EXPLORING HOW A DISTRICT TEACHER DEVELOPMENT CENTRE SUPPORTS TEACHERS' PROFESSIONAL LEARNING: A CASE STUDY IN PHUMELELA DISTRICT

by

NTOMBENHLE PORTIA NOMCEBO THWALA

211552861

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Declaration

I, Ntombenhle Thwala, declare that:

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
3. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
4. This thesis does not contain other persons' writing, unless specifically sourced from other researchers. Where other written sources have been quoted, then:

(a) Their words have been re-written but the general information attributed to them has been referenced.

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Student name: Ntombenhle Thwala   Supervisor: Professor Carol Bertram

Date: 7 June 2019   Date: 07 June 2019

Signature: Signature:

Abstract

The purpose of District Teacher Development Centres is the provision of teacher professional development. The DTDCs also aims to be a place where Professional learning communities should meet to enhance their professional learning for the improvement of their classroom practice. The centres should have resources and materials available to support teacher learning.

The purpose of the study is to explore the extent to which a DTDC in a district in KwaZulu-Natal provides support to the teachers and to examine teachers' perceptions of whether professional development they get from the centre contributes to their professional learning.

My study uses the interpretive paradigm and a qualitative case study was adopted. I used observations, document analysis of attendance registers and quarterly reports and semi-structured interviews as data generation methods. Ten participants were interviewed and five observations were made. I used purposive sampling for three centre personnel and convenience sampling for seven teachers. My study used Harland and Kinder's typology of professional development outcomes as the conceptual framework. In analysing the data, I used thematic analysis and the conceptual framework.

Findings revealed that many activities take place in the centre but the major activity that took place was workshops. The centre was mostly used as a meeting place for the teachers to get information on curriculum management and delivery. Moderation of school-based assessment also took place in the centre. Very few cluster meetings were mentioned by the participants as activities that take place at the centre. The centre was also used as the meeting venue for Education Department staff, community members and the Community Policing Forum, as well as an accommodation venue for matric learners during school holidays. The teachers' perceptions of the centre's support for their professional development showed they gained more administrative skills than the skills and knowledge that had an impact in their classroom practice.

The findings also showed that the centre had no proper funding for its effective functionality in terms of acquiring resources. It did not have funds that were always available to finance urgent needs. The centre needed a proper security guard system, a receptionist, a Personal Assistant for the manager, as well as a science lab assistant. The centre needs to be supported by the Department of Basic Education so as provide proper professional development to teachers.

Acknowledgements

List of Acronyms

AET   Adult Education and Training

CA   Creative Arts

CPTD   Continuing Teacher Professional Development

CPF   Community Policing Forum

CBD   Central Business District

CMC   Circuit Management Centre

CPD   Continuous Professional Development

DBE   Department of Basic Education

DEHT   Department of Higher Education and Training

DTDC   District Teacher Development Centre

GPS   Global Positioning System

HOD   Head of Department

ICT   Information and Communication Technology

INSET   In- Service Training

ISPFTED   Integrated Strategic Planning Framework for Teacher Education and Development in South Africa

IT   Information Technology

KZN   Kwa-Zulu Natal

PA   Personal Assistant

PD   Professional Development

PDI   Provincial Development Institute

PLC   Professional Learning Community

NS   Natural Sciences

SACE   South African Council of Educators

SASAMS   South African Schools Administrative Management System

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Chapter 1: Introduction to the study

1.1 Introduction

This chapter is the introduction to this study. The purpose of this study is to explore how one District Teacher Development Centre contributes to teacher learning. The chapter also highlights the rationale of the study, background information about the Phumelela (pseudonym) District Teacher Development Centre, the research questions, a brief literature review, the conceptual framework and methodological approach and an overview of the study. The final part of this chapter highlights the contents of the following chapters.

1.2 The focus and the purpose of the study

Teacher development in South Africa is currently informed by the policy called the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa (DBE & DHET, 2011). This framework provides a number of plans to support teacher development, such as the creation of professional learning communities and the development of District Teacher Development Centres. The purpose of these centres is to de-centralise teacher development activities and make them more accessible to all teachers, not only those who work in urban schools. There are many rural schools in KwaZulu-Natal, thus it is important to understand better how these DTDCs are serving teachers who work in these rural schools.

The study is focused in one of the Phumelela District Teacher Development Centres. The centre is located in a small town that is surrounded by a rural community. It serves teachers from thirty-three schools around it. The purpose of the study is to find out how the District Teacher Development Centre provides professional development opportunities for the teachers which support their professional learning. I also wanted to find out how the teachers make use of the centre facilities for teacher professional development. The other purpose is to investigate the ways in which teachers say that the resources and activities provided in the centre contribute to teacher learning. The study aims to investigate to what extent teachers participate in professional development activities at the centre and use the resources of the centre and to what extent these support their professional learning.

1.3 Rationale

As a teacher, I have an interest in this study because I want to investigate how the DTDCs are useful to me as a teacher. I want to find out what activities and resources are available at the centre for teacher professional development.

The other reason for conducting this study is to investigate if the District Teacher Development Centre serves its purpose of providing professional development to teachers as is stipulated in the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025 (DBE & DHET, 2011), and Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres in South Africa (DBE, 2015). The DTDCs are centres that are supposed to provide continuous professional development to the teachers. I also want to conduct this study because the literature reveals that there is very little research on the DTDCs in KZN. My study will contribute to existing scholarship by finding out the benefits of using these centres for the professional development of teachers. I hope   this study will benefit the Phumelela District and the KwaZulu-Natal Department of Education in finding out in what ways the DTDCs serve their purpose. The afore-mentioned institutions will also be well-informed by the study as to how they can improve in providing professional development to teachers.

1.4 Background

The ISPFTED (2011-2025) (DBE & DHET, 2011) elaborates on the establishment of District Teacher Development Centres (DTDCs) in the places where they were not available and the improvement of those that already existed at that time. The policy states that these district centres must function as learning spaces for teachers. The DTDCs must have a library facility and a media centre, a computer laboratory, a science laboratory and an Information and Communication Technology (ICT) facility to provide for teacher learning (ISPFTED, 2011-2025), (DBE & DHET, 2011). My study will also look at how the government policies regarding teacher development are implemented.

The centre that I investigated is located in the Phumelela (pseudonym) District. According to the 2016 statistics Phumelela Municipality has a population of 554 882 people. This district is located in a deep rural community. A deep rural community is a community mainly consisting of mostly an unemployed workforce, dependant on social grants. Many homes in this community do not have running water and electricity. This centre serves 33 schools around it.

The teachers and learners travel long distances to school. This centre is located in a usually short-staffed district. Many teachers take transfers every year to work near their homes. Therefore, continuous professional development is of vital importance. This district has experienced a low matric pass rate in the KwaZulu-Natal province over the years.

1.5 Research questions.

The main research question is:

How does a District Teacher Development Centre support teachers' professional learning?

The sub-questions are as stated below:

1.What resources and materials are available at the centre for teacher professional development?

I ask this question to find out what resources and materials in the centre are available to enhance teacher learning and provide teachers with professional development.

2.What kinds of professional development activities does the centre provide?

This question will reveal what kinds of professional development activities, such as training, are provided to teachers by the centre. The study will find out if there are any other activities that take place in the centre apart from those of providing professional development to teachers.

3.In what ways do these resources and activities support teachers' professional learning?

This question will focus on the views of teachers regarding the impact that the resources and professional development activities have on their classroom practice and professional learning.

1.6 Brief Review of Related Literature and Conceptual framework

The literature of this study will first define what teacher learning is and the different forms of learning which can be formal and informal (Desimone, 2011). Formal learning is learning that takes place as a result of formal courses or programmes. Informal learning is learning through practice or experience (Desimone, 2011). My study will explore the extent to which both of the two types of learning activities are provided by the DTDCs. Teacher learning is the process whereby a teacher moves from being a novice to an expert (Kelly, 2006). Secondly, I will

define professional development and how it can be successful. Professional development is described as the engagement of teachers in many activities and collaborations to increase their knowledge and skills, improve their practice and contribute to their personal, social and emotional growth (Cohen et. al, 1993, as cited by Desimone, 2011). I will then explain the two main teacher learning theories, which are cognitive and socio-cultural theories of learning, and how they relate to my study (Kelly, 2006). Then I will describe the models of learning and how they can be used to describe the activities offered in DTDCs for the professional development of teachers (Kennedy, 2005). Finally, I will give an overview of what the policies in South Africa say about the professional development that District Teacher Development Centres (DTDCs) have to provide for teacher learning.

The first policy is the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025 (DBE & DHET, 2011) which stipulates the purposes of DTDCs as follows: "The DTDCs aim to help teachers to have access to appropriate development opportunities by helping them take diagnostic assessments in a safe, non-threatening environment" (p. 13). The teachers would also be assisted in evaluating assessment outcomes and identifying programmes that would address the needs identified through taking assessments. The DTDCs would also assist teachers in applying for SACE-accredited providers of professional development. It would also assist teachers in accessing funding for those programmes.

The second policy I am going to discuss is Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres in South Africa (2015). This policy describes DTDCs as: "…the physical sites located in districts and which are easily accessible to teachers from schools in the district around the DTDC: sites from which curriculum support can operate; where teachers can access resources; where Continuing Professional Teacher Development courses are delivered; and where teacher professional learning communities can meet." (DBE, 2015, p. 2).

My study will be informed by Harland and Kinder's (1997) conceptual framework of framing models of outcomes. To describe the different kinds of outcomes of professional development activities of the teachers that use the District centre I will use Harland and Kinder's three order levels of the typology of INSET (now called professional development activities) outcomes.

The literature review and the theoretical framework will be discussed in greater detail in chapter two.

1.7 Methodological approach

My study uses a qualitative approach within an interpretive paradigm. Qualitative research is a research methodology concerned with understanding the processes and the social and cultural contexts which form the basis of behavioural patterns and it focuses on answering the "why" questions of the research (Maree, 2013, p. 51). Similarly, Cresswell (2013) affirms that qualitative research takes place in a natural setting. It empowers the participants to share their experiences. The research design adopted for this study is a case study design which aims to find in-depth understanding of the phenomenon. The preference for a case study here is because it will enable the researcher to get detailed information about the development of TDCs. Three methods of data collection will be used for this study which include semi-structured interviews with teachers, district officials and official personnel in charge of TDCs, observation schedule and document analysis. Interviews will be audio recorded. The study will comprise of a case study of one Teacher Development Centre in KZN.

The sample for this study will comprise of ten teachers that use the Teacher Development Centre selected as a case study, as well as three personnel/officials in charge of the Centre. In the case study, the Centre Manager and the other centre personnel will be interviewed, ten teachers that are using the centre will also be interviewed, documents such as the attendance registers will be reviewed and the resources and activities in the centre will be observed. My sampling method will be purposive sampling since I will ask teachers and the centre personnel that are available at the centre to be my participants. More about data collection will be discussed in Chapter Three.

1.8 Overview of the dissertation

The chapters of this study will be structured as follows:

Chapter One has presented an introduction to the study. This is where I discussed the background and the overview of the study.

Chapter Two has present the literature review that will inform the study. The literature is based on teacher professional development, teacher learning theories, models of teacher learning and the conceptual framework which will look at teacher learning outcomes.

Chapter Three is about the research methodology that I used to collect data, including the paradigm. It also looks at the research style, sampling technique and data generation methods. It also contains how data analysis has been done to come up with the findings. It also

encompasses ethical issues such as anonymity, confidentiality and issues of trustworthiness of the study.

Chapter Four is the presentation and the analysis of data from the collected data. This chapter presents all data collected using observations, interviews and document analysis. The data is analysed using the themes that will emerge from the study. The data is also being analysed using the three levels of the typology of outcomes of the conceptual framework.

In Chapter Five I provide a summary of the findings of the study. The findings are presented using the identified themes from Chapter Four and from the three levels of the outcomes of the conceptual framework. The recommendations and the limitations of this study are mentioned in this chapter.

1.9 Conclusion

This chapter described the purpose of the study, which is exploring how the District Teacher Development Centre provides professional development to the teachers of the district. I also gave the focus and the purpose of the study, the rationale, the background, the research questions, a brief review of literature and the conceptual framework related to the study, the methodology and an overview of the study.

Chapter 2: Literature review of the study

2.1 Introduction

In this chapter I present the literature I reviewed for this study. This chapter begins by defining teacher learning, which can be categorised as either formal or informal learning, teacher learning theories, which are cognitive and social-cultural theories and teacher learning activities, which can be self-initiated or state provided activities. I will then discuss an overview of professional development and the models of professional development. Then I will discuss South African policies that stipulate teacher professional development as important for teacher learning so as to enhance quality education. This study explores the use of Teacher Development District Centres (DTDCs) as sites for professional development and as the centres that provide professional learning to teachers in South Africa. It also seeks to explore to what extent available resources are used and professional learning activities are available for the professional development of teachers in these centres. In concluding the chapter, I will present the conceptual framework according Harland and Kinders' (2006) models of professional outcomes which will also be employed to analyse the data of this study.

2.2 Definition of teacher learning

Teacher learning is the involvement of teachers in professional development activities individually or as a group, cognitively and emotionally, including their beliefs, personalities and contexts for improvement or change (Avalos, 2011). Teachers engage in different forms of activities to enhance their skills thereby improving their subject content knowledge and work performance. Teachers can engage in professional development activities by collaborating with their colleagues or networking with other teachers from other schools or seeking development from subject advisors. A teacher learns well when practising the profession. However, Kelly (2006) describes teacher learning as a process where the teacher moves from being a novice to an expert. She further states that this process involves the process of knowing-in-practice where the teacher learns more when in the classroom than theoretically. Lave and Wenger (1991, as cited by Kelly, 2006) agree that teacher learning has to make the teacher move from peripheral to full participation in the practice of teaching.

2.3 Teacher learning theories

Kelly (2006) outlines two theories of learning: cognitive and socio-cultural. Cognitive theory is an approach that believes that learning is situated in the individual's mind (Kelly, 2006). The teacher learns the knowledge out of the school's context and applies it in the classroom. This approach understands that learning is acquiring the knowledge of a practice. In the same vein, Sfard (1998) also uses the acquisition metaphor of learning which supports the theory of cognitive learning. This metaphor of learning describes the acquiring of knowledge as the "accumulation of material goods" where the mind of a person acts as a container and the learner becomes the owner (p. 5).

In contrast, socio-cultural theory emphasises the acquiring of skills, knowledge and understanding within a context. It also emphasises knowledge-in-practice, which is knowledge gained through experience. In this approach the context is taken into account and teacher identities are significant in enabling teacher learning to be a success (Kelly, 2006). Similarly, Sfard (1998) describes the participative metaphor of learning as the participation in activities that may lead to learning. This approach emphasises collaborative learning where learning is defined by being a member of the community. The members of the community contribute to its existence as the organs of the body.

Both the cognitive and the socio-cultural theories are important for teacher learning (Sfard, 1998). Kelly (2006) claims that participative metaphors are more effective. The above-mentioned helps us to understand learning in different ways. However, Putman and Borko (2000) disagree that teacher learning is effective when acquisition and collaboration are combined. They suggest that in social learning, where cognition is situated, learning is in the mind but transferable to the classroom context. They also believe in cognition as social, where individuals act as a community who share common interests and ideas. Cognition can also be where the learning is distributed among persons, various artefacts and tools.

Opfer & Pedder's (2011) collaborative learning in the complexity theory which is the theory for teacher change concurs with the socio-cultural theory and participative metaphor. The complexity theory of learning assumes "that there are various dynamics at work in social behaviour and these interact and combine in different ways such that even the simplest decisions can have multiple causal pathways" (Opfer & Pedder, 2011, p. 376). The complexity theory of learning suggests that learning can never be the same for all teachers since they do not have the same experiences. According to the complexity theory, teacher professional

development should not be a once- off event to have an impact on the teacher. In complexity theory, teacher development is not a linear process but it is a series of events that will lead to true professional development. For example, engaging a teacher in a three-day curriculum implementation workshop may not necessarily mean that the teacher can implement the curriculum as workshopped. The complex system is not understood in a causal way. In complexity theory, collaboration and teacher learning have a curvilinear relationship (Opfer & Pedder,2011). This means that too much collaboration may not have a greater impact on teacher professional development because the more the collaboration the less the teacher learning. Therefore, the complexity system adopts the 'Goldilocks principle' which indicates that something does not need to be done a little or too much but be done in 'just the right' measure (Opfer & Pedder, 2011, p. 385). The complexity system is an open system which is nested within another system which it depends on. It is penetrable, allowing interaction with other systems or the outside environment. Even though collaboration may be seen as the most effective method of teacher learning, too much collaboration leads to little teacher learning (Opfer & Pedder, 2011). My study will also look at the ways in which these two learning approaches inform the learning activities at the centre.

2.4 Teacher learning activities

Teacher learning activities can be formal and informal (Desimone, 2011). Formal teacher learning usually happens outside the school context, whereas informal learning happens in the school context. Examples of formal teacher learning activities are workshops, national conferences, college courses and special institutes. Informal teacher learning activities are co-teaching, mentoring, reflecting on lessons, group discussions of student work, book clubs, teacher networks or study groups (Desimone, 2011).

To concur with Desimone (2011), Endedijk and Vermunt (2011) adopt the term 'overt' for formal learning and 'covert' for informal learning (p. 294). Teacher learning starts from learning in the mind, which is professional training. Thereafter, the teacher learns through practice. These two types of learning are needed for the teacher to perform well in his/her duties.

In order to be prepared for educational reforms, teacher learning should be able to empower teachers to fulfil the following teaching-learning methods: first, traditional teaching where the teacher has sound subject content and is able to explain it well and be that driver of learning and motivation to students. In South Africa the teacher is said to be a life-long learner. Second,

assignment-based teaching where the teacher should be able to design the assignment, coach and encourage students to work enthusiastically. In this case the teacher has to have assessing skills. The teacher must also be able to provide feedback. Third, problem-based learning where the teacher should be a tutor, trainer for skills, problem designer and training coordinator. In South Africa teachers engage in clusters to ensure professional development. Fourth, project-centred teaching where the teacher encourages collaboration among the groups and regulates the participation of members in groups. Finally, competency-based teaching where the teachers act as advisors for careers, assess competency and foster professional growth (Endedijk & Vermunt,2011).

Kwakman (2003) concurs that teacher learning can be informal in the form of self-initiated activities. She defines four categories of teacher learning activities, of which three are at the individual level and one collaborative. First, she mentions reading as an activity where an individual collects information on his/her own for professional learning. The second activity is experimenting where teachers try to implement something new in the classroom. This is about trying out new strategies in the same lessons. Reflection is the third category where the teacher assesses him/herself and does changes and adjustments where appropriate. Finally, collaboration is where teachers support each other, give feedback and new ideas in a group. Similarly, Lohman & Woolf (2001) provide the same self-initiated activities where reading is referred to as environmental scanning and knowledge exchanging as reflection, experimenting and collaboration.

My study will explore how the two types of learning theories are used in the DTDC.

2.5 Continuing professional development

Continuing professional development (CPD) is defined as all the activities that a teacher does on the job to improve work performance (Day & Sachs,2004). In contrast, Kelly (2006) refers to CPD as "planned opportunities for teacher learning" (p. 505). Kelly (2006) categorises the activities as to whether they occur inside or outside the school context. Guskey (2000) refers to professional development as the process and activities that are made up to enhance professional knowledge, expertise and attitudes of the teachers to improve learner achievement and learning. Day & Sachs (2004) and Guskey (2000) have the same idea that activities for professional development should improve work performance which is seen through learner achievement.

Professional development, as described by Avalos (2011), is about "teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of students' growth" (p. 10). In South Africa the once-off events of professional development lead to limited teacher learning. Further professional support is needed by teachers to practice in the classroom (Abel & Meyer, 2015). It is not all professional development that is relevant and effective to all teachers (Avalos, 2011). Internationally in Tanzania, professional development is described as the process of developing skills and competencies of staff to achieve better results for students (Hassel, 1999). Professional development is aimed at improving students' results both in South Africa and internationally. Teachers may engage in formal learning activities such as workshops, conferences, subject meetings and cluster meetings. They can also partake in informal learning activities such as self-reflection, group discussions and peer discussions.

According to Day and Sachs (2004) professional development can be managerial, meaning that the state acts as the sole provider of teacher development activities and teachers have to accept all the commands from the state regarding their professional development. This is said to be a top-down approach: where a cascade model is usually used to disseminate information. This kind of learning is said to be formal and is associated with a cognitive theory of learning. Subject advisors are the ones responsible for the provision of this kind of learning which is subject-related support to the teachers (Jita & Mokhele, 2014). Professional development can also be said to be democratic (Day and Sachs, 2004) where the teachers take responsibility for their own professional learning. Teachers engage themselves in collaboration activities where they share ideas, experiences, tools and skills. In South Africa, this is done in the form of clusters which are Professional Learning Communities (PLCs). Jita and Mokhele (2014) argue that "teacher collaboration is a key ingredient of any teacher-clustering initiative (p. 8)". This approach seems to be effective if it is done within the school context where the teachers share their expertise and artefacts for their professional development.

CPD needs to be regularly practiced as South Africa has an ever-changing curriculum. This is because initial teacher education does not have all the knowledge needed for actual teaching practice. CPD helps teachers to tackle problems that they have never met before and it also enables them to embrace life-long learning (Knight, 2002).

Guskey & Yoon (2009) elaborate on the effectiveness of professional development. They discuss that professional development needs considerable time since they argue that the teacher

professional development activities that are effective need to be thirty or more hours. Professional development activities need follow-up for them to be effective in the implementation stage (Guskey & Yoon 2009). Also, activities should be well-designed such that they match the content together with the context.

In the same vein, (Desimone, 2011) has the following characteristics for effective professional development. First, professional development should have content focus. Secondly, teachers must be actively involved. Thirdly, professional development should be in alignment with their beliefs, context, state policies and reforms. Fourthly, it should be administered for 20 hours or more. The shorter the development, the less the learning. Lastly, teachers of the same grade and same subject need to participate collectively in professional development activities. Therefore, the schools have to provide time and space for the professional development of teachers. Joyce and Showers (cited by Abel & Meyer, 2015) suggest that five elements are required for the training to have a positive effect on teachers, namely, theory and content presentation, demonstration, frequent practice opportunities during training, controlled feedback and reflection and tutoring during the implementation of training.

In my study I will find out if the professional development of teachers in the DTDC is successful by finding out through interviews teachers' views on the success of their engagement in learning.

2.6 Policies of professional development in South Africa

South Africa has two policies on the provision of professional development by the state through the DTDCs. The first policy is the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2025 (DBE & DHET, 2011) which stipulates the purposes of DTDCs as follows:

The DTDCs aim to help teachers to have access to appropriate development opportunities by helping them take diagnostic assessments in a "safe, non-threatening environment" (p. 13). Teachers would also be assisted in evaluating assessment outcomes and identifying programmes that would address the needs identified through taking assessments. The DTDCs would also assist teachers in applying for SACE-accredited providers of professional development. It would also assist teachers in accessing funding for those programmes.

The second policy is Minimum Norms and Standards for Provincial Teacher Development Institutes and District Teacher Development Centres in South Africa (DBE, 2015). This policy

describes DTDCs as "the physical sites located in districts and which are easily accessible to teachers from schools in the district around the DTDC: sites from which curriculum support can operate; where teachers can access resources; where Continuing Professional Teacher Development courses are delivered; and where teacher professional learning communities can meet" (p. 2). The meeting of professional learning communities encourages collaboration and the sharing of expertise among teachers. These district centres must ensure that they act as learning spaces for teachers. They must have a library facility and a media centre, a laboratory and an Information and Communication Technology (ICT) Facility to provide for teacher learning.

My study will also look at how the afore-mentioned government policies regarding teacher development are implemented.

2.7 Models of continuing professional development.

Kennedy (2005) pointed out some of the models of professional development which may be classified as transmissive or transformative. Some transmissive models were a training model which can be in the form of workshops, an award-bearing model which leads to attaining a qualification and a cascade model where a few teachers are trained to teach other teacher. The training model "supports the skill-based training" (Kennedy, 2005, p. 237), which helps teachers to improve their skills for their competence demonstration. The transformative model is a collaborative model which emphasises the sharing of skills and expertise among teachers. Kennedy (2005) describes the action research model as a transformative model because it is where the participants themselves are the researchers and teachers themselves review their own practice. The activities involved in the transformative model are communities of practice, where a collective group of people share knowledge through practice. Therefore, new knowledge is created. The ISPFTED (DBE & DHET, 2011) describes DTDCs as "sites where teacher professional learning communities can meet" (p. 2). Therefore, in my study I want to know what teacher learning activities are initiated by teachers themselves apart from those provided by the Department of Education.

2.8 The conceptual Framework

My study will be informed by Harland and Kinder's (1997) conceptual framework of framing models of outcomes. I will also use this framework for deductive analysis of my study. Harland

and Kinder (2006) describe the following nine Continuous Professional Development outcomes.

First, material and provisionary outcomes. These are physical resources that are given out to teachers in the training workshops for better classroom practice.

Second, informal outcomes. This is new knowledge and skills and new curriculum facts that teachers gain from professional development that gives them deeper understanding of the subject content.

Third, new awareness. This is the change of previous perceptions and concepts for better curriculum delivery and appropriate content delivery in the classroom.

Fourth, value congruence outcomes. This is about whether teachers' own values and beliefs are congruent with the values underpinning the proposed reform.

Fifth, affective outcomes. These are emotions related to what the teacher has learned. It may be positive or negative emotions. Sometimes positive feelings are short-lived because teachers often lack motivation.

Sixth, motivational and attitudinal outcomes. These are enthusiasm and motivation to implement the ideas learnt in the INSET (In-Service Training) activities.

Seventh, knowledge and skills. This is the development in teachers' self-knowledge and deeper levels of understanding with regard to curriculum knowledge and pedagogy.

Eighth, institutional outcomes. This refers to the impact on their practice on a group of teachers. The benefits are sharing of information and material, collaboration and mutual support.

Ninth, impact on practice. This refers to direct or indirect changes in practice. This outcome is about teaching behaviour towards a particular subject.

I will use Harland and Kinder's three order levels of the typology of outcomes to find out outcomes that will emerge from the data.

I have adapted this framework from nine outcomes to seven outcomes. Therefore, the typology of outcomes used in this study is:

Figure 1: Harland and Kinder's (1997) Typology of outcomes of professional development activities

		PD Input	
3rd Order	Materials	Information	New awareness
2nd Order	Emotional Outcome		Collective influence
1st Order	Value Congruence		Knowledge and skills
		Impact on practice	

Teachers who attend activities which achieve third order outcomes would have got study material and new ideas but would never have used them in their teaching practice. Teachers who attend activities which achieve second order outcomes would be teachers who received material and ideas and were also motivated to attain new skills and work as a team. Teachers who attend activities which achieve first order level outcomes would have acquired knowledge and skills and the type of knowledge acquired would be in line with their values and beliefs.

I have adapted these outcomes for my study in the following way:in the third order I have changed provisionary to materials since it seems to have the same meaning; in the second order the motivational and affective outcomes have been merged to form emotional outcome, because both of them deal with emotions; the institutional outcome has been changed to collective outcome since it entails collaboration. This adaptation has been done to suit my study.

2.9 Conclusion

In this chapter I presented the definition of teacher learning as formal and informal. I then discussed teacher learning theories and activities for teacher learning. Then I discussed an overview of professional development, its definition and models of professional development. After that I discussed the South African policies that stipulate teacher professional development as important for teacher learning so as to enhance the quality of education. The conclusion of the chapter was the conceptual framework that I will use for my study.

Chapter 3: Research design and methodology

3.1 Introduction

The aim of this study was to explore how the District Teacher Development Centre (DTDC) provides support to teachers for their professional development in Phumelela District (pseudonym). Teachers from urban, semi-rural and rural schools were included in this sample so that I could gather different kinds of perspectives regarding the support the District Teacher Centre offers to them.

This chapter defines the methodology that the study of professional development teacher centres will adopt. I will first describe the methodological approach that I have used for my study, highlighting the characteristics, the advantages and disadvantages. I will then highlight the background information of the study, such as the demographics, the socio-economic and socio-cultural contexts of the community of my study. Then, I will describe the paradigm that will be used and highlight its ontological and epistemological underpinnings. Finally, I will describe the research design, its features, together with its strengths and weaknesses, the sampling procedures, instruments for data collection, data analysis, trustworthiness, ethical considerations, the role of the researcher and limitations of the study.

3.2 Research methodology

My research has adopted a qualitative research methodology. Qualitative research is a research methodology concerned with understanding the processes and the social and cultural contexts which form the basis of behavioural patterns and it focuses on answering the "why" questions of the research (Maree, 2013, p. 51). Similarly, Cresswell (2013) affirms that qualitative research takes place in a natural setting. It also empowers the participants to share their experiences. Qualitative research is an approach for investigating and understanding how one person or group perceive and relate to a certain problem or situation (Cresswell, 2014). To concur with Cresswell (2014), Rahman (2017, p. 103) describes qualitative research as about "persons' lives, lived experiences, behaviours, emotions, and feelings as well as organisational functioning, social movements, cultural phenomena, and interactions between nations."

3.3.1 Advantages and disadvantages of the qualitative approach

Rahman (2017) states the following advantages of the qualitative approach. Firstly, it produces thick and rich data about the participants' feelings, views and lived experiences. Secondly, qualitative research understands human experiences holistically in specific settings. Thirdly, qualitative research enables the researcher to discover the inner experiences of the participants. Lastly, there is direct interaction between the researcher and the participants.

The following are the disadvantages of qualitative research. Firstly, the policy makers do not give high credibility to the results of qualitative research (Rahman, 2017). Secondly, qualitative research cannot provide statistical descriptions for a large population. Thirdly, it does not yield the same results when it is done again. Fourthly, it is time consuming as it uses many data collection methods (Babbie, 2014).

The qualitative approach is more appropriate in my study because it gave me more insight about what the centre does for teachers and it allowed me to collect data through various data collection methods. This allowed me to get a full understanding of how the centre's activities and resources are available for the purpose of granting professional development to teachers.

3.4 Research paradigm

The research paradigm I have used for my study is the interpretive approach. This is a socially constructed paradigm which explores the richness and depth and complexity of the phenomena (Maree, 2013). Interpretivism has the purpose of understanding human agency, behaviour, attitudes, beliefs and perceptions (Bertram & Christiansen, 2014). It is also referred to as a naturalistic approach (Cohen et al. 2011). The interpretive paradigm "aims to understand the subjective world of human experience" (Cohen et. al 2011, p. 17). Using this paradigm allowed me to collect the data through the experiences of my participants. Medina and Taylor (2013) refer to this paradigm as 'humanistic' and its aim is to understand 'other cultures from inside' (p. 3).

3.5 Ontological and epistemological assumptions

The interpretive paradigm is socially constructed with multiple realities. Multiple facts and truths are disclosed (Maree, 2013). Ontological assumptions are concerned with the nature of

the phenomenon being investigated (Cohen & Manion, 2011). In my study the participants provided their perceptions about how the DTDC supports their professional learning.

"Epistemology looks at how one knows reality, the method for knowing, the nature of reality, or how one comes to know reality – it assumes a relationship between the knower and the known" (Maree, 2013, p. 55). My study explored through interviews how each participant has experienced the use of the DTDC and I have also used observations and document analysis to find the actual reality.

3.6 Research approach

Within a qualitative methodology, I used the case study as the research approach. A case study is finding an in-depth understanding of a social phenomenon where a single case, such as a village, household or a group of people, is examined (Babbie, 2014). A case study answers the "how" and "why" questions, i.e., establishes the cause and effect of the situation. In the same vein, a case study is defined "as a systematic and in-depth investigation of a particular instance in its context in order to generate knowledge" (John & Rule, 2011, p. 4). The strength of a case study is that the context determines the causes and effects and ensures that in-depth understanding is required for justice in the case (Cohen, Manion & Morrison, 2011). According to the interpretive approach, the case study is characterised by trying to be holistic in understanding the participants' interactions with each other (Maree, 2013).

My study used the descriptive case study. A descriptive case study completely describes the case in its context (John & Rule, 2011). "Descriptive case studies can offer rich and revealing insights into the social world of a particular case" (Yin, 2012, p. 49). The 'case' in my study is the District Teacher Development Centre which provides professional learning to the Phumelela District teachers.

Starman (2013) gives the following advantages of case studies: first, case studies may lead to new hypotheses; second, within a case, case studies may look for different variables; and lastly, a case study may develop different views of reality. John and Rule (2011) also give the following advantages of case studies: first, case studies provide thick, rich descriptions of the case; secondly, the case can range from one person to many people; and thirdly, case studies can be used with other research methods.

The case study will be suitable for my research because I will be able to collect rich data from the participants that reside within the district. It will also enable me to have an overview of what is really happening in DTDC in terms of offering support to teachers for their professional learning.

3.7 Sampling

My study has adopted purposive sampling and convenience sampling. Purposive sampling is the sampling that is done with a specific purpose in mind. The researcher selects specific choices of people for a particular purpose. In purposive sampling researchers build up a sample that will satisfy their needs (Cohen et al., 2011). My purposive sample consisted of a centre manager, library officer and the science lab assistant

3.8 Profiles of participants

3.8.1 The centre personnel

The table below shows the details of the centre manager, the library assistant and the science lab assistant.

Pseudonym	Age range 21-34> 1 35-54>2 55-65>3	Gender	Highest qualification	Years of experience
Zuthole	3	Female	NDip (Electrical Engineering)	12 years
Nsimbi	2	Male	NDip (Library Information Science)	5 years
Susana	1	Female	BTech (Human Resources)	2 years

Table 1: Biographical details of centre personnel who participated.

The following teachers were selected using the convenience sampling method, as they were easily and conveniently available. Convenience sampling, which is also called "accidental or convenience sampling" (Cohen et al., 2011, p. 155), involves choosing conveniently available and accessible individuals until the sample size that is required by the researcher is complete. My convenient sample initially consisted of 10 teachers from various schools that make use of

the centre. But I was able to get hold of only seven teachers due to withdrawal. This sample enabled me to get rich, in-depth data from my participants.

3.8.2 The Teacher participants

Pseudonym	Age range 21-34> 1 35-54>2 55-65>3	Highest qualification	Subjects taught	Grades taught	Years of experience	Distance of school from the centre (kms)
Dave	1	Bed (FET)	IsiZulu	9-12	5 years	20
Zikho	2	NPDE	Life Skills, Numeracy, IsiZulu and English	R	15 years	5
Zin	2	Ace (Intermediate and Senior phase)	English, NS, LS, SS and CA	4-9	14 years	5
Enhle	2	BEd (Foundation Phase)	Life Skills, Numeracy, IsiZulu and English	1	22 years	5
Thembi	2	ACE(Intermediate and Senior Phase)	English, NS	5-8	11 years	43
Clive	2	BEd (Honours)	English, SS, CA	5-7	24 years	1,5
Sithe	3	MEd	English, SS	5,7	28 years	1,5

Table 2: Biographical details of teacher participants.

3.9 Data collection methods

The data collection methods I have employed are interviews, observations and document analysis. An interview is described by Maree (2007, p.87) as "a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views and opinions and behaviours of the participant." In qualitative research interviews are used to see through the eye of the participant since the interviews are a prestigious source of information (Maree, 2007). In this project I used semi-structured interviews. Semi-structured interview is the interview method that is used to corroborate data emerging from other sources

of data (Maree, 2007). In this project I have used face-to-face interviews with my participants. I have used interviews to gather in-depth information from my participants. Interviews have allowed me to probe further from the participants' answers.

The interview has the following advantages as outlined by Bertram & Christiansen (2014): first, questions can be made clearer to the respondent as they both are present during the interview; secondly, a researcher is able to probe to get more information from the participant; thirdly, the interview is easy to respond to rather than writing long responses in the questionnaire; and fourthly, it allows the collection of in-depth, descriptive data. The disadvantages are: first, interviews generate large amounts of data which take a long time to transcribe; secondly, the interviewees give data about themselves so this method also needs observation for the verification of the truthfulness of data; and lastly, new lines of enquiry may emerge so the researcher has to be very attentive to the participant's responses. The interview may also be side-tracked by other aspects related to the study (Maree, 2007).

For my study I will use semi-structured interviews. The semi-structured interview is the commonly used approach to corroborate data from other data sources. In my case it is used together with observations and document analysis to corroborate data.

The second data collection method I use is observation. "Observation means that the researcher goes to the site of the study, which may be a school, a classroom, a staff room or a community meeting space, and observes what is actually taking place there" (Bertram & Christiansen, 2014, p. 84). Observation is all about facts. It can also focus on patterns and behaviours (Cohen et al., 2011).

The advantages of observation are that the researcher gains insight into situations and non-reliance on participants to gain information (Bertram & Christiansen, 2014). Some of the disadvantages are that first, the targeted participants may feel disturbed in their work and they may not feel comfortable. Secondly, the outcome of the observation may not present a true picture of the real behaviour of the participants due to their being uncomfortable (Blignaut, 2014).

In my study I observed the proceedings of the day in the centre, for example, who visits the centre and for what reasons. I also observed the resources available at the centre. I did five

visits to the centre which took a maximum of three hours each. I recorded all these observations in a field book.

The last method I used is document analysis. Document analysis is the review and evaluation of documents, such as attendance registers and monthly reports, which can be hard copy or electronic (Bowen, 2009). The advantages of document analysis are that it is less time consuming, documents are easily attainable for analysis, it is cheap to conduct, documents are not affected in the research process – unlike humans no harm can be done to them – and they are non-reactive towards the researcher. The disadvantages are that documents may not provide sufficient information for the research, it may sometimes be difficult to access them and they may be aligned to a certain organisational context (Bowen, 2009). "When using documents as a data gathering technique the researcher focuses on all types of communications that may shed light on the phenomenon that the researcher is investigating" (Maree, 2013, p. 82). In the centre I looked for attendance registers and monthly reports and statistics to verify the truthfulness of activities that teachers visit the centre for professional development. This was done to corroborate data.

3.10 Data analysis

Inductive data analysis was used because this research used an interpretive paradigm which identified multiple realities from the gained data. Inductive data analysis is the process of organising similar codes of data into themes or categories (Maree, 2007). I also analysed the data using the mentioned conceptual framework of Harland and Kinder (1997). The data was analysed using the three orders of the typology of outcomes, which I explained in Chapter Two.

3.11 Trustworthiness

In qualitative research the terms credibility, dependability, transferability and confirmability are used instead of reliability. In qualitative research we use the overarching term: trustworthiness. Trustworthiness is another term for the validity and reliability of the gathered data (Guba, 1981 in John and Rule, 2011). This term deals with the truthfulness of data, transparency, trust and adhering to professional ethics by the researcher. According to Chilisa and Preece (2005), credibility means that the data should reflect the participants' multiple

realities and multiple truths. In my study participants came from different school settings (rural, semi-urban and urban) which then gave me deep insights into their perceptions. The three data gathering techniques I have used enabled me to find the truthfulness of data. Transferability has to do with the research not being transferred to any other context that does not have similar features. My study can never be transferred to another context as it has dealt with the perceptions of individuals. In dependability the researcher should be able explain variations of the study. The reason for variations may be that human behaviour changes from time to time.

In order to strengthen the trustworthiness of the study, after completion of transcribing the data I sent it to participants for verification, asking for oral or written comments to verify the truthfulness of data (Maree, 2013).

3.12 Ethical issues

Ethics is about gaining access to conduct research and doing no harm to the participants. Curtis et al. (2014) state the following ethical issues are important when conducting research.

3.12.1 Gaining access

I applied to the Department of Education of KwaZulu Natal to conduct research. I also requested the manager of the DTDC to allow me to conduct research at the centre. I requested principals from schools to allow me to conduct research. I asked the participants to allow me to use their information in my study.

3.12.2 Anonymity

Anonymity is achieved by giving the names of people and places as pseudonyms. The distinguishing features that may identify the participants may be changed. This has to be done so as not to reveal the identity of the participants. Guaranteeing anonymity to the participants will enable them to feel more confident to provide their views and experiences (Curtis et al., 2014).

3.12.3 Confidentiality

To ensure confidentiality means that the information given by the participants is not disclosed by the researcher (Curtis et al., 2014). I let the participants know that the information will, however, also be viewed by the supervisor.

3.12.4 Informed consent

I let the participants know the title of the study, the focus, aims, research questions, data collection methods and time frames. Information about the study enabled participants to participate freely in the research. Participants were informed of the duration of the data collection in the informed consent letter. Participants were informed of anonymity, confidentiality, voluntary participation and withdrawal.

3.12.5 Potential harm to participants

I showed respect to the participant as a person, respect his or her democratic values, respect academic freedom and have been non-judgemental.

3.12.6 Voluntary participation and withdrawal

I told the participants that they were to participate voluntarily in the study and they had a right to withdraw anytime they wanted to.

3.12.7 Role of the researcher

As a researcher my positionality will not affect the findings of the research because I am not teaching near the centre. Thus, I am not an insider or known to the Centre staff, so that will limit bias.

3.12.8 Limitations

The small number of participants will limit generalisability because my study adopts a qualitative approach. My study will not be able to prove the impact of professional development on practice because the teachers will give self-reported data. My study did not collect data in participants' classrooms.

3.13 Conclusion

This chapter aimed at defining the methodology of my study on professional development. I described the methodological approach that I am going to use for my study, highlighting the characteristics, the advantages and disadvantages. I then highlighted the background information of the study, such as the demographics, the socio-economic and socio-cultural contexts of the community of my study. Then, I described the paradigm that will be used and highlighted its ontological and epistemological underpinnings. Finally, I described the research design, its features, together with its strengths and weaknesses, the sampling procedures, instruments for data collection, data analysis, trustworthiness, ethical considerations, role of the researcher and limitations of the study.

Chapter 4: Data presentation and analysis

4. 1 Introduction

This chapter presents the data gathered and the analysis of the data gathered. The findings from the research were described. The data for this study was gathered from three centre personnel, as well as seven teachers from Phumelela District. The chapter starts by providing the history of the DTDC, as well as its context, making use of the observed resources and activities, as well as document analysis. This is followed analysis of themes in the teachers' perceptions and the centre personnel on how the DTDC is useful or not for the teachers' professional learning.

4.2. History and context

The centre is approximately 50 years old. It started to operate as a boys' hostel for the neighbouring ex-model C school, which is why it has dormitories. Then it was bought by the Department of Education to use as a community education centre. The centre aimed to provide literacy and career skills to the community. For many years the centre has operated as a community education centre. It was only in 2017 where there was a transition from the community education centre to the DTDC. Even though it has been declared to be only for teachers I have found that the community still uses the centre.

In approaching the gate, the centre has a signboard that announces it as the Community Education Centre, not the DTDC. It also has the contact details of the centre but it does not have the GPS coordinates of the centre as the Norms and Standards (DBE, 2015) policy requires. I assume the unchanged name may be due to lack of funds because the centre is reliant on the requisition of funds from the District office. The premises of the centre are clean and the grass is cut, with gardens which are neatly tended.

4.2.1 Services to the community

The community still uses the centre for their meetings, such as the Community Policing Forum(CPF) meetings. The various government departments also come on special days to do health and social awareness in the community. The health department also provides 'free clinics' to the community where the community is taught about healthy living and voluntarily checked for chronic diseases such as high blood pressure and diabetes. This centre also provides AET (Adult Education and Training) classes for adults in the community.

The centre provides accommodation for matric learners for their holiday classes. Besides coming for holiday classes the learners also come to do research and homework during school days. The community, as well as matric learners, are allowed to use the resources in the centre.

4.2.2 Accessibility

The centre is located about one and a half kilometres from the CBD of the town. Its size is about 9600 m^2. It is properly fenced with a mesh fence as high as 2 metres. It is always open during the week from 08:00 a.m. to 16:00 p.m. and closed on the weekends. The place is easily accessible even for people without their own transport because the public transport passes by the gate. It is also user-friendly for people with disabilities. This concurs with the Norms and Standards for PDIs (Provincial Teacher Development Institutes) and DTDCs in South Africa (DBE, 2015) that the centre "should be located in safe and secure areas that are accessible to the greatest number of users taking into account factors such as the population being served; the number of schools in the area; public transport routes; and other amenities and facilities such as libraries in the vicinity" (p. 18.).

The centre serves about twelve schools (according to the information given by the centre manager) around a 12km radius. The Norms and Standards for PDIs and DTDCs document (DBE, 2015) states that the centre should serve twenty to thirty schools. The policy does not specify the kilometre radius around it where schools that it serves should be. Thembi, the Natural Sciences teacher from the primary school, stated that she had travelled 45 km to the centre after school, only to find that the centre was closed by the time she arrived. Through document analysis of the attendance registers, teachers who visit the centre for workshops teach at schools which could range forty to eighty kilometres from the centre.

4.2.3 Safety

The centre is fenced with a high mesh fence with a lockable high gate. This complies with the policy which states that the centre should be fenced with the appropriate fence of not less than 1, 8 metres. See Figure 1 below.

Figure 1 The main gate and fence of the centre

At the gate there is a security shelter but what I noticed during my visits was that the security guard was sometimes not available. When I asked the manager she said that the security contract was not renewed by the Department. This does not agree with the policy which says that a security guard arrangement has to be put in place as a safety and security measure.

The centre has clean premises with a parking lot for only four cars. There is also a space outside the building that can park around twenty cars which is not enough because teachers who visit the centre during workshops are more than that. In all the visits that I had the centre always had running water and electricity and proper sanitation which abides by the Norms and Standards for PDIs and DTDCs (DBE, 2015). All windows of buildings have burglar guards. The policy stipulates that all ground floor windows and other buildings on the ground level should have burglar guards. See Figure 2.

Figure 2- The windows with burglar guards for safety

4.2.4 Uses of the buildings

In the centre there are three stable buildings and two mobile buildings of which one is used as the science laboratory. See Figure 3.

Figure 3 The mobile laboratory

The main building does not have a reception area. To find what you are looking for you ask who you meet in the hallway. I personally think that a reception area is one of the things that the centre needs for its effective functionality. The Norms and Standards for PDIs and DTDCs (DBE, 2015) stipulate that the centre should have reception area furniture that is welcoming. The main building consists of two presentation halls and a dining hall which is also used for presentations and workshops when it is not in use for dining. It also has dormitories which cater

for about a hundred people. There is a computer laboratory with twenty-four (see Figure 4) computers which have access to the internet for most of the time. The number of computers that are there is appropriate because the policy states that there should be twenty to thirty teachers being trained at a time for science and ICT laboratories.

Figure 4-The computer laboratory

However, with the science laboratory that was not the case: it seemed overcrowded. The centre also has a mobile science lab which has cupboards that are lockable for the storage of apparatus and consumables. See Figure5.

Figure 5-The science lab (space arrangement)

In my observation I found that the working space at the lab is not sufficient as stipulated by The Norms and Standards for PDIs and DTDCs (2015). The size for each teacher for training laboratories should be 1.5 m^2 to 2m^2 (BDE, 2015). See Figure 6.

Figure 6- The lockable cupboards for science kits

There are also three offices inside for the centre manager, the District Teacher Development head and the librarian (which is the processing centre). There is also a fully functional kitchen where food is prepared for the matric learners' holiday classes, as well as for the long teacher

workshops which usually last two to three days. There are clean toilets for the adults, as well as for the learners. In my first three observations which took five months the toilets had some leaks but in the last two months they were fixed and super clean.

4.2.5 Staffing

The centre has a centre manager, a library assistant, science lab assistant (volunteer), the ICT centre manager, an Information Technology (IT) specialist and five household aids. The centre does not meet the requirement s of the centre staff that should be there as per The Norms and Standards for DTDCs (DBE, 2015) which state that there should be one centre manager, one personal assistant, one resource coordinator, one ICT specialist, one library coordinator and programme coordinators for all subjects. The cleaners, gardeners and the security guards would be dependent on the size of the centre. Zuthole, the manager, felt bad about not having an administrator in her office. She said, "*I am by myself. I have no admin*." The science lab assistant also thought that there should be staff of many races. She thought the centre was neglected in terms of staffing and funding because the staff only consisted of Africans. The centre did not have any subject coordinators stationed at the centre which is contrary to what the policy states: "All Subject Advisors should operate from District Teacher Centres and not district offices" (DBE, 2015, p. 18).

Having provided a description of the Centre, the following section describes the findings which have been analysed in the six following themes: the DTDC as a meeting venue; different understandings of the purpose of the Centre; activities at the centre; teacher learning from the activities; teachers' awareness of and use of the centre; and insufficient resources hindering the centre from operating well. These themes are discussed below.

4.3 Themes that emerged from the study

4.3.1The DTDC as a meeting venue

My research findings have shown that the DTDC is used as a venue for the meeting of teachers, the community and other government departments and other stakeholders for various purposes. All of my participants agreed that the DTDC is used as a venue for conducting workshops. The workshops are conducted by subject advisors where they deliver information about the new curriculum and assist teachers with subject content related problems. Thembi, the Intermediate Phase HOD who teaches Natural Sciences (NS), Creative Arts (CA) and English, when asked

what she normally came to do at the centre pointed out: *"It was the workshop for NS, CA and English."* Enhle, (the Foundation Phase HOD) confirmed Thembi's statement by saying: *"I go there for workshops."* Furthermore, Dave (the IsiZulu Home Language teacher) agreed by pointing out: "*We come for moderations, content workshops and it is the place where we meet when we want to develop each other on the subject content."* Dave included the fact that they also come as IsiZulu Home Language cluster teachers to meet so as to develop each other, not only when they are called by the subject advisors in order to visit the centre. Susana (the science lab assistant) also mentioned that teachers come to the centre to remind themselves about scientific experiments. On the other hand, some teachers never mentioned whether they came to the Centre of their own accord. They mentioned that they only came for workshops and other activities.

Nsimbi, (the library assistant from the centre) explained further that not only teachers use the centre as a meeting venue but the community and the other government departments as well: "*AET uses it (the centre) and for safety awareness where the Community Crisis centre does awareness for women. There is also 'free clinic' awareness by the nurses where they do blood tests and diabetes tests for the community. The policemen also do safety awareness for the community.*"

The centre is also used by community members and teachers as a meeting venue. The ISPFTED policy does not state that the centre can only be used by teachers. It states that: "The DTDCs are the physical sites located in districts and manageably accessible to teachers working in surrounding schools. They will serve as local support sites for teachers, as sites from which curriculum support staff can operate, as sites where teachers can access shared resources, as sites of delivery for continuing professional development courses and as meeting points for teacher professional learning communities" (DBE and DHET, 2011, p. 13).But the ISPFTED (2011) policy agrees with the fact that they are meeting points for teachers for professional development as professional learning communities, especially the one Dave talked about, that they meet as teachers to develop each other as colleagues.

4.3.2 Different understandings of the purpose of the Centre

The main understandings of the purpose of the DTDC by the participants were the advancement of teacher knowledge and skills through workshops and skills, assisting matric learners and providing Internet access. Many of my participants lacked deeper knowledge as to what the purpose of the centre is, as stated by the ISPFTED (DBE and DHET, 2011, p. 13). The following are the perceptions of my participants as to what the purpose of the DTDC is.

Nsimbi (the library assistant) was not sure of what the centre was for. This was evident in his response when I asked what the purpose of the DTDC was. He responded by saying: *"I think it has to do with developing teachers. We have not gone deeper into the aspects of developing teachers. Reason being I am not part of developing teachers."* However, Susana (the science lab assistant-volunteer) said: *"It helps the teachers if they want to do workshops or moderations and learners from cluster schools if they want to do homework, experiments and researches."*

Minimum Norms and Standards for Provincial Development Institutes (PDIs) and District Teacher Development Centres in South Africa (DBE, 2015) state that all PDIs and DTDCs should have some form of internet connectivity for communication. Zuthole (the centre manager) concurred with Susana: *"Its purpose is to assist the educators to access internet in order to do research pertaining to their teaching and learning activities."* Dave (the IsiZulu Home Language teacher) agreed with the internet use. He said: *"to use internet to download information."*

Besides the use of the Internet, Zikho (the grade R teacher) pointed out that *"the purpose of the development centre is for the development of teachers like training with workshops."* Enhle (the Foundation phase HOD) confirmed this. She said: *"we go there when subject advisors have called us.* "The subject advisors conduct workshops and moderations at the centre so Enhle only goes there for workshops. It seems she thinks that the purpose of the DTDC is for the conducting of workshops and other Education Department meetings. Thembi (the Intermediate phase HOD) concurred with Enhle. She said: "*The purpose is to develop teachers and calling them for workshops and equip them according to their subjects."*

Three of the teacher participants agreed that the centre is used for the development of teachers. Zin (the English teacher) said the purpose was to *"develop teachers to their maximum*

potential." Ceasa (the Social Sciences teacher) further stated that the centre should be able to assist teachers with anything they want besides developing their skills. He said: *"It is to advance and develop educators. If there is anything they need, they should go there."* Sithe (the principal) concurred with Ceasa in the notion of the advancement of skills but to him it was not only for the teachers but for the learners also. He said: *"It is basically for the development of skills for the educators as well as the learners."* He also stated the use of the centre for other purposes: *"but what I have noticed is that most of the teachers go there for meetings and workshops that are organized by the Department."*

4.3.3 Activities at the centre

All the participants of my study agreed that workshops are the main activity that takes place at the centre. Four of the participants said they also come for meetings, another four said they come for moderations, two of them mentioned extra-curricular activities, one mentioned cluster meetings, two talked of UNISA (University of South Africa) activities, two outlined internet use, two mentioned computer training, two centre personnel mentioned science lab use and the centre manager mentioned photocopying as an activity. When asked about reasons for coming to the centre, Sithe pointed out that he came, *"basically for meetings and for facilitators to teach us how to capture data on the SASAMS system (South African Schools Administration system) and for language competitions for learners."* Enhle confirmed: *"I mainly go there for workshops. I don't go there on my own."* Dave concurred with Enhle saying: *"I mainly come for workshops, moderations and setting the papers and discussing about the subject."* Dave also mentioned that he came for the broadcasted workshop: *"Last time we attended a broadcasting workshop where a teacher from Pinetown was teaching through video conferencing about poem analysis."*

The Norms and Standards policy agrees with e-learning: "DTDC should have internet and intranet connectivity with facilities for interactive learning and video conferencing" (DBE and DHET,2011, p. 22). Caesa also confirmed the workshops as activities and the extra-curricular activities. He said: *"I go for workshops and extra-curricular activities like language festival."* Zin (the English teacher) also concurred with Ceasa. She said: *"I do workshops on library, spelling bee, English curriculum, SACE (South African Council of Educators) and language festival youth programme."* Zikho confirmed activities such as workshops and computer

training when I asked her what she normally came to do at the centre: *"...the workshops and training like computer training."*

During my observation at the Centre, I had not seen a computer class being conducted. But there had been an attendance register for the workshops that were conducted using the computers, like the SACE workshop and the SASAMS workshop for the Schools' administration systems. The last computer training for the purpose of acquiring a qualification was done in 2016.In the case of computer training the centre complied with the Norms and Standards for DTDCs which says that the DTDCs should have internet connection for communication purposes. Zuthole (the centre manager) gave a different activity that the centre should provide, i.e.,a photocopying service for the teachers. She said: *"They do come for photocopying but currently the photocopier is not working."*

4.3.4Teacher learning from the activities

As a result of the activities, it is hoped that teachers are able to apply what was learnt in the classroom. According to the information gathered I found the following perceptions from my participants about what they learned from the workshops:

Dave (the IsiZulu teacher) claimed that he gained the skill of analysing poems. He said: *"I learnt about the tips of teaching learners on analysing poems."* Dave only found the workshop activity useful to him because he was a new teacher. When I asked him if he felt motivated by the workshop, he responded: *"As a novice teacher, these kinds of workshops help us."*

Furthermore, Ceasa, (the English teacher) said that he gained a skill. He said: *"I gained how to do essays with learners."* But when I asked about new knowledge gained, he said: *"I gained what number of activities to be done for the term* (which is curriculum knowledge about the assessment requirements). *No new knowledge was gained."* Thembi (the IP HOD) concurred with Dave that the recent activity had helped her. She said: *"I gained a lot in doing chemistry for grade 9."* Nsimbi (the library assistant) agreed with Thembi in terms of scientific knowledge gained by the teachers. He said: *"Science lab benefits teachers because we are more developed in our lab than what the schools have."* The science lab assistant (Susana) also confirmed that the science activities assist the teachers in teacher learning. She pointed out: *"I think they benefit a lot, for example, in the science lab. Other teachers who have forgotten about experiments remember them when they practice."*

Another activity that benefits teachers in their learning for classroom practice is the moderation of formal tasks. Thembi (the IP HOD) stated: *"I was capacitated on how to moderate and how to use the moderation tool in class."* Susana (the science lab assistant) confirmed. She said: *"For moderation…it helps teachers to see how they can help learners and the analysis of subjects helps teachers to see how they are progressing."* This activity of moderation supports the ISPFTED (DBE & DHET, 2011) which states that one of the aims of the DTDC is to assist teachers to evaluate the results of assessments.

However, there were other administrative activities that were mentioned by the teachers which had nothing to do with teacher learning. When I asked Zikho (the grade R teacher) about the knowledge and skills she gained through the workshop activity, she responded: *"The knowledge I gained is how to register online for CPTD."* Enhle (the FP HOD) pointed out: *"I was enlightened on how to control workbooks."* (The control of workbooks has to do with the monitoring of the number of activities done in the workbooks by the learners). When I asked her about new knowledge gained, she replied: *"There is nothing new besides the control of workbooks."* Zin's recent workshop (the English teacher) did not have any impact on her professional learning either. She said: *"We gained knowledge by developing our skills to use SACE website and how to access it."* Sithe (the principal) also confirmed the administrative knowledge and skills being acquired at the workshop. He said he gained *"improved knowledge on submission dates for SASAMS (South African Schools Administrative Management System)."* As for the skills gained, he said he gained *"computer skills and how to capture data accurately."*

By looking at the perceptions given by the teachers, it seems most of the activities done at the centre does not form part of teacher professional development for teachers' classroom practice because many of the activities seem to be administrative. It seems the Department of Education is more concerned about the accuracy of keeping of records and analysing work done in the classroom rather than improving the teachers' professional skills and knowledge.

4.3.5 Teachers' awareness of and use of the centre

Many participants felt that the centre needs to be advertised so that all teachers might know what is done and what resources are readily available for them to support their professional development.

When I asked Sithe (the principal) what prevented him from using the centre more, he said: *"I think it's because it was not very much advocated. We were not told exactly what the purpose of the centre is. I think we will go there more if they advertise it."* The manager(Zuthole) further confirmed that the centre needed more advocacy. When I asked her if the teachers knew about resources available at the centre, she said: *"Some know…but others don't know because we have not done advocacy since it has been changed from Education Centre to Teacher Development Centre. The only educators that know are cluster schools that are nearer. But I think advocacy is needed. "* Furthermore, Zikho (the Grade R teacher) also thought that the centre needed more advocacy. She thinks there should be personnel who deal with advertising the centre, saying: *"We need a person who will be stationed there. That person must pass fliers to the CMC (Circuit Management Centre) if there is information that we need to know, telling us more about activities that are done there."* Similarly, Nsimbi (the library assistant) also confirmed the unawareness. He pointed out: *"But the teachers are not using the centre as much as they are supposed to."* When I asked Dave (the IsiZulu Home Language teacher) if he used the library or the computer centre, he confirmed his unawareness by responding: *"No, I haven't seen them and I don't know if they are there."* However, Susana (the science lab assistant) had a different perspective. She thought that most teachers were aware of the centre resources although she showed uncertainty in her statement. She said: *"Maybe 70% of teachers are aware and the other 30% is not aware."* From the document analysis done through attendance registers I found out that more teachers came for workshops than for other activities to enhance their professional development.

4.3.7 Insufficient resources hindering the centre from operating well

I identified four resources that hampered the centre from operating well. These were physical resources, human resources, funds and time.

4.3.7.1 Physical resources

During my observations I found out that the centre does not have a library, the photocopying machine was broken, the science lab material was insufficient and the learning space in the science lab was not according to the specified standards by the DTDCs Norms and Standards (2015) which stipulates that there should be a library which renewed stocks when there is a need.

Ceasa found the centre was under-resourced. He affirmed this by saying: *"There is nothing that I need there that is why I don't go there."* Ceasa also showed that the availability of the computer centre and possibly the availability of the library (which is not there) was not enough for professional development. When I asked him if he used the library or the computer lab, he said: *"Mhmm…personally, I never use them because we have our own here at school."* Zin (the English teacher), when I asked her if she used the library or the computer lab said: *"No. I did not have a reason to utilise it."* Nsimbi (the library assistant) confirmed that the library was not working. He said: *"The library is inactive."* When I asked him whether he would like the centre to improve he recommended that: *"I would like to see the library fully operational."* Susana (the science lab assistant) also confirmed the lack of resources. She pointed out that, *"At the science lab there are materials that are not there. We ordered them from the District office since 2016 but they have not arrived. The photocopier is not working. Many things are broken."*

Zuthole (the manager), when asked about reports on how many teachers used the library she responded: *"Currently we do not have a library. It has been converted into a processing centre."* I also observed the photocopier had not been working from the end of 2017 until I finished gathering data (which was towards) the end of 2018 (October). This then spoke to inadequate funding for the availability of resources at the centre. She also confirmed that, *"since last year (2017) the photocopier is not working."* The Norms and Standards policy for DTDCs and PDIs states that the provincial infrastructure department should provide a budget for preventative and corrective maintenance of the teacher centres and its equipment. The Norms and Standards policy also stipulates that there should be a library as one of the resources for teachers and that photocopying services should be rendered to teachers (DBE, 2015).

Most teachers seemed to be unaware what resources exactly should be there for them to enhance their professional development.

4.3.7.2 Human resources: *"I have no admin…"*

The centre comprises of four personnel for the processing centre, one manager, one teacher development head, one IT officer, five household aids (cleaners and grounds men) and one science lab assistant (volunteer).

When I asked Zuthole (the centre manager) what she would like the centre to improve on regarding human resources in the next two years, she responded: *"Staffing…I have no admin. I wish to have proper staffing. The security guards are outsourced. Their availability depends on the contract. I wish we could have security guards that are permanently employed here."*

During my observation the centre had no receptionist or reception area where I could get orientation of the centre. The Norms and Standards for DTDCs policy states that the centre should have one personal assistant to the manager and a reception area (DBE, 2015). In all the offices that were there, there were no offices for subject advisors so that the teachers could find help when they came for assistance regarding subject content.

The policy also stipulates that all subject advisors should be stationed at the DTDC for the proper functionality of the centre.

4.3.7.3 Funds

The DTDC does not have proper liquid funding for it to operate. Its operation depends on District funds. It is the district office that approves and fixes anything that needs to be fixed. This then limits the DTDC from functioning as well as it is supposed to. In my study the teachers were not aware of the limited funds that the DTDC operate under. Only the centre personnel voiced the limitation of funds for the DTDC's full functionality. According to the centre manager, Zuthole, it is the District office that allocates and approves funding for the centre. She said: *"The centre funding should be clearly allocated. Even though we try to fundraise for the centre, if the door is broken we cannot fix it now. We have to wait for the approval from the District. So we cannot fix even a minor thing."* When Nsimbi (the library assistant) was asked as to what hindered the centre from functioning well, he confirmed the lack of funds as the hindrance. He said: *"The government does not provide enough financial resources."* The science lab assistant (Susana) concurred with Nsimbi. She said: *"I would like the government to provide us with the resources we need for functionality."*

It is very unfortunate that the DTDCs have to operate under these circumstances The Norms and Standards for DTDCs (DBE, 2015) states that "sufficient funding must be allocated from the fiscal coffers for the establishment, maintenance and functioning of all PDIs and DTDCs" (DBE, p. 16). However, this does not appear to be happening. The main cause of the DTDCs not having proper fund allocation is because they are classified as section 20 institutions, which

means that allocation of funds is the responsibility of the Provincial Education Department (DBE, 2015).

4.4 Conclusion

In this chapter I discussed the history and context of the DTDC drawing on my three data collection instruments which were observation, document analysis and interviews. Thereafter, I presented the data analysis according to the themes that emerged from the study. These themes are the DTDC as a meeting venue, different understandings of the purpose of the centre, activities at the centre, teacher learning from the activities, lack of awareness about what the centre offers, teachers' responses to the lack of resources and insufficient resources which hinder the centre from operating well. In the final chapter, I will discuss the summary of the findings of the study, and answer the research questions.

Chapter 5: Discussion

5.1 Introduction

This chapter aims to present a summary of the findings about the questions that were used to investigate the study and the interpretation of the findings. I will answer the three questions that were posed for my research.

The three questions that were posed were as follows:

1. What resources and materials are available at the centre for teacher professional development?

2. What kinds of professional development activities does the centre provide?

3. In what ways do these resources and activities support teachers' professional learning?

This chapter discusses the resources that are there at the centre, the activities that take place there and the views of the teachers as to whether the resources and activities contribute to their professional development for effective teaching in the classroom or not. The limitations of the study and recommendations for the effective provision of professional development to teachers are discussed.

5.2. What resources and materials are available at the centre for teacher professional development?

5.2.1 Buildings and equipment

The centre has resources like buildings because it has two main halls to deliver workshops and as a professional learning space. It also has a dining area that can also be used for workshops and moderations if the two learning spaces are in use. It has a mobile building that is used as a science lab where teachers and matric learners do scientific experiments. The only thing that is not according to the specified standard in the Provincial Norms and Standards for the PDIs and DTDCs (DBE, 2015) is that the learning space in the science lab is too squashed. But all the apparatus that is there is safely stored and the lab is always locked. It is only opened when it is in use. The centre also has a computer lab with 24 computers that are working and have access to internet and the spacing between the computers allows even physically challenged users to use it with ease.

There is also an ICT centre where teachers who further their studies with UNISA do their research and all applications regarding the registered modules. This ICT centre has 30 computers and has the accurate number and spacing as stipulated (DBE, 2015). The buildings in the centre help as the learning spaces at the centre. As indicated in Chapter Two, Kelly (2006) states that teacher learning is when a teacher moves from a novice teacher to an expert. The ICT centre assists teachers to upgrade their level of knowledge and, thus, learning does take place.

The centre is supposed to provide photocopying services for the teachers. But what I found was that the photocopier had been broken since 2017. The centre manager revealed that they were waiting for the district office to respond. The science lab also lacked some of the apparatus needed for experiments. They had been procured from the district office in 2016 but they had not yet arrived. The availability of the photocopying services at the centre would allow teachers to be able to share their hardcopy resources when they meet for their own self-initiated subject meetings. In terms of science material, the teachers who used to practise experiments at the centre would have found sufficient resources. Cognition can also be a distributed kind, where learning is distributed among persons, various artefacts and tools (Putman and Borko, 2000).

5.2.2 Human resources

My findings showed that most of the staff members are available at the centre. But the centre had a science lab assistant who had been volunteering for two years. The vacancy for the science lab assistant had not been filled. The Norms and Standards for PDIs and DTDCs (DBE, 2015) state that there should be a PA to assist the centre manager, however, the centre manager did not have a PA. The centre also did not have a reliable security guard system because the security guards were available only on the availability of renewed contracts. The availability of proper staffing would ensure that the science lab assistant would be motivated to work because she would be receiving remuneration, thereby, providing better professional learning to the teachers.

5.2.3 Funds

The centre lacks funds because they rely on procuring needed items from the district office. The fact that the photocopier was not fixed for a long time and the science lab apparatus not acquired clearly hinders the district centre from operating well. I think the centre needs proper fund allocation and to be removed from the Section 20 allocation system because what is

broken that needs urgent attention in terms of finances cannot be attended to. Nevertheless, the centre also does its own fundraising through the use of available dormitories as accommodation for church conferences. But those funds are not enough for effective daily operations.

5.3. What kinds of professional development activities does the centre provide?

The following are the activities that take place at the centre. These activities are there to provide professional development to the teachers.

5.3.1 Workshops

Subject related workshops appeared as the main activity that takes place at the centre. All of my participants attested to that. Many of the teachers attested that they mainly came for workshops to the centre. They never went there of their own accord. The attendance registers showed that the main activity taking place there was workshops. These workshops contributed to teacher learning, especially for the novice teachers. Many of the workshops were transmissive because it was a matter of cascading information to teachers (Kennedy, 2005). However, it was also evident that two teachers who had more than10 years' experience each did say that they learnt new skills and knowledge from the workshop activities. For example, the English teacher, Ceasa, said that he learnt new assessment techniques and how to teach the essay. The centre functions as a place to offer workshops for teachers (DBE & DHET, 2011).

The other workshops that were mentioned by teachers were the administrative workshops. One of the teachers outlined that he attended a workshop for SASAMS which is the school administration system. Two teachers also mentioned the SACE workshop which dealt with accessing the SACE website and the uploading of documents to earn points.

5.3.2 Moderation and meetings

Three participants agreed that moderation was one of the activities that took place at the centre. The teachers did analysis of the results in the subject and tackled problem areas that arose from the analysis done. The centre was also used as a meetings place, especially for principals of the neighbouring schools. All the afore-mentioned activities were initiated by Department officials and subject advisors. On the other hand, one teacher mentioned a self-initiated activity where they met for cluster meetings for IsiZulu Home Language to develop each other on subject content knowledge and strategies for teaching IsiZulu.

5.3.3 Community activities

I also found that the community used the centre for its CPF meetings. Other government departments also used the centre to do health and safety awareness for community members. The centre was also used by matric learners for their research, homework and science experiments. The learners also used the centre as accommodation during holiday classes.

5.4 In what ways do these resources and activities support teachers' professional learning?

According to Harland and Kinder (1997), teacher learning outcomes of professional development activities can be categorised into three orders. The third order outcomes entail the receipt of material and new awareness. In this order, teachers receive new information and materials especially during new curriculum orientation workshops. The teachers receive new documents on the curriculum and how the curriculum should be implemented. In my research the teachers did mention that they received materials in the form of software for upgrading the SASAMS version. One teacher received a disk that had English First Additional Language material for recording marks. Thembi received natural science material for assessment records, and set tests and assignments in the form of a soft copy because it was saved on a memory stick. However, some of the teachers indicated that they never received any material from the centre activities but they did learn new information about new curriculum issues.

The second order of outcomes include affective outcomes and collective influence (Harland & Kinder, 1997). Most of the teachers said that they had received new information and new materials such that they felt motivated to work but what they had attained could not lead them to the acquirement of knowledge and skills for an impact on classroom practice. All teachers indicated that they felt more motivated to work after workshops. Being motivated may not necessarily mean that the learning would have an impact on classroom practice. None of the teachers indicated that the learning activities contributed to the collective influence of the school as an institution. Collective influence could happen with more collaboration and sharing of expertise and tools.

The first order of outcomes is when the set of values and beliefs of the teacher are in line with the curriculum. It is also about the gaining of knowledge and skills from the professional development activity that has an impact on practice. The research I conducted showed that only three teachers said that they gained knowledge that had an impact on their classroom practice.

Dave gained knowledge on how to teach poem analysis, Thembi learnt more about chemistry in Grade Nine Natural Sciences and Ceasa learnt more about the writing and marking of essays in the overcrowded classroom.

In addition to knowledge, some skills were learnt. But those skills were not related to classroom practice but were mainly administrative. For example, Sithe learnt about the use of SASAMS and how to accurately punch in data on it. Zin learnt how to access the SACE website and upload information from it. This means the centre is able to provide teacher learning opportunities to some teachers, however, the outcomes tend to be mostly about receiving materials and curriculum information.

Professional development can be managerial – which is the top-down approach or democratic – where teachers take responsibility for their own learning (Day & Sachs, 2004). Kennedy (2005) concurs with Day & Sachs (2004) where the managerial approach can be said to be a transmissive model where it is a matter of transferring information to teachers. On the other hand, the democratic approach means that teachers take responsibility for their own professional learning, which tends to be a transformative model. Only Dave attested that they did cluster meetings as IsiZulu teachers to develop each other on subject matters.

My findings showed that most professional development at the centre is the mere cascade of information from the subject advisors. Sfard (1997) refers to this kind of teacher learning as "the accumulation of material goods" (p. 5). Very few activities at the centre are self-initiated by the teachers. The centre provides workshops which are curriculum related and administrative workshops. These workshops mainly deal with the acquisition of information. Kelly (2008) claims that the acquisition metaphor is more effective when used in conjunction with the participative metaphor. A few collaboration activities initiated by the teachers were also evident at the centre, especially the IsiZulu teachers who met in a learning community, and the practice of science experiments in the laboratory. Opfer and Pedder (2011) emphasise collaboration as a powerful tool to enhance teacher learning. But there should not be too little or too much collaboration.

It appears that the workshops offered at the centre by the Department of Education are underpinned by a cognitive approach to teacher learning as teachers are expected to transfer their learning into their classroom practices. However, it is not always evident that this change in practice does take place.

5.5 Limitations of the study

I initially started with thirteen participants but ended up with only ten. I think if I had had the number of participants that I anticipated I would have got more understanding about the DTDC. I also could not visit the centre as much as I should since it is situated about sixty-five kilometres from the school where I work. I would sometimes reach it an hour before it closed. This hindered me from observing many of the activities taking place at the centre. The findings of my research can only be generalised within the case and other cases with a similar context. The Findings can never be generalised beyond the case.

5.6 Recommendations

In terms of the availability of resources for the provision of professional development in the centre, I recommend that the centre may have proper funds allocation. It must also have proper staffing in terms of reception, security guards and permanent employment of a science lab assistant because the lab seemed to be in much use.

I further recommend that the centre provide more professional development activities that may lead to change in teacher classroom practice. This can be done by encouraging teachers' collaborative learning. I also recommend that the length of hours of teacher development be not less than twenty hours so that it yields the expected results. This is supported by Desimone (2011) where she states that for professional development to be effective it has to be administered for twenty hours or more.

5.7 Conclusion

This study aimed to explore how a DTDC supports the professional development of teachers. The findings showed the understandings of ten participants regarding how the Centre supported teacher professional learning. The participants demonstrated their knowledge of the availability of resources that the centre has and the activities that the centre runs for the professional development of teachers. Teachers also gave their perceptions of the knowledge and skills gained from the activities and if those skills had an impact on their classroom practice. Furthermore, I discovered that there were challenges that the teachers encountered in acquiring support on professional development from the DTDC. I also discussed the limitations of the study. I then made recommendations on how the DTDC may provide effective professional development to teachers.

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Appendices

Appendix 1: Ethical clearance

UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

13 March 2018

Ms XPN Thwala 211552861
School of Education
Edgewood Campus

Dear Ms Thwala

Protocol reference number: HSS/0150/018M
Project title: Exploring how a District Teachers Development Centre support teachers' professional learning: A case study in Umzinyathi District

Full Approval – Expedited Application

In response to your application received on 16 February 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

cc Supervisor: Dr Carol Anne Bertram
cc Academic Leader Research: Dr SB Khoza
cc. School Administrator: Ms Tyzer Khumulo

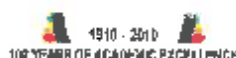Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609   Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

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Founding Campuses: Edgewood   Howard College   Medical School   Pietermaritzburg   Westville

Appendix 2: Permission from the Department of Education

education
Department:
Education
PROVINCE OF KWAZULU-NATAL
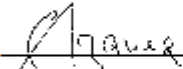
Miss NP Thwala
PO Box 168
Dundee
3000

Dear Miss Thwala

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"EXPLORATION OF HOW A DISTRICT TEACHER DEVELOPMENT CENTRE SUPPORT TEACHER'S PROFESSIONAL LEARNING: A CASE STUDY IN UMZINYATHI DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 26 January 2018 to 09 July 2020.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

UMzinyathi District

Dr. EV Nzama
Head of Department: Education
Date: 29 January 2018

Appendix 3:

Interview schedule for teachers using the District Teacher Development Centre

Date of interview: _____

Name of Centre: _____

Section A: Biographical details

Name of teacher:

School name:

Years of teaching:

Grade taught:

Qualifications:

Subjects:

Age range: (21-34> 1, 35-54>2, 55-65>3)

How far is your school from the Teacher Development Centre? _____

How do you travel from your school to the Centre? _____

Section B

1. What do you think is the purpose of the teacher development centre?
2. In the last year (since Feb 2017), how often have you visited the centre?
3. What do you come to do at the Centre? [probe: what activities such as content workshops or moderation or finding resources]
4. Tell me about a recent workshop / moderation process that you attended at the Centre. (Probe: who facilitated the workshop, what was the purpose of the workshop, what was the focus of the workshop, how long did the workshop last, who attended the workshop)

5. What did you gain from the workshop / moderation process – (new materials/resources; if so, how did you make use of the materials/resource to better your learning development?

6. What new knowledge did you gain from attending that workshop /moderation? [Probe: Can you provide a clear example of this knowledge? E.g. new content knowledge?]

7. Did you gain any new skills from attending the workshop /moderation? If so, what new skills?

8. Are you able to use the new knowledge and skills in your classroom? If yes, can you give some examples?
   If not, can you explain why?

9. Have you become more motivated or inspired to teach as a result of attending a workshop / moderation session?
   If yes, can you provide details?

10. Do you use the library or the computer centre?
    a) If yes, for what purpose? [probe: to download curriculum documents, to find teaching resources; to study]
    b) How often did you use the library in 2017?
    c) If not, why not?

11. What is your main reason for coming to the Centre? Does it play an important role in your professional development?

12. What prevents you from using the Centre more?

13. Does your subject advisor/ principal/ colleagues encourage you to use the Centre?

14. What do you think that the Centre could do to support teacher development better?

Interview guide for the centre personnel

Section A: Personal Information

Gender:

Age range: (21-34> 1, 35-54>2, 55-65>3)

Highest Professional Qualification:

Highest Academic Qualification:

Position at the Centre:

Length of Service at Centre:

Section B

1. How long has this Centre been operational?
    2. What is the purpose of the teacher development centre?
    3. What do teachers come to the Centre to do?

       [Probe: can you tell me a bit about these activities e.g. Who facilitates the various
       activities?]
    4. In what ways do you think that these activities benefit teachers and their professional
       development?
    5. What are the resources that are available at the centre for teachers? [Probe: do you
       think teachers are aware that these resources are available?]
    6. How do these materials/resources support teachers' professional learning?
    7. Can you provide me with any reports/stats of how many teachers

       a) use the library every day?

       b) use the computer centre every day?

       c) visit the centre to attend workshops every day?
    8. Do you think that the centre is functioning well? Why do you say this?
    9. What hinders the centre from functioning well?
    10. How would you like the Centre to improve over the next two years?
    11. Who else uses the Centre besides teachers? For what activities?

Appendix 4

Interview Transcript

Date of interview: __12 June____2018_____

Name of School: _____Dundee Primary_____

Section A   **: Biographical details**

Name of teacher   : Sithe

School name   : XXXXX Primary

Years of teaching   : 26

Grade taught   : 5 and 7

Subjects   : English, SS

How far is your school from the Teacher Development Centre? 1 KM

How do you travel from your school to the Centre? Own transport

Section B   :   Semi-Structured Questions

Interviewer: What do you think is the purpose of the teacher development centre?

Sithe: Mhhh…. It is basically for the development of the skills for educators as well as the learners. Initially when it was formed we were told that we were going to be taught about how to improve our computer skills. But what I have noticed is that most of the teachers only go there for meetings and workshops that area organised by the Dept. the principals and admin clerks go there for SA-SAMS because there is access for computers and internet

Interviewer: In the last year (since Feb 2017), how often have you visited the centre?

Sithe: Mhmm…I can't be exact, as I said it was just for the meeting. I think 4 0r six times since last year.

Interviewer: What do you come to do at the Centre? [probe: what activities such as content workshops or moderation or finding resources]

Sithe: Basically for meetings and for facilitators to teach us how to capture data on the SA-SAMS system and for language competition for the learners.

Interviewer: Tell me about a recent workshop / moderation process that you attended at the Centre. (Probe: who facilitated the workshop, what was the purpose of the workshop, what was the focus of the workshop, how long did the workshop last, who attended the workshop)

Sithe: SA-SAMS. For the principals and departmental heads. On the capturing of data. It lasted 5 hours.

Interviewer: What did you gain from the workshop / moderation process – (new materials/resources; if so, how did you make use of the materials/resource to better your learning development?

Sithe: no new material just some form software.

Interviewer: What new knowledge did you gain from attending that workshop /moderation? [Probe: Can you provide a clear example of this knowledge? E.g. new content knowledge?]

Sithe: Improves knowledge on the submission dates for SA-SAMS.

Interviewer: Did you gain any new skills from attending the workshop /moderation? If so, what new skills?

Sithe: Computer skills and how to capture data accurately.

Interviewer: Are you able to use the new knowledge and skills in your classroom? If yes, can you give some examples? If not, can you explain why?

Sithe: No. it was mainly for office.

Interviewer: Have you become more motivated or inspired to teach as a result of attending a workshop / moderation session? If yes, can you provide details?

Sithe: I'm more motivated to submit accurate, appropriate and reliable data.

Interviewer: Do you use the library or the computer centre? a) If yes, for what purpose? [**probe:** to download curriculum documents, to find teaching resources; to study]

b) How often did you use the library in 2017?

c) If not, why not?

Sithe: No. except during workshops.

Interviewer: What is your main reason for coming to the Centre? Does it play an important role in your professional development?

Sithe: I would say it does play a little bit of professional development. I think its only learners who are in matric who are benefiting.

Interviewer: What prevents you from using the Centre more?

Sithe: I think basically it's because it was not very much advocated. We were not told what exactly the purpose of the centre is. I think we will go there more if they advertise it.

Interviewer: Does your subject advisor/ principal/ colleagues encourage you to use the Centre?

Sithe: NO.

Interviewer: What do you think that the Centre could do to support teacher development better?

Sithe: They need to advertise and tell teachers of the types of skills and information that is available at the centre.