

**THE MANAGEMENT OF CONTINUOUS PROFESSIONAL
DEVELOPMENT AT A TVET COLLEGE IN KWAZULU NATAL**

by

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submitted in accordance with the requirements for
the degree of

MASTER OF EDUCATION

In the subject

EDUCATION MANAGEMENT

at the

University of South Africa

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JUNE 2017

DECLARATION

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THE MANAGEMENT OF CONTINUOUS PROFESSIONAL DEVELOPMENT AT A TVET COLLEGE IN KWAZULU NATAL

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

DATE

DEDICATION

To my family, my wonderful wife Nirvana, daughters, Gia and Aria who have been my pillar of strength, Thank You. You have been very supportive and understanding of the work and amount of time I spent completing this dissertation. Thank you for helping me through the turbulence of stress and frustration as I worked on this dissertation. I truly treasure your patience and all the sacrifices that you have made for me. Thank you for being there when I needed you the most.

ACKNOWLEDGEMENTS

The completion of this dissertation is a dream come true for me. There are many individuals whom I am thankful to for making this happen:

- I am extremely thankful to my supervisor, Dr P R Machaisa, for her supervision in the process of completing this research study. Her continuous guidance and support has helped me in making this journey a reality.
- The college management, colleagues of the selected colleges for their time and input during the interviews. If it were not for you, I would not have made it. I, therefore, commend you for the major contribution you made in this writing.
- The editor, Mrs Pholile Zengele, I salute you for your contribution in editing, keep up the good work.
- The Unisa Library staff, thank you for your kind assistance.
- My friends and colleagues for their continued support.

LIST OF ABBREVIATIONS

CIP	College Improvement Plan
CMT	College Management Team
CPD	Continuous Professional Development
CPTD	Continuous Professional Teacher development
DHET	Department of Higher Education and Training
DoE	Department of Education
DIP	District Improvement Plan
DSG	Developmental Support Group
EEA	Employment of Educators Act
ELRC	Education Labour Relations Council
FET	Further Education and Training
HR	Human Resource
HRD	Human resource Development
INSET	In- Service Education and Training
IQMS	Integrated Quality Management Systems
NATED	National Technical Education
NC (V)	National Certificate (Vocational)
NPFTED	National Policy Framework for Teacher Education and Development
NSE	Norms and Standards of Educators
OBE	Outcomes- Based Education
PAM	Personnel Administrative Measures
PED	Provincial Education Departments
PD	Professional Development

PGP	Personal Growth Plan
SACE	South African Council of Educators
SDF	Staff Development Facilitator
SDT	Staff Development Team
SGB	School Governing Bodies
SIP	School Improvement Plan
SMT	School Management Team
TVET	Technical Vocational Education and training
WSE	Whole School Evaluation
UNESCO	United Nations Educational Scientific and Cultural Organisation

ABSTRACT

This exploration investigates lecturers' experiences of the role of professional development on TVET lecturers. Lecturers' professional development is often viewed as the source to effective learning developments. Lecturer effectiveness at TVET Colleges depends on the constant professional development to avoid encounters that they face due to endless differences taking place in technology and national curriculum. The result of proper professional development of lecturers is that both students and the organisation benefit from it.

Hence, lecturers are likely to be subjected to continuous professional development to be well informed with the constant adjustments taking place in the education system. This occurs as the lecturers are pressurised to participate in a variety of regular professional development programmes that are not designed to suit their specific requirements. This leads to, professional development becoming ineffective in assisting the lecturer developing their training in their specific areas of knowledge.

A literature review was used to determine what other writers say about the concept of professional development.

A qualitative study was employed and two research instruments were used: semi-structured interview sessions and document analysis. Information was collected through the interviews, centred on pre-planned interview questions. Purposive sampling was used and nine experienced participants were selected for this study. Lecturers' were questioned about their experiences of professional development at a TVET College in the Kwazulu Natal district. The conversations were recorded, translated and scrutinised to discover lecturers' opinions about professional development in their college.

This investigation was guided by three important questions:

How effective are staff development programmes managed for lecturers in their areas of specialisation?

Secondly, How effective are the policies regarding staff development in TVET Colleges? Finally, what role does senior management play in CPD in Majuba TVET College?

Findings indicate that the principals of the colleges are not managing the continuous professional development of lectures. It is left upon the lecturers themselves to manage their professional development.

It is expected that this investigation and the literature review will influence the management of professional development for the advantage of lecturers and the college.

KEY TERMS: Professional Development (PD), Continuous Professional Development (CPD), Development, Quality Education, Educator

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CHAPTER 1

BACKGROUND AND INTRODUCTION TO THE STUDY

1. BACKGROUND AND INTRODUCTION

Proficient lecturers shape the establishment of good schools and enhancing lecturers' abilities and knowledge is a standout amongst the most critical ventures of time and money that nearby, state, and national pioneers make in education.

With an extensive assortment of professional development alternatives accessible, the most important question is which approaches have the most effect on student knowledge?

Current provision for professional development should be tended to critically if provision is to match demand, and is to be responsive to recent research findings and developments in TVET Colleges. Lecturers are professionals, therefore lecturers develop, advance, and rise as experts through the long haul and everyday work they do. Job-embedded learning opportunities need to be the focus of all professional development opportunities, consequently academics seek support from College management and their peers throughout these learning opportunities.

Performance of lecturers is attributed to the inadequate preparation of lecturers who lack the required expertise and competencies for effective delivery of educational programs.

Individuals consider educating an appealing occupational choice for various reasons. Lecturers' work is self-ruling, exceptionally valued , varied diverse and stimulating. However, sooner or later in their educational profession careers, numerous lecturers seek open doors for career advancement and

potentially consider an alternative profession altogether (Anne Martin & Matti Pennanen, 2015).

According to Anne Martin and Matti Pennanen (ibid), a lifetime profession in education demands for continuous professional development. Lecturers ought to have the capacity to get support and conceivable outcomes to create themselves all through their professions; from the first day of induction straight up to departure. To retain skilled experts in the arena of teaching, one must look for approaches to stimulate their professional development and security at work. It remains the work of talented, committed and competent lecturers that crafts South African schools to prosper. This is the reason it is imperative to assess the normal forthcoming requirements for lecturers and search for approaches to help lecturers in the professional development of their professions.

This is why it is significant to scrutinise the anticipated future desires for lecturers and look for techniques to encourage lecturers in the professional development of their careers.

2. RATIONALE FOR THE STUDY

Lecturer training and non-stop professional development are viewed as fundamental additives for improving lecturers' subject knowledge and growing their lecturing practices to demonstrate high standards (Cohen & Hill, 2001; Darling-Hammond & McLaughlin, 1995; Smith & O'Day, 1991).

The term professional development indicates procedures, activities and exercises intended to develop understanding, abilities and approaches of lecturers so that they could in turn, enhance students' education and knowledge. The function of professional development is to enhance the teaching profession by raising its standards, with the intention to eventually

upgrade the quality of student learning and have interaction of lecturers in on-going professional development (Guskey, 2000).

The purpose of this investigation, therefore, is to establish, define, and to recognise the significance of continuous professional development in the field of specialisation at Majuba TVET Colleges.

3. STATEMENT OF THE PROBLEM

Professional Improvement of lecturers in TVET Colleges is contributory to the effective delivery of educational programmes. Evidence of poor teaching and learning are visible in the poor throughput rates, high dropout rates, low progression and poor completion rates among college students on the National Certificate Vocational (NCV) programme in the Technical Vocational Education and Training (TVET) Colleges.

3.1 The main research question

The main research question which needs to be addressed is:

What is the role of professional development for TVET College lecturers on areas of specialisation at Majuba?

The **sub-questions** related to the main research question are:

- How effective is the management staff development programmes for lecturers in their areas of specialisation?
- How effective are the policies regarding staff development in TVET Colleges?
- What is the function of senior management in CPD in TVET Colleges

3.2 Purpose, aims and objectives of the study

Purpose

- This investigation will provide the college with new information and strategies which have not been researched before.
- What new ventures, methods, information, progress, and ideas will the researcher unearth from this research? How will it benefit students and lecturers alike?
- How will this research assist the organisation where the researcher is employed?

Aim

The overall objective of this investigation is:

To investigate the management of continuous professional development for lecturers on areas of specialisation at Majuba TVET College.

Objectives

- To investigate if lecturers are developed in their areas of specialisation.
- To investigate if the management of professional development by staff influences instruction and education for students.
- To identify how this research will assist the college to change its perceptions on managing professional development in areas of specialisation.
- To investigate what role does senior management play in managing CPD.
- To find out what the lecturers' perceptions regarding the management and importance of CPD?

3. LITERATURE REVIEW

Lecturer quality is essential. Academics must have the knowledge and skills that empower them to deal with the challenges of the 21st-century classroom. This implies that they should have an expertise of their specific content and how to teach it. They must instruct in ways that permit all students to be “College or profession ready” (Darling –Hammond, Wei, Andree, Richardson, & Orphanos, 2009).

Lecturers must recognize the thoughts in handling professional development and its approach to education. Professional development talks about the professional development of a person in his or her specialist role. As indicated by Glattenhorn (1987), by increasing understanding in ones’ teaching role, the educator steadily gains elevated skills in their professional development through assessment of their teaching ability. Professional development, as defined by Glattenhorn (ibid), is a development that occurs through the professional cycle of a lecturer.

Professional learning opportunities for lecturers must be organised within the context of the lecturer’s practice (Garet, 2001; Holland, 2005; Putnam & Borko, 2000). These opportunities should also be relevant to the teaching and learning desires of both lecturers and students (Mitchell & Cubey, 2003; Timperley, Phillips & Wiseman, 2003). Similarly, lecturers must focus on actual classroom phenomena and should be included into the daily work of teachers (Cohen & Hill, 2001; Mitchell & Cubey, 2003).

Many have referred to this sensational move as a new image or another module of teacher education for professional development (Cochran-smith & Lytle, 2001: Walling & Lewis, 2000). An amazing part of the accessible research on professional development involves its relationship to student

achievement. Professional development affects lecturers' classroom practices considerably and lead to improved student success (Marzano, 2003).

Concurring with Steyn and Van Niekerk (2002:250), professional development calls for an on-going development programme that concentrates on the complete variety of information, abilities and attitudes required to teach students successfully. It refers to the involvement of lecturers or educational managers in improvement possibilities to be well prepared as lecturers and academic managers. The PD activities are accepted personally or as a group through lecturers. The events in a progressive programme occur during the course of the lecturers' careers. Throughout the activities, the knowledge, aptitudes and capabilities of the individual lecturers or the group are upgraded.

"Professional development includes improvement which expands the individual and expert talents of a lecturer" (Tomlinson, 1997:162). The South African Council for Educators (hereafter referred to as SACE) (2008:3) specifies that PD improves a lecturers' "mastery of the programme and their knowledge areas, their abilities in educating and aiding learning, their supporting juveniles and adoloscents and their improvement desires and their commitment to the advantage of their students and their colleges". Billings (1977:22) writes that PD is "any intentional and non-stop method related to the association and discussion of current and expected requests of individual staff for advancing their job fulfilment and career expectations. And of the organization for sustaining its educational vocation and strategies, and the execution of staff programs designed for the appropriate fulfilment of needs".

4. RESEARCH METHODOLOGY AND DESIGN

Qualitative approach

A qualitative approach was selected to explore the behaviour, beliefs, perceptions and experiences of the lecturers concerning their continuous

professional development at Majuba TVET College. The strategy specifies which persons had been studied, when, where and under which situations (McMillan, 1993:157).

Information was accumulated through in-depth interviews by way of interacting with the selected persons in their natural environment. In-depth interviews are extensively used to employ the understanding and involvement of people with evidence deeply associated to the scenario at hand (McMillan & Schumacher, 2010).

Interviews were conducted with lecturers who have been funded by Majuba College bursaries and the Head of the HR department. The researcher also used document analysis as part of his research. Policy documents relating to the professional development of staff was requested for the researcher to analyse and interpret. The reason for examining these documents was to establish the levels of preparation and implementation of CPD at Majuba College. By studying these documents and others that were available, it enabled the researcher to obtain useful evidence regarding the connection between CPD of lecturers compared to their experiences.

In this study, the collected data was represented in the form of words. "Qualitative investigators use an assortment of interrelated strategies, expecting to get a improved perception of the issue on hand" (Hughes 2003: ix).

Denzin and Lincoln (2005) define qualitative research as concerning "... a realistic interpretive technique to deal with the world. This implies that qualitative researchers take a look at things in their natural settings, endeavouring to make sense of or interpret experiences regarding the meaning people bring to them."

The purpose of qualitative research is to get a higher understanding through first-hand involvement, precise reporting citations of actual dialogues. It seeks to comprehend how the participants obtain sense from their environment, and how this meaning affects their behaviour.

5.1 Research Approach

“Exploratory research has a tendency cope with new challenges on which no past research has been done” (Brown, 2006: 43). Additionally, it has to be stated that “exploratory research is the underlying examination, which frames the foundation for more conclusive research. It can be influential in the research design, sampling method and data collection approach” (Singh, 2007: 64).

The researcher used the exploratory approach because he had to observe a phenomenon and seek to understand more about it in a given context as based on the research study.

5.2. Population and selection of participants

The population of Majuba College is approximately made up of 450 staff. To use this as a sample size would have been difficult to manage. Additionally, the finances were limited. The researcher chose to select a sample from this population which comprised of eight lecturers and 1 HR head of department.

Purposeful sampling was used in this study. The Head of HR and eight Lecturers of Majuba College bursaries were chosen. Central office and lecturers were relevant for this research as the research studied the professional development of those staff at the college who were funded by the bursaries. Central office and lecturers are the ones who have the in-depth knowledge about the college and issues involved with bursary allocations.

The four different campuses that were purposefully selected for this investigation were:

- Majuba Technology Centre (MTC)
- Centre For People Development (CPD)
- IT and Business Campus (ITB)
- Newcastle Technology Centre

5.3 Method of gathering data.

The qualitative researcher can use an assortment of techniques to assemble information. This study employed individual interviews and document analysis in the form of transcripts from the individual interviews as well as the recordings of the interviews (Mcmillan & Schumacher, 2010: 360).

The instrument which was used was an interview guide.

5.4 Data analysis and interpretation

Individual interviews

“Interviews are shared discussions where the examiner probes the members to acquire statistics the thoughts, beliefs, opinions and behaviour of the members” (Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Niweenhuis, Pietersen, Plano Clark & Van der Westhuizen, 2007: 87). The in-depth interviews were conducted with individual persons selected in the carefully chosen campuses to understand their experiences on professional development at Majuba College, as expressed in their words.

Document analysis

The researcher employed this method; Institutional policies and procedure documents on staff professional development from DHET and Majuba College were read, interrogated and analysed.

6. THEORETICAL FRAMEWORK

This investigation was underpinned by the Lifelong Learning Framework. Lifelong learning means self-directed development. It concentrates on encouraging the improvement or inquiry skills and self-direction with emphasis on the total personal, intellectual, emotional, social and spiritual areas and the combination among them (Faure,1972).

The concept of lifelong learning additionally incorporates delivery methods, tactics, and strategies that need to be utilized to accomplish the learning process. Lifelong learning is formal, informal, and non-formal and should occur in a variety of settings (Boucoulalas, 1981; Jarvis, 1986; Vettickal, 1980).

Lifelong learning should have the aim to uphold and enhance the quality of life (Dave, 1973).

7. RELIABILITY AND VALIDITY

The selected participants for the study are specialists in their fields, so the information extracted from the interviews, discussions and documents produced the same results under a similar methodology.

McMillan and Schumacher (2001: 407) specify that validity indicates to the level to which the reasons of the experiences complement the realities of the

domain. Hence the testing of validity rests on the assembling of statistics, its evaluation and the procedures on data analysis.

7.1 Credibility

Consistency in quantitative design, in keeping with Borg and Gall (1996: 572), indicates the degree to which different investigators will attain similar results if they examined the same situation by making use of the same approaches. Lincoln and Guba (1985:991) as cited by Maree *et al.* (2007:80) include credibility, applicability, reliability and conformability as key standards of trustworthiness. The researcher has kept the recordings in addition to the transcriptions of the minutes of the interviews. This will ensure a precise document of the period, times and individuals interviewed.

7.2 Trustworthiness

McMillan and Schumacher (2001:407) view that validity refers back to the level to which the reasons of the experiences complement the realities of the world. Consequently, the checking out of validity lies on the gathering of records, its breakdown and the procedures on facts evaluation. Maree *et al.* (2007:113-a hundred and fifteen) offer some suggestions that can be used to improve the trustworthiness of a study. The guidelines are the following:

- The utilization of various informants
- Authentication of the latest information
- Retaining records of study resolutions that were taken
- Better reliability in the coding of information
- Confirming and supporting your findings
- Preventing speculation

- Selecting of quotes carefully
- Upholding of privacy and anonymity

The trustworthiness of this investigation was safeguarded by a mixture of the abovementioned approaches to agree with what Seale (1999:134) states whilst he writes that “validity is the degree to which the results of a study are real”.

8. ETHICAL CONSIDERATIONS

The researcher applied to the University of South Africa’s Ethical Clearance Committee for an Ethical Clearance Certificate. Ethical standards demand that researchers do not put members in a position where they might be a danger of harm as a outcome of their involvement. Harm can be defined as both physical and mental.

8.1 Informed consent

Informed consent is a critical stage to any research development. It is the procedure in which a member agrees to participate in studies after being knowledgeable of its processes, dangers and advantages (Bulger, 2002)

The researcher requested the participants to complete the informed consent form to inform the participants of the intended research. An opportunity was given to them to pull out of the study at any given time. The researcher assured the participants that the data collection was for academic purposes only and no names would be mentioned in the gathering and analysis of data.

Informed consent will provide participants with sufficiently detailed information on the study so that they can make an informed, voluntary and rational decision to be part of the study.

8.2 Confidentiality and anonymity

The researcher ensured that the information provided by the participants in no way revealed their identity and that they remained anonymous. The identity of participants is not known outside the research team. By maintaining confidentiality, the researcher reduced worry on the part of the participants, maintained dignity, and they felt respected.

8.3 Privacy

Every participant should have the right to privacy when participating in research. The participants must trust that the researcher will not connect their identities with the information given. During the interviews, the researcher maintained the confidentiality of the participants and the information obtained from the interviews.

9. LIMITATIONS AND DELIMITATIONS OF THE STUDY

The researcher specifically chose to conduct the study at Majuba College since the researcher is an employee of the college. The limitations the researcher foresaw were:

- Policy documents relating to staff professional development not being readily available at the researcher's request or that they are mislaid.
- Participants not being available for interviews, dropping out of the study especially Department Heads, lecturers afraid of supplying the information the researcher sought.

Delimitations

- The participants are experts in their fields they are not novice educators.
- The population of Majuba College is too large that is why the researcher selected a sample of the population.

10. DEFINITION OF KEY CONCEPTS

10.1 Professional Development

Professional development of someone refers back to the improvement of a person in his or her professional role. Concurring with Steyn and Van Niekerk (2002:250), professional development portrays a progressing improvement programme that concentrates on a complete range of learning, competencies and approaches required to train students efficiently. It state that the cooperation of lecturers or educational managers in improvement to be better prepared as lecturers and academic managers. The professional development events are embarked on independently or as a group by lecturers.

The proceedings in a developmental programme occur right through the occupation of lecturers. Throughout the activities, the information, aptitudes and expertise of the lecturers or the group are improved. "Professional growth involves development which extends the individual, specialised abilities of a lecturer" (Tomlinson, 1997:162). The South African Council for Educators (hereafter referred to as SACE) (2008:3) specifies that professional development upgrades or expands lecturers' "mastery of the syllabus in their educational fields, their abilities in training and encouraging learning. As well as their understanding of juveniles and adolescents and their growing desires

and their dedication to the best advantage of their students and their colleges”.

Billings (1977:22) composes that professional development is “ somewhat planned and uninterrupted procedure concerning the recognition and examination of current t and expected desires of different personnel for promoting their work and professional expectations. As well as those of the orgnization for assisting its educational function and plans, and the execution of staff programmes designed for the appropriate satisfaction of needs”.

10.2 Continuous Professional Development (CPD)

Continuous Professional Development (CPD) refers to any expert growth events lecturers have interaction in, with the intention to upgrading their education and skills that will allow them to be concerned about methods and styles to the education of youths with a aim of enhancing the value of education (Bubb & Earley, 2004:4 in Bolam, 2003; Day & Sachs, 2004:3). Bubb and Earley (2004:5), also, give an explanation for that CPD “is a non-stop method constructing upon Initial Teacher Training and orientation, including development and training prospects in the course of a a career and ending with preparation for retirement”. Continuous professional development is all about upgrading, understanding, abilities and competencies to remain successful and compliant.

10.3 Development.

Advancement is continually directed at developing the acquisition of new abilities, approaches and information. Development has to lead to improved effectiveness and improved excellence in education. Lecturers are advanced or nspired in various ways by their collges, Provincial Departments of Education and even educator organisations.

10.4 Quality education

“Characterizing quality education is making an attempt seeing that no proper explanation exists in the literature” (Heystek, Nieman, Van Rooyen, Mosoge & Bipath, 2008:133). They refer to the United Nations Educational Scientific and Cultural Organisation (UNESCO) when they express: “Imparting any teaching, irrespective of high quality, isn’t always the aim. A myth survives that approach comes before excellence. Both can exist concurrently. A huge discussion resumes about what a exceptional education is”. The impression is that teaching has crucial features that may be applied in many ethnically suitable methods. In addition, as indicated by UNESCO, great teaching helps a well grounded approach to all teaching activities. Education is a individuals right; hence good education helps all individual rights.

Quality education allows human beings to develop all of their attributes and skills to achieve their capability as human beings and individuals of society.

10.5 Educator

“An educator is any individual, aside from someone who’s’ unique to carry out an an extracurricular duty completely, who instructs, tutors or educates different individuals or who delivers expert academic skills , including professional remedy and educational, psychological services at a college” (South Africa, 1996:4). To be categorised as a lecturer a person has to be registered or temporarily registered with the South African Council for Educators (SACE).

11. SUMMARY

The purpose of Chapter one was to provide an alignment of the investigation which includes the background, research questions, methodology, and delimitations. As well as the importance of the study and explanation of

concepts. The following chapter reviews the applicable literature to reach an understanding of what different scholars and authors say about the research topic.

CHAPTER 2

CONTINUED PROFESSIONAL DEVELOPMENT OF LECTURERS IN TVET COLLEGES

What is meant by Professional Development (PD) and why is it imperative? In keeping with Steyn (2004), all occupations require a constant refresh of understanding and abilities, and education isn't any exemption. Steyn (2004) cites that it is generally recognised that lecturers' understanding and abilities are exposed to decline and new inclinations in instructive reasoning and matter renders lecturers talents and expertise outdated and ineffective. Professional Development is expected to retain lecturers updated on the evolution of their fields, on instruction, technology, in the lecturers' code of conduct and education in general.

According to Steyn (2004), academics will not alter the manner they train except if they discover better approaches to educate. Brown (1992) provides that professional development influences lecturers' conduct and approaches in that they turn out to be, more conscious and have an improved acceptance level. According to Brown (ibid), the literature maintains that professional development influences lecturer functioning and has the capacity to influence lecturer performance and consequently student achievement. Therefore, it is evident from the literature that lecturer professional development is critical for specific lecturers and appropriately for the entire college improvement and development.

The significance of professional development is clear while one takes into account the introduction of Outcomes Based Education (OBE) in South Africa and the ensuing troubles that emerged due to lack of effective information and education of lecturers. Overlooking lecturers in the training phase of OBE prompted key problems because, according to Greybe (1997), the latest

curriculum involved a whole re-conceptualisation of the type of instruction, which suggests that academics require to prepare , examine constantly, and improve their field expertise. This is so since the latest curriculum undertakes that lecturers are required to choose their subject matter and deliver it in distinctive ways in their classroom.

The prediactions and needs in teaching are excessive and on the expansion in this differentage of financial globalisation. Students , parents, potential managers and the international market are insisting that colleges poduce students who possess diverseunderstanding and abilities (such as co-operation; advanced thinking) and who can successfully utilize latest information technologies and adjust to ordinary demanding situations and modifications. Consistent with Hargreaves (2002), this demands for new training information and, new forms of educating, which means that lecturers are now educating in approaches that they have never been educated. For this reason it is vital that lecturers go through efficient professional development to progress with the changes taking place.

According to Elmore and Burney (1999), there is a developing agreement that professional development for lecturers and managers is increasingly more at the heart of scholastic change and educational development.

Professional development for qualified lecturers is commonly not granted special consideration in the career development literature. More regularly, it is eaxmined as a section or stage inside a life long career or on-going professional development method. There is an implied growing component to these levels and phases that may possibly capture the difficulty and complexity of continuous professional development.

Research of professional education proposes that qualified lecturers have diverse and particular specialist desires consistent to individual and expert

situations, histories, and setting and not merely due to profession length or lifespan. Complementing suitable professional development desires to specific professional requirements (current and developmental) must be taken into consideration. This “Match” is crucial in making sure that there is a definite impact on student education within the setting of the classroom and the college (Goodall, Day, Lindsay, Muijs & Harris, 2005).

2.2. LIFELONG LEARNING

Every individual, at each level in their lifestyles ought to have lifelong learning opportunities to acquire the knowledge and abilities to satisfy their goals and to contribute to their societies. The velocity of change in education requires educators to upgrade their qualifications during their career as the understanding and abilities gained from their first professional education and training (IPET) becomes old (Mailula, 2004). At the same time the term lifelong learning may seem to apply particularly to individuals who have successfully earned a professional education or entered the workplace, lifelong learning is critical for everyone, regardless of age or level of education.

The call for lifelong learning is probably high in a teaching structure that is inclined to speedy modifications. No lecturer whether or not qualified or unqualified, can control the quick changes that occur in the education system during their teaching profession without preparing themselves endlessly with additional teaching and instruction. Consequently, it is the responsibility of management in consultation with the lecturer to upgrade the skills of the lecturer to satisfy the demands of the institution.

CPD involves a lecturer taking part in a programme or a range of activities that will guide the learning desires to enhance their current practice. These programmes ought to be well organised and planned. When these activities are thoroughly planned, nicely prepared and logical, it not simply assists in the

development of the education preparation, but has a bigger effect on the confidence and career fulfilment of the lecturer (Stefani 2005).

Lifelong learning is vital in that it creates a chance for people to enhance their teaching practice and improve the value of training for all.

2.3. AN OVERVIEW OF LECTURERS' PROFESSIONAL DEVELOPMENT

Research on lecturers' PD have shed light on appropriate courses that increase lecturers' expertise and abilities; enhance their educational practice and lift learners' normal overall functioning (Desimone, 2006; Desimone, 2009; Drago-Severson, 2007; Notman, 2009). PD is best useful when it is a on-going progression that involves accurately designed improvement and continuation through encouraging comments and examination, team communication and co-worker training (Bolam, 2003). Meanwhile the meaning of PD emphasises the continuous development of lecturers, it might be compared with CPDT in the National Policy Framework (Republic of South Africa, 2007). Expert development in educators occurs when a PD programme recognizes lecturers' desires (Lee, 2005).

Necessity based PD is likewise reinforced by Desimone *et al.* (2006), who bears in mind that leaders may want to compare and display teachers and discover the kinds of PD programmes lecturers want, after which help them in adjusting PD courses that match their expert requirements. Nevertheless, research demonstrate that lecturers must have control for choosing PD courses since a top-down method may not be that successful. (Desimone *et al.* 2006; Lee 2005). Studies recognize a few factors that could impact on the the successful implementation of PD activities. The main features include the following:

➤ The importance on Lecturers' Learning

It is essential that PD courses remain differentiated to satisfy lecturers' personal needs and differing stages of subject matter and abilities (Desimone *et al.* 2006; Smith & Ueno, 2006; Lee, 2005; Penuel 2007). Research displays that lecturers possess a desire for PD courses that are realistic in nature and intend to satisfy their specific improvement requirements (Robinson & Carrington, 2002).

➤ The Commitment of Lecturers

A dedication to professional advancement refers back to the mental state in which lecturers preference to test and examine (Van Eekelen *et al.* 2006). Lecturers' determination regarding PD is essential for their professional development (Blackmore, 2000).

➤ Effective Management

Efficient management means that leaders are engaged within the studying manner and gather proof that lecturers' PD has happened (Dymoke & Harrison, 2006; Heaney, 2004; Mewborn & Huberty, 2004; Notman, 2009). This leadership style additionally implies principals' dedication to figuring out lecturers' desires and inspiring right choices know their requirements (Heaney, 2004; Lee, 2005; Penuel, 2007). Whilst theorising management as knowledge, the intention is to reveal intellectual patterns that influence the manner in which scholastic managers see the world and perform inside their environments (Amey, 2005). The college managers' function is "based in joint objectives where the principals' function as the leader by demonstrating, instructing, and supporting others to become better supporters" (McKerrow *et al.*, 2003: 2).

➤ The Particular College Context

There are particular changes in the College environment which could also enhance or avert the specialised education of lecturers (Heaney, 2004; Hirish, 2005; Lee 2005; Van Eekelen *et al.*, 2006; Penuel *et al.*, 2007). Yu, H (2000) study included mediating variables, which include college culture and lecturer collaboration, which could have an effect on lecturer development and dedication and additionally impact on PD efficiency. A shared way of lifestyles creates an ownership of lecturers' gaining knowledge of and entails successful instruction (Dymoke & Harrison, 2006; Boyle *et al.*, 2005).

Frost (2008: 345) suggests that "lecturers can anticipate a significant function in growing and imparting expert education". To generate a favourable environment for professional development such information needs to be created and accrued through teamwork between lecturers along with managers (Frost, 2008; Printy, 2010; Kelly & Saunders, 2010; Day, 2009).

➤ Feedback on Lecturers' Development

The significance of comments to lecturers and tracking their improvement is supported by exploration (Birman *et al.*, 2000; Notman *et al.*, 2009). Lecturers want to understand whether or not they are constructing any development when executing new training programmes.

2.4 IMPORTANT POLICIES THAT GUIDE LECTURERS' CPD IN SOUTH AFRICA

The literature shows that lecturers' CPD and the function of CPD leaders are managed by some policies in South Africa. The accompanying can be recognised as some of the applicable policy documents:

- The Norms and Standards for Educators (NSE), 2000;
- The National Policy Framework for Teacher Education and Development (NPFTED), 2006;
- The Integrated Quality Management System (IQMS), 2003; and,
- The Personnel Administration Measures as embedded in the Employment of Educators Act, 1998.

2.4.1. The Norms and Standards for Educators 2000

The Norms and Standards for Educators (NSE) (2000) can be viewed as the initial official policy that tried to offer direction within the subject of lecturer training. The main attention was on “educator development” as regarding continuing education of lecturers, which incorporates both pre-service and in-service teaching and education (Department of Education, 2000:9). The policy stipulates that, lecturer training, and consequently CPD practices, should ensure that theory and practice are assimilated. That lecturers reveal now not only initial competence, that is, expertise of the field and ways of tutoring it, and applied lecturing skill, however additionally reflective competency (Centre for Education Policy Development, Centre for Evaluation and Assessment -University of Pretoria, Human Sciences Research Council & South African Institute for Distance Education, 2005:4).

Mainly, the Norms and Standards for Educators (2000) reconceptualised what it entails to be a lecturer in democratic South Africa. Therefore, the Department of Education (2000:13-14) specifies that a qualified lecturer in the country is anticipated to be:

- A learning mediator;
- An interpreter and designer of learning programmes and materials;
- A leader, administrator and manager;
- A scholar, researcher and lifelong learner;
- Community, citizenship and pastoral role;
- An assessor; and
- A learning area, subject, discipline and phase specialist.

The restructuring of the jobs of a lecturer has suggestions for the administrators of lecturers' CPD. It provides guidelines for the CPD leaders to examine standards and requirements amongst all who provide lecturer improvement courses. The base of this declaration is that, the Department of Education (2000:11) clarifies that "the functions of lecturers should be highlighted in all lecturer improvement practices". In line with Sayed (2004:248), "the requirements of the lecturers' responsibilities indicates beginnings for CPD providers to create training for lecturers that are recognised by the Department of Education".

2.4.2 The national policy Framework for lecturer education and development

"The National Policy Framework for Teacher Education and Development is an endeavour to focus on the demand for appropriately certified lecturers in South Africa" (RSA 2007: 5). It specializes in matching sub-systems: Initial Professional Education of Lecturers and Continuing Professional Teacher Development (CPTD) (RSA 2007: 2).

CPTD has been especially meant to prepare the lecturing calling to deal with the problems and requests of a popularity based South Africa in the twenty-first century (RSA 2007: 1). In line with the Skills Development Act of 1998, which empowers managers “to utilize the work environment as a dynamic studying atmosphere” and “to offer employees the possibilities to attain new aptitudes” (RSA 1998: 2).

“The characteristics anticipated of lecturers consist of the capability and eagerness to reflect on their tutoring practice and gain from college students’ education encounters” (RSA 2007: 16; Dymoke & Harrison, 2006: 78). “Lecturers additionally need to refresh their aptitudes to convey the latest educational modules” (RSA 2007: 16). PD courses must, then, concentrate on the combined improvement of knowledge, area or subject knowledge and pedagogical skills, lecturers’ proficiency in the language of education and learning, altering the social character of colleges, and the abilities necessary for educating in differing classes (RSA 2007: 21).

Researches demonstrate that “financially underprivileged students can gain from excellent education and make scholarly progress” (Knight & Wiseman, 2005: 388). Regularly lecturers’ absence of expertise of ethnically suitable training practices is the purpose why they lack the information or capabilities needed to teach underprivileged students. “PD encompassing intercultural abilities and understanding of a different student populace is sunsequently needed to cope with the misalliance between conditions in classes and the qualities of different college students” (Hirish, 2005: 40).

The CPTD system essentially aims to do the following (RSA 2007: 17):

- Contribute to the direction of the imprvement of lecturers’ instructing capabilities by preparing them to perform their basic and challenging duties correctly;

- constantly enhance lecturers' professional abilities and overall performance so that they can offer valuable instruction;
- support and encourage lecturers by means of enhancing their expert confidence, learning territory or subject expertise and abilities, and teaching and class administration;
- enhance the importance of lecturers; and
- assist lecturers to recognise reasonable PD courses that could contribute to their ,educational improvement thereby shielding them from deceptive servicers.

The underlying goal of the CPTD is to empower college students to “study properly and prepare themselves for further learning and gratifying lives as effective inhabitants, for the development of their families, their societies and our country” (RSA 2007: 25). This is in line with the Skills Development Act of 1998, which targets to “enhance the value of living of specialists” (RSA 1998: 2).

The South African Council for Educators (SACE), which is responsible for improving the professional development of lecturers, has the general obligation regarding quality assurance, implementation and managing of the CPTD (RSA 2007: 19). As a major aspect of PD, “all lecturers registered with SACE need to procure PD points by choosing appropriate professional development programmes that meet their development needs” (RSA 2007: 20). “Acquiring PD points is also an internationally appropriate practice which is utilized to identify colleagues' continuing professional development” (Desimone *et al.* 2006: 205).

“The policy framework recognises four types of CPDT activities: school-driven, manager-driven, qualification-driven, and others suggested by official associations” (RSA 2006: 17). There's additionally a difference relating

mandatory and other self-elected PD programmes. The first would be paid for by the education authority involved, while “lecturers can also acquire bursaries for self-elected PD” (RSA 2007: 3).

“The execution of the CPTD system will be the duty of the South African Council for Educators” (RSA, 2007: 18). The policy (RSA, 2007) is unclear on the certain steps of execution specified in more detail in the draft Framework (2006: 26-26) but genuinely, suggests that “the liability for execution lies with SACE”. Lecturers have the chance to gain PD points by getting involved in undertakings classified into five categories: “school-driven programmes; employer-led programmes; qualification programmes; other programmes supplied through NGOs, educator’ unions, society-based and religious-centred organisations or other permitted sources, and self-selected endeavours” (RSA, 2007: 18).

The underlying belief of execution is that lecturers independently and together is accountable for their self improvement . While some CPTD activities will be mandatory, others will be self-selected. Compulsory activities will be paid for by the relevant education department while self elected programmes will be paid for by the specific lecturer. Bursaries is accessible for further education in priority fields of study (RSA 2007: 18). The self-funded feature of execution may want to hinder the actual execution of CPTD. The suggestion is that lecturers and the system must not be exposed to dangers to acquire PD points. Those are the negligence of major teaching duties, the escalation in the administrative problems of lecturers, and the inferior quality of suppliers (RSA 2007: 18, 19). This could exclusively contribute towards weakening the effect of CPTD.

2.4.3 Integrated quality management systems (IQMS)

2.4.3.1 What is the IQMS?

IQMS is captured in Resolution 8 of 2003 (ELRC, 2003). It is informed by Schedule one of the Employment of Educators Act, No. 76 of 1998 where the minister is compelled to regulate performance standards for lecturers regarding their overall functioning to be evaluated. Heystek *et al.* (2008:57) writes that “the IQMS dictates the performance requirements for lecturers and administrative staff”. Additionally it points out that lecturers must be taken into consideration if they do not deliver according to approved and set requirements. IQMS is driven the by following requirements:

- The requirement to guarantee equity; for instance, there can be no penalty against a lecturer with regards to his/her performance before imparting significant prospects for improvement (Heystek *et al.*, 2008:144).
- The want to reduce bias through directness and conversation.
- The necessity to utilize the tool skilfully , continuously and reliably (Heystek *et al.*, 2008:144).

The principle purpose of IQMS is to make certain that there is exceptional public education for everyone and to continually enhance the quality of teaching and learning. The obligation of the Department of Education is to make accessible amenities and resources to assist, empower, encourage and prepare lecturers in teaching and learning. (Mathula, 2004:15). The priority to enhance quality education the most critical undertaking in any establishment; therefore, “the significance of evaluation in any organisation cannot be stressed” (Sallis, 1993:1). Educational organisations pursue quality development programmes for a few reasons. “Some are linked with specialist liability b; others as a result of competitiveness in the academic sphere or the need to establish responsibility” (Sallis, 1993:3). Bollington, Hopkins and West (1993:2) trust that “the initiation of evaluation in education has been acknowledged by a fear for better quality, a magnitude of responsibility and

effectiveness as well as a shift to grow lecturers as experts". In this specific situation, evaluation is viewed as a form of in-service preparation and as a technique of discovering in-service training needs to provide high quality education .

Despite the fact that IQMS is a device that pursues not to reprimand, it remains to be viewed how SACE will utilize the CPTD (CPD points system) along IQMS. The NPFTED in DoE (2007:20) "makes arrangement for lecturers to be answerable to SACE if they fail to achieve the minimum number of points over two consecutive cycles of three years".An individual can see it as punitive for a lecturer who does not attain the minimum points over two consecutive cycles of three years and to be held responsible to SACE as specified in the said provision (DoE, 2007:20).

2.4.3.2 Execution of IQMS

"The pressure that gets human beings into motion in South African colleges is comprised of emotional intellect, capabilities and the culture of generating instruments (Heystek *et al.*, 2008:56). Conversations with individuals concerned is a effective device that is enhanced and moulded by State policies such as the IQMS and additionally the South African Schools Act" (ibid).

The IQMS device creates provision for achievement criteria as a technique for rating the overall achievement of a lecturer (ELRC, 2003). Post level one lecturers have eight performance standards; post level two lecturers have the same standards of a post level one lecturer as well as an extra two. Finally post level three and four lecturers have all the performance standards as well as two more; they have twelve performance standards to perform.

2.4.4 The Employment of Educators Act (EEA) of 1998

Utilizing the Personnel Administrative Measures (PAM), the Employment of Educators Act (EEA) will become applicable when coping with lecturers' CPD for programme changes for numerous grounds. First, "it presents training lecturers 80 hours to participate in professional development courses outside ordinary teaching time" (Employment of Educators Act, in Brunton & Associates, 2003: C63). This arrangement proposes that CPD leaders could organise activities linked to lecturers' CPD for syllabus changes outside the official college day or during weekends and college vacations. "The objective is to abstain from interfering with the training and studying activities and also to support the dedication of lecturers" (Chisholm, 2000:89). Concerning this technique, lecturers are not obligated to relinquish their leisure time after hours when they are tired of educating to attend CPD programmes (Engelbrecht, 2008; Nonkonyana, 2009).

Additionally, "the EEA (1998) permits expert lecturers permission not exceeding three working days per year to participate in programmes aimed towards their professional improvement" (Brunton & Associates, 2003: C128). This implies that CPD leaders might also permit lecturers to attend CPD programmes during normal college days. In this regard, CPD leaders should arrange a normal college day per term to allow a particular fraction of lecturers to attend CPD programmes on certain days. While some of lecturers will be attending well-structured CPD, it is accepted that such involvements may not cause unjustifiable disturbances in colleges. Masoge (2008:175) highlights that "for this technique to be well-organised, CPD managers have to educate the school governing bodies (SGBs), parents, state officials, unions and society groups of the need for reshuffling".

From the above argument, it can be concluded that the state strategies and laws that encourage CPD programmes endure huge ramifications for the tasks of CPD leaders. Davids (2009:3) comments that "while the above

strategies have not attained the preferred pattern of CPD for lecturers, they promoted lecturer training by commanding an upgrade of courses, enhanced admission and improved evaluation methods". It is likewise worthwhile to note that not one of the above documents offer suggestion to follow when leading CPD and regularly most of them exhibit impossible beliefs of how CPD can be controlled. The perspectives should, nevertheless, not be viewed to overrule the significance of deeming the above documents when leading CPD for syllabus modification. .

2.5 CONTINUED PROFESSIONAL DEVELOPMENT POLICY IN SOUTH AFRICA

The principle intention of the DoE in addition to its lecturers is to "assure quality public education for everyone and to enhance the quality of teaching and learning constantly" (ELRC, 2003:3). Also, aside from its obligation to offer amenities and resources to assist teaching and learning, the DoE also has to guarantee fruitful effects by "stimulating, encouraging and training" educators (ELRC, 2003:3). According to the ELRC (2003:3), "there are three programmes that are essential to improve and supervise the performance of the education system". Two programmes that are relevant for the purpose of this investigation are explained below. Firstly Whole School Evaluation and secondly the IQMS is addressed.

2.5.1 Whole School Evaluation (WSE)

The policy on WSE was established in terms of Section 3(4) (l) of the National Education Policy Act, 1996 (Act No. 27 of 1996). The approach of the guidelines of this policy aims at developing the general quality of teaching in colleges by guaranteeing that all students are granted an equivalent chance to utilise their abilities to the best.. WSE is meant to be helpful and progressive and not pejorative and punitive. According to Resolution 8 of

2003, agreed upon in the ELRC, evaluation carried out by a WSE team which involves external supervisors appointed by the Provincial Education Departments (PED's), permits the PED and National Department of Education (DoE) to assess and compare the overall functioning of colleges. WSE is done make judgements about the extent of operation of single colleges as well as those that form part of the state. hence, the motive of WSE is to assess the general viability of a college as well as the quality of teaching and learning (Heystek, Nieman, van Rooyen, Mosoge & Bipath, and 2008:143).

Nevertheless, "the most effective component of the IQMS that relates to WSE is class inspection" (ELRC, 2003:5). Mathula (2004:10) writes that "the WSE administration advocates that it will not be threatening , however part of its requirements is to guarantee that state and provincial policies are obeyed ". The WSE makes provision for reporting outcomes in addition to supplying feedback on the success levels of colleges and its investors, which encompass the DoE, PED and parents.

➤ The staff development team (SDT)

Resolution 8 of 2003 specifies that every establishment should opt for a SDT comprising of the principal, the Whole School Evaluation (WSE) coordinator, democratically elected individuals of the School Management Team (SMT) and democratically selected post level one lecturer throughout the various stages of the college. IF a member of the SDT is substituted it should be done democratically. It is the duty of the college to select a size for the SDT T, but it is proposed that "its numbers could be up to six relying on the college size" (ELRC, 2003:3). "through their initial meeting, the SDT must select a presiding officer" which implies that the principal is not necessarily the presiding officer (Somo, 2007:59). again, the matter of co-operation comes to the fore when Resolution 8 of 2003 stipulates that "the SDT and SMT must cooperate and equally assist one another in all issues concerning IQMS"

(ELRC, 2003:3). The proposal is that “the SDT’s cycle can be up to three years to warrant continuity and stability” (ELRC, 2003:4). The functions and duties of the SDT and SMT concerning application of the IQMS are described in Resolution 8 of 2003 as follows:

- Making sure employees are skilled in techniques and strategies of the IQMS;
- Coordinating all staff improvement-related activities;
- Assisting and providing direction on how DSGs have to be created and formulating a composite, final DSG list;
- Interacting with the PED with regard to high priority requirements such as INSET, short courses, skills programmes and learner ships;
- Connecting appraisal to the development of the entire school;
- Tracking the efficiency of the appraisal procedures and reporting to the employees, district and the School Governing Body (SGB); and
- Making sure that the IQMS records are filed correctly and submitted to the District Office in a timely manner for capturing.

The responsibility of the SDT to draw up proposal that will be followed and observed regarding the activities of the organization. These all important documents need to be organized, typed, signed and disseminated to lecturers. This lessens the burden of not getting ready and organising , as well as the concerns that lecturers have of the appraisal system. “It is challenging for principals to be successful and relaxed in exerting their role in developing their lecturers” (Fullan & Hargreaves, 1992:86). Additionally they reveal that “to a huge degree, the feelings of inadequacy have two roots” (Fullan & Hargreaves, 1992:87), namely:

- A vague picture of what educator improvement looks like; and

- Doubt about exactly how a principal may encourage such improvement, given the normal work requirements.

The duty of all the lecturers is to provide the SDT with the names of individuals that serve as their Developmental Support Group (DSG). These are forwarded to the SDT to compile a composite DGS list.

- The Developmental Support Group (DSG)

According to Resolution 8 of 2003, the DSG functions as an appraisal team. The DSG consists of the lecturers' immediate senior and one other educator (colleague) elected through information this is associated to the needs highlighted by the lecturer in his or her Personal Growth Plan (PGP). The colleague can be chosen because they are well grounded in the area that a lecturer is teaching. In a few cases, "there may be more than one colleague" (ELRC, 2003:11). The DSG is intended to help the lecturer in selecting his or her objectives and timelines for development in a PGP (Muller, 2004:6). One regularly ponders about the extent to which the DSG is considered as a team where lecturers can reflect on their flaws and truly discover the fields requiring development when the DSG is also accountable for the payment issues of lecturers. However, the function of the DSG, as per Resolution 8 of 2003, including others, is first to offer guidance and assistance. Suppose the senior be the Head of Department, this responsibility lies within the scope of their duties as captured in the PAM (DoE, 1999). Furthermore, to work with the SDT to assist in the development of individual lecturers not achieving their goals and incorporating such strategies in the College Improvement plan. These strategies may include "counselling and training" (Heystek *et al.*, 2008:152).

➤ The Personal Growth Plan (PGP)

The PGP deals with the areas diagnosed as the ones which require development. The PGP commonly leads to the creation of the CIP. The PGP needs to outline the areas where the DSG (senior or mentor) must give direction concerning the identified requirements. Furthermore, those areas that the PED is accountable for, together with INSET, courses, conferences or seminars must be specified as such. “The re-skilling of under- or unqualified lecturers must additionally be suggested in the PGP” (ELRC, 2003:11–12). “The identity of precise endeavours to engender change consists of analysing information, having discussions with colleagues and consulting an education or learning area specialist” (Steyn & Van Niekerk, 2002:309).

➤ The College Improvement Plan (CIP)

Resolution 8 of 2003 stipulates that the CIP is aoutline of the movements and procedures required to accomplish college improvement, consisting of the development of lecturers. This document is applied to evaluate the development of the college through repeated evaluation. All the developmental requirements of the college are captured in the CIP. The CIP does not function in isolation, however PGP allows the development of a CIP. Each lecturer compiles a PGP that informs the SDT about the areas where they need development. All the requirements of the lecturers are captured in the CIP. It is the obligation of the college regarding Resolution 8 of 2003 to inform lecturers about INSET and other developmental programmes which are provided. The college should facilitate arrangements to attend such seminars or training.

The principal submits the CIP to the District Office for the development of a District Improvement Plan (DIP). The SDT develops the CIP, and it is utilized by the SDT to track and monitor development and improvement. “College development is a precise, endless attempt directed at converting teaching

situations with the definitive objective of achieving the educational objectives successfully” (ELRC, 2003:11).

2.6 THE ROLE OF THE EDUCATIONAL LEADER IN MANAGING LECTURERS CPD IN TVET COLLEGES

2.6.1 The Principal and the Management Team regarding CPD

The key function performed by principals or academic managers in the execution of professional development is stated in literature (Steyn & Van Niekerk, 2002:253-254 quoting Bunting, 1997:30). Principals must, as pioneers of their staff, instigate the construction of a positive atmosphere for professional development. Steyn and Van Niekerk (2002:253-254) specify a few options from Bunting (1997:31), DuFour and Berkey (1995:3), Sparks (1997:21) and Elrich (1997:14), when they argue that educational managers can do plenty to ensure powerful professional development in their colleges. The succeeding are just a few options mentioned by Steyn and Van Niekerk (2002:253 – 254):

- Offer open doors for personnel to examine case studies and good lecturing practices. Lecturers favour their colleagues to deliver staff development programmes. The suggestion is that managers must act as initiators and not controllers of CPD events. Staff gatherings, professional development courses, memoranda to staff members and one-on-one interviews are excellent possibilities for principals to inspire personnel to discuss current studies on effective teaching;
- Principals must be eager to work closely with with lecturers, parents and learners to determine the strengths and flaws of the college’s teaching and learning programme;

- The principal must inspire lecturers to take chances by experimenting; and
- Principals should include their lecturers in planning and implementing developmental programmes. Their participation can include the purpose of training , methods to assure the needs and follow-up exercises.

According to the PAM (DoE, 1999:10), principals, are liable for developing educational programmes; school based, school-focused and externally directed, and to help lecturers, mainly new and novice lecturers, in creating and attaining educational aims in accordance with the requirements of the college.

Resolution 8 of 2003 (ELRC, 2003, 12-14), states that “it is the duty of the College Management Team which includes the principal, deputy principal(s) and Heads of Department to assure that the college operates efficiently”. The IQMS suggests that, the management of the college should carry the obligation of providing high quality teaching and learning.

Resolution 8 of 2003 makes provision for the manager of the college to adopt specific functions and duties regarding the implementation of IQMS (ELRC, 2003, 11-14). These functions include:

- He/she must make sure that IQMS is implemented constantly and accurately;
- He/she should ensure that a copy Resolution 8 of 2003 is accessible to every lecturer , including all other significant documentation;
- The manager, Staff Development Team (SDT) and College Management Team (CMT) is liable for the supporting and training the relevant personnel at the college;

- The principal must arrange a meeting for personnel where they will ask questions to clarify concerns;
- The principal should facilitate a meeting where the SDT is elected. This election should be facilitated in a democratic manner; and
- Finally, the principal is accountable for the moderation of the scores to make sure that it is fair and consistent.

The principal is part of the SDT. Hence, as a member of an organisation for development, he or she also has specific functions to perform. “The features of the SDT are to design, overlook, organise and screen all management processes” (ELRC, 2003:12). Since the principal is a member of the SDT he or she needs to encourage the development of the College Improvement Plan. All developmental necessities are captured in the SIP. It becomes the principal's responsibility to make sure that IQMS is executed to the benefit of the college. Heystek *et al.* (2008:151) mention that “the DoE spends 80% of its yearly budget on income of lecturers; this dictates the principal guarantee that the quality of teaching and learning programmes is enhanced in all South African public colleges”.

Since the intention of development is to change behaviours, attitudes, skills and knowledge, the development of lecturers becomes inseparable. College and principal's functions are therefore to create the right set of conditions to allow change to manifest. Tomlinson, 1997:135 states that “The functions, performance and effectiveness of college managers or principals have been under inspection from all points”. The crucial responsibility of principals is of setting and clarifying expectations either for or, even better, with lecturers and other personnel, supervising development and focussing on the interests of lecturers.

The NPFTED refers to “continued control and assistance” for high-quality training (DoE, 2007:3), and CPDT recognizes college-led programmes for the

improvement of lecturers (DoE, 2007:18). However, the involvement and responsibilities of college managers is not clearly described. According to Steyn (2008:25) , “principals require to be part of CPDT by recognizing lecturers’ needs, inspiring and sustaining their development and functioning in an environment with shared values and norms”. “PD programmes in colleges are fruitful when managers play an important function in the effective execution as well as in maintaining lecturers’ education and development” (Steyn, 2008:26).

The function of the principal is to make sure that his or her staff is highly developed to offer education of the highest quality to the communities it serves . Although lecturers should improve their performance by availing themselves for development as well as taking part in their self-initiated PD activities, principals of their respective colleges, have to consult books which suggest how they can lead their lecturers to improve the availability of quality education.

2.6.2 The District Office

The District Office has the standard responsibility for supporting, training and the execution of the IQMS, Resolution 8 of 2003 (ELRC, 2003: 7). Furthermore, the District Office needs to create and orchestrate CPD programmes according to the requirements of the lecturers as captured in the College Improvement Plan (CIP) in addition to the DIP (ELRC, 2003:5). The district director is responsible for the moderation and evaluation of the results. The district director sends the results which he or she believes are too lenient or too strict to the college for re-evaluation. The obligations of the district office is to ensure that the evaluation of the results of colleges under its jurisdiction are captured and processed in time for the implementation of salary and grade progression (ELRC, 2003:5). Finally, the District Office should guarantee consistent supervision of the execution of the IQMS in colleges.

2.7 THE SOUTH AFRICAN COUNCIL FOR EDUCATORS (SACE)

Laws enacted on the 27th of April 2007 deals widely with how SACE ought to conduct out its directive of the on-going professional development of lecturers (DoE, 2007). The idea of CPTD was presented , and the function that SACE must perform concerning the supervision and execution of this approach was presented. “The quality of lecturers ’ professional practices is a on-going process that lasts for the extent of the career of a devoted lecturer” (SACE, 2008:4). In keeping with the NPFTED, SACE (SACE, 2008:4) “makes arrangement for an extended idea of CPTD activities”. The fundamental principle is that lecturers, independently and collectively, have a certain obligation for their development as well as the recognition of their professional needs (SACE, 2008:4). Furthermore, according to SACE (SACE, 2008:4), “it is perceived that the advantages of lecturer development activities should lead to the development of a learner , especially in underpriviledged communities”.

“The CPTD framework comprises of CPD programmes approved by SACE for which lecturers will acquire CPD points” (SACE, 2008:5). Lecturers gain points by taking part in a variety of SACE approved CPD programmes. The term “professional development activities” includes self study, planning and implementing college development plans, setting up or attending workshops, training courses, mentoring beginner lecturers, managing or contributing in peer group discussions through lecturer assocations, participating in and supporting professional association meetings, attaining extra recognised qualifications and many others (SACE, 2008:13).

According to SACE (2008:14-16), “it’s far anticipated of every lecturer to benefit at least not less than 150 CPD points over a consecutive three-year cycle, and points gained greater than the 150 points will move to the next cycle”. However, a lecturer can not earn greater than 90 CPD points in a one

year, aside from when the lecturer is finishing a formal qualification. Lecturers are encouraged to plan their own development activities according to their requirement and needs, since the three year cycle promotes flexibility. The following three styles of development activities are specified in the CPTD document (SACE, 2008:5):

- Lecturer qualifications that are selected by lecturers for their development and upgrading of their individual professional practices;
- College programmes that are initiated by the college management and organisation, concentrating on entire College Development and the institutional conditions for the development of improving teaching and learning; and
- Professional significant programmes that are directly linked with upgrading the rank, training and responsibilities of lecturers in subjects of specialisation.

Effective leadership is vital for the CPTD framework to provide for the development of education all colleges; public or private, as the CPTD system will not differentiate between government employed and other SACE registered lecturers” (SACE, 2008:11).

CPD programmes which fall under the CPDT system must be conducted after the normal college day. The CPTD system (SACE, 2008:34) demands that “professional responsibilities (including meetings, workshops, seminars and conferences) and professional development is the core responsibility, and part of the job assigned to government based college lecturers”.

2.8 VARIABLES THAT INFLUENCE PD IN TVET COLLEGES

2.8.1 Induction

Infiltrating into the education profession can be to a great degree an distressing encounter for a new lecturer. To lessen this danger, a large number of colleges select to have an induction programme that introduces a new lecturer to continuous professional development. Concurring with what Steyn and Van Niekerk (2002:232) say , “Induction supports beginner lecturers to adjust effectively to their surroundings with minimum disruption as quickly as possible”. Induction is, therefore, the “adjustment process that takes place when lecturers occupy a position in a new college or a new in the same college”. Similarly, Wideen and Andrews (1987: 142) are of the opinion that “induction is an excellent staff development model”.The college induction process should be noted in the induction policy of the college. An induction policy assist all staff in being aware of the procedures, rights and responsibilities of the college (Bubb & Earley, 2007:133). Induction, therefore, “serves the purpose of constructing a solid foundation for the development of beginner lecturers” (Bubb & Earley, 2007:128).

2.8.2 Mentorship

Lecturers at all levels require statistics and abilities to cope with the needs of consequences based totally technique to training and education inside the FET band. “To guarantee a powerful creation of an outcomes based style to teaching and training into the FET band, induction and educating of tutors is expected to offer room wherein to discover expectations and understand the obligations of the brand new curriculum” (DoE, 2002b: 156).

Mentoring in colleges is utilized when a novice lecturer or a beginner lecturer is allocated to a skilled one.The mentoring process includes knowledge and skills being imparted by the skilled lecturer to the beginner lecturer. The skilled lecturer coaches the newly appointed lecturer, subsequently guaranteeing that the new lecturer attainsthe essential education and training. Mentoring is a complicated, co-operative process, taking place among staff of various

degrees of knowledge and skill. Resolution 8 of 2003 specifies that mentoring improves lecturer performance.

Mentoring should be a continuous process regarding the obligations of the senior. Furthermore, peer mentoring and support ought to be on-going but expected to be informal and organised interactions (ELRC, 2003: 25).

Mundry (2005:10) indicates that “new lecturers or lecturers who wish to enhance their lecturing are allocated to a skilled mentor who tutors the same discipline”. She also states that “the concentration of work between the mentor and mentee is on delivering the subject and ensuring that the student comprehends” (ibid).

2.8.3 Teamwork and group work

“Development flourishes when lecturers work in teams” (Heystek *et al.*, 2008:187). Execution of the IQMS, as CPD device, rests on the efficient performance of teamwork.. Steyn and Van Niekerk (2002:113) express that “operating in teams involves people in making decisions which is the first step in creating ownership and responsibility”. Lecturers engaging collectively develop efficiency and professionalism, and the quality of the knowledge created is improved. Lecturers experiencing difficulties in teamwork are generally comparative, and frequently ask identical questions (Smith, 2003:210 as quoted in Heystek *et al.*, 2008:187). “Teamwork forms the foundation for personal development because it presents a threat to equivalents to share mastery and expertise regarding the designing of syllabus, techniques, learning programmes and evaluation that is used in their teaching” (Heystek *et al.*, 2008:187).

2.8.4 Workshops, conferences and courses

2.8.4.1 Workshops

DOE provides workshops to lecturers during school vacations where a group of specialists increase their knowledge and skills. Heystek *et al.* (2008:180) composes that “these courses, where lecturers become learners, are supposed to offer hands-on involvement to lecturers”. These conventional methods proved to be inefficient because they fail to offer lecturers with sufficient time, activities and content to improve their knowledge and skills (Birman *et al.*, 2000:29). This has driven Mundry (2005:14) to recommend that policymakers and training leaders should “discard outdated methods to staff development and deliver more ‘practice-based’ methods to professional education of lecturers”. Heystek *et al.* (2002:180) agrees by means of mentoring that “attending workshops does not necessarily result in skills transfer”.

2.8.4.2 Conferences

The CPD exercises are coordinated by provincial departments of education or district offices to assist lecturers (Heystek *et al.*, 2008:181). Conferences do not only provide managers and lecturers with occasions to share the accomplishments of their individual colleges, but they also provide prospects for the conveyance of scholastic papers (Heystek *et al.*, 2008:181). It is, furthermore, the perspective of Heystek *et al.* (2008:181) that conferences and seminars are not perfect for professional development. They argue that the participants are unresponsive and listen to presentations delivered and only at the end questions and discussions are allowed. Letiche, Van der Wolf and Plooi (1991:91) view workshops, seminars and conference programmes as INSET.

CPD is exceptional when it is constructed on the requirements of the lecturer, and it is an on-going activity which includes formal, systematic and appropriately designed development and follow-up through feedback, dialogue and peer coaching (Bernauer, 2002; Bolam, 2003; Lee, 2005).

“Shared education is essential when the accomplished knowledge and skills are distributed amongst colleagues through shared activities and discussions” (Wenger, 2007:2). Furthermore, Steyn (2008:24) legitimately cautions against styles that promote a “one size fits all” method. He composes that programmes need to be separated to meet the different learning styles of all lecturers, but essentially to strengthen shared learning in communities of practice. The obligation of each lecturer is to explore constantly, intentionally think about what has occurred as a result of the personal and team attempts and to deliberate with others on the accomplishment of the techniques in order to learn how to enhance their approach (Boyle *et al.*, 2005; Dymoke & Harrison, 2006).

Evans (2002) extravagantly clarifies distinctive explanations, types and procedures that on-going professional development for lecturers is process and not a procedure, can adopt. She differentiates between the concept of “extended professionals and restricted professionals”. According to Evans (2002:123), “restricted professionals refer to lecturers operating mainly intuitively rather than sensibly”. They frequently see education theory as mostly unrelated to their classroom practice. “Extended professionals, however, refers to lecturers who rely on their sensibility just as much as on their feeling and they value theory as significant as practice” (Evans, 2002:124). Du Preez and Roux (2008: 84) are of the belief that “the goals of any development programme should help lecturers to develop as prolonged experts”. They furthermore specify that “by utilizing a modern, co-operative participative process that includes lecturers in the course of improving expert programmes, lecturers are obligated to take responsibility of their expertise and thereby become extended experts” (Du Preez & Roux, 2008:84).

2.8.4.3 Courses

Many colleges view CPD as attending courses offered by the Department of Education. This assertion is reinforced by Letiche, Van der Wolf and Plooi

(1991:91) who claim that “various lecturers believe that professional development involves attending courses with the aim of enhancing the quality of the education of youths”. The aim of removing lecturers out of the institution and training them in groups is embedded in the need to enhance education of inadequately trained lecturers. Courses, according to Letiche *et al.* (1991:91) and Bell and Day (2001:7) categorise it into the next three groups:

- Improve current qualifications so that non-graduates can become graduates. Courses have tendency to be theoretically based in Higher Educational Institutions. The disadvantage of improved qualifications achieved by lecturers is that these lecturers are employed elsewhere after attaining these qualifications;
- Refresher programmes are assumed to increase professional knowledge ; and
- Top up courses assist lecturers in fields where they encounter challenges. Courses continue to be an accepted form of CPD for lecturers. Letiche *et al.* (1991:92) composes that courses do empower lecturers to make decisions, for example, in selecting among improving current skills or obtaining new skills and utilizing developed skills. Bell and Day (2001:7) confirm that courses remain the most commonly recognised method to develop lecturers.

2.9 COLLECTIVE PARTICIPATION

There is a developing enthusiasm for professional development that is intended for groups of lecturers from the same college, department or level. This type offers some possible benefits. Initially, lecturers who cooperate are expected to discuss the concepts, skills, and difficulties that they experience

throughout their professional development encounters. Secondly, lecturers who are from the same college, department, or level are likely to share common programme resources, course documents and evaluation prerequisites. By participating in professional development collectively, they might have the capacity to incorporate what they acquire with other aspects of their instructional setting. Thirdly, lecturers who educate same students can discuss students' requirements about specific classes or levels. Moreover, lastly, by concentrating on a group of lecturers from the same college (in which some lecturers may be new), professional development may help support variations in practice.

2.10 CONCLUSION

The progressions that are occurring in TVET Colleges require a vital change on the part of lecturers at these colleges. Lecturers would benefit from outside intervention to make the change with the support of different staff development programmes. Inability to grow lecturers at TVET Colleges would have an adverse effect on the accomplishment of the new TVET sector. Various management styles and techniques can be utilized by the college management to manage the staff development programmes.

On-going PD for lecturers is fundamental if quality education is to be provided to students. PD, therefore, needs to remain a priority for education managers and lecturers in the education system since “the outcome of professional development strategies will guarantee that education can be upgraded” (Heaney 2004: 45). CPDT is a strategy by the Department of Education geared at improving the education of South African lecturers which will benefit their professional development. Its prosperity will be dictated by its impact on the quality of teaching at colleges.

The policy framework provides expansive recommendations for the execution of CPTD. However, aspects that will influence its effective execution must be considered. This review endeavoured to concentrate on various aspects: a focus on lecturers' teaching; the dedication of lecturers; quality management as well as the college situation and obligations for PD programmes. It is essential that new methods be recognized when executing CPTD. These incorporate longer-term programmes, on-going encouragement to lecturers at colleges, cooperation and teamwork between lecturers, and feedback on their development.

This chapter has reviewed the literature on a variety of aspects and also has outlined CPD.

The next chapter deals with the description of the research design and the methodology that was used in this study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

A research design is a summary of the diverse techniques that a researcher utilizes to collect, analyse, interpret, and present his or her research data. Research designs are essential because they manage the methods and decisions that researchers must make during their investigations, and set the rationale which they use to interpret their discoveries (Creswell & Clark, 2007:58). In the case of Macmillan and Schumacher's investigation, the research design depicts the processes for conducting the investigation, including "when, from whom, and under what situations the data will be received" (2010:20).

Bogdan and Biklen (1998:49) compose that "research design is an impression of the expectations of a investigator in continuing with the intended research. Then again, Macmillan and Schumacher (2001:31) see it as "the intention of a research design is to deliver, within a suitable mode of investigation, the most legitimate responses to be expected to research questions".

The motivation behind this study was to investigate the function of continuous professional development for TVET College lecturers on areas of specialisation at Majuba TVET College.

In this chapter, the investigator deals with the qualitative research approach, the selection of the participants, the research instrument, data analysis and interpretation, reliability and validity of the research and ethical consideration.

3.2 QUALITATIVE RESEARCH APPROACH

This approach was used for the following reasons

A qualitative approach was selected to investigate the behaviour, beliefs, perceptions and experiences of the lecturers regarding the continuous professional development of lecturers at Majuba TVET College. The “design indicates which people will be studied, when and where and under which situations ” (McMillan, 1993:157).

A qualitative study is interactive face-to-face research, which necessitates relatively extensive time to examine methodically, interview, and record developments as they happen naturally. “Data collection techniques focus on what the situation means for participants” (McMillan & Schumacher, 2001: 428).

Babbie and Mouton (2011:270) view the qualitative method as alluding to “a wide methodological approach to the study of social activity”. As indicated by Babbie and Mouton, they use the phrase to allude to an accumulation of strategies and methods which share a certain set of beliefs or rationale (ibid).

Babbie and Mouton (2010:270) differentiate the qualitative approach from the quantitative approach as follows:

- quantitative approach concentrates on figures whereas qualitative approach is executed in the context of the participants,
- qualitative concentrates on “on procedure rather than result, the participant’s point of view is highlighted,
- the essential purpose is in-depth explanations and perceptions of actions and events,
- the fundamental interest is to recognise social action regarding its particular setting rather than trying to generalise to some theoretical population.

The research procedure is exploratory in its method, emerging in the creation of new speculations and hypotheses and the qualitative researcher is viewed as the most important tool in collecting and examining data in the research processes. The qualitative approach is appropriate for the proposed study because the researcher required an understanding of the participants on their perceptions on professional development at the college, and not the statistics (Babbie & Mouton, 2010).

In qualitative research, the emphasis is on the quality and the depth of information and not on the range of the information provided, as it is with quantitative studies.

The researcher, therefore, selected the qualitative research approach since it enabled him to secure information from the participants in their natural environment according to the aims and objectives of the study.

Mouton (2009:107) trusts that the strength of the qualitative paradigm lies in the way that "it reports findings of individuals in terms of their description of the world (insider perspective), it concentrates on the personal experiences of individuals and it is sensitive to the settings in which individuals collaborate with one another".

Denzin and Lincoln (2005) describe qualitative research as related "... a naturalistic interpretive way to deal with the world. This implies that qualitative researchers examine things in their environment, attempting to make sense of or interpret situations regarding the meaning individuals bring to them."

Qualitative research expects to get a better understanding through direct involvement and precisely reporting quotes of actual discussions. It seeks to

identify how the members obtain sense from their environment, and how this meaning impacts on their behaviour.

In this study, the collected data was represented in the form of words. “Qualitative researchers utilize a variety of strategies, expecting to get a better understanding of the subject on hand” (Hughes 2003: ix).

3.2.1 Research Approach

“Exploratory research tends address new issues on which little or no prior investigation has been carried out” (Brown, 2006: 43). Besides, it must be noticed that exploratory research is the underlying examination, which shapes the explanation for more conclusive research. It assists in deciding the design, sampling methods and data collection strategies (Singh, 2007).

Exploratory research is defined by Burns and Groove (2001:374) as “research directed to increase new bits of knowledge, reveal new strategies, and for increasing knowledge of the situation.

The focal point is on acquiring views and understanding for future inquiry or carried out when problems are in the initial stage of the inquiry. The objectives of exploratory research are anticipated to produce the following possible understandings:

- awareness with simple particulars, situations and concerns;
- Well-grounded picture of the situation being developed;
- Construction of new views and ideas, improvement of tentative theories or explanations;
- Determination of whether an investigation is viable in the future;
- Problems are refined for more structured study and components of latest research questions; and

- Direction for future investigation and methods get developed.

The researcher used an exploratory method due to the fact that he had to take a look at a situation and seek to understand more about it in a given context as based on the research study.

3.2.2 Population and selection of participants

Purposeful sampling is conducted to amplify the usefulness of the facts developed from small samples. It involves the data being received about differences among the elements before the sample is selected. The researcher then searches for information-rich individuals, groups, settings, or incidents to examine. In other words, “these samples are selected because they are likely to be well informed and useful about the situation the researcher is exploring” (McMillan & Schumacher, 2001: 401).

In this study, individuals were chosen because they are familiar about the professional development of lecturers at Majuba TVET College.

The population of Majuba College is approximately made up of 450 personnel. To utilize this as a sample size would have been difficult to control and the finances were limited. The researcher selected a sample from this populace which comprised of eight lecturers funded by bursaries, and 1 HR head of department.

Purposeful sampling was used in this study. The Head of HR and lecturers of Majuba College bursaries were selected. Central office HR and lecturers were relevant for this research as it is studying the management of professional development of those lecturers at the college who are funded by the bursaries. Central office and lecturers are the ones who have the in-depth knowledge about the college and issues involved in bursary allocations.

Lecturers from the four different campuses were purposefully selected for this investigation. The campuses are:

- Majuba Technology Centre (MTC)
- Centre For People Development (CPD)
- IT and Business Campus (ITB)
- Newcastle Technology Centre

3.2.3 Method of gathering data

The qualitative researcher can utilize an assortment of procedures to accumulate data. This study employed individual interviews and document analysis in the form of transcripts from the individual interview as well as the recordings of the interviews (Mcmillan & Schumacher, 2010).

The instrument used was an interview guide.

3.3 DATA ANALYSIS AND INTERPRETATION

The research method used was the interview method. This method involved the investigator asking the lecturers questions with the intention of generating the information required to unravel the truth or to accomplish the aims of the study.

3.3.1 Individual interviews

“Interviews are discussions where the researcher asks the members questions to accumulate information and learn about the thoughts, opinions, feelings and behaviour of the members” (Maree, Creswell, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Niweenhuis, Pietersen, Plano Clark & Van der Westhuizen, 2007:87). The interviews were conducted with individual lecturers selected in the chosen campuses to understand their experiences on

the management of professional development at Majuba College, as expressed in their words.

Speaking with informants allows the interviewer to obtain various types of information – the informants' patterns of views, skills, principles, concerns, desires, plans, views of different people, and recollection of events. Interviews have numerous advantages over questionnaires. Unlike questionnaires, "interviews allow the interviewer to rearticulate questions that informants don't comprehend, and interviews enable the informants to elaborate their views to length" (Thomas, 1998: 12).

Formal interviews are sometimes called 'structured', 'semi-structured', or 'in-depth' interviews. Structured interviews are organised by the researcher where they control the interview and the time can be fixed by the researcher and these interviews are often recorded. They are semi-structured because the interviewer comes to the interview with leading questions. They are open and follow the leads of informants and probe into matters that develop during interview interactions. They are in-depth in that "they are intended to go deeply into the opinions of the informants" (Hatch, 2002: 94).

Unstructured interviews, also known as an in-depth interviews, the researcher uses a interview schedule, within which to lead the interview. Within this structure, the researcher prepares questions impulsively during an interview. Unstructured interviews are carried out individually or together with a group of respondents; called group interviews or focused group interviews. In a structured interview, the researcher asks a pre-planned set of questions, using the same phrasing and order of questions as specified in the interview guide.

"An interview guide is a list of questions, open or closed, planned by the researcher to be used during the interview process" (Kumar, 1999: 109). An

interview is “an intentional communication, normally between individuals, focused on the researcher trying to get facts from the informant. Interviews allow the interviewer to gather critical information that cannot be acquired from observation” (Gay & Airasian, 2000: 219).

At the commencement of each interview, the researcher explained to the participants the nature (and topic) and the rationale behind the investigation and guaranteed the participants of their anonymity and confidentiality in the investigation.

Interviews based on an interview guide were conducted with lecturers who have been funded by Majuba College bursaries, and the Head of the HR department. In this study, the researcher used an interview guide to collect data; the questions were guided by the aims and objectives of the research questions.

Data was accumulated through in-depth interviews by communicating with the chosen participants in their environment. In-depth interviews are widely used to tap the understanding and experience of individuals with information related to the situation at hand (Mcmillan & Schumacher, 2010).

Participants received consent forms. The purpose of the interviews was to collect information from the participants (lecturers and head of the HR department) to discover their feelings about the management of professional development of lecturers in the promotion of teaching and of learning at Majuba TVET College. The researcher explained ethical considerations to guarantee participants that no names would be revealed in the study. That information would be restricted, and involvement would be voluntary.

An advantage of interviews is that the interviewers relate to what members say about the topic and researchers can form their personal “opinion” about

particular categories of experience and of the human condition (Henning *et al.*, 2004:51).

The interviewer can also repeat the question so that the participant knows his response. The participants were asked ten questions resulting from the study. The questions that originated from the interview guide were as follows:
Appendix E

Interview Questions / Guide

A. Lecturers

1. In your opinion what do you understand by the concept continuing professional development (CPD) of lecturers at Majuba College?
2. Can you please share your views on what you perceive as the role of the SDF in managing continuing professional development of lecturers at the college?
3. What is your area of specialisation?
4. What is your current course of study?
5. What are your perceptions regarding the importance of the continuous professional development of any lecturer?
6. What role does senior management play regarding continuous professional development of staff?
7. Briefly, explain your understanding of the IQMS.
8. Explain your experiences regarding IQMS implementation at your College.

9. Do you know about the National Policy Framework for Teacher Education and Development? If yes, what does it entail?
10. Finally, are you developing yourself in your area of specialisation? If no why?

B. HR Interview

1. What policies and procedures do you use to guide yourself in the selection and allocation of bursaries for staff?
2. What criteria are used when allocating bursaries to staff?
3. What is the role of senior management in terms of professional development of staff?
4. To what extent are the SDF's involved in the management of professional development programmes?
5. How can professional development programmes be managed more effectively at the college?
6. What strategies could be established to enhance continuous professional development at the college?
7. What are your perceptions regarding the importance of continuous professional development of any lecturer?

The question guidelines were given to the participants before the interview to familiarise themselves with the questions. The interviews took place at the selected sites. Each interview lasted less than 20 minutes, and the interviews were tape-recorded after the participants had given their consent for

participation under the agreed conditions. Recordings were transcribed verbatim and transcripts were analysed.

3.3.2 Document analysis

The researcher used document analysis as a component of his research. Policy documents relating to the professional development of staff were requested from the HR Department for the researcher to analyse and interpret. The aim of examining these documents was to determine the levels of planning and execution of CPD at Majuba College. By studying these documents and others that were available, it enabled the researcher to gain evidence regarding the link between CPD of lecturers against their experiences. The following documents were analysed:

- DHET- Bursary policy-0016;
- Internal bursary circular 1 of 2015; and
- Bursary contract- Practice Note 18 (FM-18 of 2006).

McMillan and Schumacher (2001: 502) highlight that “documents are facts of historical events”. They are printed materials that may be official or unofficial, public or private, published or unpublished, made deliberately to maintain evidence or arranged to serve an immediate realistic function.

The researcher employed this strategy; institutional policies and procedure documents on staff professional development from DHET and Majuba College were perused, interrogated and analysed.

“The gathering and examination of documents sheds light on the event (CPD) being explored” (Somo, 2007: 13)

3.4. RELIABILITY AND VALIDITY

Reliability refers to the dependability of the tool and test management in the study, the consistency of researcher's interactive style, data recording and analysis, and the elucidation of the members perception from the information. Reliability therefore means "the degree to which individual researchers can discover similar situations and to which there is understanding on the description of the situation between the researcher and the participants" (McMillan & Schumacher 1993:385).

“Validity refers to the extent to which justifications of a situation compliments the realities of the world” (McMillan & Schumacher, 1993: 157). This suggests that the tools used to gauge a situation should quantify what it is intended to quantify. Validity focuses on ,researchers’ describing the meaning they report to have heard, or they describe the meaning they record to have heard. In other words, does the degree, to which the thoughts are understood, have common significance to the researcher and the participants?

The researcher continuously ensured that nothing had been ignored to guarantee the reliability of the study. Selecting a purposeful sample further improved the reliability of the study.

Participants were familiar with the issues under investigation, and that they were capable of answering the questions. Additionally, the researcher ensured that the questions asked during the interviews were applicable and understandable.

The participants selected for the study are considered experts in their fields, so the data extracted from the interviews, discussions and documents can produce the same results under a similar methodology.

3.4.1 Credibility

Reliability in quantitative inquiry, in keeping with Borg and Gall (1996:572), refers to “the extent to which different investigators will arrive at similar results if they studied the same event by making use of similar methodologies”. Lincoln and Guba (1985:991) as quoted by Maree *et al.* (2007:80) include “credibility, applicability, dependability and conformability as key standards of trustworthiness”. Recordings of the interviews as well as the original transcriptions of the proceedings of the interviews were saved by the researcher. This guaranteed a precise record of the dates, times and participants interviewed.

3.4.2 Trustworthiness

McMillan and Schumacher (2001:407) express that “validity is the extent to which justifications of situation match the realities of the world”. Therefore, the checking of validity rests on the gathering of information, its examination and the methods of data analysis. Maree *et al.* (2007:113-115) provides a few guidelines that may be applied to improve the trustworthiness of a study. The guidelines are the following:

- The use of various information sources;
- Validation of information;
- Retaining records of the outcomes;
- Trustworthiness in the coding of information;
- Confirmation and verification of the results;
- Evading speculation;
- Precise selecting of quotes; and

➤ Mainting of privacy

The trustworthiness of this study was safeguarded by a combination of the abovementioned techniques to agree with what Seale (1999:134) says when he composes that “validity is the extent to which the results of a study are legitimate”.

This investigation is deemed to be one of quality and trustworthiness because the researcher observed because all the relevant measures were taken before the results were reached. The researcher obtained ethics clearance from the University of South Africa’s Ethics Committee (see Appendix H); an approval form from the college to conduct research (see Appendix A), generated information from the participants (lecturers who had experienced professional development) and the participants’ interviews were recorded. All this evidence is available for inspection.

3.5. ETHICAL CONSIDERATIONS

“Most ethical circumstances count on researchers to determine situational concerns that regularly involve conversations with individuals” (McMillan & Schumacher, 2001:412). This involves encouraging what is moral , polite and being just. Ethical recommendations involve, but are not restricted to, “informed consent, deceit, privacy, secrecy, harm to participants and confidentiality” (McMillan & Schumacher, 2001:420).

According to McMillan and Schumacher (2006:16), “the researcher is morally accountable for defending the rights and welfare of the participants who participate in a study, which includes problems of physical and mental nervousness, damage , and risk”. Consequently the researcher ensured that the research was ethically accountable. This is, to ensure that it follows the

acceptable norms and values. The researcher also guaranteed the safety, rights and well-being of the individuals in this study.

3.5.1 Informed consent

McMillan and Schumacher (2001:421) compose that researchers regard informed consent as a discussion whereby each member in the study is knowledgeable of the motive of the study. Individuals were informed so that it empowered free choice of participation.

In this study, authorisation to conduct the research was obtained from the Rector of the College and the participants. The researcher assured the participants that they would remain anonymous and described the intended use of the the data. The researcher assured the participants that the data collected was for academic purposes only and their names would not be mentioned in the gathering and evaluation of information.

The consent of the participants was obtained when the researcher used the tape-recorder to record the interviews.

The participants also completed and signed informed consent forms as proof that they had been informed of the study details.

3.5.2 Confidentiality and anonymity

The researcher guaranteed the participants that the information provided by them would and their identity would not be disclosed. The identity of participants is not known outside the study as supported by Cohen, Manion and Morrison (2008). Confidentiality was maintained by the researcher, and this reduced stress on the part of the participants, maintained dignity, and the participants felt valued.

The researcher gave no one access to the collected data or the names of participants. As a researcher, confidential information was treated as such..

3.6 DATA ANALYSIS

Qualitative data evaluation, that's primarily based on an interpretive philosophy, aims at studying the significant and symbolic content of qualitative data (Maree, 2007). It establishes how people make significance of a situation by means of examining their attitudes, perceptions, understanding, information, values, feelings and experiences, to approximate their creation of the situation.

In data analysis, the researcher summarises what he or she has seen and heard concerning common words and terms, as well as regarding themes that aid the researcher's understanding and interpretation of the emerging information. The current study employed narrative evaluation strategies. After gathering the information, the researcher needed to arrange the data. Maree (2007) explains data analysis as a continuous and accepted process.

In the current study, the researcher analysed the data using qualitative analysis. No third person was employed in the creation of data and analysis .

3.6.1 Coding data

Maree (2007:105) views coding as “ studying the transcribed data line by line, and splitting it up into significant analytical units”.Coding is, therefore, described as evaluating sections of data with symbols, detailed terms or identifying names (ibid).

The researcher listened to the recordings several times before transcribing them. This allowed for the development of specific segments of meaning and themes. The recordings were transcribed verbatim. The researcher

transcribed the recordings to ensure that all of the participants' expressions were captured.

Coding commenced after the researcher read the transcriptions numerous times to understand and make sense of it. Coding is described as the categorising of units of the information with symbols, detailed terms or unique identifying names. "The coding process enables the researcher to retrieve and group together all the text and other information associated with some thematic idea so that the pieces can be arranged and analysed together and different situations compared in that regard" (Creswell *et al.* 2010:105).

According to De Vos (2002:346), "coding is the process through which realities are separated, analysed and replaced collectively in new ways". In the current study, the emerged data were arranged according to themes.

3.7 CONCLUSION

This chapter summarized and focused on the justification for qualitative research method. The following items were explained: qualitative research approach and the reason for the selection of the qualitative method to obtain information from the participants in the natural environment.

The purposive sampling method was selected to choose relevant participants and the use of interviews to construct data from the participants were explained. Data instruments included interviews and document analysis.

Coding and classification of data used for analysis and interpretation was described. Procedures were considered to ensure reliability, validity and trustworthiness of the study. Ethical values were also discussed.

The next chapter deals with the presentation and analysis of the data.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

4.1 INTRODUCTION

The previous chapter focused on the research design and methodology used to acquire information in this study. The qualitative approach was engaged to guide this investigation. Data was collected using interviews and document analysis strategies.

This chapter deals with the presentation of data, analysis and interpretation. The aim and the objectives of this investigation as indicated in chapter one was to investigate the management of continuous professional development for TVET College lecturers at Majuba TVET College.

Therefore, the views and opinions and experiences of the lecturers and Head of HR department form the focus of the presented data through verbatim quotations. McMillan and Schumacher (2001:466) state that “it is impossible to interpret data unless it is organised and grouped together into categories”. The themes identified in this chapter present an explanation of the participants’ answers.

However, the examination of documents reveals whether the explanations as described by the participants could be true. These documents indicated how the college values the professional development of its lecturers.

4.2 THE PROFILE OF THE PARTICIPANTS

The participants comprised: One Head of Human Resource Department and eight lecturers from different campuses of the college. The participants were

assigned numbers to protect their identity in the presentation of the findings as follows:

Lecturer 1: Participant 1

Lecturer 2: Participant 2

Lecturer 3: Participant 3

Lecturer 4: Participant 4

Lecturer 5: Participant 5

Lecturer 6: Participant 6

Lecturer 7: Participant 7

Lecturer 8: Participant 8

Head of Human Resources: Participant 9

4.3 EMERGING THEMES FROM THE DATA

The themes emerging from the data were developed from direct transcription of what the participants said about their understandings on the management of professional development of lecturers at Majuba TVET College.

4.3.1 Theme 1- Perceptions of the importance of CPD

Through data collection carried out in the sampled colleges, the researcher was made to believe that the participants had no difficulty in providing the meaning of CPD. Professional development was defined in various ways. All the participants, 1 to 8, indicated that they understood the meaning of the concept professional development. They used terms such as training, induction, coaching, growth of lecturers, developing oneself, advance in fields of specialisation, teaching and learning strategies. The responses from the participants are reported verbatim and were not altered in any way thus they are presented verbatim in italics. The following remarks illustrate this understanding:

Participant 3 stated:

“In my opinion, lecturers currently are not trained, so that they can be able to deliver the teaching and learning correctly. That is the reason why I perceive that the results that we get are not up to standard because even lecturers are identified with some problems. On a yearly basis, they are not trained so that they overcome their obstacles in terms of delivering teaching and learning”.

Participant 6 pointed out:

“I may be able to do an education qualification, but I may be limited in my field in which I am teaching. You need to be holistic in your approach to how you are developing as an educator”.

Participant 8 said:

“The most important thing is that every lecturer should be continually developing himself or herself because it would actually empower them to perform their duties properly. They are enlightened and acknowledged or become knowledgeable or what is happening in the education field within the institute as well as internationally with the education systems, change in curriculum, and change in information. So it is very important that they should be continuously developed”.

According to Steyn (2004), all careers require a constant refresh of knowledge and skills, and teaching is no exclusion. Steyn (ibid) cites that it is universally recognised that lecturers' knowledge and skills are subject to deteriorate and new designs in scholastic thinking and content render educators' skills and knowledge useless and inefficient.

These responses indicated that participants understood the concept of professional development clearly. Lecturers are confident that the main goal of professional development is to encourage or educate lecturers to develop the talents and information required to stimulate the culture of teaching and learning. The lectures also indicated that this is not a one-day event; it is a

coon-going procedure. Lecturers gain new professional knowledge from the workshops, and by advancing their studies and in numerous ways.

4.3.2. Theme 2- Staff development in areas of specialisation

Lecturers were asked what their areas of specialisation were. All the participants, 1-8, were all in different areas, studying further but not in their specialised fields. None of them was studying in their specialised fields, for example, English, Maths, and Engineering. They were pursuing a generic education qualification.

As one participant commented:

Participant 9 confirmed:

"I think it is very important, not just the professional qualifications, because Majuba as a TVET College, we appoint staff based on their educational background, because we are a TVET College we do not want necessarily an educator we want somebody that knows how engineering works and appoint them. They have to be experts in their academic field".

Needs-based Professional Development is also supported by Desimone *et al.* (2006), who trust that principals could assess and observe lecturers needs and identify various programmes lecturers need and support them in aligning PD programmes that match their professional requirements.

It is imperative that PD programmes be differentiated to meet lecturers' individual requirements and different levels of subject knowledge and skills.

Robinson and Carrington (2002) also concur that lecturers should have a desire for PD programmes that are realistic and it should expect to match their specific requirements.

From the above quote, it is far obvious that specialisation is vital in TVET Colleges. However, when bursaries are allocated the lecturer's field of specialisation is not looked into by the HR or the bursary committee. Lecturers should be growing themselves further in their specific areas of specialisation.

4.3.3 Theme 3- Lecturer development as a result of IQMS

The aim of IQMS is to ensure quality public education for all and to continuously enhance the quality of education. "It remains the duty of the Department of Education to make available services and resources to guide education and to inspire, encourage and educate lecturers" (Mathula, 2004:15).

There are numerous evaluations with reference to the effectiveness of IQMS in lecturer development. Most of the participants agreed that it needed to be developed and that the other challenge was the way in which it had been presented to the lecturers. The perspectives of the respondents about the introduction of the IQMS indicated that some lecturers regarded it as more paperwork exercise and something that was being forced on them rather than a system which would assist them.

According to Resolution 8 of 2003 (ELRC, 2003, 12-14), "it is the responsibility of the CMT which comprises of the principal, deputy principal(s) and Heads of Department to assure that the college functions successfully". Inside the context of the IQMS, the recommendation is that the college management carries the duty to encourage quality teaching by lecturers and quality learning by students.

The literature confirms that Resolution 8 of 2003 furthermore makes provision for the principal of the college to undertake certain functions a duties

regarding the execution of IQMS (ELRC, 2003, 11-14). The principals' functions include :

- He/she must make sure that IQMS is implemented constantly and accurately;
- He/she should ensure that a copy Resolution 8 of 2003 is accessible to every lecturer , including all other significant documentation;
- The manager, Staff Development Team (SDT) and College Management Team (CMT) is liable for the supporting and training the relevant personnel at the college;
- The principal must arrange a meeting for personnel where they will ask questions to clarify concerns;
- The principal should facilitate a meeting where the SDT is elected. This election should be facilitated in a democratic manner; and
- Finally, the principal is accountable for the moderation of the scores to make sure that it is fair and consistent.

Responses that were received from most of the participants were that it was time-consuming and that they did not understand it. Lecturers see IQMS t as a salary progression device instead of a developmental instrument. The following comments reveal what participants had to say:

Participant 3 revealed:

“Currently, there is a big gap wherein IQMS is filled. IQMS forms are filled by default. It is not aligning to the key performance areas of each and every individual. So therefore there is a lot of work where HR need to develop the IQMS system, taking job descriptions into consideration and looking at the areas where, at the end of the day, when people are paid for that 1%, is it a

true reflection of the content called IQMS”.

Participant 8 stated:

“Here I do not really can provide much information because we are supposed to be evaluated by peers and colleagues and management which have not happened as yet, so we basically do as, and because it is required we have not given it the importance that it should have”.

Participant 9 confirmed:

“Correct. Staff that has been employed for 20 / 30 years claims they do not know how to do the IQMS correctly. So we have been tasked to liaise with the Department of Higher Education to ensure that everybody next year will receive that training again”.

To ensure fairness; for instance, there can be no penalty against a lecturer in regard to their performance before affording meaningful opportunities for development (Heystek et al., 2008:144).

Although the literature review presented the theoretical basis for realising the relationship between IQMS and lecturer professional development, it is believed that the main aim of IQMS is to assure quality education for all, as purposed by the Department of Education. Furthermore, in Chapter 2, the literature covered stated that IQMS can, and needs to , facilitate lecturer professional development and that little is known about the kind of support that lecturers should receive as a result of the lecturer assessment. As indicated by the participants in the study, it has been found that lecturers do not understand how assessment can enhance professional development.

One of the fundamental issues of the participants was that the IQMS should be well negotiated among the lecturers. The lecturers need to be assisted with understanding and implementing the IQMS. From the participants, it was discovered that most of them had not gone through the assessment process,

but had merely filled in the summative form for formality's sake, as doing so had been required by the Department of Education.

There is a lack of awareness of the IQMS policy, and indicates the negative feelings from lecturers towards IQMS. It is, therefore, evident that even the college management is reluctant to ensure the proper execution of the policy. IQMS is not achieving its envisioned function of promoting effective teaching and quality education.

4.3.4 Theme 4- Role of senior management in professional development

The important function performed by principals or educational managers in the execution of professional development is recognised in the literature (Steyn & Van Niekerk, 2002:253-254 quoting Bunting, 1997:30). Principals should, as managers create a positive learning environment for professional development.

The functions of the educational manager should endeavour to ensure that his or her staff is professionally developed to provide quality education to the communities that the college serves.

This is evident in the following quotes:

Participant 2 revealed:

"I have to say that management has linked us with service providers that teach us, assessment and assessor courses, facilitator courses, moderator courses. On the other side senior management, they create facilities where they give us bursaries if you study".

Participant 3 confirmed:

"Currently the management is not playing that crucial role, because our

training and development is not such specific where learners can benefit from, and even HR they do not have a tool where they can identify the staff that are not delivering so that they can be able to train them accordingly. There is a gap”.

Participant 8 said:

“Here, in our institute, in my opinion, the only support that we do get from senior management is financial support and I also feel that they do not really look or do research into what is required by the staff. So basically the support we do receive is only financial support”.

The literature confirms that principals, according to the PAM are liable for the development of staff training programmes; school based, school-focused and externally directed, to prote the development of new and beginner lecturers in achieving and accomplishing educational aims in accordance with the requirements of the college (DoE, 1999).

Steyn and Van Niekerk (2002: 253-254) also point out that educational managers do much to assure that efficient professional development in their colleges is taking place in the following ways:

- Offer open doors for personnel to examine case studies and good lecturing practices. Lecturers favour their colleagues to deliver staff development programmes. The suggestion is that managers must act as initiators and not controllers of CPD events. Staff gatherings, professional development courses, memoranda to staff members and one-on-one interviews are excellent possibilities for principals to inspire personnel to discuss current studies on effective teaching;

- Principals must be eager to work closely with lecturers, parents and learners to determine the strengths and flaws of the college's teaching and learning programmes;
- The principal must inspire lecturers to take chances by experimenting; and
- Principals should include their lecturers in planning and implementing developmental programmes. Their participation can include the purpose of training, methods to assure the needs and follow-up exercises.

The following responses from the participants reveal that the principal of the colleges do not play an essential role in the professional development of staff except for the fact that the only assistance that they receive is bursaries.

4.3.5 Theme 5- Management of professional development programmes

Efficient management means that leaders are engaged within the studying manner and gather proof that lecturers' PD has happened (Dymoke & Harrison, 2006; Heaney, 2004; Mewborn & Huberty, 2004; Notman, 2009). This leadership style additionally implies principals' dedication to figuring out lecturers' desires and inspiring right choices know their requirements (Heaney, 2004; Lee, 2005; Penuel, 2007).

Participant 3 confirmed:

“Currently the management is not playing that crucial role, because our training and development is not such specific where learners can benefit from, and even HR they do not have a tool where they can identify the staffs that are not delivering so that they can be able to train them accordingly. There is a gap”.

Participant 9 revealed:

“In the past, the Department of Education had already strategic training priorities in the strat plan that we as a college had to adhere to. Currently, there is a not strategic training priority given to us in the strat plan, so it is upon the senior management to derive the training objectives from the strat plan. That information is not given through to the HRD unit, so that is the biggest stumbling block in that respect because all training has to be guided by the strategic plan. Also, another stumbling block is the fact that staff does not complete the PMDS the Performance Management Appraisal System and the IQMS for Educators correctly. In Majuba for the past few years, it is more a paper exercise because to establish your training needs and to align them to the strategic priorities, you need to source it from the performance appraisal. You do not do skills analysis where you just send out a template where you say” “What training do you want?” It has to be linked to something concrete, and that something concrete is a performance appraisal. So those two things are the biggest stumbling block to manage training effectively because every time there is a training request you have to convene the HR committee to establish if it is in line”.

Necessity based PD is likewise reinforced by Desimone *et al.* (2006),), who bears in mind that leaders may want to compare and display teachers and discover the kinds of PD programmes lecturers want, after which help them in adjusting PD courses that match their expert requirements

The function of the principal is to make sure that his or her staff is highly developed to offer education of the highest quality to the communities it serves . Although lecturers should improve their performance by availing themselves for development as well as taking part in their self-initiated PD activities, principals of their respective colleges, have to consult books which suggest how they can lead their lecturers to improve the availability of quality education.

Steyn (2008) confirms that PD programmes in colleges are effective when principals assume a major role in the efficient execution as well as in supporting lecturers' education and development.

From the above quotes from participant three and nine it is evident that professional development programmes are not managed the way they should be. There are numerous loopholes in the management of PD programmes. However, these lecturers should endeavour to develop themselves by attending professional development opportunities arranged by the college as well as initiating their own development in their specific fields.

4.4 DOCUMENT ANALYSIS

Documents that were analysed was documentation from DHET as well as those generated by the college for staff development. The researcher conducted a study of records that were requested from the Head of Human Resources Department at the college where this study was conducted. The researcher used this method to verify his findings on bursary applications and awarding of these bursaries.

Document analysis was a cost effective method for the researcher to obtain the data as it was a process that was unobtrusive and non-reactive. The documentary evidence combined with the data from the interviews was used to minimise bias and authenticate the credibility of the study. The requested documents were:

- DHET- Bursary policy-0016
- Internal Bursary circular 1 of 2015
- Bursary contract- Practice Note 18(FM-18 of 2006)

DHET BURSARY POLICY – 0016

The objectives of this policy document are to offer opportunities for the professional growth and development of staff especially those people from the disadvantaged backgrounds to improve their qualifications through formal education. This bursary contract stipulates all the rules and regulations for the application and awarding of bursaries from DHET. These bursaries are only available to full time employees’.

INTERNAL BURSARY CIRCULAR 1 OF 2015

This document outlines the requirements from DHET for the application of internal bursaries.

BURSARY CONTRACT- PRACTICE NOTE 18(FM-18 of 2016)

This document is used in guiding the application and awarding of the allocated bursaries for staff members.

The above documents are used in guiding the HR department and bursary committee in the application and awarding of bursaries, however only the DHET bursary policy 0016 is applied. By using these documents the researcher it provided supplementary evidence to the study. The data and insights derived from these documents added value to the study.

These documents were necessary so as to give concrete evidence that there are policies and criteria regarding bursary applications concerning professional development of lecturers at the college. These policies do exist and are in place to guide the HR department in bursary applications for lecturers who want to further their studies in their specific areas of specialisation. However, the onus rests upon each lecturer to apply for a bursary should they wish to study. A bursary committee and HR sift through

these applications, and the committee makes a final decision as to which applicants will receive the funding.

4.5 CONCLUSION

This chapter dealt with the data presentation in the form of themes which emerged from the interviews. The experiences of the participants from the sampled colleges were captured. The reactions of the lecturers were reported verbatim using italics.

An overall finding is that principals, as well as their management teams, need to be more vigilant about legislation regarding CPD as well as the execution thereof to promote proper teaching and learning at the college.

The following chapter focuses on the main findings, suggestions and the conclusion to the study.

CHAPTER 5

THE DISCUSSION OF FINDINGS, LIMITATIONS, RECOMMENDATIONS OF THE STUDY AND CONCLUSION

5.1 INTRODUCTION

The previous chapter focused on the presentation of the data that emerged from the field. The aim of this chapter is to present the main findings of the research after the data has been presented and analysed in Chapter four. These findings are derived from the data generated by the participants. Based on the findings, conclusions are drawn, and recommendations for the improvement of practice and suggestions for further research are made.

This dissertation consists of five chapters. The following is a brief of each chapter:

Chapter 1 outlined the introduction and rationale, elucidated concepts and provided the statement of purpose, research questions, research design, methodology and ethical considerations as well as the limitations and delimitations of the study.

Chapter 2 focused on the literature review that has as its purpose to provide an understanding of Continuous Professional Development concepts and legislative provisions from a South African perspective.

Chapter 3 presented the research design and methodology.

Chapter 4 is a presentation of the data which emerged from the interviews. The data was captured using the research design and methodologies as mentioned in Chapter 3. Therefore the chapter offers the analysis and interpretation of the empirical data gathered from participants.

Chapter 5 presents the findings emanating from the data analysis of this research. These findings are elaborated upon, and at the end, recommendations are made.

5.2 FINDINGS FROM THE REVIEW OF LITERATURE

The literature exposed the need for PD in educational organisations. This is obvious when Steyn (2004), argues that all careers requires a non-stop refresh of knowledge and skills, and teaching is no exclusion. Furthermore he expresses that it is usually identify that lecturers' knowledge and skills are subject to deteriorate and changes in educational thinking and content renders lecturers' skills and knowledge outdated and inefficient, therefore Professional Development is relied upon to keep lecturers' up to date on the evolution of their subjects.

Marzano 2003) points out that Professional development can impact on a lecturers' classroom practice and lead to improved student achievement. Furthermore professional development is a development that occurs throughout the professional life of an educator (Glattenhorn 1987).

Lecturers must be held responsible if they do not execute their duties according to agreed and set standards; according to The Department of Education (2007:20) the principle target of our colleges is to guarantee education for all and to endeavor to enhance teaching and learning continuously (Circular 18 of 2007).

The literature uncovers that an additional governmental policy for the CPD of lecturers is the NPFTED which makes arrangement for lecturers to improve their experience and perform continually (DoE, 2007:3). The content of the PAM document (DoE, 1999) specifies the significance of the principal's function for the development of PD programmes, school-based, school-

centered and externally directed and to promote lecturers, especially the new and beginners ones in developing and engaging in educational objectives in accordance with the requirements of the college (DoE, 1999:10). According to Heystek (2008:151) the principal ought to guarantee that all programmes enhance the quality of teaching and learning taking place in South African public colleges.

Despite the fact that CPTD, as specified in the NPFTED, recognises school-led programmes for the improvement of lecturers (DoE, 2007:18) the effective participation of principals is not clearly defined. However, Steyn (2008:26) is of the opinion that principals perform a key function in the effective execution of lecturer development. The CPD activities in the CPTD system is supported by the SACE and lecturers taking part in these programmes earn CPD points (SACE, 2008:5).

The literature exposes that the CPD programmes under CPTD include professional duties such as induction, mentorship, teamwork, workshops, conferences and courses as well as professional development. The objective of these activities improve the performance of lecturers' as well as the learning outcomes of students (Day & Sachs, 2004:22).

Matching appropriate professional development provision to specific professional requirements (immediate and developmental) must be considered. This "match " is essential in guaranteeing that there is a positive effect on student learning inside the class and college environment (Goodall, Day, Lindsay, Muijs & Harris, 2005).

Finally the literature argues lecturer effectiveness and student achievement can be achieved through professional development (Brown 2002).

5.3 ANALYSIS OF FINDINGS

This section is based on the discussion of the findings regarding the research question about the literature.

The study was underpinned by the lifelong learning theory because learning is an on-going process. Lecturers should be supported continuously to participate in lifelong learning to upgrade their knowledge and skills in their areas of specialisation so that it will enhance the development teaching and learning in the particular fields. The purpose of CPD learning activities is to promote and improve teaching and learning.

Lecturers should be consulted about the direction and activities of CPD that they want to pursue. The desired results for a lecturer participating in CPD should be ultimately to improve their subject knowledge and not for the sole purpose of financial gain after completing such activity. Many of the lecturers are currently studying towards an educational qualification but not in their specialized fields that they initially qualified.

With time, the knowledge and skills that lecturers gained from their initial professional education experiences become old, therefore they need to pursue lifelong learning to upgrade their teaching skills.

➤ Perceptions of the importance of CPD

Interviews with participants and literature reviewed allowed the researcher to realise the meaning and importance of professional development at TVET Colleges.

The participants indicated that they had no trouble in providing their views of CPD. However, this understanding was limited but significant for the purpose of the current study. Most of the participants, including the Head of HR,

indicated that CPD has as its objective to improve lecturers' performance, acquiring and updating skills, knowledge and the guidance of lecturers.

Some participants described CPD as the improvement of qualifications while others seen it as a development of the understanding of the learning areas that they teach as well as the development of teaching approaches and strategies. CPD had as its objective is the improvement or maintenance of a culture in which quality programmes delivery should happen. Furthermore, in Chapter 2, the literature covered reveals, according to Steyn (2004), that lecturers will not change the way they educate unless they learn new ways to teach. This is supported by Brown (1992) who argues that professional development influences lecturer performance and has the potential to increase lecturer achievement and therefore learner success. It is evident from the literature in Chapter two that lecturer professional development is essential for individual lecturers as well as for the entire college development and improvement.

➤ Staff development in areas of specialisation

The findings from this research display that a effective lecturer extends past the interaction with the learners. As such, it is important that lecturers constantly refresh their knowledge and skills to make teaching and learning relevant to the learners' needs. This finding is supported by Steyn (2004) who affirms that it is generally recognized that lecturers' knowledge and skills are subject to deterioration and new developments in educational thinking and content makes lecturers' skills and knowledge old and outdated. Therefore, professional development is required to keep lecturers abreast on the evolution of their fields, technology and education in general.

The findings highlight the importance of professional development to the lecturing profession. Professional development allows lecturers the

opportunities to equip themselves with the understanding and skills that are required to match the current changes taking place education system.

From the findings, it is evident that lecturers' professional development experiences have an immediate and long-term impact on their lecturing practice. This is supported by Hargreaves (2002) who highlights that it is crucial that lecturers undergo effective professional development to move with the changes.

➤ Lecturer development as a result of IQMS

Although the literature review has presented the theoretical basis for realising the connection between IQMS and lecturer professional development, it is believed that the principle goal of IQMS is to guarantee quality education for all, as purposed by the Department of Education. Furthermore, in Chapter 2, the literature covered illustrated that IQMS can, and should, encourage lecturer professional development and that little is known about the kind of support that lecturers should receive as a result of the lecturer evaluation. As indicated by the participants in the study, it has been revealed that lecturers do not understand how lecturer assessment can enhance professional development.

One of the concerns of the participants was that the IQMS should be well negotiated among the lecturers. The lecturers wanted to be assisted with understanding and implementing the IQMS. From the participants, it was discovered that most of them had not undergone the evaluation process, but had merely filled in the summative form for formality's sake, as doing so had been required by the Department of Education and the college management. Doing so had positioned the assessment process in a poor position since it had failed to fulfil the original intentions of IQMS.

From the above analysis, the literature can be seen to have found that the IQMS can, and should, encourage lecturer professional development. Regarding the theme, all nine participants disagreed with the view that IQMS was developmental in nature. The major concern of the participants was that the IQMS would only be developmental if it were carried out properly.

➤ Role of senior management in professional development

The analysis shows that senior management, external providers and lecturers all have a function to perform in the professional development of TVET College lecturers. It was identified that lecturers who keep to a so-called Personal Growth Plan are the most inspired lecturers. The growth plan is accomplished by having individuals forwarding his or her development requirements to the management regarding the IQMS. Lecturers additionally present their interest to study to the HR department. The Department of Education, as well as the college managers have extensive responsibilities in providing programmes for lecturers' professional development.

It was revealed by the participants that senior management plays no role in the professional development of staff, except sitting on the committee for the distribution of bursaries. It was also revealed that teaching and learning can only be improved by lecturers participating in professional development programmes.

➤ Management of professional development programmes

The findings from this study show that the participants agree that senior management is not involved in the professional development of staff. This view is strengthened by Tomlinson (1997:135) who points out that "one of the functions of college managers or principals is to create the right set of

conditions to enable change to occur". Principals have an essential responsibility of establishing and formulating expectations either for or, even better, with lecturers and other staff members, evaluating development and attending to interests of lecturers.

Furthermore, Steyn (2008:25) states, "principals need to play a vital role in CPD by recognising lecturers' requirements, encouraging and supporting their development and working towards a collaborative college culture with shared values and norms". PD programmes in colleges are effective when principals perform a fundamental role in their effective execution as well as in supporting lecturers' education and development (Steyn, 2008).

The role of the educational manager should be to endeavour towards safeguarding that his or her staff is professionally developed to provide the highest quality of teaching and learning to the communities that the college serves. Principals, as managers of their respective colleges, have to consult books that suggest how they can lead their lecturers to improve the delivery of quality education. However, these lecturers should improve their teaching by attending development programmes and also self study.

5.4 RECOMMENDATIONS

First, the lecturers should be supported to study further their expertise in their in their fields specialisation;

- Programmes to develop lecturers and keep them updated with the latest developments should be continuously offered by the college;
- For college management to be effective in their leadership role, they should offer training regarding the professional development of staff. Quality of teaching and learning should be the responsibility of senior

management, therefore, they should implement professional development programmes to assist lecturers;

- It is also the responsibility of individual lecturers to uplift themselves through further education to enhance the teaching and learning process; and
- The Department of Education needs to educate the management of the colleges on professional development.

Second, suggestions directed at the District Office

- The IQMS must be regarded as an approach that will lead to improving lecturers performance and enhance the teaching and learning at colleges. Continued training and support must be available to lecturers;;
- College managers should be developed yearly to execute IQMS effectively;
- Follow up training regarding IQMS should be presented to lecturers;
- Arrangements should be made for External IQMS Coordinators to visit the college frequently. When colleges submit their developmental requirements as captured on the CIP, it should be the priority of the District to respond in writing; and
- It is recommended that the Human Resource Management and Development Unit at the District visit colleges to assure compliance with policies regarding the professional development of lecturers.

Third, recommendations directed at the principal of the college

The PAM (DoE, 1999:10) attributes the responsibility of the development of

lecturers to the principal. In the light of this, it is suggested that the principal:

- Guarantees that the IQMS is executed consistently and to the advantage of all lecturers and staff are trained on how to fill in these forms;
- The principal to take responsibility and accountability for the development of lecturers at the college and and guarantee that CPD meets the requirements as determined by the CIP;
- The HR and principal monitors professional development activities and programmes and theses are included in the year plan of the college.;
- An induction and mentoring policy to be in place to induct new lecturers;
- Include lecturers in the development and implementation of CPD programmes to the advantage of the college; and
- The effectiveness of CPD programmes to be compared to determine if the outcomes of the CPD programme have been achieved.

5.5 LIMITATIONS OF THE STUDY

This study focused on four campuses of the TVET College. Therefore, the findings cannot be generalised to other colleges in the Kwazulu Natal region. Only a small sample of lecturers was interviewed which is not representative of the lecturing fraternity of the TVET Colleges in Kwazulu Natal. The college where the researcher is based has two programmes – the National Curriculum Vocational (NCV) and the National Technical Education (NATED) programmes. In this research, the researcher dealt only with NCV programme lecturers in the campus.

This study also looked into the lecturers' overall professional experiences, which may vary compared to individual experiences. The lecturers' perceptions of the importance of professional development as discussed in Chapter 4, was the outcomes of their individual experiences.

Time stood as a challenge to this research study. The time spent on data collection for this research study was also limited due to the research participants' hectic schedules. Although the college has six different campuses, it was impossible to have all the lecturers' interviewed and their opinions heard. Due to time only nine participants could be interviewed. Hence the findings may not be a complete picture of the lecturers' overall professional development experiences.

5.6 RECOMMENDATION FOR FURTHER STUDIES

This research study can be further replicated to include more colleges to increase the validity and reliability of its results . It is recommended that this research be conducted on a group of lecturers at different colleges who had similar professional development experiences so that their perceptions of continuous professional development and its impact on teaching and learning can be better understood.

5.7 CONCLUSION

The aim of the study was to explore the management of professional development of lecturers at a TVET College in Kwazulu Natal. The findings revealed the importance and meaning of professional development in the TVET College. The college does not have appropriate strategies that lead to the development of all lecturers.

Principals are either not competent enough or simply not willing to develop their lecturers. The data reflects that the development of lecturers, especially

new or beginner lecturers is left in their hands with the college principal not doing much to develop them.

The study also discovered that it is important that lecturers' existing knowledge and skills be considered so that the professional development experienced helps to address their specific requirements. This finding stresses the need for consistent professional development for lecturers so that new knowledge acquired can be easily consolidated into practice.

It can, therefore, be concluded that management of professional development in the Kwazulu Natal College needs to be carefully planned and carried out for the benefit of the institution. The study's literature review, findings and recommendations contribute towards the effective implementation of professional development by TVET Colleges.

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ANNEXURE A

Chetram R
2 Twilight Street
Lennoxton
Newcastle
2940

The Rector
Majuba TVET College
Newcastle
2940

Date: 22 August 2106

Re: PERMISSION TO CONDUCT RESEARCH AT THE COLLEGE

I am presently engaged in my dissertation (specialising in Educational Management) with UNISA under the mentorship of Dr Pertunia Rebotile Machiasa.

My topic is: **The management of continuous professional development at Majuba TVET College, Kwazulu Natal,**

I, therefore, request your permission to conduct interviews/research with selected participants at the following campuses:

1. Majuba Technology Centre (MTC)
2. Centre For People Development (CPD)
3. IT and Business Campus (ITB)
4. Newcastle Technology Centre
5. Newcastle Training Centre

I will maintain strict confidentiality and anonymity of all participants at all levels of this research project. For more information regarding the study, kindly contact my supervisor. Her contact details are:

Doctor P. R. MACHAISA
University of South Africa
Department of Educational Leadership and Management
Tel: +27 (0)12 429 4560
E-mail: machapr@unisa.ac.za

I am confident that my request to conduct the study is viewed favourably.
Yours faithfully,
Chetram R (Mr) Student No: 45870608 (Persal No: 23740744)

ANNEXURE B

INFORMED CONSENT

Dear _____

This letter is an invitation to consider participating in a study I, **Ravinand Chetram**, am conducting as part of my research as a **master's** student entitled **The Management of Continuous professional development of lecturers at Majuba TVET College, Kwazulu Natal**, at the University of South Africa. Permission for the study has been given by **<e.g. Department of Education>** and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience, knowledge and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The overall aim is to **investigate the role of continuous professional development for TVET College lecturers on areas of specialisation**. In this interview I would like to have your views and opinions on this topic. This information can be used to improve **professional development at Majuba College**.

Your participation in this study is voluntary. It will involve an interview of approximately **20** minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any

publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 5 years. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at CPD Campus, 034-3292004 or by e-mail at vee.chetram@gmail.com.

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows on page 3.

Yours sincerely

.....

CONSENT FORM

I have read the information presented in the information letter about the study of Continuous professional development of lecturers at Majuba TVET College.

I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio-recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Place print): _____

Participant Signature: _____

Researcher Name: (Please print) _____

Researcher Signature: _____

Date: _____

ANNEXURE C

Interview guide

Lecturers

1. In your opinion what do you understand by the concept continuing professional development (CPD) of lecturers at Majuba College?
2. Can you please share your views on what you perceive as the role of the SDF in managing continuing professional development of lecturers at the College?
3. What is your area of specialisation?
4. What is your current course of study?
5. What are your perceptions regarding the importance of continuous professional development of any lecturer?
6. What role does senior management play in terms of continuous professional development of staff?
7. Briefly explain your understanding of the IQMS.
8. Explain your experiences regarding IQMS implementation at your College.
9. Do you know about the National Policy Framework for Teacher Education and Development? If yes, what does it entail?
10. Finally are you developing yourself in your area of specialisation? If no why?

It was an informative experience interviewing you. Thank you for your time and for your invaluable contributions.

Interview HR

1. What policies and procedures do you use to guide yourself in the selection and allocation of bursaries for staff?
2. What criteria is used when allocating bursaries to staff?
3. What is the role of senior management in terms of professional development of staff?
4. To what extent are the SDF's involved in the management of professional development programmes?
5. How can professional development programmes be managed more effectively at the College?
6. What strategies could be established to enhance continuous professional development at the College?
7. What are your perceptions regarding the importance of continuous professional development of any lecturer?

It was an informative experience interviewing you. Thank you for your time and for your invaluable contributions.

ANNEXURE D



0814

CHETRAM R MR
P O BOX 882
NEWCASTLE
2940

STUDENT NUMBER : 4587-060-8

ENQUIRIES TEL : 0861670411
FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2016-08-26

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (EDUC MANAGEMENT) (98405)

CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	PROVISIONAL EXAMINATION EXAM DATE	CENTRE (PLACE)
DFEDU95		M ED - EDUCATION MANAGEMENT	96	E		

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

To avoid cancellation of your registration or examination entry and forfeiting your minimum initial payment, you must submit the following to the Registrar (Academic) by return of mail:

278 IMPORTANT INFORMATION:

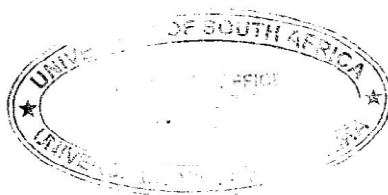
Teacher Diplomas obtained at institutions outside the borders of South Africa do not qualify for admission towards this qualification. Foreign Diplomas in Education are evaluated by the South African National Department of Education as NQF level 5 only and can, therefore, not be accepted for employment purposes as a teacher in South Africa or for admission towards any of the ACE qualifications.

BALANCE ON STUDY ACCOUNT: 0.00

Yours faithfully,

Prof G Zide
Registrar

0108 0 00 0



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ANNEXURE E

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT 1

Interview with: MrsSelephe (Lecturer 1)

Date: 07/12/2016

Interviewer: Mr R Chetram (RC)

Duration: 15min 40s

Location: ITB Campus

RC: Good morning and thank you for hmm... allowing me the opportunity for interviewing you. There is a list of questions that I would like to ask you concerning professional development.

L1: Yes

RC: And hmm... I would go through the questions with you like in your... hmm...in your professional development in... in... a whole area what is your understanding of the concept of hmm... professional development of lecturers here at the college?

L1: In fact, hmm... as far as I know hmm... continuing professional development is when that is hmm... umm... a staff member is hmm... continuing lets say to develop themselves apart from the training that they received—lets say when they were training for a particular job that is when now they are in the hmm... umm..whatever workplace but now maybe through hmm... umm... you know inductions through coaching umm... through hmm... umm... the way they are being helped to develop themselves, in other words it means the training that they obtain is continuing so that they can grow each and every time. So it helps a lot as far as I am concerned because you would be

growing. You can be trained forever...whatever field, but now when you are in the workplace that is where now you need to grow. As far as I am concerned that is hmm... umm... that is all about the umm...professional development.

RC: Can you share you're views as what you perceive as the role of the SDF in managing umm... continuous professional development of lecturers at the college. The role of the SDF, what and how do they perform their roles when it comes to development of staff?

L1: Yes. As far as I am concerned the SDF is a very umm... important person. Let's say umm... umm... in the campus I would say because umm... that particular person umm... should identify the gaps that the umm... staff umm... is having because we know that we got new staff umm... let's say that a umm... you know—taken to the system, so the SDF must be able to see or identify those gaps and that particular person is the one that should co-ordinate umm... together with the SMT or CMT of the – the campus management team so that umm... these people – they must have the list of people that are still umm... you know in need of the training whatever training and that particular person is the one because the umm... SDF sits in the academic board of the college. That particular person should take what... whatever problems as far as the skills of the staff are concerned to the academic board whereby maybe bigger or advanced training that are implemented by the college, you know could be cascaded – lets say to all the staff, so that's a very important person.... Person the SDF knows everything they should know everything about the umm... skills shortage of the staff.

RC: OK, may I ask what is your area of specialization and umm... what is

your current course of study?

L1: Umm... for me I... I... would say as far as umm... the classroom situation is concerned my special... my specialization is English as well as Communication. That is in the class with the students. But as far as self development is concerned, currently my field of study is umm... management umm... and leadership that is a – I would say that is my field... field of study right now because even when I was doing my ACE though English was there but now – even in my honors that is management that is umm... when you are leading the field that is umm... umm... of managing how to manage.

RC: So you have chosen the path of management?

L1: of education – in education. Yes.

RC: What are your perception regarding the importance of continuous professional development of any lecturer? Your perceptions of...

L1: Oh, that is very important because umm... each and every person umm... in fact just to share with you – for me, for my age, I embarked on studying. I did not do that just for myself; I did that so that I can teach by doing to be an exemplar to these young ones. So... and... umm... umm... it is very -- you know – motivating for me because I can see most of the young ones are developing themselves they are studying now, because looking at me then they said no, if this one can do that, so why shouldn't I? So everyone... so it is very important because by umm... developing themselves they will understand most of umm... you know the skills... you know... they will acquire more skills as far as teaching is concerned. They will more – they know more things ... you know when they are developing themselves. As

you as you know if you seated in your corner and you are not doing anything there is nothing that you will know, but if you are being trained you are getting this type of a question you are being revived and you can see you know your weaknesses and your strengths then you focus on your weaknesses then you tell that you know what I should accomplish this so that – you know – I am a better person in future.

RC: OK

L1: Yes, thank you

RC: What role does your Senior Management play in terms of umm... professional development of staff?

L1: Yes, the Senior Management umm... umm... in fact – as you are talking about the Senior Management to me I am thinking of the Senior Management of the college. In fact the continuous professional development is even happening in the campus, as I have alluded before that umm...like the SDF, the campus umm... manager, the C CMT all those people – you know – they are very active in seeing that these people – like umm... we organize induction umm... we got umm... people that are coaching – you know – others so we have got people that are experience that are helping these lecturers that have recently joined us. Even the Senior Management of the college – yes of course they are – I would say – though it is not that frequent – why because of time. I would say because we focus most of our time to results to to students and only to find that now the lecturers – you know – are being maybe over looked so now they do not get that specific time, because if you can sit on trainings all the time so you will find that the students now are suffering the one's in fact the students are our client, but they are trying their level best, because most of the lecturers

they are being sent to workshops, they are being sent to training, like – as a I said – in our campus we do inductions, we do coaching, we do monitoring. So it helps. We do umm... IQMS. So all those things they do help, so the Senior Management is is trying their level best.

RC: IQMS. What is your understanding of IQMS?

L1: Umm... IQMS – it is umm... umm... a integrated umm... quality management umm... systems. In fact that one it's for helping the individual to grow – lets say – umm... to be accountable and to develop because umm... IQMS is whereby – you know – umm...a lecturer will be – you know – doing some introspection as far as their work is concerned. How am I doing in this particular field? – you know – so IQMS – as far as I am concerned – is a very good instrument as far as staff development is concerned.

RC: OK, explain your experiences regarding IQMS at your college. How is it done?

L1: No, for for me ever since I started here, I do not approve the way the IQMS is done here at the college. Umm... because it is not done in the umm... umm... way that is suppose to. Umm... Why? Because they do not follow – and there is no training ever since I joined the college, there was no training, particular training – you know – so that staff can understand what IQMS is. So, what normally happens, the staff will get their files – you know – they will score themselves the way they like – to me I have never seen that, it is the first time I am seeing that. Then umm... I could see that no, it is not a productive one. Because staff is doing that so they get money – you know this 1% -- umm...but as far as – you know – there development is concerned, no that one is overlooked, so, to be honest with you I do not approve the way the

college is conducting it's IQMS.

RC: OK Do you know about the National Policy Framework for teacher education and development? If you do, what does it entail?

L1: Umm..though I... I... I... cannot but I... I... the National Policy Framework as far as I am concerned is the policy in which – you know – the education, the teachers are guided in how development is concerned. To be honest with you I am not that to sure with that one.

RC: That is fine

RC: Finally, you are developing yourself in your area of specialization, umm... are you developing yourself in your area of specialization?

L1: Oh, yes I am. Right now I am doing my masters in Management. That is leadership as I told you that is my specialization. Umm... I am acquiring a lot of experience, knowledge and how to research so as far as management is concerned and leadership is concerned I think I am growing and it is helping me a lot but not only me even my colleagues the people that I am working with, they are being help because now my focus is always if I am seeing something is happening not in the right way, then now I will do my research all the time now is my umm... it is my world so I'll... I'll... find out why is this happening just find out and I will also ask my colleagues how, how do you feel about this even in our environment and even for management as my field is in the management.

RC: Is there anything else you would like to add or you would like to say umm... with regards to professional development?

L1: Umm... I... firstly I would thank you for giving me this time to say what

my opinion is, umm... I... as I alluded before, umm... I would say umm... professional development it is a key, it is a key for staff to be sharpened and to... to... to be confident and to be experts in whatever they are doing as we are in the field of education. If you are well empowered, you will know what to do even if you come across a challenge, you will know how to... to go about avoiding that challenge, so you will be skillful you will know most of the things and you will be growing as a lecturers or as a manager you will be growing day by day. So as far as I am concerned, professional development is a key one because lecturers will develop will grow in their professional and by so they will be doing wonderful work and students, there will be no problem for students failures so the student will pass because people will know there will be no resistance so everyone will know that I know about the now. So this is how to attack it, or how to resolve it.

RC: Thank you very much for your time and for your information.

L1: Thank you very much

INTERVIEW TRANSCRIPT 2

Interview with:	Mr W La Cock (Lecturer 2)
Date:	07/12/2016
Interviewer:	Mr R Chetram (RC)
Duration:	09m 14s
Location:	Newtech Campus

RC: Interview lecturer 2. Thank you for giving the time to interview you. Umm... basically my research is on professional development so I would be asking you a few questions on what umm... your

understanding of the concept of professional development is for lecturers here at the college.

L2: Ok, welcome any time.

RC: So what is your understanding of the concept of professional development?

L2: Umm... I would say professional development is... is umm... ensuring that you stay up to day with the current movements and trends umm... in a specific – in your specific field of work and umm... professional development to me I... I think that you grow yourself. Either academically and or personally. Basically that ja.

RC: What are your views on umm... what you perceive umm... the SDF's role to be at the college?

L2: Skills Development Facilitator?

RC: Yes

L2: Your..the SDF – I think is supposed to be umm... if I may say that – because I think it is a bit of a sensitive issue. A SDF does not – I have not seen it to work in my college. I have not seen it really work I think and I assume that a Skills Development Facilitator should have all the names of all the lecturers and should have all the qualifications and see where they short. The...the college does have strategic plans and I think the SDF should link his thoughts and his planning towards the strategic plans of service delivery for the college. He needs to or she needs to identify umm... what qualifications or fields of study or other fields of development lecturers need to undergo and then arrange for

that via management. But as I say I do not see it work at the college.

RC: Do you have umm... umm... a Skills Development Facilitator here?

L2: Yes, all our campuses do have it.

RC: What is your current area of umm... specialization?

L2: I am specializing in teaching governance umm... and policing subjects.
I am also qualified to do Business studies and languages.

RC: What is your current course of study?

L2: My course of – I am doing my masters degree in Educational Management umm... and ja.

RC: May I ask, may I ask why you are pursuing educational management and not in your specific field?

L2: Educational Management is I suppose umm... umm... my academic field umm... I have already got umm... a honors degree at Unisa, so I had to choose between continuing on that and I am not going to go back into industry so I said no, let me rather focus on umm... going where where I am currently in education and I would like to reach the... goal so to speak academically of that.

RC: What are your perceptions umm... regarding the umm... importance of continuous umm... devel... professional development for lecturers itself?

L2: I umm... cannot think that anybody will doubt the existence of... it is...

it is according to me a no brainer, everybody should be doing it. Umm...as a said previously society changes the... the norms and values changes, we have different ways of doing things in class. And on industry side umm... things are constantly and continually developing. So you have to stay – you have to teach your students – umm... you have to develop yourself all the time. I mean this is why I am busy with lifelong learning and I teach my students that themselves, when you finished with your studies at the college, continue through Unisa. Study Life long learning. To me it is a no brainer you have to do it.

RC: What role does your Senior Management play in terms of umm... professional development of staff?

L2: There I have to take management side and say I think they... they have done quite well. Given we are a college of vocational education and training college, we have people mostly coming from industry and teaching students, perspective people going to industry, umm... teach them the ropes, but there is a middle way, there is a educational part that comes into the play. Umm... in that regard I have to say that management has linked us with service providers that teach us, assessment and assessor courses, facilitator courses, umm.. moderator courses. Which... which aligns the person coming from industry basically with a classroom and practical assessments and academic assessments, which... which might not have been the case when that person was in industry. So in that regard I think umm...senior management on the one side helps us. On the other side senior management they create facilities where they give us bursaries if you study – like for instance I am studying through Unisa – and we...we received a umm... certain amount of money as a bursary. So they encourage us. So ja.. Senior Management side..ja I think yes

they doing quite well.

RC: What is your understanding of umm... IQMS? Briefly explain your understanding.

L2: When I did my honors through Unisa, IQMS umm... that is about the... the Quality measurement system. This where – I think it consist of three basic – ja three basic things that is evaluated. First you get whole school development, you get development of umm...the current level of... of the lecturer or the educators ability, and then you – it can also serve as a sort of a progression report for this is as far as I understand If I remember correctly. I think it is very important, not necessarily – and I must agree – ja unions come into the play and people can distort things and managers can just try to use you to badly reflect on a person's abilities to teach, but I think that it is missing the point. I think the... the – is it the ELRC that states the IQMS principled... ... they state that these things are there for development, to say where am I now? Where do I want to be? And then I can look at ways and means as I think through development, continues development, and then ja I can get myself to where I should be then.

RC: What are your experiences of the IQMS at your college?

L2: Unfortunately I have seen the bad part of it, umm... I have not seen it in a good way because as I say Unions, unions come in and unions kick and fight against it tooth and nail and they do not allow persons to be evaluated because this might reflect poorly on the future performance and performance bonuses. Umm... I think there's a lot of mistrust between the unions and management so umm...as result my personal opinion of it, it is not working in my ... in my college. Umm...and as I say it is a tug of war between management and the

unions, instead of umm... using it for the purpose it is intended to be. But I have to give credit to both sides of the argument, arguments do have value, the union has got a point and so does management. It is just a pity it does not work as it is designed to be.

RC: Ok, umm... do you know about the National Policy Framework for teachers education and development? If yes, what does it entail?

L2: I have also done that in my honors. It is a umm... I think it is a guideline umm... for professional development and it refers basically to all educators should umm... or ja should be encouraged to... to have the facility of continuously developing themselves and the focus being on service delivery to the client, which is the student, the school student, educational – professional educational training college students, university students. But I think that is round about the...the National Policy Framework that regulates that, I think they also regulates SACE and to do with SACE but I... I am not it might be – it is 2 years back – so I might be a bit out of touch... Thanks to Unisa I got to know that.

RC: Ok, thank you for your information, your valuable information that I will use and umm...is there anything else you would like to say umm... about umm... professional development in general?

L2: No, I think you touched it basically. I am just grateful I could be part of your studies.

RC: Thank you

INTERVIEW TRANSCRIPT 3

Interview with: Mr Patrick Ntshangase (Lecturer 3)
Date: 07/12/2016
Interviewer: Mr R Chetram (RC)
Duration: 5m 51s
Location: Central Office

RC: Umm... welcome and thank you for allowing me umm... the time to interview you. My research is on umm... Professional Development and I would like to ask you a few questions. Umm... or in your own opinion, what is your understanding of the concept of continuous professional development of lecturers at the college?

L3: According to my view this is a point where in the college during the strategic plan, they have objectives around training they... the staff so that they overcome the shortfall in terms of teaching and learning.

RC: Ok, can you please share your views on what you perceive as the role of the SDF in managing continuous development at the college.

L3: The SDF normally is placed umm... in each and every campus, which they link with the Human Resource Department. They identify the gaps so that the training of staff to overcome their shortfall can be identified. They will always refer their cases to Human Resources so that umm... people identified are trained.

RC: Ok, what is your area of specialization? Are you studying in your area of specialization? If not, why?

L3: I am the Curriculum Manager umm...my field of specialization it is umm... curriculum development, assessments, moderation so that at the end of the day teaching and learning is enhanced.

RC: What are your perceptions regarding the importance of umm...continuous professional development of any lecturer?

L3: In my opinion, lecturers currently are not trained, umm...so that they can be able to deliver the teaching and learning correctly. That is the reason why I perceive that the results that we get are not up to standard because, even lecturers are identified with some problems. On a yearly basis they are not trained so that they overcome their obstacles in terms of delivering teaching and learning.

RC: What role does Senior Management play in terms of continuous professional development of staff?

L3: Currently the umm... management are not playing that crucial role, because our training and development is not such specific where learners can benefit from, and even HR they do not have a tool where they can identify the staff that are not delivering so that they can be able to train them accordingly. There is a gap.

RC: Umm... what is your understanding of IQMS?

L3: The understanding of the IQMS it is when people are going to be acknowledged at the end of the day through their performance, but it does not start with just a ... acknowledging them in terms of whether incentive. It starts way back where the key performance areas and the job description are identified. There is continuously monitoring of the... the staff to deliver accordingly if... if they are failing to deliver, surely

their should be intervention where the staff identified are... are trained so that we close the gap. When IQMS document are filled, it should show the true reflection of the individual performance.

RC: What are your experiences regarding IQMS at the college?

L3: Currently, there is a big gap where in IQMS is filled. IQMS forms are filled by default. Because it is not aligning to the key performance areas of each and every individual. So therefore there is a lot of work where HR need to develop the IQ... IQMS system, taking job descriptions into consideration and looking at the areas where – at the end of the day – when people are...are paid that for that 1%, it is the true reflection of the content called IQMS.

RC: OK, do you know about the National Policy Framework for teacher education and development?

L3: To be honest, I would be lying because when...when you look at the National Policy Framework for teachers education, immediately it should address – in my opinion – it should address all issues related to the teacher development, the IQMS, umm... to address the teaching and learning umm... activities. So currently, to be honest, I want to tell you that it is not part of the college where in we can have some intervention to assist the staff.

RC: OK, I think that brings us to the end of the umm...interview. Thank you for your time once again.

L3: You welcome sir.

INTERVIEW TRANSCRIPT 4

Interview with: Mr Masaila (Lecturer 4)
Date: 08/12/2016
Interviewer: Mr R Chetram (RC)
Duration: 07m 09s
Location: MTC Campus

RC: Good morning and welcome to this interview and thank you for your time. Umm... I would like to ask you a few questions about Professional Development. Umm...in your opinion, what do you understand by the concept of Continuous Professional Development of lecturers at the college?

L4: The concept of continuing professional development I think is whereby you improve yourself professionally, academically and umm...in all spheres of your workplace. So basically that is what I...I... how I feel about it. And learning is a life long process, not a... you can develop yourself professionally through workshops, meetings, studies etcetera.

RC: Ok, can you please share your views on what you perceive as the role of the SDF in managing continuing professional development at the college.

L4: Umm....firstly umm... the issue of the SDF. It is in my view, it is... not clear, I am not clear on their role. I do not see it active. There is no open door policy on the role, and sorry I have no views on their role. The major part which I see is you just hear about it in the corridors these days. SDF to assist you and umm... maybe when you are apply

for... for... bursaries to study that is where you see. But clear out role, I am not sure... my views are hazy their.

RC: Ok, what is your area of specialization?

L4: It is mathematics. It is mathematics and science.

RC: Ok, and what is your current course of study?

L4: It is masters of education and mathematics education.

RC: What are your perception regarding the importance of continuous professional development of any lecturer?

L4: Umm...here my perception is that it is not properly done. Especially funded and umm...to when it comes to it's importance, the importance is there it is good that we do continuous professional development. Umm...though it is not – it is not properly managed, umm... things are done . . . so the importance of it, really it is very important. I can rate it if it was in terms of stars, 5 stars, but umm...that is my perception though it is not properly done.

RC: What role does Senior Management play in terms of continuous professional development of staff?

L4: Usually they prov... they assist in arranging workshops and providing support for studying, like bursaries. I think that is their umm...major role and they need to appoint a SDF representative at the campus of which currently we just hear it is one of the staff, but he was not format... formally umm... what... told to the staff. So people may not know who to go with their problems. Usually currently they are going to

the staff rep if they have any issues for...for... for... for what ever. Which means the seniors... senior management they playing their role although it is theirs as well.

RC: Briefly explain your understanding of IQMS.

L4: I think it is another programme for continuous professional development whereby you have your...your... your.. your... mem... your... your... your... groups to assist you to grow. So this is a programme for development, develop one another and then at the end of the year you will get 1 notch of 1% to your salary. So the IQMS that is a. The when it comes to it usually – I do not know whether some of the things maybe they are not proper to...to... to... to say them. The way it is done as well is also questionable. It is not properly done. That is my experience. The way it is supposed to be done, people are only worried about their final score, but the process of coming to it, usually is not followed where you have to have your groups. You start from the word go, you agree, you assess continuously until the end of the cycle. So I think there, there is need for people to take it seriously. It is not about getting the 1% at the end of the year, no this final score, it is about following the process. The process is there to develop me and the other colleagues. So if it is followed, umm... I think it would be fine, and then sometimes it becomes a mere waste of time because when we are doing it we are doing it for the sake of having it, to fulfill a obligation which is not there in the blood. I think that is my experience with this IQMS.

RC: Ok, do you know about the National Policy Framework for teacher education and development? If yes, what does it entail?

L4: This is one umm... I have no idea here. I have no idea of what is the

National Police Framework for teacher education and development. I just know... umm... I cannot guess what is it all about. So here, it is really a problem. I have no idea of what it is.

RC: Ok no problem. Finally are you developing yourself in your area of specialization? If no, why?

L4: I am developing myself. I am studying umm...as I... as I alluded there I am currently studying my masters. So it is making me – I am developing my...myself in my area of specialization. I also write worksheets, participate in staff training like the assessor, facilitator, exam workshops. So, even the IQMS. So, I am continuously developing myself.

RC: Thank you very much for your time and your information.

L4: Thank you, you welcome.

INTERVIEW TRANSCRIPT 5

Interview with: Mrs Rioga (Lecturer 5)

Date: 08/12/2016

Interviewer: Mr R Chetram (RC)

Duration: 06m 32s

Location: MTC Campus

RC: Good morning and welcome to my umm...interview, and thank you for your time. Umm...in your opinion, what do you understand by the concept continuing professional development of lecturers of Majuba College?

L5: Umm...thank you for having me here. In my opinion I believe this is a process whereby umm...teaching staff, or lecturers at the college are given an opportunity by means from the college to develop themselves intellectually as well as umm...professionally.

RC: Can you share your view on what you perceive as the role of the SDF in managing continuing professional development of lecturers at the college.

L5: Umm...this facilitator should as far as I... I believe be able to go out and research and find out the needs for the staffing umm...staff rather so that they able to coin appropriately what needs to be done in order to improve them for better teaching and learning. That is what I perceive that this SDF is supposed to do before they can even begin to manage this development. They must first research and see what is needed then they can coin the correct facility and they will provide management of that.

RC: Ok, what is your area of specialization?

L5: English

RC: What is your current course of study?

L5: Currently I am not studying anything, but I have applied for a masters in curriculum development of the same, my subject English.

RC: What are your perceptions regarding the importance of continuous professional development of any lecturer?

L5: It is quite important to, you can never stop learning and umm...developing oneself only make them umm... happier in their job

because once your developed you well be able to perform, you will be able to see results and I am sure that is... that is... that only makes working easier, and if you understand what you doing and umm... how you should do it, then it is quite important that umm... lecturers need to continuously be involved in their specialization.

RC: What role does Senior Management play in terms of continuous professional development of staff?

L5: Quite honestly I have no idea where they come in...in... my college because umm... I have had communication of the, of the same coming from different people. Sometimes you get some one who just come and tells you that this is what is supposed to be happening and if your interested and sometimes you find that umm...the person you have to go to, you have no idea that they even involved in that, but then, so I do not know where the senior management fall in. Whether they the ones that allocates the duty, or the ones that actually go out and they find out that this is what people should do. I really have no idea where they stand quite honestly.

RC: Briefly explain your understanding of the IQMS.

L5: Umm... this Quality Management System I believe is suppose to review the way we perform throughout in our own different fields. That is what I believe.

RC: Explain your experiences regarding the IQMS implementation at your college.

L5: Unfortunately in my college it seems to always be done in retrospect it

is... it is like it comes it passes and then you doing something about something that is no longer existing. No one really goes and verifies this internally. Maybe someone outside and you find after having done it, sometimes the... the format has changed. I do not know whether it have arrived late from where ever or who ever it is that requires it to be done. But you just sit down and you do your own assessment. Blatantly that is what I think. I have released, you just sit and you do – if last year you scored yourself 4, then you cannot go to 3 next year because of the... that means your failing somewhere. So you either keep your 4, you...you upgrade yourself.

RC: Do you know about the National Policy Framework for teacher education and development? If yes, what does it entail?

L5: I have looked at it but I have never really bothered to go through it because I believe it does not have anything to do with umm...the TVET situation that I am in. So I really do not know what it entails, I know teachers should know certain things, but I did not really read it to qualify myself as knowing it.

RC: Ok, finally are you developing yourself in your area of specialization?

L5: I would like to, that is why I have applied for the masters, but umm...unfortunately the bursaries on offer with our college do not cater so much. So you tiptoe into it because you have to do it when you also have resources to back yourself, because the amount of bursary that you get is not enough to cater for you to do it and develop yourself as you would like to. So yes and no to an extent because I have to wait to see how much I am offered, how much I can afford, what are my children doing at that point in time, and if I can manage them. That is when I... I go in to do something.

RC: It was an informative experience interviewing you. Thank you for your time and invaluable contributions.

L5: Oh...thank you, thank you for coming to choose me. Thank you.

INTERVIEW TRANSCRIPT 6

Interview with: Miss A Dowling (Lecturer 6)
Date: 08/12/2016
Interviewer: Mr R Chetram (RC)
Duration: 07m 06s
Location: CPD Campus

RC: Welcome and thank you for allowing me to interview you. I will be asking questions on professional development. Umm... In your opinion what do you understand by the concept continuous professional development of lecturers at Majuba College?

L6: Ok, what I understand about umm... continuing professional development as I see – if we look at the norms and standards of an educator, the roles in which we are fulfilling, our professional development would be in terms of our qualifications, it would be also in terms of our ability to assess, to facilitate, to mediate. It is basically where we are fulfilling the department's requirements of what we are. Whether it is going to be our professional behavior, it is going to be our standard and approach within the workforce and also our qualifications to give about quality education.

RC: Can you please share your views on what you perceive as the role of

the SDF in managing continuing professional development of lecturers at the college.

L6: I basically see him/her the SDF as our go between. They are more or less our buffer. I do believe that the HR department they allow and afford for us to do our qualifications. For me the SDF is the individual who must be knowledgeable of the processes that we must fulfill in order to develop ourselves. I would also say that he/she is going to then be our administrator side. They will be our communication link between HR and us.

RC: What is your area of specialization?

L6: Mathematics.

RC: What is your current course of study?

L6: Currently at the moment this year I was fulfilling my PGCE.

RC: What are your perceptions regarding the importance of continuous professional development of any lecturer?

L6: All right. Umm... I would say my perception – if I am going to regard the importance of continual professional development is, I feel that as an educator we are not just having to do, just study because we must study. My perception is we need to more or less also look at it as how you are as an individual as the educator. How you are handling your – well how you are developing in terms of the learners well-being. How you are opening your own perception of the fact that our classrooms are diverse. Are you being closed, are you recognizing the learners

are coming from different backgrounds, are you aware how to handle the diversity of the learners, are you sensitive to disability of learners, are you umm... knowledgeable of your field. That is the other important thing. I may be able to do a education qualification, but I may be limited in my field in which I am teaching. You need to be holistic in your approach to how you are developing as an educator.

RC: What role does Senior Management play in terms of continuous professional development of staff?

L6: The supportive role. I do believe that they need to be there to back us up. I need resources; I cannot just go and get my resources. I want to mediate in my classroom; I want my learners to understand. We in the TVET Colleges are facing learners where English is maybe even their 3rd language. It is a possibility. Resources help with conceptional development. I need the senior team to understand that is we motivate, we need them to step in. They are our final say. Even in terms of resources such as textbooks, certain textbooks are more helpful to the learners. We need them to support us, to understand we as umm... educators is in the field. We are the first umm... experience the learners are having. We speak from the learners side of umm... well their world view basically.

RC: Briefly explain your understanding of the IQMS.

L6: Ok. Briefly? Right um... IQMS – Integrated Quality Management System. IQMS has I have learned with my PGCE and as we are experiencing it now on the TVET colleges, it is a rating system. It is how we look at ourselves or it enlightens us on our...on our strengths and our weaknesses. Umm...we always begin with – as we have been taught – you get your baseline, your aim, you inspire to improve oneself

and then you also become aware of specific areas you need to focus on.

RC: Explain your experiences regarding IQMS implementation as your college.

L6: Ok. Personally. Confusing. Umm...rushed. Last minute. Very often, just quickly fill this. Get this over and done with because we running late with IQMS. I would like to understand IQMS, and I feel sometimes we have not been afforded the chance where it's been explained to us properly. So you always just hoping you have done the correct thing. That is how I feel. IQMS is confusing.

RC: Do you know about the National Policy Framework for teacher education and development? If yes, what does it entail?

L6: Ok, policy framework. The policy framework I am understanding – and I could be wrong – umm... what I am understanding about it is, it also fulfills the norms and standards of educators. It is our roles in which we have to fulfill. It is a holistic role; it is your pastoral role, your assessor role, your mediator role. It is not just being a person that sits and feeds information into your learners. Policy framework also I believe, governs certain legislation such as our White Paper. It is also, it incorporates our...our continuous assessment policy as well. It is basically the guideline within which we work.

RC: Finally, are you developing yourself in your area of specialization? If no, why?

L6: Ok, in my area of specialization I have gotten up to my honors in mathematics. Currently at the moment I needed to get my teaching

qualification, so my area of specialization did take a bit of a rest this year. Next year I will then be developing myself with my masters or the year after. So at the moment, no I am just doing my teaching qualification.

RC: It was an informative experience interviewing you. Thank you for your time and invaluable contributions.

L6: Thank you.

INTERVIEW TRANSCRIPT 7

Interview with: Mr R Coetzer (Lecturer 7)

Date: 08/12/2016

Interviewer: Mr R Chetram (RC)

Duration: 10min 02s

Location: CPD Campus

RC: Welcome and thank you for allowing me to interview you on Personal Development. In your opinion, what do you understand by the concept continuing professional development of lecturers at Majuba College?

L7: I would say umm...continuing – according to me – meaning that it is training and personal development that should be on a ongoing basis, and it is something that should be umm... focused and foundationed at... at... post level 1 lecturers. For instance by meaning that post level 1 lecturers should be umm...able to access studies, able to access... further their studies, and also to have the necessary training and support provided by the CPD campus or in... in this case the whole college to... to support them and to be able to grow then as a individual

to participate and to create a learning environment.

RC: Can you please share your views on what you perceive as the role of the SDF in managing continuous professional development of lecturers at the college.

L7: The SDF which is the Skills Development Facilitator, umm...is.. I would say is the responsible person to ensure that each and every employee of the college or of the company have the equal rights and access to further studies, development and even umm...improving behavior. So therefore this person is something...or a person that should be involved in any company by law in order to make sure that umm... the staff of that company is umm... have access towards further improvement and development of their profession.

RC: What is your area of specialization?

L7: My area of specialization is Hospitality in the broad aspect but also looking at to be precise professional cookery as being a chef. Therefore umm....with my profession I enjoy umm... developing and sharing my knowledge with... with the learners within our Hospitality Department. But basically it is ...it is in the world of food. That is it.

RC: What is your current course of study?

L7: My current course of study is – I am currently busy with my BCS, which is a degree in food and nutrition with Unisa, umm... I am basically in my final year.

RC: What are your perceptions regarding the importance of continuous professional development of any lecturer?

L7: The perception for me is the umm...that each and every employee must have access towards further development. Umm...to some extend I feel that these things, umm... the criteria they use to.... to... umm... to choose people to go for further studies and umm... is umm... not fair to be honest, umm... according to me I feel that only certain staff would be able to currently which will be qualified to... to do – or to enter further studies and... and granted bursaries and those type of things. So it is umm...according to me it is a little bit unfair but in any organization by law it is supposed to be that each and every staff member have access to further studies.

RC: What role does Senior Management play in terms of continuous professional development of staff?

L7: Joh... Senior Management is supposed to be your key towards further studies and further development, but umm... I also feel that management, umm...are not communicating, there is a communicating barrier between the umm... senior Management and their staff. Therefore, umm...there is a lack of communication and in that sense it is – I do not think they commit or they are committed towards umm...developing their staff working under them. And that is a main...major barrier and they have the umm... since they have the umm... monopoly of the game it is easy for them to, umm... pin point specific employees which can be developed under them instead of being open towards each and every one.

RC: Briefly explain your understanding of the IQMS.

L7: IQMS – Integrated Quality Management System—IQMS is there to – for me – to motivate employees. Just a small thank you but IQMS

besides the thank you and besides looking at the financial side of it, IQMS is important to keep staff motivated but also to create and learn staff to have a... a learning aspect an improving aspect to develop themselves as individuals. As all of us are human beings, not all of us are the same, we have got our own small problems and issues and a...through doing IQMS it is easy to pin point the areas where we need improvement and through that I feel IQMS is something which is extremely important and it is ... add a lot of value to our life and profession as a educator.

RC: Explain your experiences regarding IQMS implementation at your college.

L7: At the moment with the IQMS at our college umm...we obviously I have been with the college a few year now, we have been doing it for 7 years, myself. Only thing I have pin pointed is – or...or which I have realized is the fact that people which are out to or supposed to run the IQMS, and... and people that are supposed to give a guide us how to do IQMS properly. Because I feel the IQMS is something that should be honest, it should be something that comes from the individual by being honest is not something that could be thumb sucked and at the moment with us at the college, I think the person which is in charge of IQMS are not work shopping us properly and they are also not giving us the correct guidelines on how to properly do IQMS. And for that reasons, umm...previously it's created camps between staff members as for some staff received their IQMS umm... increment some do not due to the lack of proper communication and the lack of filling in the correct paperwork.

RC: Do you know about the National Policy Framework for teacher education and development? If yes, what does it entail?

L7: According to me the National Policy Framework for teachers education it is basically – I am not going to go broad – it is basically – for me – it is basically a guide, a guide to in relation with respect umm.. to my profession, to my behavior, and even to my personal development. Umm...it is a guide which is implemented after 1994, umm... and this guide also have a lot of legislation which need to be guided by and umm... this... this guide or this legislation also affects our daily umm... education system in the sense of after 1994 changing to OBE systems outcome based umm... so there is a lot of – this national policy framework – has got a lot of guide for me and you as educators to improve ourselves and to just guide us on what need to be achieved. Umm...this guide also full fills our norms and standards of an educator that is why we got the NQF umm... framework so that it can guide us according to exactly where umm... you know what we need to work on, and what NQF level, specific standards. Because if you do not have a framework system like this as such umm...the whole system would fall apart. There will not be a purpose of achieving something specific for me and you as a educator.

RC: Finally, are you developing yourself in your area of specialization? If no, why?

L7: Umm...to some extend I would say yes I am, like I said I am busy furthering my own studies, I am busy with a degree in Food and Nutrition. But besides that I am also interacting with my....umm... with umm... companies in our field outside the... outside in the world of work. We also engage our students and myself into further things, like umm...umm... professional cookery courses and competitions and so such things so we are out in the community as well giving people advice about the whole industry, assisting them. So I think besides the

being in a bubble inside the world of ...or inside work, there is also things which I am participating in, umm... out in the community.

RC: It was an informative experience interviewing you, thank you for your time and invaluable contribution.

L7: Thank you, you are welcome.

INTERVIEW TRANSCRIPT 8

Interview with: Mrs S Singh (Lecturer 8)

Date: 08/12/2016

Interviewer: Mr R Chetram (RC)

Duration: 5min 33s

Location: CPD Campus

RC: Good morning and welcome to your interview on um... Professional Development. In your opinion, what do you understand by the concept Continuing Professional Development of lecturers at Majuba College?

L8: Umm..concept of Continuing Professional Development is umm.. a tool whereby they are going to umm.. give lecturers the opportunity to advance in there field of specialization to get equipped more learning styles umm... teaching strategies, learning strategies and to be on par with the education system of South Africa.

RC: Can you please share your views on what you perceive as the role of the SDF in managing continuing professional development of lecturers at the college.

L8: The SDF, I think, is a umm...very crucial umm... team in any institution, especially when it comes to education, because they are supposed to identify needs that umm... have to be fulfilled in the education system, and therefore I would say they have a very, very important role to play in developing the lecturers with regard to professional development.

RC: What is your area of specialization?

L8: My area of specialization is English umm...regarded as First Additional Language.

RC: What is your current course of study?

L8: At present I am doing my honors degree in education.

RC: What are your perceptions regarding the importance of continuing professional development of any lecturer?

L8: The most important thing is that every lecturer should be continually developing himself or herself, because it would actually umm... empower them to perform their duties properly. They are umm...enlightened and acknowledged or become knowledgeable or what is happening in the education field with... within the institute as well as internationally with the education systems, change in curriculum, change in information. So it is very, very important that they should be continuously developed.

RC: What role does Senior Management play in the continuous professional development of staff?

L8: Here, in our institute, the only – in my opinion – the only support that

we do get from Senior Management is financial support, and umm... I also feel that they do not really look or do research into what is required by the staff. So basically the support we do receive is only financial support.

RC: Briefly explain your understanding of the IQMS.

L8: Basically the IQMS is where the lecturers or educators umm... evaluate themselves. It's a ... it's a management system where they see where they are lacking umm... skills and that need to be developed and they have a management system or a management plan for future development.

RC: Explain your experiences regarding IQMS implementation at your college.

L8: Here I do not really can provide much information because we are supposed to be evaluated by peers and colleagues and management which has not happened as yet, umm... so we basically do as and because it is required we have not given it the importance that it should have.

RC: Do you know about the National Policy Framework for teacher education and development? If yes, what does it entail?

L8: Ja, the National Policy Framework is all about the norms and standards that educators should follow. It is basically about developing professional development how to practice, how to perform duties, with regard to administration to learning and teaching experiences. So it is all about the framework where we have to work towards the education

system. Umm... it linked in with the umm... educational institute.

RC: Finally, are you developing yourself in your area of specialization? If no, why?

L8: I umm... initially said my specialization is English First Additional Language, and no, definitely I am not developing myself in that area, umm...because when I wanted to further my umm... specialized field, the requirement are ... are... umm... to say to an extent I do not meet them, so what happens is we go for a general qualification, and therefore I... I... for myself – and I know of other colleagues – that do not look at their specialization simply because we are forced to do a qualification to stay in the system.

RC: It was an informative experience interviewing you. Thank you for your time and for your invaluable contributions.

INTERVIEW TRANSCRIPT 9

Interview with:	Charlotte Swemmer (HR)
Date:	12/12/16
Interviewer:	R Chetram (RC)
Duration:	11min 06s
Location:	Central Office

RC: Good morning and thank you for allowing me to interview you, hmm... on hmm...Professional Development.
What policies and procedures do you use to guide yourself in the selection and allocation of bursaries for staff?

HR: Hmm... as from 2015 Majuba TVET College used the Department of Higher Education and Training policy DHET 0016. Prior to that when we were allocating bursaries based on NSF Funding, we used the hmm... policy from hmm... Department of Education Kwazulu Natal and also the hmm... Provincial Treasury practice notes FM 18 of 2006 and we applied the PSCBC Resolution 1 of 2012.

RC: What criteria is used when allocating bursaries to staff?

HR: Hmm... the intended field of study must meet the skills need of the department; it must build on previous qualifications or be relevant to the post they are appointed in. It must be linked to departmental strategic priorities, thus professional qualifications for lecturers are priority and receive higher funding. Employees must have no debt or incomplete qualifications in respect of previous bursaries awarded.

RC: What is the role of Senior Management in terms of professional development of staff?

HR: Senior Management must determine and communicate the strategic training priorities of the college and must constitute the training bursary committee. They also act as the chair in these committees.

RC: To what extent are the SDF's involved in the management of professional development programs?

HR: In Majuba TVET College there is no formally appointed SDF's. The skills representatives nominated and elected on site level are referred to as site training representatives. Unfortunately individuals are not part of the compilation of the strategic plan and thus not form the

strategic objectives of the college, thus the objectives may reflect personal interest. The site training reps form part of the site training committee where training requests are approved or not approved and then forwarded to the HRD unit that submits it to the HR committee or Senior Management for approval. The site training representative functions are mostly administrative at the campus level. They compile a list of people that required specific training that wish to be nominated for training interventions; they collect training evaluation forms and also distribute certificates.

RC: How can Professional Development Programs be managed more effectively at the college?

HR: Hmm.. I just need clarify... clarification on this question. Are you specifically speaking about the Management of bursaries? The administrative process of managing bursaries or are you talking about the management of training interventions?

RC: The management of training interventions.

HR: What would you consider as ineffective at the moment?

RC: Hmm... I'm not saying that anything is ineffective.

HR: Ok, so for...

RC: I just want to know how it can be managed more effectively.

HR: I would say, hmm... the administration of the training interventions are all according to procedure. The biggest-- Where it is not effective-- Is the fact that the HRD unit does not form part of the strategic college committee. In the past the Department of Education had already

strategic training priorities in the strat plan that we as a college had to adhere to. Currently there is not strategic training priorities given to us in the strat plan, so it is upon the Senior Management to derive the training objectives from the strat plan. Hmm...from the teaching and learning improvement plan and the annual performance plan. That information is not given through to the HRD unit, so that is the biggest stumbling block in that respect because all training has to be guided by the strategic plan. Also another stumbling block is the fact that staff do not complete the PMDS the Performance Management Appraisal System and the IQMS for Educators correctly. In Majuba for the past few years it is more-- it has more been a paper exercise, because to establish your training needs and to align them to the strategic priorities, you need to hmm... source it from the performance appraisal. You do not do a skills analysis where you just send out a template where you say "What training do you want?" You need--- it has to be linked to something concrete, and that something concrete is a performance appraisal. So those two things are the biggest stumbling block to manage training effectively because every time there is a training request you have to convene the HR committee to establish if it is in line.

RC: So would you say that IQMS in... in... the different sites are not handled correctly?

HR: Correct. Staff.... Staff that has been employed for 20 / 30 years claim they do not know how to do the IQMS correctly. So we have been tasked to liaise with the Department of Higher Education to ensure that everybody next year will receive that training again.

RC: What strategies could be established to enhance continuous

professional development at the college?

HR: Hmm...to enhance it I would say that hmm... you need to again start at the beginning, the strategic priorities and objectives and, also the performance appraisal. That...to enhance it then if you send people on training then you do a real evaluation of the impact of the training. Currently the HR department does have employees complete a training evaluation form. But that training evaluation form is more their opinion on the training provider, and their opinion if the training was worthwhile. To establish if training is really worthwhile, you need their supervisor to evaluate them, then to tell us yes the employee did improve or not.

RC: Ok. What are your perceptions regarding the importance of continuous professional development of any lecturer?

HR: I think it is very important, not just the professional qualifications, because Majuba as a TVET college, we appoint staff based on their academic qualifications, because we are a TVET college we do not want necessarily a educator we want somebody that knows how engineering works and appoint them. They have to be experts in their academic field. The problem comes in, in Majuba unlike a school it is twofold. Because academics and professional qualifications weight equally. Because you can appoint somebody from industry but they might not have the knowledge and skill how to convey the information on knowledge they have, so that is why it's all... it has also been a national priority to have all these lecturers trained as educators. Now..... since we are not a school, we have also encourage staff to After they have done their initial professional qualification to develop themselves further on the academic qualifications. Also because of the migration of the college to Department of Higher Education, we wanted to align our lecturers more to university lecturers, because you do not

have a university lecturer that has a National Diploma and are teaching students to obtain a National Diploma. It does not make sense. The lecturer always has to have a higher Much higher qualification than the students they teaching to obtain that qualification. So for example: in Majuba we did not want people just to have a National Diploma, they should have an advanced Diploma. So that was what our aim was, and then our aim grew when hmm... we ... when it was Nationally identified that research is a very important component, because to appoint outside individuals to do research in the TVET sector is not always appropriate because they do not understand the sector. Yes they come with other knowledge but if we could establish teams were delegates from the TVET College can assist with the research it would be much more worthwhile. So, with all training and stuff you have to look at the bigger picture, and not the bigger picture for individual, as such, but for the country. That is why for next year we want to really start focusing on hmm... the decade of the artisan where we have lecturers that maybe went to a university, got a technical qualification in engineering but they have never done a trade test. Now trade testing is very important especially in a vocational institution. You can convey theory, but theory does not help the students in industry. So all our priorities and objectives has to be aligned with what national plans are.

RC: It was an informative experience interviewing you. Thank you for your time and your invaluable contributions.

HR: You are welcome

ANNEXURE F BURSARY POLICY

INTERNAL BURSARY CIRCULAR 1 OF 2015

TO: REGIONAL OFFICES

COMMUNITY EDUCATION AND TRAINING (CET)

TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET)

Proposed outline for the requirements for the application for the internal bursaries for 2016/17

Requirements for applications:

1. Applications are limited to **only permanent employees of DHET including TVET and CET College employees as well as regional offices** who wish to obtain undergraduate and post-graduate qualifications through a Public Higher Education and Training Institutions. **Please note that employees who are still on probation do not qualify.**
2. The field of study must be relevant or supportive to the core functions and strategic priorities of the Department.
3. Applications are subject to the availability of funds and recommendation and approval by the Departmental Bursary Committee and the Director-General, respectively.
4. An applicant complies with the admission requirements for the identified course.
5. Applicant to submit a motivation from their manager/supervisor confirming the relevance of the intended field of study to the Department and the extent to which such studies will add value to the Department and the employee's career development.
6. A fully completed and signed bursary application form is submitted to the Training unit on or before the closing date. Incomplete application forms will not be accepted.

7. The bursary will cover registration, tuition and examination fees, i.e. *total tuition costs*, as well as *material costs* up to a maximum of R2 000 in respect of books and other materials prescribed by the institution for compulsory subjects.
8. A bursary will be awarded on condition that an employee has no debt in respect of prior study obligations.
9. Once a bursary is awarded, the successful applicant will be required to enter into a signed contract with the Department.
10. No copies will be accepted even if certified.
11. The Department will not be liable to pay for penalties accruing from late registrations.

Required Documents

12. The following must be attached to the application form:
 - certified copy of ID and all qualifications, i.e. Std10/Grade 12 certificate, or diploma or degree;
 - the proof that they do meet the requirement for the qualification they wish to study towards;
 - the statement of study fees which include the **estimated study cost for academic year 2016 and the estimated study cost for the entire qualification.**

Submission of TVET College Applications

- All the bursary applications must be submitted to Bursary Office of the colleges and centers by the closing date.
- The TVET and CET colleges should be guided by the DIET bursary policy.

Bursary Administration Process

1. Invite all qualifying employees to apply for bursaries through News Flash or Circulars;
2. Receive, capture and analyse the applications;
3. Coordinate the bursary committee meeting for adjudication process;
4. Bursary Committee make recommendation;

7. The bursary will cover registration, tuition and examination fees, i.e. *total tuition costs*, as well as *material costs* up to a maximum of R2 000 in respect of books and other materials prescribed by the institution for compulsory subjects.
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4. Bursary Committee make recommendation;

5. Compile a submission for the DG's approval **(To be advised)**;
6. Communicate the outcome of applications to all applications;
7. Coordinate the signing of contracts, consent and declaration forms;

Monitoring of bursaries

1. Develop the database for bursary holders;
2. Coordinate the payments of bursary holders;
3. Monitor the progress of bursary holder's through submission of examination results;
4. Conducting bursary audit;
5. Request the bursary holders to submit their transcripts and certificates upon completion; and
6. Inform the employees of the Department about the achievements of learners through News Flash by posting their photos.

Functions of adjudicating committee

1. Adjudicate on all applications and awarding of bursaries and to ensure that the processes are followed in a fair and equitable manner.
2. Ensure that the intended field of study is appropriate to meet the skills needs of the Department.
3. Ensure that the approved budgeted amount is not exceeded.
4. Review the awarding of bursaries to applicants annually and recommend renewal based on the previous year's academic performance.

Extension of the closing date from 31 October to 15 November 2015

The closing date for the 2016 Bursary applications has been extended to 15 November 2015.

The Training and Development unit has been informed that institutions are unable to issue out quotations for the 2016 academic year studies as the fee structure is not yet finalized for most tertiary institutions.

Kind regards

Ms LC Mbobo
Deputy-Director General: Corporate Services
Date: