…how do they ensure it actually happens? And a lot of teachers, including myself, we forget to write up courses that you went on.

Teacher B1 believes that Principal B follows in the footsteps of previous principals in that he likes to maintain positive links with the department even when he knows that his teachers are not benefitting from the department's workshops : "Our principal, like the previous principal too, wants to maintain a positive relationship with our circuit manager so he likes us to all attend WCED workshops to show our support…even if it is just for support and we're not really gaining", says Teacher B1.

Teacher B1 does not hold a positive opinion of the framework; she says:

> Coming from an educationalist prospective…I don't think the government knows what they want to do…there was no proper implementation of the CAPS policy to begin with… there was no feedback…I just know that the new policy is about getting that 150 points over three years to maintain your SACE registration and to get 1% increase, is that it? You get like 150-200 Rands increase every three years…it's terrible! So, the government made this policy and you fill it yourself online. Nobody comes to observe

> you teach…I don't know what the secrecy is or why people are afraid to have their lessons observed? Personally, it's quite an encouraged thing at our school.

Teacher B1 is sceptical about the new policy; she hasn't witnessed proper policy implementation by the government previously and she believes CAPS is still not properly implemented. Teacher B1 does not see the 1% increase every three years, as promised by the *'Framework'*, on completion of 160 professional development points to be very motivating. Coming from a high achieving school where the doxa is all about collaboration and learning from each other, Teacher B1 believes that the secrecy where teachers do their own needs assessment is just wrong, as she understands classroom observations by school leadership team as well as by colleagues to improve teachers' performance.

Teacher B2, being a new teacher, did not have the opportunity to attend many CPD courses with the government; yet the one workshop which she attended with the department was uninteresting and not practical to be used in the classroom. Teacher B2 has a negative view of the policy based on her minimal experience and on what she has heard from other teachers: She says:

> I don't know much about the policy, but I hear teachers saying not to worry about it because it will be changed soon…I only started teaching last year…I'm a very new teacher, this is my first school. I've been to two workshops this year…one workshop was from the department and one was from an NGO which presented at school…the professional development that was not from the department was more interesting and I started applying the one method from that training in the classroom and the students are responding well to that…the workshop we did with the department was not practical…we were asked to move the learners around the classroom and it's difficult

to do it here when you have 45 learners…it takes a long time for them to settle down after they've been moved around.

School B's registration for CPD is just a courtesy; this school has excelled through internal collaboration and borrowing ideas from other schools, a model that works for them, and they don't see the urge to attend government workshops or the need to acquire professional development points. By examining both teachers' answers we can infer that the general belief about the department workshops and policies is negative. Teacher B1 speaks for everyone in her school when she says: 'we are not gaining from these workshops' and Teacher B2 was encouraged by other teachers not to pay attention to the *'Framework'* and she heard them talking about how this policy will fail and will soon be replaced by another. However, the principal's habitus guides him towards maintaining positive ties with government officials and so he did register his school with the CPD policy system. It is worth remembering here that of the five schools participating in this study, School B is by far the best; they have exceedingly good students' results as well as a healthy learning environment, for both students and teachers.

7.4.3 How the Game Is Played

Principal B believes that investing in teacher professional development is imperative for school success: "In my opinion, nothing can replace a good teacher…you don't have to have a smart board…you don't have to have the latest technology, but it is a good teacher…I think the learners' results will indicate how good your teacher is…how good the teaching is", he notes. Collaboration plays a big role in investing in teachers' development, but School B also relies on workshops. After formal visits to classrooms, the principal sits with the teachers and they draw up a plan of action for professional development based on teachers' weaknesses and needs. Various NGOs and teacher unions are then contacted to try and source matching workshops. After teachers attend these workshops, implementation is usually mentored and

monitored by teams made up of HODs, lead teachers, and the principal himself; Principal B explains that there is no vice principal at the school, so he has to be involved in teacher professional development implementation. As to assist teachers better implement their new knowledge through workshops and collaboration, Principal B is willing to budget for teaching resources, only after the teachers consult and decide what resources they deem useful and link directly to students' learning. The school's approach to decision-making is by shared consent of administration staff and teaching staff.

There are timetable opportunities for sharing knowledge in School B. Weekly internal professional development sessions which take various forms: HOD meetings, joint planning sessions as well as bi-weekly general meetings offer good opportunities for formally sharing knowledge. The school's doxa is based on valuing and sharing knowledge to achieve together. The principal's habitus plays a big role in promoting for and continuing to support this doxa.

Teachers are encouraged to bring new capital into the school through external networking too. Teacher B1 says:

> One of the teachers I know from another school told me that she uses web-based questionnaires that students type in and share online for survey lesson…so I told the principal about it and he asked me to share the web page and ideas with the other teachers…we always share new ideas…mainly in our weekly grade meetings.

Teacher B2 relates: "We have meetings in the school every second Thursday where we talk about problems we are facing at school like discipline and so on…I prefer those meetings to workshops…because it's a short group and I can speak to the person who is presenting or talking".

Before signing up for workshops, teachers' developmental needs must be established in order to have a professional development focus for the school; individual teachers' personal development goals are also taken on board. Principal B says:

> When we do the formal classroom visits…we would look at the teacher's weakness and also what the teacher filled in and then we would draw up a plan of action…we say alright there's a lot of you who wanted help with discipline for example and then we help arrange a discipline workshop for whatever the need is, according to what most people said.

Teachers in School B attend workshops by the department, but they do not necessarily use these workshops in the school because teachers do not find them suitable for their needs; so Principal B uses his network to contact various NGOs and teacher unions at the beginning of every semester and tries to register his school for workshops. We see that Principal B uses his social capital through networking to improve the teachers' cultural capital. He says:

> We always have NGOs coming in…we had two sessions this term and we have four sessions scheduled for next term. The first one is going to be self-awareness and temperament, then we're going to have participatory decision making and giving feedback, facilitation skills, and stress and burnout…we also rely on the teachers' unions for workshops…NAPTOSA is very effective…we phone them and ask what they can present, what is scheduled then we sign up…sometimes we get invites by email or fax…depending on the topic and the facilitator…you can see on our calendar we have professional development workshops at least once or twice a month.

Teacher B1 prefers this type of internally facilitated workshops to external workshops. She states:

> So we get like really specialised professionals who facilitate it compared to the you know WCED…and that's so much useful than sitting at a workshop listening to a boring facilitator…Teacher unions…like NAPTOSA…you know; they present good workshops too…it's not lecture base type of thing…it's the ones where the people are showing you how you can use every day equipment that you find around to present a lesson…WCED workshops I find are useless…I don't enjoy them...but that's now our provincial…I don't know what it would be like on national level. I don't think the government is very purposeful about their training at all and I appreciate the workshops that are privately funded or offered.

Teacher B2 says:

> In our school, we always have a focus area for development, for example now we have established that we need to improve our remedial portfolio…but if a teacher decides to improve on another topic the principal always supports development and pays for our professional development because he believes that this is going to benefit the school.

School B is not a well-resourced school; however, Principal B manages resources through fundraising. He admits: "We are not the most affluent…we are not the most well sourced school when it comes to resources, but the little that we do have we try and make the best of it…what we try and do is to fundraise and we spend a bit of extra money if we can to buy extra resources."

Teacher B1 explains that teachers could not get new resources under the previous principals but the new principal is keen to invest in material resources which he knows will help improve students' results: "Previously it wasn't easily available, but now under the new principal he will at a drop of a hat spend money…if this is what you want, if this is what you need and that's gonna benefit the kids and our results…you will get it."

Here is an example of resources that Principal B has purchased for the teachers says Teacher B1:

> We wanted a resource… it was a planning manual and it had everything laid out for maths… Obviously, he will support especially maths and languages. It had everything planned out…lessons…examples…week by week…It just made our planning a lot easier…we'd have to spend so much less time planning and we could spend more time making our lessons exciting.

This example emphasises that Principal B is focused on student achievement related resources, as teacher B explained. Principal B chooses to spend money on practical resources that will bear direct influence on the students' learning.

Decision-making in this school works in two ways: top down and from bottom up. The principal usually gathers data from his classroom visits and he also works with the HODs on gathering data and taking decisions which is then passed on to the teachers; yet the teachers can sit together and decide on best approach to solve a problem and they would then tell the HOD or the principal directly. The principal invites the teachers at the end of the year and asks them "What they would like to see at the school…professionally and also things at the school…look they've come up with this list and I'm busy categorizing it into short term, medium term and long-term plans."

"We sit at the end of every term together as teachers and look at the students' grades and if we want to change something in our teaching then we tell the HOD or we speak directly to the principal…he is always keen to try new ideas", says Teacher B1. If things don't go the way the teachers have hoped for then the game of nagging starts. Teacher B1 says: "if I want to do things a certain way then I will not stop nagging until they give up and let me do my thing…of course I'm talking here with the children's benefit in mind…not just to be stubborn".

7.4.4 School B Discussion

PLCs are said to be the most valuable form of practice which enhances student learning and achievement, according to Bolam et al., (2005) and Ingvarson, Meiers, & Beavis, 2005. Literature offers ample references on the significant impact of PLCs on teaching and learning practice and student achievement (Andrews & Lewis, 2007; Bolam et al., 2005; Cordingley et al., 2003; Fullan, 2001; Hord, 2004; Visscher & Witziers, 2004; Wiley, 2001) and School B is well on the path of successful PLC implementation; this school has a great student achievement record created through a nurturing and collaborative culture based in learning and developing. School B has been successful in utilising teacher professional development to transform teaching and learning through a school culture which is very similar to PLC culture, although this school is not a fully functional PLC yet. PLCs elements present in School B include shared school vision centred in learning and development, senior leadership supportive of professional development, accessing new sources of knowledge, shared practices, collaboration and networking, and supportive conditions for sharing learning and development.

Shared school vision and goals centred in student quality learning and school achievement is a major PLC element according to Andrews and Lewis (2007), Bolam et al. (2005), Fullan (2001) and Hord (2004), and this element is strongly present in School B. School B teachers who were interviewed are critical of the CPD point system as well as quality of professional development offered by the government because the government vision of professional development does not match their own goals and vision. Professional development in school B is centred in the school vision of improving teaching and learning and the government has failed to improve their professional development needs so they have turned to other more efficient resources to match their needs. These interviews suggest that teachers in school B avoid attending professional development workshops with the government although

they are eager to attend workshops presented by NGOs, teacher unions and external trainers. Desimone et al. (2002), Garet et al. (2001) and Guskey (2002) observe that teachers are only drawn to professional development when it gives them concrete and practical ideas which directly influence their classroom practices and enhance their teaching abilities and students' learning. The fact that teachers in School B do not want to attend the WCED workshops while they are attracted to various workshops from other sources is justified by the teachers' previous experiences with government professional development as being unpractical and not effecting positive change in teaching and learning.

Supportive and involved leadership is highly recommended in the literature as an aspect leading to successful teacher professional development (Desimone, 2009; Fullan, 2002; Ramsey, 2000; Timperley, 2005; Wayne et al., 2008). As we have seen in the above analysis, Principal B is supportive and actively involved in teacher professional development. He monitors classrooms and speaks to the teachers regarding their personal needs, then he investigates professional development workshops related to staff weaknesses and needs and signs them up for it. He also invests in adequate learning resources on teacher demand, within school budget capacity.

Morrissey (2000) claims that self-created learning communities are more successful than fabricated PLCs which are enforced onto schools by external government bodies; collaboration and networking practices in this school were established based on a need and a strong belief that they are the solution to school reform. School B has a long history with self-created practices over seven generations of school principals. Principal B states: "I am the seventh principal at this school…I don't know if it's a lucky seven (laughs), but yes we have been doing this for seven generations". Principal B explains that the school fathers found the combination of collaboration and networking to be the magical formula which works, and it

has since become in the school DNA. Although School B has many features of successful PLCs, this school has not been able to extend and share the learning with other school PLCs and so the school hasn't reached the final stages of PLC by diffusing the knowledge onto other schools in the community.

The school community collaborates on every single detail regarding teaching and learning, from class teachers to HODs to principal. Teachers and administrators are equally focused on improving their practices through collaboration, the usage of rich curriculum provision and meaningful instructional strategies, as recommended by Morrissey (2000). Teachers teach the same content using similar activities and strategies and they also give the same tests; they share lesson plans, observe each other's classroom and seek advice from each other as well as from their superiors regarding individual teaching and learning difficulties. This collaboration is 'expected, genuine, inclusive and focused on examining practice to improve students' outcomes', just like Seashore, Anderson, and Riedel (2003, p.3) want it to be. Teachers are so habituated to collaboration that they wonder how can teaching and learning be isolated in other schools like they have heard. Principal B visits the classrooms every day to make sure that teaching and learning is running smoothly and to establish any learning gaps to fill.

Fullan (2006) and Little (2002) believe that isolated school PLCs are doomed to fail if schools are not exposed to external specialist expertise, new teaching pedagogies and methods, which is not the case in this school. School B uses many forms of new knowledge and expertise ranging from upgrading courses to regularly attending workshops and conferences, bringing trainers into the school and networking with other schools. Principal B refers to this networking initiative as a scouts' system; he says few years back the school had a problem with their remedial portfolio, so they contacted another school who had a good reputation with remedial

system and asked for help, so they sent a group of teachers to that school to learn from them. Since then the school relies on different groups of teacher scouts to go visit other schools and bring in new expertise in needed development areas. By bringing in new knowledge and skills from workshops, courses, external trainers and other schools, School B is using what Maistry (2008) advocates as 'extension, growth and renewal' model to enrich and expand their learning and development and ensure that School B's PLCs do not deteriorate from recycling old knowledge and skills.

7.5 School C

School C is a high achieving school which mainly relies on workshops for professional development. School C has 100% Annual National Assessments test pass rate and 90% average, which makes it the third strongest school in the study. School C is located half-way between School A and School B in the southern suburbs of Cape Town. School C's catchment area is similar to the other four schools: students come from poor working families from neighbouring towns and townships.

School doxa regarding professional development mainly revolves around workshops from the government, various NGOs and teacher unions but also from external trainers who are brought into the school. Formal and informal mentoring plays a role in teacher development at School C, especially with new teachers. Upgrading courses are also used as means of professional development in School C. Out of twelve teachers at the school, four teachers did the upgrading courses in the past five years and there are two teachers furthering their studies at university: one teacher is studying for Honours and the other is studying for a Masters' degree. The school has used informal external networking for development in the past and there

are plans in place for further networking ventures with other schools. School atmosphere is conducive to informal collaboration and stepping in to help a fellow teacher.

Principal C wants to move his school into a richer market of parents by using a business plan which relies on sponsorship by donors as well as creating partnerships with affluent schools to build new amenities; the school's image will then change from a poor school to an attractive middle-class school.

Data presented below was produced based on daily observations over two weeks as well as interviewing the school principal and both Grade 6 teachers. As per the study time limitation and teachers' availability, not all the teachers in the participating schools could be observed and interviewed, however; the data presented below was carefully examined against observations' diary and I have considerable confidence that the persons who were interviewed were speaking openly about their experiences and are a fair representation of the school.

7.5.1 Principal Habitus

Principal C has been teaching in this school for more than thirty years but has only been in the principal's position for two years. Principal C is trying to apply a business and marketing model to his school. He has the school organisation running in committees of teachers where everyone can be involved in decision making relating to issues such as special education, school uniforms, the school budget and so on.

Principal C believes that it is the principal's duty to communicate the department's expectations to his teachers and involve them in decision making at school; he has created many teacher committees in his school which deal with various issues like special education, school uniforms, school budget and so on. Principal C values communication between the

admin staff and the teaching staff; he wants to change the way teachers communicate with the office as he views teacher's input to be of primordial importance for school development.

> It's very important that the staff tell the office what they want…it's very important that these two people come together I mean these two bodies…we need to work closer… we are planning to have our behaviour policy reviewed we'll have a re-look at it with all the staff being involved also what other policies do you think we should have…and also just tell us about stuff…like winter sports etc…the office does not decide on that we'll ask the teachers what should we offer and they say.

Principal C follows a distributive leadership approach; he explains that after a decision is made, he usually assigns a committee of teachers to foresee implementation. He gives the example of changing the behaviour policy: Principal C says that there will be a behaviour committee at school, and he will assign a committee leader and different committee members with various roles.

Principal C believes it is crucial to involve teachers in decision-making. He says:

> The way for us to go further regarding decision making…yes we can make decisions there…but certain decisions need to be made here with the teachers…when teachers know what's happening in the office you won't need to say no…you know what's happening and you know what you must do…it's not me who puts these rules and policies.

By communicating the expectations and including teachers in decision making, 'half the fight is won'; teachers are made aware of what is expected of them and are accountable for their work without being coerced or reprimanded.

School C is a high achieving school when it comes to academics but like all five schools in this study, School C is not an affluent school. Principal C wants to bring changes into his school by using his social capital but "unfortunately donors have a foreign feel…and it seems like the donors are giving the money to the more affluent schools…because the affluent schools have contacts", he says. Principal C believes that if he can get donors to assist build a sports field and a swimming pool, his school will be attracting a different type of parents as he understands middle-class parents to be attracted to schools that hold a good reputation in sports and have ample amenities like IT labs, sports fields and swimming pools.

Principal C already started applying his business plan into action through a partnership with an affluent school, a form of external networking. He explains:

> So, what the school has done was I partnered with a more resourced school… they've come on board, that principal and I, so we've planned, and we are fixing the IT lab that's one…what we would like then to do is with both school staffs is to meet and share experiences…that more affluent school and our school.

Principal C understands that networking with a more affluent school, does not only help bring resources into his school but it will also be beneficial for teacher professional development; by teaming up with a strong school in IT, he will be able to share that school's expertise with his own teachers. Principal C says:

> My school gets high Annual National Assessments results and in theory it should be a good school but people look at the size of your school, what fields you have, a swimming pool, and your soccer fields and rugby fields…although my school gets good academic results for some people it doesn't feature because they are materialistic and competitive with family and friends…because it's a poor school it will not attract middle class parents.

Principal C is planning to bring his social capital into the game to enhance the school's image which he believes will help draw a different class of parents into the school. "I'm dealing with some people and we're busy formulating a business plan now…so once we have that we'll go out there and we'll look for sponsors", confides Principal C. The principal is hence trying to enhance the school's position in the field in order to attract parents with higher economic capital.

7.5.2 School Doxa

This section discusses the school's approach to professional development and the ways in which this aligns to a PLC approach.

7.5.2.1 School Vision of Professional Development

The preferred type of professional development in School C is small group training with external trainers on school premises. Inviting external trainers to present group training sessions at school is deemed to be a beneficial and economical model by this school. This model allows the principal and teachers to be in control of choosing the topics they want to develop in as well as who will present them and on which days. Principal C states: "We cannot afford to send individual teachers on training, so group training is our best shot…it's more economical…we decide on the topic and choose the trainer then we schedule a day after school...it's better because the teachers' holidays won't be taken away from them".

Teacher C1 is also in favour of group workshops as opposed to individual ones but she wishes for these workshops to be during school hours as opposed to after school; she comments:

> We are all supposed to teach in the same way with CAPS…so I think where the whole school have a professional development together then everybody must be on board and

> we all have to use it…it's important…we need to follow the same teaching approach so there's a continuity especially when kids come to me in Grade 6 I must know how they were taught this or that so I can build on it. The problem is we have to attend these workshops after school…now I know certain schools in certain areas get department permissions to do their professional development during school time but not our school…still it is better to do professional development in the school after hours instead of having them on the weekends.

Teacher C2, being a new teacher, has only ever done one group workshop training in the school, however, she has noticed other teachers go on individual training and come back to report to their colleagues on the content of the attended workshops. She notes:

> We do get inspired when a teacher comes back from training and reports to us, but you know when someone is reporting it's different from seeing the real thing… they must do more PD (Professional Development)…they must make sure that every teacher gets the chance to do PD…it would be better if everyone does the workshop together…then we're all on the same page…so what I'm saying is I prefer that everyone does the group training at school, then we all have a chance to experience it first hand and not just hear about it.

There is a feeling of resentment from school staff towards government professional development workshops. These workshops are too general and not fitting school needs, they are scheduled on weekends which take up from the teachers' rest and family time, and sometimes they are located faraway from school. Both principal and teachers in School C are reluctant to attend the department's professional development workshops on offer.

Principal C explains that the training offered by the government is too generic and is equally irrelevant to his school needs, his own interests and teachers' interests; he says:

> I do see the need for professional development definitely, but what the department is offering does not apply to our school…it is too generic…you see for me to go to any workshop or conference it must have a direct bearing on my interests…the same applies for the teachers. The government has the principals' forum and they offer workshops but for me I have a problem with the system…at the moment I'm concerned about developing my supporting staff…and it's not a topic in the forum so I spoke to my secretary and I want her to go on a course because we need to see where we are.

According to Principal C, teachers avoid government workshops because the presenters are boring. He says:

> Let's put it this way…there are some people who stay away from the government workshops as far as possible, they wait for that and then they get sick on the day…what can you say? There are many ways of doing certain things and I'm not calling them devious, but some people do these things and I'm guilty of being one of them…I will sit fifteen minutes in your presentation and then I will get up…I promise you I am impatient! The problem is the department…they sometimes choose these people to present workshops and man they put you to sleep.

Teacher C1 comments: "Some of these workshops are helpful but for the majority of the time you cannot apply them in your classroom…they are out of context… many times, these workshops are a waste of time and there is no follow up".

Principal C and Teacher C1 complain that the government workshops are done in the weekends, which should be a time to rest and spend with family; distance and traveling time are most challenging for Teacher C2. Principal C understands how burnt down his teachers are from attending professional development workshops during the holidays and weekends. He complains that "when teachers work very hard, their holidays must not be taken away from

them…they need to unwind they need to free themselves they need to give their spouses and children the attention they want. Teacher C1 reports:

> You're in a position where you want to go to workshops…you want to go but you can't always go and then they take your holidays away… unfortunately most of the time you feel like oh do I really have to go? They do it after school say on a Friday afternoon and you are so exhausted… the ones on Saturdays are the worst you know you've got your own chores to do and your family…we prefer to run our workshops at school, so we can save traveling time and avoid weekends.

Teacher C2, a new teacher who has only been in the school for two semesters; explains: "I haven't been to any training from the department yet, but I am looking forward…I see there is a notice there about computer studies, but I don't think now it will work with my time…I stay very far."

7.5.2.2 Doxa and PLC Culture

The school culture revolves around informally helping each other; teachers know that help will be made available when needed and they are also willing to step in and help others. Teacher C1 says:

> There is an understanding in the school that if you are struggling with something or want to learn something new that we can ask the principal or ask each other… for example one of my colleagues is at varsity so I told him you're using the projector and I so much want to buy me one but I don't know how to use it so I need to go into your classroom to see how you use it…and he's been very supportive in this. I'm the coordinator of special needs in the school…so I help all the other teachers with that. Tomorrow I have a meeting with Grade 7 teachers…yes, time is again a problem but

> we all have to help each other…when I have a problem in the classroom I go directly to the principal and say help me with this or am I doing the right thing…I can also go to the HOD or another grade teacher and speak about it if I need to and they would also ask...give me a new way of teaching lesson…we do speak about that also when we have our phasal meeting we discuss teaching strategies as well or we just approach each other.

The school doxa regarding problem solving and decision making is one of shared responsibility and internal accountability under the influence of the principal's habitus. Principal C addresses the policy and implementation issues by making everyone responsible for their own decisions through involving them in policies. Teachers are clear on what the requirements are, and they know what they have to do. Shared responsibility is thus a big aspect of School C culture; everyone is striving to do their part through their respective committees. As I have observed, nobody in this school sits down for lunch or even a cup of tea during interval; everyone is working. Teachers take their cups and sandwiches to the photocopy room, others eat in class while helping students finish extra work, some are attending meetings while snacking on dried fruit. Teacher C1 explains:

> There is no time to rest…we cannot just take a normal break like other teachers do…it will put you behind on your work. For example, now, being responsible for the special needs committee, I must use interval time to send emails to the parents of students with special needs…I cannot do it at home because we must use the school's email…and I must call the department of special education for appointments…and they are also on their lunch break now so they don't pick up the phone…it's so frustrating...but you see I'm not complaining…it is my job.

Principal C understands that networking with a more affluent school, does not only help bring resources into his school but it will also be beneficial for teacher professional development; by teaming up with a strong school in IT, he will be able to share that school's expertise with his own teachers. Teachers are welcoming such new ventures. Teacher C1 believes that, since the government did not provide the school with adequate IT resources nor training, IT must be outsourced by other sponsors through networking. Teacher C1 says: "we're still waiting for the department to repair our computers…we cannot wait forever…you know…and we did not get any tablets from the department like other schools…maybe our school is not in the good books". Because teachers have been frustrated by the department's inconsistent and inadequate training workshops, their doxa is moving towards embracing the principal's new ideas and they want to try networking for professional development. "When we go to the different workshops then we cannot meet and talk because we don't have much chance to interact…so I believe that meeting teachers from another school will be good…they can tell us what they are doing and we can learn from them", explains Teacher C1.

7.5.2.3 School Doxa and the 'Framework'

Principal C is not sure whether the teachers were briefed on the policy or not and his opinion of the policy is not a positive one. On the other hand, both teachers who were interviewed said they are not familiar with the policy and refused to give an opinion on the topic.

When asked whether the teachers know about the policy or not, Principal C replies: "They should…but now that I'm thinking about it then I am not too sure." Principal C believes the policy to be too theoretical and unjust. He explains:

> We can theorize…but when it comes to time, class numbers, school dynamics…that's a different story. The government has now done this new thing this award…best science teacher award for the year! I am anti these awards! These teachers who win have eighteen students, a teacher assistant and a fully resourced science lab at their school…of course they are going to win best science teacher award! While my teachers are struggling with oversized classrooms of 52 students and no teacher assistants…how can I blame the teachers? It is so unfair!

"Maybe I was supposed to know about this policy but no I don't know…I would like to know what they say and what they think and what they want to implement…but I don't even know where to find it", says Teacher C1. Teacher C2 says: "I haven't done my IQMS yet so I don't know…maybe they will explain the policy to me when I do the IQMS…not sure".

7.5.3 How the Game Is Played

The game in School C starts with informal assessment of needs mainly through observations and discussions with teachers as Principal C is against using formal tools of assessment like IQMS forms, external trainers are then brought into the school. After teachers have attended the workshops with external trainers and used it in their classrooms, another round of observations and discussions takes place and struggling teachers are mentored either by the principal himself or by more experienced teachers. School C is very low on social capital as well as economic capital: 1) There is a shortage of teachers and classrooms are oversized. 2) The school was robbed in the previous years, and the little resources that were available have now vanished, so teachers have been using their own money to buy resources or rely on donors and sponsors for resourcing.

The principal, being strong on communication, is against formal tools of assessment as he believes in teachers' individuality and that teachers must communicate their needs. He relates: "The department have what they call the IQMS they evaluate you…it's not the greatest tool…our teachers are exceeding themselves in so many fields…IQMS doesn't really do justice to everything they do". For needs assessment and evaluation Principal C relies on informal observations and discussions with teachers about their needs. The principal tries to bring external trainers as school budget allows but he wishes he can afford more external trainers into his school where he can monitor the training and mentor individual struggling teachers with implementation.

The principal, challenged with lack of economical capital to provide for individual teacher training mainly relies on group training; however, he has come to depend on another successful and cheap model for individual teacher professional development needs: Mentoring. He says: "It does not cost us a single rand…we use our own capacity to help the weak teachers…so the mentor will meet with a teacher once a week and they discuss the problems and work together." He assigns mentors from the more experienced teachers to guide the struggling teachers in a certain area or he does the mentoring tasks himself, as his time allows. "The teachers come to me and say I don't know what I'm doing wrong….it took me almost a year helping this new teacher and now he's absolutely stunning…but I don't always have the time, so I can assign a more experienced teacher to mentor the weak one", he reports.

Teacher C2 is a new teacher and she is being mentored by the principal and by Teacher C1. Teacher C2 notes: "I only started teaching since last term, so I don't have much experience…I am still learning but the staff is helping me with all the necessary assistance…The other Grade 6 teacher helps a lot…and the principal also helps me when he's not too busy".

School C is under-staffed, and the teachers are struggling with very large classes. The principal explains:

> The department says that there should be so many teachers for so many students...with a maximum of 32 students per classroom…we have 52 in some classes…and now they took away our sports teacher and our librarian…the budget they give us is barely enough to cover for SGB teachers (School Governing Body teachers, mainly used to hire Grade R teachers, explained the principal)… most of the times teachers don't have tea and then they have to sit in meetings and they only get home after six in the evening…when will they mark these 52 books?

What struck me as an observer in this school is, although School C is a poor school, the classrooms have many learning displays and adequate resources; some were hand-made but the rest were manufactured. When asked about how the school manages the resources, Teacher C1 laughed and said: "It is not from the department…we go to workshops and they say don't worry I'll give you maps, posters, I'll give you this and I'll give you that… give me your emails but then they don't give you anything". Material resourcing in School C is based on the understanding that if I need this resource, then I must either make it, copy it and laminate it or buy it myself. "When it comes to resources teachers usually do their own", admits Principal C. Teacher C1 has invested in a laminating machine as to be able to borrow posters, flash-cards and displays from other teachers and take them to a printer for copying, then she can laminate them herself; she plans on purchasing an over-head projector too. Teacher C2, although new has quickly learnt how to play the game too. She comments:

> Last term the school gave me posters…I use them, but they are not effective…they're only for one subject: life skills so nothing for Science or Maths or English… my

colleague in Grade 6 is the one who told me about where to buy posters and books, but I have to use my own money to buy them.

Another way of obtaining economic capital is to look for donors and sponsors, under the influence of the principal's habitus, as we saw earlier, through using social capital. The teachers have started to think like the principal now and they too have been utilising their social capital to acquire some economic capital. Teacher C1 recalls few of these instances:

> After our school got robbed…few years ago…we lost the little resources we had and the principal used some of the money to buy new stuff but he does not want us to keep it in the school, so if I need something like a laminator then I must check it out and take it home with me…also you cannot leave it in your car…so it's difficult you know…so we started to buy our own resources or find donors with the help of the principal…last year he arranged for someone from Pick'n'Pay to come into the school and show us posters and then we chose the ones we liked and they gave them to us…look here this poster in Afrikaans is from Pick'n'Pay. Last year I wanted to paint my classroom…but there was no money for that in the school budget so I found someone from my husbands' friends to give me some paint (teacher laughs) then I bought a paint roller and painted the classroom myself in the weekend…but as you can see the paint is not of high quality so it does not look very good!

Teacher C1 recalls another instance:

> Now look in the corner there…you can see this black bag is full of balls…you know I am keen on sports so I told the teachers we need to pitch in and get more balls for the children…teachers brought some balls from home and gave them to me…I give them to the children when they have PE and they bring them back to me when they finish.

Again, evidence shows that the principal's habitus has been accepted by the teacher and inspired her to convert her own social capital into economic capital.

As for government funded resources, Principal C believes that student workbooks, the only teaching and learning resource provided by the government, are a big waste of money. He states:

> They say they budget for that but there are certain unnecessary things…look at the department's book...this is a workbook…if you look at the book you can see it must be very expensive…three books per child multiplied by millions of children out there…now it's a lot of money and here comes the strange part...I've been in a principal meeting and the one principal said who wants my books? We don't use them! I tell you our finances!

7.5.4 School C Discussion

School C relies on internal workshops as well as coaching and mentoring for teacher professional development, along with some elements of PLCs such as shared leadership, collaboration and external networking.

Scholars who discuss professional development in general, and PLCs in particular, argue that staff development internal group workshops have proven to be more efficient than external workshops attended by individual teachers, as internal group training is usually linked to school context and needs, allows for consistent methodology across the school as well as school monitoring (Elmore, 2002; Feiman-Nemser, 2001; Fullan, 1991; Guskey, 2002; Rhodes & Houghton-Hill, Kelleher, 2003; 2000; Spillane, 2002; Villegas-Reimers, 2003). In School C internal group workshops are the preferred form of professional development in school C along with coaching and mentoring.

Scholars have also found mentoring, as practised in this school, to be an effective form of professional development as it allows the school leader to address individual gaps and needs which were not addressed in the courses or workshops (Maister, 2000; Mulford, 2003; Pont, Nusche & Moorman, 2008). Coaching is also used successfully in this school especially within the induction phase of novice teachers, a practice highly recommended by Mitchell, Kwok and Huston (2020).

Shared, or distributed, leadership is considered a strong element for teacher professional development development and implementation and an important component of PLCs (Bush, 2008; Desimone, 2009; Guskey, 2001, Hord; 2004) as it gives teachers responsibility and ownership of their school's development (Barab & Duffy, 2000; Ingvarson, Meiers, & Beavis, 2005). In this school, committees are the main vehicle for distribution of leadership.

Lindahl, (2011), and Peterson and Deal (1998) all agree that collaboration is the backbone of PLCs, although school C teachers only collaborate on instructional planning in phase meetings and curriculum mapping only four times a year, at the beginning of every semester, they are always collaborating for holistic student development through their committee work, as well as informal collaborations among colleagues which teachers C1 and C2 believe are always made available when needed.

External networking, another valued element of PLC according to Elmore (2002), is present in School C, in the form of collaboration with other schools, in order to share practices, and also with various organisations which are involved in students' learning and school development such as NGOs, religious institutes and businesses. These organisations provide various forms of assistance from voluntary contributions to school programs such as literacy reading to financial and material donations to subsidising teacher training and teaching resources.

7.6 School D

School D is an under-achieving school and was categorized as a networking school because it is part of the same network initiative as school B. Like the other four schools that participated in the study, School D also uses a range of professional development like upgrading courses and government offered workshops. Three of eleven teachers did ACE courses, one new teacher, Teacher B2, started with her Masters' but did not finish it. School D is located near School B and draws from similar poor working class communities as the other four participating schools.

School D follows a bureaucratic compliance approach to professional development policy. Principal D does not play any tangible role in teachers' professional development; he only passes professional development memoranda on offer from the government, or teacher unions and NGOs, on to teachers and they are free to choose whether to attend or not. Although the school is part of a networking initiative, there is no visible elements of networking and PLCs inside the school: teachers know about the network initiative, but they do not link it to school development.

The Principal and Teacher D1 have been immersed in the school culture for over 30 years, however, Teacher D2 comes from a different background: she comes from a religious school where learners are viewed and treated differently. She has a different understanding of professional development and government policies.

7.6.1 Principal Habitus

Principal D's habitus is based in technical compliance and bureaucracy. His idea of teacher professional development is summarised in this statement: "Teacher development should be ongoing and is much needed…especially with the new curriculum...the CAPS…you

know…it is very important…but I cannot force the teachers to attend professional development workshops…PD is only beneficial to the teacher who wants to be developed". Principal D does not view himself as a leader of development at the school but rather a mediator of professional development. Principal D says:

> The department is rolling out a new professional development policy, I registered my school two years ago…I think they have a good vision where teachers are responsible for their own development…teachers don't need to be told what to do all the time…I agree with the department that teachers should not be policed to do their job…they are professional…the teachers know how many points they need to attain for their PD…we do not police the teachers…they are capable of doing their own…whenever there is a workshop I let the teachers know and they can choose to attend if they are interested in the topic.

Principal D does not believe in policing the teachers, so he is not concerned with establishing teacher professional development goals or selecting tools to implement professional development plans accordingly. professional development does not bear any impact on the students' results, yet the principal encourages the teachers to fill the needed points on their individual professional development forms. "We encourage the teachers to fill their IQMS and we attend the classroom observation with the HOD and a colleague…if the teachers choose to have a colleague observer…but as I said the teachers can do their own…I cannot force them." The IQMS forms are only filled for inspections but are not used as a tool to identify weaknesses and strengths to establish teacher professional development needs. They are only filled as a bureaucratic activity in compliance with CPD policy.

Disciplining duty takes up a lot of the principal's time at school, as I have observed. During two weeks of observation in School D, I saw students come and sit outside the

principal's office every day, so I asked what is happening, the secretary explained: "They are waiting to be dealt with…these students are sent out of the classroom for bad behaviour or forgetting their homework…so they come here, then the principal sees them and discusses the problem with them". Disruptive and negligent students are sent to the principal's office and then are entered one by one to get dealt with by the principal.

Teacher D2, who comes from a religious school background, is concerned about this model of discipline in the school; she comments:

> I see that students are always sent to the principal's office and sometimes the principal, deputy or HOD is asked to come in and help with discipline so it feels like there must always be someone in the classroom that the students must be afraid of in order for the children to listen…if there is no discipline there is no learning…there surely are better discipline strategies that are more sustainable…I personally believe that respect should be modelled by teachers and it will have a rippling effect on the students…once respect becomes mutual only then students begin to behave and learn…if you keep shouting at students, you will never earn their respect.

7.6.2 School Doxa

School doxa is examined from three different perspectives: the school vision of professional development, opinions related to the government vision of professional development as presented in the '*Framework'*, and general school beliefs related to PLCs. This study does not claim to generalise data from interviewing the principal and only two teachers; the data presented here has been examined against observation diary over two weeks in the school for triangulation purposes.

7.6.2.1 School Vision of Professional Development

The data suggests that professional development practices in School D are not seen as having integral value, instead professional development is only an exercise to achieve needed professional development points. Principal D and both teachers said that the school follows the department's directives when it comes to professional development. There is no professional development plan or goals for the school. Principal D's compliance approach to the policy does not allow for professional development planning at school level. Principal D says: "It's whatever comes from the department that goes on our plan…we get circulars from the department, but we cannot know at the beginning of the year what PDs we have to go to so when it comes I pass it on to the teachers…if we get a professional development circular and the teachers can decide". "The principal…usually he will look at workshops that will benefit us and bring it to us", says Teacher D1. Teacher D2 believes that professional development in this school is random. She says:

> There is no professional development calendar…it's just not given from the department in advance…there are also other organisations that come in the year like NAPTOSA and other unions…they have these workshops that they want to present…now the principal quickly reads through it and says this might be useful for the teachers, so he pays for the teachers who want to attend…it's cheap maybe 50 Rands per teacher……the principal gets the email and he rushes to the teachers…Diarize! Diarize!

7.6.2.2 School Doxa and the 'Framework'

School doxa regarding professional development is strongly linked to the government's vision: School D follows the department's instructions as the principal's bureaucratic compliance habitus dictates; Teacher D2 is an exception because she's new to the school and

is still working within her previously built perceptions. Everyone in School D supports the department's directives and applies them to the dot, although the school is still struggling with low Annual National Assessments and systematic results.

Teacher D2 explicates her opinion of the government vision as such:

> You see where a workshop is good if it can be accredited to our points…you see we have a system of the CPDT something…so people grab any workshop they get so they can get the points and hold on to their SACE certificate. You need to keep that certificate current otherwise they terminate your contract…you have to do so much of this in order to keep that…such a punitive system. We're qualified…why do they hold you ransom to this certificate? They should actually make up something more substantial…say for example you want to do your honours degree…that should be a basis for you to keep your SACE certificate for at least another seven years! In other countries qualified teachers stay qualified, they are not threatened of losing their teaching certificate like here! I think it's just utter rubbish that we have to keep on proving ourselves.

Teacher D1 is one of the teachers who enjoys government professional development activities, even if it hasn't impacted her students' results, she has a positive opinion of the government CPD courses. She says: "Professional development for me is when you become a better educator…so I improve by attending the department's workshops". When asked about the government's vision, teacher D1's response was a positive one:

> The government…they are trying their best to develop us…we have to go to their workshops, and we must feedback on our results...they are very result oriented at the department…especially with the Annual National Assessments results and systemic results and they always give us feedback on our results and where we fall short.

Teacher D1, who is immersed in a school culture of compliance, does not criticise the government for failing to improve teaching and learning practices and increase students' outcomes at schools but Teacher D2 does. Teacher D2 has another view on professional development offered by the department:

> We do a lot of professional development from the department…they have workshops that they expect you to attend and sometimes it's not something that you're interested in…it's something you are forced to do…if you want to do the professional development that you're interested in then you've gotta do it privately…you've got to go and study and do your own research…you see the professional development that teachers are interested in…that they want to pursue for themselves…there is no time for it…because the department bombards us with so much professional development that they want us to do.

According to Teacher D2, teachers get blamed by the department for under-achieving students, but the department is not solving the teaching and learning challenges in the schools; she says:

> They are saying that the teachers are ill-equipped, and teachers are not teaching properly so they are having workshops and workshops telling teachers you must teach like this and you must teach like that…but with all this professional development why aren't the children learning? The schools are still failing…so the department is failing too.

7.6.2.3 Doxa and PLC Culture

School D is supposedly part of a networking initiative; yet, not everybody in the school is aware of the network or what it does; the network has certainly failed to turn the school into

a PLC as is expected of such initiatives. The network failed to impact teachers' practices inside the school; teachers in School D still teach in individual isolation yet they collaborate on a social level.

When asked about the network venture and how his school was working under it, Principal D said: "It is very positive…we had a meeting last week and I was asked to be on the committee board…we will continue to support the network". Teacher D1, on the other hand, surprisingly asked: "What do you mean network?" After explaining that the school is supposed to be part of a network of schools which should be working together, she exclaimed: "Oh you mean the meetings that our principal goes to? Yes…yes…I heard about it…we attended some workshops in the past with other schools from the area". Teacher D1 continues: "I hear it's all good…I understand that we should be part of a group…in meetings and workshops". Teacher D2 is not aware of the network, firstly because she's a new teacher at this school, she's only been there for four months and secondly because she doesn't go to department workshops; she says: "I don't have a clue because I don't attend the department workshops and I don't want to".

A mismatch is here observed in the principal's perceptions about the network as opposed to the perceptions of Teacher D1; the principal says it's 'positive' and he is keen to be holding an administrative role in it, while the teacher is not clear on what the network is all about and what the teachers should be doing. The network venture is something that must be done, but once the box has been ticked then everyone goes back to school and the network ceases to affect them. This doxa is led by the principal's habitus which encourages compliance even if it doesn't lead to actual development. School D's teachers sit alongside other teachers from the network schools during workshops, but they do not communicate any development goals, nor do they share any ideas.

Inside the school, teachers do not communicate professional development needs either; although there is a visible atmosphere of collaboration in School D, this congenial and social environment is not aimed at benefitting teaching and learning. Everyone collaborates and works together on decorating the school but there is no clear focus on learning. The collaboration is rather social and does not affect students' achievement. When I was at the school, they were celebrating the month of respect and all the teachers and students devoted a day to wear the colour of respect, green, but in the classroom, teachers just carried on with normal lessons. Teachers were busy decorating the staff room and the office and some classrooms were even left unattended. Teacher D1 explains:

> There is no chance to collaborate in teaching and learning…because we do subject teaching we don't plan with our colleagues because we teach different subjects but we submit our weekly plans to the principal to look at it…if teachers plan together then you know we're on the same page and we know what is expected but we cannot do that in our school…the expectation is just to cover the syllabus for the term but no specific method…each do their own.

Teacher D2 has only been in the school for a short time and she hasn't witnessed any collaboration regarding teaching and learning in the school, she admits: "We used to work together in the previous school…lesson plans and analysis at the end of the term etc…but I haven't seen any collaboration in this school apart from extra-murals". On the month of respect, she comments: "For five or six weeks we work on respect then after six weeks it's another concept…you cannot divide these things…behaviour is a unity…a way of life…an ethos…this is how we should be as an institution". According to Teacher D2, the behavioural concepts that the school is applying are divided up and not implemented in depth; hence not affecting any behavioural changes in students' life.

7.6.3 How the Game Is Played

Because of a lack of professional development vision in the school, School D does not have professional development goals. The Principal mediates professional development timing and focus as he receives them from the department, teachers who choose to attend come back to school and fill professional development points in their IQMS forms but do not necessarily alter their practices as a result of professional development. Teachers, who have established their own developmental needs, have no means of attending relevant professional development events which matches these needs, they must wait for the department to present on the topic. The school does not link teacher professional development to students' outcomes; students' results are not analysed, and Principal D's bureaucratic habitus makes him the sole decision maker and problem solver in the school; the school budget is also under the principal's control.

When a teacher has identified a developmental need for her/him-self, the school does not provide for such a need and the teacher has to just wait for the department to present a workshop on the topic. Teacher D1 admits that she is not qualified to deal with individual learning differences and says she wishes she can go on a workshop on the topic, however, there is nothing on the topic from the department so until then there is nothing she can do. Teacher D1 states:

> The problem I have is when you have learners in your class that are not grade six level now you must make time to guide them…that's a problem that is the biggest challenge…we don't have a system…these learners are disruptive because the pace is too fast for them but on the other hand the department expects us to cover so many pages every day…if I can overcome that it would make a big difference in my classroom… but I'm not qualified I don't have the necessary skills.

When asked if she can find a way to attend a workshop or a course on individual learning differences or get a qualification her reply was: “The government does not pay us to go on courses…it is very expensive, and the school cannot afford it”. The teacher is not motivated to use any of her personal economic capital to develop her teaching skills, although she sees the need to develop. The consensus here is if the department want us to develop in this area, they will pay for us to do it or provide us with free training. Teacher D1 remembers, towards the end of the interview that she went on an upgrading course that was offered at a university; she says: “I did go on ACE few years ago…it was mandatory and was offered for free…that was very practical and I really enjoyed it and I used it in the classroom…now I wish there was something like that on special education”.

Teacher D2 admits that she started with her Masters’ degree but never finished the dissertation because of time constraint and no government funding. She says:

> I started with my Masters’ degree…but I don’t have time or money to do the dissertation, so I stopped! They did email me from the university to say I must complete it, but I just cannot afford it any more…if I want to do the research, I need to take unpaid leave and that’s a very difficult decision for me.

Getting further qualifications is not high on school D’s agenda. Teachers are not equipped with research skills to empower their own developmental needs so there is no action-research in the school, and teachers are not motivated to further their education because it is not required by the department. Principal D says:

> When teachers want to get a degree like honours or masters they have to spend a lot of time and money on that…the government pays you a sum of money when you graduate but it’s not enough to cover some of the costs you have paid…I always say I want to

go back to university and get my Master's degree but I can never find the time or the money to do it…maybe one day I will.

When asked if the school links teacher professional development to students' achievement the principal answered: "The school has benefitted because teachers went on some workshops and training and now, we have extra mural in the school every Wednesday…learners go to do activities that interest them like now we have chess club and baking class…that's a result of professional development." Ironically, Principal D does not relate teacher professional development to students' academic achievement but to extra-mural activities. Teacher D1 says: "I see there is a bit of improvement…I always give the students a test and I give them the results and I make a big fuss about good results and I encourage them to do their best". Teacher D1 understands that professional development should benefit students' achievement but since nobody is 'policing' teacher professional development and students' results, a bit of achievement here is acceptable. Teacher D2 believes that the department's workshops are inadequate and do not lead to any improvement in teaching and learning, nor do they bear any impact on students' bad results. She says: "PD should be about development…and with all this rubbish professional development the department forces you to attend, our schools are still failing".

A teacher in school D, who was not part of the study, found me in the playground observing an extra-mural dance class, that the principal urged me to observe; she approached me and confided: "last week they broke into our school again…we have an idea who they were but cannot be sure…it's probably old students who left the school now and joined the gangsters…I don't think we did a great job teaching these kids". Teacher D1 relates: "bullying is a big problem in the school…even bigger outside…this is not a safe area… they did many anti-bullying campaigns, but it still continues…it's sad because bullying should not happen at

school". Bullying is a big issue in school D but nobody from inside the school have made an initiative to deal with the problem; the school awaits the department's instructions and campaigns to solve this. This doxa of just doing enough and waiting for the department is related to the principal's habitus which does not encourage needs' assessment, analysis nor planning for development. The school's problems are not addressed because there is no social nor economic capital to allocate for the job and it is not in line with the department's directives. School D's economic capital is spent on tech gadgets to make the school look good while social capital is not employed at all to empower the school. There is no visible effort to empower the school's position in the field, so the approach is to ignore these problems and tick more policy boxes.

Principal D is responsible for solving every problem in the school no matter how big or small. Teacher D1 says: "Our principal has an open-door policy and he's always willing to listen to us and solve our problems…within his capacity…you know". Principal D says: "Teachers come to me with their problems all the time…it's mainly about discipline…you know bullying and fighting so I help them". Principal D decided to spend the school budget on fixing up the IT lab at school so there is no money left for other teaching resources. His reason for doing so is because he wants to link his school to an international website where students can communicate with other students around the world. He says: "We must catch up with all the technology happening in the world…otherwise we will be left out". Meanwhile, the classrooms are empty except from students' desks and a chalkboard. Teacher D1 complains:

> Most of the time we just use the chalk and the board, and the textbooks and we make copies from other books that we want the kids to use…we had some resources in the past, but they broke into our school and stole most of the stuff…money is always a problem. We do fund raising but when we do raise funds, most of the time it goes

> towards salaries of the governing body teachers…according to our number of learners we only get so many teachers, but we need more teachers and the department does not pay so we must raise funds and it interrupts teaching when we do fund raisers.

7.6.4 School D Discussion

School D is missing many elements for successful professional development implementation and PLC culture like shared values and vision, senior school leadership supportive of professional development as well as internal professional development programmes.

While School D has a set of shared values, according to the teachers who were interviewed, mainly regarding student behaviour; these values are shallowly implemented in a fragmented approach. Andrews and Lewis (2007), Bolam et al. (2005), Hord (2004) and Fullan (2001) all agree that shared values and vision should be aimed at student quality learning and school achievement.

Although, School D is part of a networking initiative; the school culture did not progress towards a PLC as intended. Principal D continues to be the omnipotent authority in the school; contrarily to what Hord (2004) preaches about shared leadership's importance for PLC creation and development. Reflective dialogue and shared personal practices are non-existent in School D as teachers are isolated in their classrooms and the principal does not initiate any discussions regarding students' learning or create time for teachers to meet and plan together. Stoll et al. (2006), Hord (2004) and King and Newman (2001) agree that reflective dialogue and shared practices are fundamental for PLCs.

Teacher development focused leadership is also missing from School D. Teacher development focused leadership is based on five components (Bishop et al., 2006; Bush, 2008;

Latham & Locke, 2006; Richard & Catano, 2008; Spillane, Reiser & Reimer, 2002; Timperley, 2005; Timperley & Wiseman, 2003).

1. providing educational direction or goal setting: since Principal D does not believe in 'policing' the teachers, he does not offer them any guidance regarding their professional development; he only sees himself as a mediator and not a leader of professional development. Teachers do not turn to the principal for help with goal setting. Their only goal is to accumulate as many professional development points as they can in order to keep their SACE certificate current. Even when professional development needs have been established by teachers themselves, like Teacher B1 and the need for special education training, they do not ask for the principal's assistance.

2. ensuring strategic alignment: As the previous data has shown, Principal D fails in aligning proper material and human resources to goals and needs. He decided to leave the classrooms empty of resources and equip the IT lab instead. The school is short on human resources and the little available human capital is not properly utilized to influence change and development.

3. creating a community for improved student success: Principal D is not concerned about creating a communal sense of responsibility and commitment to improving students' learning among his school's teachers. The lack of monitoring and analysing students' learning has resulted in not linking students' academic achievement to teacher professional development but rather to extra-curricular activities.

4. engaging in constructive problem talk: prevailing teaching culture at School D is isolated practice; teachers have no clue what is happening in other classrooms and they are not being consulted on any decision regarding students' learning. Principal D is the only decision maker at school and problem solver at school.

5. selecting and developing smart tools: The school lacks all kinds of smart tools; no professional development calendar, no monitoring or analysis procedures or forms in place; even the IQMS, a readily available tool to identify teacher professional development needs and goals, is not being utilised.

Desimone, Smith, and Frisvold (2007) state that when the role of school senior leadership supportive of professional development is neglected then teacher professional development cannot lead to desired student achievement.

Finally, while focusing on external professional development programmes, have proven to be ineffective (Fullan, 1991; Kelleher, 2003), the school relies completely on external professional development programmes, which as we have seen are random and fragmented. There is no mentoring or internal training at School D; the school relies on government professional development workshops and hence teachers have no access to sources of new knowledge and capacity development other than what the government is offering. Teacher D2 claimed these workshops are ‘rubbish’ and ‘repeated’.

7.7 Summary

Chapter VII analysed data gathered from four schools with regard to the topics of school leadership affecting the implementation of teacher professional development practices and PLC culture at school level. A summary of findings is presented in this section.

School A favours cultural capital in the form of upgrading courses and university degrees as the preferred type of teacher professional development. This school is led by the PhD holding Principal A and her background of research. Principal A also holds an ACE-SML certificate. The game in school A is played as an action research and relies heavily on data collection, action-planning,

implementation and assessment, which is headed by the principal herself and the teachers with the highest institutionalised cultural capital. PLC elements present in School A include shared vision and values for professional development and students' achievement, internal collaboration for learning and development and above all reflective inquiry, another element which is influenced by the principal's research habitus.

School B has a long doxa history with successful internal collaboration on every aspect of teaching and learning, as well as with identifying and adopting best practices through networking with other schools. This doxa has affected the current principal's habitus which in turn continues to affect the teachers' beliefs and actions through heavy monitoring of formal collaboration and networking as to guarantee that the school tradition carries on. Principal B also holds an ACE-SML certificate and his habitus may have been affected by participating in this programme. The school uses this successful history as a symbolic capital to push for continuous high achievement.

School C is a newly achieving school and the school principal is using his social capital to enhance the school's economic and cultural capitals and hence to empower the school's position in the field and promote his school for richer parents. This school's preferred forms of professional development are a combination of on-premises targeted group training, which is both economical and convenient, along with mentoring to fill individual professional development implementation gaps, after thorough discussions with the teachers to establish their needs. The school functions as a business organisation and all the teachers and administrative staff

collaborate on leading or taking part in various school committees which aim to serve every developmental need at the school.

School D relies heavily on government directives and follows a compliance approach to teacher professional development, influenced by a bureaucratic principal. The school has no clear directive regarding vision of professional development and teachers are encouraged to comply to the policy, attend the workshops provided by the Department of Education and regularly fill and update the government CPD (Continuous Professional Development) point system. Collaboration at school D is only social and does not affect teaching and learning.

CHAPTER VIII- DISCUSSION AND CONCLUSION

8.1 Research Overview

The purpose of this comparative case-study was to examine the leadership role of school principals in relation to teacher professional development and school PLC activities. To this end, I investigated the leadership role of school principals in four schools operating under the current South African teacher professional development policy, the *'Framework'*, as guided by concepts drawn from Bourdieu's Theory of practice. Four schools participated in this study: three are high-achieving schools (Schools A, B and C) and one is an under-achieving school (School D), as measured by national standardised tests. Each of these schools follows different approaches to teacher professional development practices and schools' PLC cultures; and each principal plays a different role in setting and implementing the school vision for teacher professional development and school PLC.

The study was conducted within a qualitative approach. Five types of data producing instruments were used: First, the '*Framework'* was analysed to comprehend the government vision for teacher professional development and school PLC cultures and the expected role to be played by school principals. The ACE-SML curriculum was then analysed in order to understand the nature of the leadership professional development training offered to school principals and how this may have affected the practices of those who have attended this programme. An initial teacher survey was used to identify the types of teacher professional development practices adopted in each school as well as the frequency of professional development training. Diaries were kept during participant observation periods in each school. Interviews with the school principals and all Grade 6 teachers in each school were then carried out to examine the relationship between the school principals' leadership practices, teacher

professional development and school PLC culture on the one hand, and the schools' uptake of the '*Framework'* on the other.

The study revealed similarities and differences among the participating schools' beliefs and practices, some of which were in line with the government vision as expressed in the policy. and others were not. The significance of the study pertains to whether these principals have a substantial influence on school professional development practices, what their roles are, how this role varies across different schools, how this role relates to the policy and also how professional development practices in schools relate to learning as reflected in the results of standardized tests. The study has a particular interest in how professional development practices relate to what might loosely be termed a PLC approach to professional development. The study also addresses factors that shape the emergence of the different principals' approaches.

The results of the study should be of interest to professional development policy makers, those who mediate policy from the national to the school level, those who have an interest in leveraging professional development practices to improve teaching and learning in schools and those who are involved in leadership training. It should also be of interest to scholarship related to all these issues.

8.2 Discussion of Findings

In an attempt to answer the main research question, the first section of this discussion summarises the government vision of teacher professional development and school PLC culture, and the projected role of the school principals. The discussion then examines similarities and differences in understandings and practices in each of the participating schools while making links to the government vision. Light will then be shed on the role played by the

school principals in teacher professional development and school PLC practices and on whether or not attending the ACE-SML programme has affected this role, before final conclusions are drawn.

8.2.1 Government Vision

This section addresses the government vision regarding teacher professional development practices, school PLC culture and the role of school principals.

There is some consensus in scholarship concerned with in-service teacher professional development and training that successful and sustainable professional development is constructive, integrated into school life, collaborative and not linked to a point system (Elmore, 2002; Guskey, 2002; Ingvarson, Meiers & Beavis, 2005; Sparks & Hirsh, 1997; Villegas-Reimers', 2003). However, the teacher professional development offered by the department, as reflected in the *'Framework'* policy, continues to be transmissive, external and individual with a rigid CPD point system. Furthermore, teacher professional development programmes should provide a varied range of professional development forms and delivery modes in a way that integrates teacher professional development practices with the school vision and goals, and allows for opportunities for evaluation and intervention (Elmore, 2002; Guskey, 2002; Ingvarson, Meiers & Beavis, 2005; Lieberman, 1995). The professional development programmes outlined in the *Framework* rely mainly on external short CPD courses, delivered in the form of lectures, and do not offer follow-up at school level.

The *'Framework'* encourages the creation of PLCs in the schools yet, again, the way the government defines a PLC does not align with the approach outlined in scholarly literature regarding this topic. The PLC model projected by the government as stated in the *'Framework'*

relies on substantial input from external facilitators to assist individual teachers in taking control of their own development.

The *'Framework'* suggests that the desired principals' role is that of instructional leaders of teaching and learning of the government curriculum in their schools, which according to the policy's definition means to help teachers manage and implement curriculum content. However, scholarly literature suggests, that although instructional leadership plays a crucial role in implementing the curriculum standards and teaching and learning strategies, a combination of instructional, distributed and transformational leadership styles works best in leading school reform (Bredson, 2006; Darling-Hammond *et.al.*, 2007; King, 2002; Leithwood & Mascall, 2008; Marks & Printy, 2003; Robinson et.*al.*, 2008; Sparks, 2002).

As discussed below, the principals in the high-achieving schools (Schools A, B and C) have fulfilled their leadership role by relying on a combination of all of the above-mentioned leadership styles, while the principal of the under-achieving school (School D) has not been successful in attaining it.

8.1.1.1 The Government Vision of Teacher Professional Development

The policy text portrays teacher professional development as an individual formal process which starts with an automated evaluation survey to establish the teacher's needs after which the teacher signs up for short CPD courses accordingly and scores CPD points upon completion of the course. Thus, the only forms of professional development teachers are expected to receive are short CPD courses and longer qualifications offered by the department, such as the various ACE courses. These professional development practices are not encouraged by scholarly literature concerned with teacher professional development, because they do not

- in most cases - offer workplace learning opportunities (Feiman-Nemser, 2001; Fullan & Hargreaves, 1996; Kelleher, 2003; Rhodes & Houghton-Hill, 2000; Villegas-Reimers, 2003).

8.1.1.2 The Government's Vision of PLCs

There is a fundamental mismatch between how the reviewed literature concerned with PLCs defines a PLC and the PLC model suggested by the policy. There is a strong consensus in relevant scholarly literature that a PLC is a self-created community made up of individuals within one or more schools which is based in a supportive culture where collaboration for students' learning is its sole purpose (Bolam et al., 2005; DuFour, 2004; Hord, 2004; Morrissey, 2000; Seashore, Anderson & Riedel, 2003). Yet, according to the policy, a PLC is promoted by an external body of government officials in education which works alongside the schools on strengthening teacher professionalism.

By 2018 there had been no follow-up from the government regarding the development of the suggested PLC model, although the policy gives 2011-2017 as the timeline in which PLCs are expected to be widely established.

The conceptual framework for this study identified six elements of PLC as crucial (Andrews & Lewis, 2007; Bolam et al., 2005; Fullan, 2001; Hord, 2004; 2006; King & Newman, 2001; Maistry, 2008; Stoll et al., 2006). These elements are: 1) collaborative and shared practices, 2) based in a school vision, 3) that aim to build new knowledge and skills, 4) promote reflective professional inquiry, 5) are based in student learning and 6) involve supportive and shared leadership.

8.1.1.3 The Government Vision of the Role of School Principals

The *'Framework'* suggests that the desired principal's role is that of an instructional leader of teaching and learning of the government curriculum in the schools. According to the policy's definition, instructional leadership means to lead teachers in managing and implementing curriculum content. This view is only partial because the role of the school principals encompasses mere instructional leadership to include other leadership aspects such as sharing leadership practices, facilitating collaboration, developing staff and managing the school organisation and culture (Hallinger, Bickman & Davis, 1996; Richard & Catano, 2008; Sparks, 2002; Timperley, 2005).

8.2.2 Schools' Practices and Uptake of the *'Framework'*

This section discusses how the participating schools interpret the *'Framework'* policy, what approaches to professional development practices and PLC culture they have adopted, how they view the role of the school principals, whether or not this role has been affected by participating in the ACE-SML programme, and how much of that understanding and of those practices are aligned to the government vision.

8.1.2.1 How Do Schools View the Value of the 'Framework' *Policy?*

While the literature concerned with education policy analysis suggests that compliance to policy may lead to school improvement, many scholars argue against this view and relate the failure or success of a certain policy to achieving the desired reform goals to other causes. According to Easton (2017), Hurlburt and Horwitz (2011), McLaughlin (1987), and Peters et al. (2013), the support which the participants receive during the policy implementation stages and how much this policy can change the motivation level and the mindsets of the participants play a crucial role in the policy's success or failure.

Principal A finds the *'Framework'* policy to be hard to read and understand and she does not expect the teachers to read it or interact with it. Principals B and C are aware of this policy but do not recall that anyone from the government introduced, explained or even discussed this policy with the schools. While School D complies with the policy and government directives and claim that they agree with the goals and methods, it is clear that no one in this school understands this policy either. They admit that there is no follow-up or support from the policy implementation agencies at school level and that they did not witness any measurable development in students' learning as a result of this policy. This policy does not have what Jacklin (2004) refers to as policy reach, in other words, this was not implemented in a way which obliges the participants to interact with the policy.

While the *'Framework'* identifies "teachers' poor subject matter knowledge and pedagogical content knowledge" (DOE, 2006, p. 4) to be major problems facing education in SA, the high achieving schools hold a very negative opinion of the government CPD courses and trainers that are provided to address this concern.

In the view of teachers who were interviewed, teachers in schools A, B and C, along with one teacher in School D, do not have poor subject matter knowledge nor poor pedagogical content knowledge, so the professional development offered by the government is not appropriate for these teachers' needs. The policy makers' assumptions about teachers' knowledge left these teachers bored and disappointed with the quality of professional development training offered by the department.

On the other hand, teachers were contented with the quality of the ACE programmes, so large numbers of teachers in Schools A, B and C attended these courses. Teachers' motivation to attend professional development training is linked to their belief that this

professional development programme matches their needs, enhances their teaching practices and leads to better students' results (Desimone et al., 2002; Garet et al., 2001; Guskey, 2002).

8.1.2.2 What Are the General Approaches to Teacher Professional Development in the Participating Schools?

Each of the participating schools adopted a particular approach to teacher professional development which is informed by the school vision and doxa and the principal's habitus. The history of the school doxa has affected each principal's habitus and has shaped the practices that have developed in each school. Each school approach dictates the different forms, content and processes of the schools' teacher professional development programmes. The four main approaches to professional development in these schools are: acquiring institutionalised qualifications and upgrading courses in School A, collaboration and networking in School B, group training followed by coaching and mentoring in School C and bureaucratic compliance to government directives in School D.

In Schools A and B beliefs and practices regarding teacher professional development had been successful in positively influencing students' achievement for many years, and Principals A and B continued to lead the schools with the same inherited understanding of professional development practices. For instance, teacher professional development practices in School A had been concerned with up-skilling and obtaining institutional qualifications for many years, and Principal A's current beliefs and actions are in line with this inherited doxa. Principal B also continued using collaboration and networking for professional development as a result of his belief that these practices, which had been adopted by the preceding principals, had led his school to higher achievement in the past and while the history of bureaucratic compliance in School D had not successfully resulted in improving students' results, Principal D did not attempt to change old beliefs and practices. On the other hand, Principal C was not

contended with the previous school doxa and practices, so he worked on changing the previous beliefs regarding school organisation and teacher professional development practices to align more closely with his own values and dispositions. Thus, principal C was an exception in that his personal habitus was not aligned with, or produced by, the historical doxa of the school.

While School A's main approach to teacher professional development privileges acquiring institutionalised qualifications and upgrading courses, Schools B and C acknowledge the validity of acquiring qualifications as a form of professional development but view it as personal effort for individual teacher development and not as a crucial requirement for school improvement. On the other hand, School D does not encourage this form of teacher professional development.

Most teachers in all four schools have attended the ACE upgrading courses which were sponsored by the WCED and have reported great satisfaction with these courses. The literature concerned with teacher professional development programmes does not favour institutionalised qualifications and upgrading courses for teacher professional development practices (Feiman-Nemser, 2001; Fullan & Hargreaves, 1996; Kelleher, 2003; Villegas-Reimers, 2003) because these qualifications and courses can be decontextualized from the classroom situation as they are based in transmission of knowledge and skills. However, all the teachers who were interviewed and who have participated in the ACE qualification programmes found these courses to be matching their professional development needs and the classroom context. Teachers also mentioned that they successfully brought many competencies, developed within the ACE courses, into their classroom practices and have seen improvement in students' learning as a result.

Although teachers in School A rely heavily on obtaining academic qualifications as a form of professional development, which may seem too individual and theoretical, they are

expected to bring their new knowledge into the school practices and share the content of their studies across the school. For instance, the head of the English department who completed her Masters' degree in Academic Writing assisted all the teachers with teaching writing skills to their students, while the teacher who was studying for an Honours' degree in Early Childhood Education had introduced word walls across the school and demonstrated to all the teachers how they could use these in the classroom to benefit students' learning. Similarly, the teacher who was studying for an ACE certificate in history wrote a children's book which was used as a teaching and learning supplement to teach history to Grade 6 students across the school.

The second approach to teacher professional development, mainly favoured by School B which holds the strongest position in the field of this study, is internal collaboration and networking with other schools for learning. This approach to teacher professional development is linked to school PLC culture and is believed to be the most successful professional development approach in promoting whole school learning and development (Bolam et al., 2005; Ingvarson, Meiers, & Beavis, 2005). Hord (2004) argues that this approach requires the whole school faculty to work together on improving individual and collective learning, and this is the cornerstone of School B's success. Although collaboration and networking for learning are present in Schools A and C in the form of collaboration and planning meetings, informal peer discussions and collaboration ventures, and school visits scheduled by the circuit manager, these school practices have not yet developed to lead schools A and C into becoming fully functional PLCs, as is the case in School B.

Group workshops followed by coaching and mentoring constitute the prevalent approach to teacher professional development in School C. While these forms of teacher professional development are also present in Schools A and B, they only comprise a small fraction of these schools' professional development practices. Professional development

practices in School C, led by a business-oriented principal, follow a business organisational model where teachers are expected to lead and participate in various school development committees. While Schools A and B occasionally rely on external trainers to present group professional development sessions, School C relies heavily on this model as it is deemed to be the most economic solution to develop teachers with similar professional development needs in this school. After the group training sessions, the school committees' leaders are expected to coach and mentor the teachers until they become confident in teaching the targeted area of weakness. Peer observation is an important form of coaching and mentoring; it allows the coaching teachers to observe and evaluate the development needs of the struggling teachers and it also allows the weak teachers to observe and learn from the practices of the stronger teachers. This model encourages that teachers share leadership and responsibility for decision making, implementation, resources and evaluation of teacher professional development in the school. According to Principal C, on-premises group training gives the teachers opportunities to match the learning to their classroom context and allows them ample opportunity to interact with the trainers, ask questions and discuss their challenges, because these trainings groups are usually small in size. This approach to professional development positively resonates in the reviewed literature for the following reasons: Firstly, scholars such as Desimone et al. (2002), Garet et al. (2001) and Guskey (2002) believe that teachers benefit more from professional development training when they can relate it to their classroom context; secondly, coaching and mentoring allow teachers to take ownership for their individual learning needs (Bush, 2009); and thirdly, these practices are based on hands-on demonstrating and modelling for learning which are successful strategies encouraged by adult learning theories (Maister, 2000; Mulford, 2003; Pont, Nusche & Moorman, 2008; Rhodes & Beneicke, 2002).

The fourth approach to teacher professional development, which is exclusive to School D, is bureaucratic compliance to the government directives and policy.

Although Schools B and D participate in the same collaboration and networking initiative, School D has not developed as strong a PLC culture as did School B, mainly because the schools have different visions for teacher professional development practices and are led by principals who have different beliefs and dispositions to learning and development. Collaboration and networking for learning are absent, in practice, from School D, and this could be a factor contributing to this school's under achievement. While Principal B is genuinely committed to preserving and developing the school legacy of a self-created culture which encourages collaboration and networking for learning, Principal D does not appear to fully understand the purpose of developing such a culture in his school. As a result of Principal D's leadership, teachers in School D understand PLC practices as the activity of sitting side-by-side along teachers from other schools during schools' collaboration meetings and planning social events in their school. While School B shows the type of dedication and intention which goes into establishing a successful school PLC culture, as recommended by Hord (2004), School D provides an example of superficiality in PLC practices which Fullan (2006) warns against.

Principal D does not view himself as a leader of change and development in his school but rather as a manager of daily school routines. The absence of principal leadership in this school resulted in a lack of school vision for teacher professional development. In contrast to Schools A, B and C, which have worked hard on selecting, developing and implementing various professional development forms, content and processes in a way which matches their school vision, School D has taken no control over which forms, content or processes of professional development to follow and teachers have no other option but to attend short CPD

courses by the WCED. These courses, which are criticized and ignored by the other schools, according to the teachers who were interviewed, did not succeed in developing this school, mainly because they are too generic and do not match the teachers' needs and the school's context. These short CPD courses are an example of what Kelleher (2003) refers to as adult pull-outs programmes. There is considerable consensus in the scholarly literature that teacher professional development programmes that offer individual, non-coherant learning opportunities which do not link back to the school's broad directives and goals are not successful in affecting school development (Elmore, 2002; Feiman-Nemser, 2001; Fullan & Hargreaves, 1996; Rhodes & Houghton-Hill, 2000; Villegas-Reimers, 2003).

8.1.2.3 How Do Schools Take up the 'Framework' Policy and Vision?

As is reflected in the discussion of the dominant approaches described above, each of the high-achieving schools has developed its own professional development programme based on their own views and beliefs regarding efficient professional development practices.

The school principals also rely on building internal school capacity for professional development training ranging from internal collaboration and external networking to mentoring, professional inquiry and action research. These forms of professional development are strongly encouraged by the reviewed literature (Barab and Duffy, 2000; Rhodes & Beneicke, 2002) because they offer workplace learning opportunities which better match the teachers' contextual needs.

Ironically, it is only the school that exhibits the weakest academic achievement that complies closely with government policy.

While the national education department states that the short CPD courses are of high quality and presented by qualified and knowledgeable trainers, and that

they promise to transform the classroom upon completion of these courses, three out of four participating school principals as well as seven out of eight of the interviewed teachers hold negative opinion of the quality and content of these courses and of the trainers' knowledge and skills.

8.1.2.4 How Do Schools Take up the Government PLC Policy Vision?

Each of the high-achieving schools has successfully created their own PLC model which suits their contextual needs. The PLC models in Schools A, B and C are in line with the scholarly literature concerned with PLC. These three schools' PLCs are self-created internal communities based on needs evaluation and which serve to develop a culture of collaboration for learning (Bolam et al., 2005; DuFour, 2004; Hord, 2004; Morrissey, 2000; Seashore, Anderson & Riedel, 2003).

Teacher collaboration is evident in all three high-achieving schools, but it looks different in each of these schools. These cultures were shaped according to each school's own context and based in each individual school's proven successful experiences. The pre-existing school principals' habitus and the school doxas helped shape the models of PLCs adopted by each school. In School A, where up-skilling is the dominant form of teacher professional development, informal collaboration projects between teachers who are studying for the same upgrading course or university qualification naturally arise. Weekly collaboration meetings in School B are formally planned in the teachers' weekly schedule by the school administration team because the principal believes this formal collaboration to be in the school's DN, A. In School C, collaboration is organisational and draws on committee work as the principal believes in learning from the successes of business models.

School D's principal's bureaucratic leadership which promotes compliance with government directives has not resulted in a school PLC culture, as the principal is awaiting the government's directives regarding the creation of PLCs. There is visible collaboration in School D, but this collaboration is social and does not benefit teaching and learning.

8.1.2.5 How Do Schools View the School Principals' Role?

While Principals A, B and C see themselves as leaders of teacher professional development training and influencers of a shared culture of learning and achievement in their respective schools as well as managers of curriculum, Principal D views himself as a mediator of government policy and not as a leader of school development and learning. This echoes the views of scholars that, for development to be successful, the school principal's role should surpass that of instructional leader and comprises a combination of various leadership aspects and responsibilities such as: creating a school vision and goal setting, strategic alignment of resources, creating a community for learning and achievement, engaging in constructive problem talk and sharing decision-making, as well as selecting and developing smart tools and evaluating professional development influence on students' achievement (Bishop et al., 2006; Cardno, 2005; Hallinger, Bickman & Davis, 1996; Maister, 2000; May and Supovitz, 2011; Mulford, 2003; Pont, Nusche & Moorman, 2008; Richard & Catano, 2008; Spillane, Reiser & Reimer, 2002; Timperley, 2005; Timperley & Wiseman, 2003;).

On the other hand, Principal D does not view himself as a leader of professional development and PLC culture in his school. He doesn't perceive his management role to encompass creating and promoting school professional development vision and goals. His belief in the bureaucratic approach to

management does not affect teaching and learning nor successful implementation of teacher professional development; he only mediates professional development sessions scheduled by the department. Principal D thinks that his authority entitles him to be the sole decision-maker in the school, mainly in the areas of disciplining students and purchasing material resources, without considering what teaching and learning resources the teachers need, thus contradicting the prevailing view on the importance of providing relevant teaching and learning resources to allow the teachers to implement professional development in the classroom. He values social collaboration over collaboration for learning and he allows teachers to leave their classrooms in order to plan for school celebrations.

8.1.2.6 What Were the Effects of Principals' Participation – or Nonparticipation – in the ACE Course?

The ACE-SML programme analysis revealed that this course encouraged school principals to 1) lead instructional practices in their schools such as teaching and learning and curriculum management, 2) develop staff performance evaluation practices, 3) create and develop implementation tools and 4) manage human and material resources.

The principals of schools A and B, who attended the ACE course, are more focused on a school vision for learning than are the principals of Schools C and D. However, Principals A and B lead every aspect of curriculum development and planning and they both encourage specific teaching and learning pedagogies and strategies in their schools: Principal A encourages inquiry and research and Principal B encourages collaboration and networking for learning.

Principal C, who did not attend the ACE course, is not directly involved in curriculum leadership as he relies on the committee leaders and HODs for this task, although he does mentor struggling teachers in his area of specialization when needed. Although he does not have the required skills to fully lead instruction and curriculum in his school, he is aware of his role as an instructional leader and is managing to cope as best as he can without having had the appropriate training.

Principal D, who also did not attend the course, demonstrated no awareness of the need to develop his understanding and skills in instructional leadership in order to achieve his role as a school leader and not only a manager.

With regard to the second set of practices encouraged by the course, relating to performance evaluation, there were also clear differences between the practices of the principals who attended the course, and those who did not do so. Principals A and B both follow a rigid performance evaluation process which is based in leadership team classroom observation visits, peer-evaluation as well as reflection and goal setting practices, while Principal C mainly relies on informal discussions with teachers regarding their development needs. Although Principal C adopted an organisational model for his school through the development of committees, he is less adept at developing his schools' organisational practices in the area of teacher performance evaluation, which Principals A and B have fully mastered as a result of the ACE-SML programme.

Principal D, who did not participate in the ACE-SML programme, does not believe in "policing the teachers", and cannot see how his role in performance evaluation can help the teachers to identify their weaknesses and needs, set individual professional development goals and develop their professional development practices.

The third practice which can be traced back to the ACE-SML programme in Schools A and B, but less so in School C or School D, is creating and developing implementation tools. Both Principals A and B have developed formal and informal classroom observation schedules and checklists in order to facilitate and formalise these observation visits for the purpose of planning for development. They have also created proper needs analysis strategies ranging from classroom observations and goal-setting meetings with teachers to students' formal test results analysis and producing professional development plans to address those needs.

School A has a specific professional development focus for every semester depending on the students' and teachers' needs to develop; for instance one semester the focus could be on shapes or pattern in Grade 3 and essay writing in Grade 6 and for this purpose the school develops group professional development sessions for the different groups of teachers by relying on internal expertise or external trainers to present these sessions. Principal A comes from a research background, and this has influenced her choice of tools which include systematic analysis of needs, action-planning and monitoring

Principal B has adopted tools that reflect his belief in the value of collaboration, such as classroom observation and monitoring tools. School B also has a specific professional development focus for each semester which is addressed in various school collaboration meetings, such as the HOD meetings, phasal meetings and planning meetings or by networking with other schools to learn from their best practices.

Principal C acknowledges that the school needs to create a system for analysing students' test results and linking them to teaching and learning practices and teacher professional development needs, which is taught in the ACE-SML programme. He also does not utilise formal tools of observation and evaluation. However, he believes in shared

leadership, so he relies instead on regular discussions with teachers regarding their challenges and needs, and also on external trainers and networks.

In School D there was little or no evidence of tools for analysing students' results and linking them to teaching and learning practices and to professional development.

Human and material resources are also mobilized differently in every school based on the school context and the principal's habitus. In school A, teachers' promotion is based partly on their educational achievement and the purchase of material resources' is prioritised based on the school developmental goals; this approach is informed by the principal's habitus which is based in research. In School B, where the principal encourages collaboration, teachers' promotion is takes into account their seniority in the school and their experience in leading collaboration meetings; teaching resources are purchased only when all the teachers who teach the same subject in the same phase agree on the need for a certain resource. In School C, where the principal favours the business organisational model, all teachers are expected to join one or more school committee

The principal of School D has not developed tools that are based on a vision that align human and material resources to improved learner outcomes.

8.3 Conclusion

The study's main research question is: What, if any, role are school senior leaders perceived to play in teacher development and learning?

This study shows that the three school principals at the strong schools aimed to create a school vision for teacher professional development practices and school PLC culture have accompanied their teachers throughout the full process of their professional development journey, from needs analysis to classroom implementation. They have influenced the teachers'

choice of professional development form, content and processes, and have strategically managed the school resources, created implementation tools and allowed the teachers to participate in decision making and to assume leadership roles in the school. These principals have successfully changed the teachers' practices and beliefs regarding professional development and have led their schools to high achievement. On the other hand, the school principal who did not view himself as a leader of teacher professional development and has left his teachers to autonomously follow the government's directives regarding teacher professional development practices and school PLC creation did not succeed in changing the teachers' mindset or practices regarding how professional development should affect teaching and learning in a way which impacts students' achievement.

This study suggests that there is no single recipe for good leadership practices. Instead, effective leaders and schools achieving relatively better results develop their own approaches to professional development, aligned to their own history and school culture. Each of these principals encourages a different approach to teacher professional development and PLC culture and each approach guides the school's choice of professional development form, content and processes accordingly. Each combination of professional development practices is different, and each PLC culture is different, although some practices overlap.

The principals of the more successful schools have different understandings of professional development. However, these principals equally believe that professional development must match teaching and learning needs within the particular school context and maximise the use of their school's available capacity and resources. They all base their choice of professional development practices on classroom observations, conversations with teachers and analysis of students' test results.

While the principals of the high-achieving schools are aware of their leadership role relating to teaching and learning, teacher professional development practices and school PLC culture, the principal of the under-achieving school does not perceive his role to involve leading in these areas. He believes his role to be a mediator of the government directives. As a result of this principal's bureaucratic compliance leadership style, these teachers' choice of professional development courses is not based on proper needs evaluation processes; the courses they choose end up being irrelevant or impractical for their classrooms' needs and context.

In the three high achieving schools, we see that support from higher levels of the system, from circuit to district, does not enhance professional development practices in schools nor does it affect the school culture. Instead, schools perform best where practices are adopted independently within the school. These practices are embedded in school culture and history, and aligned with the leadership assumptions and experiences. Ironically, the absence of an independent stance and a preference for passive compliance with policy and systemic support practices seem to negatively impact on professional development practices and on teaching and learning.

It is evident that the ways in which these school principals manage and allocate human and material resources play a role in the schools' success or failure. Principals who allocate leadership roles in their schools based on merit and consult with the school leadership and teaching team before purchasing resources are believed to be transparent and, as a result, they guarantee more commitment and productivity in their schools. Principals of the higher achieving schools assign leadership, training and mentoring roles to the stronger teachers, while these practices are absent from the under achieving school. Teachers in this school are not motivated to further their education or attend professional development courses because

they know that the chance of landing a leadership role is totally dependent on the principal's choice and not on merit. These teachers only attend enough CPD courses to get the yearly score and keep their teaching licence current with SACE, while teachers in the high achieving schools are eager to empower themselves and move up in the school leadership team, because they trust that the principals' choice is built on merit and not on favourism.

Decision making regarding purchasing material resources to support professional development implementation affecting teaching and learning practices is shared by the principals of the high achieving schools with the leadership team and teaching staff. Material resources are purchased after the teachers, lead teachers and HODs decide on their usefulness to enhance teaching and learning in a specific subject area. While the principal of the under achieving school, who is the sole decision maker regarding the purchase of material resources, has decided to leave the classrooms bare of resources and invest most of the school's budget in an online school program, which may or may not be used to communicate with other schools around the world.

Principals who have attended the ACE-SML training course have adopted the most productive professional development practices. It is not clear whether these principals attend these courses because they are good leaders or vice-versa. Nor is it clear to what degree these principals have drawn their general approach from the course, or simply had their existing practices encouraged or enhanced. However, it is clear that the principals have adopted some specific practices from the course.

8.4 Study Limitations

This study was originally designed to compare the role of school principals in leading professional development implementation practices in six schools, three high achieving and

three low achieving. However, two of the selected low achieving schools refused to participate in the study. This resulted in studying a smaller sample and basing the comparison on only one under achieving school as opposed to three high achieving schools, which is not an ideally balanced comparison. The study sample size is small; only four school principals and eight Grade six teachers were interviewed and so the study results cannot be generalised. However, the study does not claim to make such generalisations. Instead, it shows how particular cases challenge us to rethink widely held assumptions about the relation between policy, professional development practices and learners' achievement.

8.5 Concluding Comments

This doctoral thesis has shown that school principals in the schools which participated in this study do influence teacher professional development practices and school PLC culture. Their role is not necessarily guided by the policy. It is framed by the particular interaction between the principal's habitus and the school doxa which arose from the history and values of the school. The principals' role can also be affected by the leadership and management training programmes which they have attended. The principal's role can also be affected by the leadership and management training programmes which they have attended.

The study shows how teacher professional development policy is recontextualised in each school according to the leaders' interpretation and the school history. This has implications for policy makers: Policy governing teacher professional development courses and leadership training programmes should take into account that the context of policy is going to be reshaped according to the perceived needs, values and established practices of the individual school. Since the process of recontextualisation is inescapable, policies should take

this recontextualisation into account, for example by assisting leaders in adapting the policy in a positive manner.

One of the achievements of this research is that it produced a theoretical model with two layers and in so-doing has combined a descriptive account from one set of literature with explanatory insights from a different literature. This contributes explanatory insights to a literature that generally describes professional development practices without explaining why these take the form they do in particular contexts.

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APPENDIX A: Ethics Clearance from School of Education at University of Cape Town

UNIVERSITY OF CAPE TOWN

School of Education

RESEARCH ETHICS: STUDENT/SUPERVISOR JOINT STATEMENT

This form should be completed by the research student and then co-signed by student and supervisor: Tick the YES or NO box, and write in details where appropriate. Please read the UCT Code for Research involving Human Subjects before completing the form. Ask your supervisor for clarification and help if needed.

Student researcher: Name: Abir Botes (BTSABI002)

Title of research project: **Influence of School Senior Leadership on Teacher Professional Development: A Comparative Case Study of Six Schools in Cape Town**

Course detail: EDN 7000W-RG01 / THE (4089)

Supervisor: Name: Dr. Heather Jacklin

1. Have you read the Humanities Guide for Research Ethics? (available from supervisor or at the Humanities website http://www.humanities.uct.ac.za/hum/research/ethics)	YES ✓	NO

2. Is your research making use of human subjects as sources of data?	YES ✓	NO

Research focus

3. In the space below state what your research question/focus is, and give a brief outline of your plans for data collection.

Research Question:

What, if any, role do school senior leaders play in teacher development and learning?

Research Focus:

This research will investigate the influence of school senior leaders (principals and/or vice principals) in leading the implementation of teacher PD in their respective schools: how school senior leaders influence teacher actions and beliefs with regard to PD implementation and which aspects of PD programmes they encourage; how they affect school culture and the creation of PLCs.

Data Producing Instruments:

- Observation: focus on recording elements related to senior leadership and teacher professional development
- Staff Survey: data from survey will be used to select teacher participants for the interviews
- Senior Leaders' Interview: to explore school leaders' understanding of teacher professional development as well as leaders' role in this development
- Teachers' Interview: to understand the teachers' perceptions of PD opportunities and the influencing factors behind them with focus on senior school leadership role in shaping teachers work and belief of PD and PLCs.

Information

4. Will participants (research subjects) in the research have reasonable and sufficient knowledge about you, your background and location, and your research intentions? Describe briefly below how such information will be given to them. If there is any reason for withholding any information from participants about your identity and your research purpose, explain this in detail below.	YES ✓	NO

In order to build familiarity and rapport, the researcher has planned to spend 8 weeks in each school as a serving capacity. During this time, participants (both administrative and teaching staff) will get to know the researcher and have a chance to get familiarized with the nature of the study. There will be plenty opportunity to discuss questions before getting participants consent and before data collection process commences.

Consent

5. Will you secure the informed consent of all participants in the research? Will the consent be given in writing? Describe how you will do this in the space below. If your answer is NO to both or either of these questions, give reasons below. *Attach copies of your draft consent forms that you will use to get written consent*	YES ✓	NO

A written consent form (to be attached) has been developed for this study and was approved by the research supervisor, Dr Heather Jacklin. Copies will be handed in to individual potential participants (school principal and/or vice-principal and selected teachers). The researcher will meet with participants to discuss the study and answer their questions before signing the consent form. Copies of signed consent forms will be kept with the researcher and participant.

6. In the case of research involving children, will you have the consent of their guardians, parents or caretakers? If your answer is NO, give reasons below. If your answer is YES, describe briefly how this consent will be got from the participants. Will the consent be given in writing? *Attach copies of your draft consent forms that you will use to get written consent.*	YES	NO ✓

This study does not involve children.

7. In the case of research involving children, will you have the consent of the children as much as that is possible? If your answer is YES, describe briefly how this consent will be got from the children. If your answer is NO, give reasons below.	YES	NO ✓
This study does not involve children.		

Confidentiality

8. Are you able to offer privacy and confidentiality to participants if they wish to remain anonymous? If you answer YES then give details below as to what steps you will take to ensure participants' confidentiality. If there are any aspects of your research where there might be difficulties or problems with regard to protecting the confidentiality and rights of participants and honouring their trust, explain this in detail below,	YES ✓	NO
In order to have full anonymity schools and participants will be given pseudonyms. No reference to any personal information will be made in order to guarantee complete confidentiality. Schools will be described carefully in order not to reveal any indications that may lead to identification.		

Potential for harm to participants

9. Are there any foreseeable risks of physical, psychological or social harm to participants that might result from or occur in the course of the research? If your answer is YES, outline below what these risks might be and what preventative steps you plan to take to prevent such harm from being suffered.	YES	NO ✓

Potential for harm to UCT or other institutions

10. Are there any foreseeable risks of harm to UCT or to other institutions that might result from or occur in the course of the research? e.g., legal action resulting from the research, the image of the university being affected by association with the research project, or a school being compromised in the eyes of the Education Ministry. If your answer is YES, give details and state below why you think the research is nonetheless worthwhile.	YES	NO ✓

11. Are there any other ethical issues that you think might arise during the course of the research? (e.g., with regard to conflicts of interests amongst participants and/or institutions) If your answer is YES, give details and say what you plan to do about it.	YES	NO ✓

Signed:

Student: Abir Botes

Date: 10/06/2014

Co–signed:

Supervisor: Dr Heather Jacklin

Date: 10/06/2014

APPENDIX B: Research Approval by the Western Cape Government- Education- Directorate of Research (2015)

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REFERENCE: 20140813-34557

ENQUIRIES: Dr A T Wyngaard

Mrs Abir Botes

Flat 201 Canal Quays

1 Anchor Way & Lower Long Street

Cape Town

8001

Dear Mrs Abir Botes

RESEARCH PROPOSAL: INFLUENCE OF SCHOOL SENIOR LEADERS ON TEACHERS PROFESSIONAL DEVELOPMENT: A COMPARATIVE CASE STUDY OF SIX SCHOOLS IN CAPE TOWN

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **11 March 2015 till 30 September 2015**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services

Western Cape Education Department

Private Bag X9114

CAPE TOWN

8000

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 11 March 2015

APPENDIX C: Research Approval Extension by the Western Cape Government- Education- Directorate of Research (2016)

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REFERENCE: 20140813-34557

ENQUIRIES: Dr A T Wyngaard

Mrs Abir Botes

Flat 201 Canal Quays

1 Anchor Way & Lower Long Street

Cape Town

8001

Dear Mrs Abir Botes

RESEARCH PROPOSAL: INFLUENCE OF SCHOOL SENIOR LEADERS ON TEACHERS PROFESSIONAL DEVELOPMENT: A COMPARATIVE CASE STUDY OF SIX SCHOOLS IN CAPE TOWN

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

12. Principals, educators and learners are under no obligation to assist you in your investigation.
13. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
14. You make all the arrangements concerning your investigation.
15. Educators' programmes are not to be interrupted.
16. The Study is to be conducted from **05 April 2016 till 30 September 2016**

17. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
18. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
19. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
20. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
21. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
22. The Department receives a copy of the completed report/dissertation/thesis addressed to:

The Director: Research Services

Western Cape Education Department

Private Bag X9114

CAPE TOWN

8000

We wish you success in your research.

Kind regards.

Signed: Dr Audrey T Wyngaard

Directorate: Research

DATE: 29 February 2016

APPENDIX D: Participant Informed Consent Form

Participant Informed Consent Form

Title of Project: Teacher Professional Development: A Comparative Case Study of Six Schools in Cape Town

Principal Investigator: Abir Botes, PhD Student

University of Cape Town

BTSABI002@myuct.ac.za

Mobile: 0782766544

Supervisors: Dr. Heather Jacklin & Prof. Pam Christie

University of Cape Town

1. **Purpose of the Study:** The purpose of this research study is to explore and compare the ways in which professional development takes place in schools.

2. **Procedures to be followed:** You will be asked to complete a short initial selection survey. If you are selected, you will be further required to attend an interview with the researcher. The researcher will tape record the interview.

3. **Duration:** It will take about 45 minutes to complete the interview.

4. **Statement of Confidentiality:** Your participation in this research is confidential. No personal information is required. The data will be stored and secured. In the event of a publication or presentation resulting from the research, no personally identifiable information will be shared.

5. **Participant Consent:**

_____

(name of participant)

1. Abir Botes has discussed this research with me. I have had the opportunity to ask questions about this research and I have received answers that are satisfactory to me. I understand the general purposes, risks and methods of this research. I understand that my participation in the project is voluntary and that my personal information will be confidential.
2. I agree to the publication of results from this study provided details that might identify me are removed.
3. A copy of this form is given to me for my records.
4. I agree to participate in an interview. Yes / No
5. I agree that the interview may be taped, on the understanding that the tape will be heard only by the researcher. Yes / No
6. I understand that I am free to withdraw from the research at any point in the research process.

Signed by the participant: _____ Date: _____

Signed by the researcher: _____ Date: _____

APPENDIX E: The Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (2011-2025)

http://www.dhet.gov.za/Teacher%20Education/Intergrated%20Strategic%20Planning%20Framework%20for%20Teacher%20Education%20and%20Development%20In%20South%20Africa,%2012%20April%202011.pdf

APPENDIX F: ACE-SML Curriculum Outline

https://www.oerafrica.org/download/file/fid/5878

APPENDIX G: Interview Questionnaire with a Member of the ACE-SML Writing Committee

1. Introduction:

Thank you for participating in my study. I am a PhD student with UCT and wish to ask you some questions regarding the ACE-SML programme implementation processes. Personal information will be treated with utmost confidentiality and will not be used in any form to evaluate or criticize your person or the institute which you are affiliated to. This interview is only meant as a research tool to study influencing factors on school senior leaders' professional development in order to support my study.

2. Questions:

1. How did you become interested or involved in the ACE-SML programme?
2. Could you please explain the ACE-SML curriculum background?
3. What can you tell me about the ACE-SML curriculum design (goals, practices, outcomes)? How do you measure them?
4. Which teaching and learning practices were followed? Which produced better responses?
5. Which of these strategies encouraged collaboration? Did you observe any impact on schools' culture? If yes, please explain.
6. Do you follow up at school level?
7. What are the good leadership practices you observed in the strong schools?
8. What did you hope the principals would take into their schools?
9. What practices did you focus more on? Why?
10. Have some schools taken more effectively than others? Why do you think?
11. From the principals' point of view how valid is this qualification?

3. Closure:

Before ending this interview, please allow me to thank you for generously accommodating me and answering my questions. Is there anything you would like to share before we end?

APPENDIX H: Teaching Staff Initial Survey

This survey will be used to select interview participants for a doctoral research study, with focus on professional development (PD).

Please write the name of workshop, course or other form of PD you took within the last 2 years.

PD government workshops refer to external workshops offered by the Western Cape Educational Department (which falls under the continuous professional development framework policy)

Upgrading courses are any external courses taken in universities or professional development schools (like ACE, TD, BA, or Master courses...etc)

By other we mean any form of formal or informal professional development opportunities taken in or outside the school including attending conferences, action research, networking, collaboration projects, coaching & mentoring, reading books or articles, discussing teaching & learning strategies with colleagues, meeting with school principal or subject lead...etc

Please write the name of your course, workshop or any relevant information about the professional development opportunity/opportunities that you have.

General background information				Professional development			
	Years of experience	Highest Qualification	grade level	subject	PD government workshops	upgrading course/ name of institute	other-formal PD please explain briefly	other-informal PD please explain briefly
1								
2								
3								
4								
5								

APPENDIX : Principals' Interview Questionnaire

1. Introduction:

Thank you for participating in my study. I am a PhD student with UCT, and I wish to ask you some questions regarding teacher professional development opportunities in your school. Personal information will be treated with utmost confidentiality and will not be used in any form to evaluate or criticize your person or your school. This interview is only meant as a research tool to study influencing factors on teacher professional development in order to support my study.

2. Questions:

	Bourdieuan Concepts Probes
a. School Vision	
1. Let's start with a quick briefing about you career & your experience with professional development (previously as a teacher and now as a school leader). How was your experience with professional development so far?	**Explore for Doxa & Field (general dispositions)**
2. According to the survey which I conducted earlier in your school (percentage) of teachers are taking professional development courses with the Western Cape Educational Department, (percentage) of teachers are doing upgrading courses, and the remaining (percentage) are taking collaboration opportunities offered in the school or among schools in order to improve their skills and knowledge. How do you interpret this pattern?	**Explore for Doxa & Field (general dispositions)**
3. What are your school aims or goals with regard to teacher continuous professional development and learning? How did your school come to adopt these goals?	**Doxa & Field**
4. How does the school environment work with this approach? And what is your role in this? How are you going to lead your school reach these goals?	**Doxa & Capital**
b. Resources Allocation	
5. How do you plan to implement acquired knowledge from professional development into your school community life?	**Capital & Doxa**
6. As we all know, implementation is never without obstacles…could we talk about implementation challenges and how your school plans to envisage them?	**Capital**
7. What resources and tools are available for you as a school leader in order to support teachers' developmental issues? How will these resources be distributed?	**Capital**
8. Who benefits the most of professional development? (If not all teachers and staff: What about the others?)	**Capital & Doxa**
c. Is learning at the heart of school community?	

9. Do you think your teachers are motivated to do PD? If yes, what do you think the reasons are (internal or external)? If no, why do you believe your teachers lack this motivation?	**Habitus- shifts in practice**
10. Based on your previous experience with PD, as a previous teacher, what used to motivate you to do PD?	**Field**
11. How do professional development activities impact on teaching and learning in your school? What do you see the link to be between teachers' professional development and students' learning and achievement?	**Capital?**
12. If professional development is not enhancing learning, how else is it benefitting the school and/or the teachers?	**Capital**
d. Problem solving:	
13. How satisfied are you with your teachers' professional development progress so far? (What challenges do you recall and how did you help teachers overcoming these challenges?)	**Capital & leadership influence**
14. How is decision taken regarding teacher professional development issues and challenges? Who decides on teacher professional development in your school? (Who should decide?) What is your role as a school leader in this?	**Capital & Habitus**
15. How open do you think your teachers are in discussing their professional development challenges and problems? Based on your previous experience would you think discussing these issues help overcome or reduce the problems? Please elaborate.	**Doxa & Capital**
e. Selection and development of systems	
16. Does your school have a professional development plan? (elaborate) Who decides on this plan? (Who should decide?) How is this decision taken?	**Capital**
17. What do you believe to be most effective professional development tools for teachers? Please explain (based on own previous experience)	**Field & Capital Leadership influence**
18. How would you envisage the best approach/programme to teacher PD? How would you do it? What would you change? What systems would you implement? (justify choice)	**Field**
19. How did you experience professional development in the past and how do you think it helped you lead your school in this area? How did that make a difference?	**Doxa & Habitus Shift of practice**
f. Instructional practices:	
20. How does your role, as a school leader, influence teachers' choice of appropriate professional development (PD) with regard to their developmental needs? Who assesses these needs? (Classrooms observations and needs analysis?)	**Habitus Shift of practice**
21. How do you foresee teaching and learning practices in your school? Do you encourage teachers to adopt certain teaching and learning methodologies? If yes, what made you form these opinions?	**Doxa & Habitus Shift of practice**

22. Do you, as a leader, participate in teacher professional development? (both formal and informal) Please explain what made you take this decision.	**Doxa & Habitus**
g. Shared practices and collegiality:	
23. Does the whole school benefit from individual teachers' PD? (Is the knowledge shared?)	**Doxa & Habitus**
24. Do you rely on individual teacher expertise to internally present professional development sessions for the staff?	**Doxa & Habitus**
25. Do teachers plan together at school? If yes, why and how? If not, why?	**Doxa & Habitus**
26. Do your teachers work together to improve students' output? If yes how? If no, why? And what do you believe should be done? How is your school doing with the Annual National Assessments? Where would you want it to be in the next few years?	**Habitus, Field & Doxa**
27. Are you familiar with the teacher continuous professional policy (the Framework)? Do you have an opinion on this topic?	**Field and Doxa**
28. Does the government's vision of professional development offer you as a leader guidance to address teacher professional development & implementation challenges?	**Field, Capital & Doxa**

3. Closure:

Before ending this interview, please allow me to thank you for generously accommodating me and answering my questions. Is there anything you would like to share before we end?

APPENDIX J: Teachers' Interview Questionnaire

1. Introduction:

Thank you for participating in my study. I am a PhD student with UCT, and I wish to ask you some questions regarding teacher professional development opportunities in your school. Personal information will be treated with utmost confidentiality and will not be used in any form to evaluate or criticize your person or your school. This interview is only meant as a research tool to study influencing factors on teacher professional development in order to support my study.

2. Questions: **Bourdieuan Concepts Probes**

a. School Vision	
1. The topic for this study is professional development. Let's talk about your experience with professional development (Is it good or bad? What can you remember?) What is your understanding of professional development?	**Explore for Doxa & Field (general dispositions)**
2. Do you believe that other teachers in your school see professional development in the same way you do it? What about school leadership team? What's the impact and how?	**School environment & Doxa**
3. How do you understand the government's vision of teachers' professional education and development? Please give examples about attended government PD	**Field**
b. Resources Allocation	
4. How do you get needed resources to implement new teaching practices in your classroom? If not, what have you asked for and didn't get? Any other ways you can think of to get the resources?	**Capital & Doxa**
5. In your experience, what kind of professional development works best for improving teaching and learning? Aka what would you like to see more of/less of? Why? Please give examples of best time and/or last time	**Capital**
6. What can you say about professional development opportunities you had so far with regard to your developmental needs as a teacher? (Satisfying the needs?)	**Capital**
7. How do you see professional development to benefit you as a teacher?	**Capital & Doxa**
c. Is learning at the heart of school community?	
8. Tell me how does your professional development apply in your classroom? How does it work for you? (Reflect and give examples please)	**Habitus- shifts in practice**
9. How does your professional development influence your students' learning? (Any relationship? where do you expect your school to be with Annual National Assessments?)	**Field**

10. Do other teachers in your school utilize professional development knowledge to improve students' learning and achievement?	
11. How do you think professional development will help you other than in the classroom?	**Capital**
d. Problem solving:	
12. What challenges do you recall while applying newly acquired PD? How did you overcome them? (Alone or assisted? If assisted, by whom? Any leadership influence?)	**Capital & leadership influence**
13. Who would be the best person (professional connection) to seek assistance regarding your professional development? (This could be formal or informal) How does this person offer support? (Has it always been this person?)	**Capital & Habitus**
14. Does the school principal or vice principal play any role in your professional development (formal and informal)? If yes, what role do they play? If not, would you think they should and why?	**Doxa & Capital**
e. Selection and development of systems	
15. How often do you do PD? Is there a professional development plan at your school for all the teachers? Do you think it's enough?	**Capital**
16. Who chooses what professional development you must do? How are your professional development needs as a teacher assessed? Who assesses them?	**Field & Capital Leadership influence**
17. Is there a system in your school for classroom observation & support? (If yes please tell me how it works & give an opinion/ if not would you think a system would be beneficial? & how would you want it to be?)	**Field**
18. Which do you think is more efficient: individual professional development or collaborative professional development (with other teachers or administrative staff? (Can you give examples from your experience?	**Doxa & Habitus Shift of practice**
f. Instructional practices:	
19. Tell me about a professional development that you used in your classroom before? How did it work? Why do you think it did or did not work?	**Habitus Shift of practice**
20. Do you think other teachers in your school used the same PD? Did it work for them the same?	**Doxa & Habitus Shift of practice**
21. Is there a general expectation or understanding in this school about how you should teach (best teaching and learning methodologies)? If yes, who sets the expectation and allow for professional development provision? If not, would you think there should be a general teaching approach or method in the school? Justify your opinion please based on past experience	**Doxa & Habitus**
g. Shared practices and collegiality:	

22. Do you as teachers do any planning together? If yes, do you find it beneficial? / if no, would you think it would be a good practice to plan together? Have you done it in the past? Elaborate	**Doxa & Habitus**
23. Do you as teachers observe and support each other in the classroom? (support outside the classroom? Conversation leading to sharing practices). Does it help? Would it help?	**Doxa & Habitus**
24. Is a teacher expected to share professional development knowledge with other teachers? If yes please talk about how this has been beneficial for you/ if no, would you think it is beneficial to share PD?	**Doxa & Habitus**
25. Are you familiar with the professional development framework? Do you have an opinion about this?	**Habitus, Field & Doxa**

3. Closure:

Before ending this interview, please allow me to thank you for generously accommodating me and answering my questions. Is there anything you would like to share before we end?