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Implementing continuing professional teacher development: policy and practice

First submission: 28 August 2009

Acceptance: 16 September 2010

It is important for South African teachers to be appropriately equipped to meet the growing needs and challenges of the country. The dire need for suitably qualified teachers is addressed in South Africa's National Policy Framework for Teacher Education and Development. This article attempts to address the problem of how Continuing Professional Teacher Development (CPTD), as stipulated by the National Policy Framework, can be implemented to create a collaborative learning culture in schools. The article uses the conceptual frameworks for collective learning to interpret the literature and the findings.

Die implementering van professionele onderwysersontwikkeling: beleid en praktyk

Dit is belangrik vir Suid-Afrikaanse onderwysers om goed opgelei te word om in die groeiende behoeftes en uitdagings van die land te voorsien. Die ernstige behoefte om in die nood van toepaslik gekwalifiseerde onderwysers te voorsien, word aangespreek deur die Suid-Afrikaanse Nasionale Beleidsraamwerk vir Onderwysersopleiding en Ontwikkeling. Hierdie artikel poog om die probleem van hoe Voortgesette Professionele Onderwysersopleiding, soos gestipuleer deur die Beleidsraamwerk, geïmplementeer kan word om 'n kollaboratiewe leerkultuur in skole te skep, aan te spreek. Die artikel gebruik die konsepsuele raamwerke vir kollektiewe leer om die literatuur en bevindinge te interpreteer.

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Acta Academica
2011 43(1): 211-233
ISSN 0587-2405
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<<http://www.ufs.ac.za/ActaAcademica>>

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The twenty-first century demands that all professionals in organisations learn to meet the challenges and cope with the changes that are rapidly taking place in their environments (*cf* Retna 2007, Vemić 2007). The quality of teaching and learning in such environments is also being severely challenged (*cf* Doring 2002, Smith & Gillespie 2007). Research corroborates the contention that highly skilled teachers do make a difference to the quality of teaching (*cf* King & Newman 2001, Van Eekelen *et al* 2006, *Teachers for the 21st century – making the difference* 2008). There is also widespread agreement that developing teachers professionally is the optimal answer and is indispensable to bringing about sustainable school improvement, for the ultimate improvement of student learning.¹

Recent studies clearly point to professional development (PD) that is linked to subject content and pedagogy as the key to improved learner performance (*cf* Smith & Gillespie 2007, Vemić 2007). In addition, teachers “who engaged in sustained, collaborative professional development around specific concepts in their curriculum were more likely to change their teaching practice in ways associated with greater student achievement” (Negroni 2005: 72). The school context itself is an important element influencing the extent of the impact of professional development (Meiers & Ingvarsin 2005). This implies the need for professional learning communities in which teachers learn and work together and focus on student learning (Sparks 2003).

When learning is viewed as a social activity, individuals will experience improved learning as members of a team or group. Rose (Doring 2002: 7) mentions that focusing on individuals is incorrect. The approach should rather be on the school as a whole where the “associated emergence of a ‘team culture’ with an instrumental function of improving teaching and learning becomes a key component of professional growth” (Doring 2002: 7). The movement for teacher professional communities within schools grew from the belief that one cannot take individual

1 *Cf* Boyle *et al* 2005, CPDT 2006, Desimone *et al* 2006, Meiers & Ingvarsin 2005, Vemić 2007.

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teachers out of their environment, train and change them, then put them back into the same environment and expect them to change that environment (Smith & Gillespie 2007). Rather, teachers need a community of like-minded teachers within the school, so that they can learn together about their work as they apply that learning.

South African schools are viewed as being in “in crisis” (Paton 2006: 1) and in “a state of disaster” (Bloch 2008: 19) with more than enough reason to be discouraged (Beeld 2008: 16). In this regard Paton (2006: 1) declares: “Poor quality teaching is the key reason why the education system is failing so many schools”. The *Report of the Ministerial Committee on Rural Education* (2005) regarded the limited access of teachers to PD as a critical area for change (RSA 2007: 5). The *National policy framework for teacher education and development* is an attempt to address the need for suitably qualified teachers in South Africa (RSA 2007: 5). This policy focuses on two complementary subsystems, namely initial professional education of teachers, and Continuing Professional Teacher Development (CPTD) (RSA 2007: 2). For the purpose of this article the focus will be on CPTD since teachers in the current system are not equipped with the necessary knowledge and skills. In Steyn’s study participants were of the opinion that official PD programmes presented by the Department of Education “had little or no impact on their schools” since they were too theoretical in nature with little practical value for teachers (Steyn 2010: 356).

Although constructive contributions have been made to understanding the professional development of teachers in general, limited research has been done to indicate how CPTD, as stipulated by the National Policy Framework, can expand individual teacher development to include a contribution to the creation of a collaborative learning culture in schools for the sake of quality education. How can CPTD, as stipulated by the National Policy Framework, be implemented to create a collaborative learning culture in schools? Addressing this issue may influence the implementation of the policy.

A policy analysis (McMillan & Schumacher 2006: 448) of CPTD in the National Policy Framework was done to determine its contribution to improving teacher learning by including a collective learning culture in schools apart from focusing on the development of individual teachers. As such, a qualitative research design was employed to address the research question. The approach involved a case study since it examined a bounded system, namely the CPTD in the National Policy Framework (McMillan & Schumacher 2006: 26): “A case study promotes better understanding of a practice or issue and facilitates informed decision-making” (McMillan & Schumacher 2006: 333). The research problem was approached from a pragmatic perspective since the effectiveness of the CPTD’s implementation in practice is considered crucial. This is also supported by Mundry (2005: 14) who states that policymakers and education managers should invest in these more “practice-based” approaches to professional learning for teachers (Mundry 2005: 14). For this study the data collection method included a policy analysis (McMillan & Schumacher 2006: 448) of CPTD, in particular, and other relevant documents and studies. Using documents as a data collection technique may shed light on the phenomenon being investigated (Nieuwenhuis 2010: 82), in this instance the means in which CPDT can be effectively implemented to create a learning culture in schools.

The National Policy Framework states that the new CPTD system attempts to ensure that current initiatives devoted to the PD of teachers contribute more effectively and directly to the quality of teaching (RSA 2007: 25). In addition, the underlying principle for continuing professional development is that “teachers, individually and collectively, will have a high degree of responsibility for their own development” (RSA 2007: 26). Meiers & Ingvarson (2005: 16) support this view, stating that collective learning is important for positive changes to occur in schools. The present article therefore aims to indicate how CPTD, as described in the National Policy Framework, can be utilised to create a collective learning culture in schools. The success of the

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Policy Framework cannot be guaranteed unless collective learning within schools has been considered.

1. Theoretical framework

In current literature, learning in organisations is repeatedly presented on two levels, the individual and the collective, This implies that individual learning is an essential but inadequate prerequisite for collaborative learning in and development of organisations.² Lee & Roth (2007) argue that previous theories on learning in organisations ignore the fact that individual learning and learning in organisations mutually support each other. They succinctly add that “dynamic and expansively learning organizations presuppose dynamic and expansive individuals; dynamic and expansive individuals presuppose dynamic and expansively learning organizations” (Lee & Roth 2007: 104-5). Stacey (2003) argues that individuals cannot learn in isolation since learning is in essence an activity of interdependent people. Moreover, when staff members learn collectively, they are in a better position to react to external challenges. Doring (2002: 7) believes that the “associated emergence of a ‘team culture’ with an instrumental function of improving teaching and learning becomes a key component of professional growth”, which may assist staff in addressing the challenges they are facing.

According to the situated learning theory, there are two basic principles: active learning takes place as a function of the context, culture and activity in which it occurs, and social participation is a critical element of situated learning (*cf* Wenger 1999, 2000 & 2007). Wenger (2000: 227) defines learning as an interaction between personal experience and social competence. He identifies various ways “to take charge of learning, to direct it, to demand it or to accelerate it” which *inter alia* include CPTD programmes (Wenger 1999: 33). Communities of practice form when people “engage in a process of collective learning in a shared domain of

2 *Cf* Curado 2006, Hodkinson & Hodkinson 2005, Lee & Roth 2007, Senge 1990.

human endeavour” (Wenger 2007: 1). He believes that “communities of practice” represent a prerequisite for learning and are also at the centre of individuals’ meaningful learning (Wenger 2000: 229).

Wenger’s viewpoint is in line with that of Senge (1990) who suggests that learning should be placed in the context of the lived experience of people’s participation in the world. Senge (1990) identifies five “components”, each of which develops separately and provides a critical dimension in organisations that can positively influence learning:

- Systems thinking

The underlying notion is that when the members of an organisation are “thinking” systematically, underlying patterns of events, trends and responses can be identified and changed. In this approach the organisation is the basic unit of analysis.

- Personal mastery

Personal mastery requires people to begin building an organisation by viewing themselves as individuals first. It is the discipline of “continually clarifying and deepening our personal vision, of focussing our energies, of developing patience, and of seeing reality objectively” (Senge 1990: 7).

- Mental models

Mental models are deeply ingrained assumptions, and generalisations that influence people’s understanding of the world. They affect the way in which people act. To take advantage of accelerated learning within organisations, people need to expose their own mental models to the thinking influence of others.

- Building a shared vision

This involves the skills of finding shared “pictures of the future” that foster genuine commitment rather than compliance (Senge 1990: 9). Such a vision has the ability to uplift staff and to encourage innovation and experimentation.

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- Team learning

The “team learning” dimension of the Senge model is in accordance with Wenger’s communities of practice and draws on the view that teams constitute an effective means whereby organisations learn and people are able to enhance their personal mastery skills.

In line with Senge’s model, Goh (2003) identifies five key characteristics as conditions for effective learning to occur in organisations: a clear vision and mission of the organisation should be articulated to members in the organisation/school because all individuals should understand their contribution towards realising the vision and mission; school leaders should be committed to the learning process, they need to empower teachers to become involved in their own learning and to develop a collective learning culture in the school; it is necessary to continuously experiment with new methods to improve practice, but such experimentation should also be encouraged and acknowledged; effective communication plays a key role in transferring knowledge; teamwork and group problem-solving is important for individuals so that they can assist one another in developing the necessary knowledge and skills and accomplishing the organisation’s goals. In summary the different models support the necessity for teamwork and collective learning for the sake of quality teaching and learning.

2. Continuing professional development (CPD)

The traditional professional development model that has dominated PD for decades is characterised by one-session workshops, seminars, lectures and courses³. This model is based on the assumption that learners will benefit when teachers acquire knowledge and skills by attending these one-session workshops, seminars, lectures and courses. Although this model has some advantages, studies show that short-term workshops and training sessions have not been effective (Robinson & Carrington 2002, Smith & Gillespie 2007). In addition, CPD should not only be

3 Cf Boyle *et al* 2005, CPDTS 2001, Lee 2005, Smith & Gillespie 2007.

associated with attending training courses/formal programmes after or outside school (CPDT 2006).

Effective CPD of teachers can be described as learning that occurs in everyday practice within schools, is linked to the learners' and teachers' learning needs, is adapted to meet the specific conditions or contexts of participants, and continues over a period of time (Silins *et al* 2002). "Building bridges" in *What is Professional Learning?* (2007) succinctly describes CPD as follows: It is "the bridge between where (we) are now and where (we) need to be to meet the new challenges of guiding all students in achieving higher standards of learning and development". This view is also supported by Gray (2005), Vemić (2007) and the anonymous author of *Teachers for the 21st century* (2008) who emphasise CPD as continuous and lifelong learning so that learning may contribute to improve quality and performance in schools. In this process teachers accept greater responsibility for their own learning and development and develop a greater sense of collaboration to improve teaching and learning in schools and ultimately improve learners' performance (Ingvarson 2005).

In line with the conceptual framework based on Wenger, Senge and Goh, there are essential elements for CPD. It is necessary that the education system supports schools to embed CPD effectively in their school practices. This support includes contextual factors such as education system policies, school-wide factors and the supportiveness of the school community which may influence the development of teachers' professional knowledge and skills (Meiers & Ingvarson 2005: 42). In addition, linking CPD with school development is crucial for the effectiveness of learning in schools. This implies that effective CPD programmes need to focus on the subject content and pedagogical skills as well as agreed student learning outcomes in CPD programmes (*cf* Desimone *et al* 2006, Mundry 2005, RSA 2007). Within such programmes school leaders play a key role in the learning process, and they need to collect evidence that the CPD of teachers has taken place (Dymoke & Harrison 2006). Their role is to promote a culture that honours teachers' learning and to encourage them

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to share their learning with colleagues. This may ultimately lead to positive changes in the CPD culture and practice of the school. Apart from the important role of leaders, teachers are responsible for their own growth and development, they need to reflect on their teaching practices and they have to work with other staff members to improve their teaching strategies (*cf Teachers for the 21st Century* 2008, Van Eekelen *et al* 2006). This implies the creation of a collegial culture where teachers continuously utilise their strengths and complement one another's knowledge and skills to advance a deeper awareness of practice and to improve the quality of education.⁴ Such a collegial culture creates more effective teaching and an ownership of teachers' professional learning (Boyle *et al* 2005). Within this conceptual framework feedback is an indispensable element of learning since there is no guarantee that staff will learn from their professional actions without appropriate feedback (Lam & Pang 2003).

Table 1 provides the components for collective learning which are derived from the models of Wenger, Senge and Goh and the literature on continuing professional development (CPD). This framework will be used to interpret CPTD in the Policy Framework and to indicate how CPTD in the policy may be utilised to include collective learning within schools.

4 *Cf* Bezzina 2002, Dymoke & Harrison 2006, Lee 2005, Retna 2007.

Table 1: Expanding individual learning to include collective learning

Collective learning	
Context (Workplace)	<ul style="list-style-type: none"> • Quality leadership and empowerment • Conditions conducive to collaboration • Teachers' commitment • Shared vision
Activities	<ul style="list-style-type: none"> • Active participation • Problem solving • Experimentation • Reflective dialogue • Teamwork

In the light of the theoretical framework and the literature on CPD, it is important to provide a brief overview of continuing professional teacher development (CPTD) in the National policy framework for teacher education and development in South Africa in order to address the research question.

3. The national policy framework for teacher education and development in South Africa with special reference to CPTD

CPTD endeavours to suitably equip teachers to meet the demands and challenges of a democratic South Africa (RSA 2007: 1). It ultimately aims to allow learners to “learn well and equip themselves for further learning and for satisfying lives as productive citizens, for the benefit of their families, their communities and our nation” (RSA 2007: 25). The CPTD system *inter alia* strives to contribute to the improvement of teachers' teaching skills by equipping teachers to effectively execute their demanding and challenging tasks; continually improve teachers' performance, thus providing quality education, and adequately equip teachers by improving their professional confidence, subject knowledge and pedagogical skills (RSA 2007: 1, 21).

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The policy acknowledges the importance of content and pedagogical knowledge and teachers' willingness to reflect upon their practice (RSA 2007: 16). As a result, CPTD must predominantly focus on content knowledge, but not to the exclusion of pedagogical knowledge and skills (RSA 2007). All South African teachers must be registered with the South African Council for Educators (SACE), the statutory body for professional teachers, as a condition for practising as a teacher (RSA 2007: 18). It is also the overall responsibility of the SACE to ensure quality and to implement and manage CPTD (RSA 2007: 19). As such, the SACE will accredit professional development activities, programmes and courses if these meet specified criteria (RSA 2007: 19). All registered teachers have to earn PD points by choosing approved professional development programmes to meet their development needs (RSA 2007: 18). The implementation of the point system is planned for January 2011 (SATU 2009). Teachers can accumulate PD points by means of school-led, employer-led, qualification and/or self-chosen programmes offered by approved providers (RSA 2007: 17).

The CPTD policy predominantly focuses on individual learning due to the fact that individual teachers receive PD points when participating in activities, programmes and courses offered by approved providers. Awarding PD points for attendance may reward passivity among staff members. Crediting staff should rather be made once a technique has been implemented and assessed. In addition, Vemić's study (2007) shows that requiring PD points may also have a negative impact. Staff members in Vemić's study viewed CPD as an imposed requirement rather than an approach to improving their potential. They "do not realize that by improving their performance they may contribute to the results of the organisation in which they work" (Vemić 2007: 13).

4. Developing a collective learning culture in schools

The long-established culture of teacher isolation and the limited time available for interaction among staff members have not promoted interaction and cooperation between teachers (Robinson & Carrington 2002). The model for collaboration among teachers expects isolation among teachers to end so that they can work together as professionals (Bezzina 2002). This model attempts to develop a more collegial culture in schools, thus nurturing CPD opportunities through numerous activities where teachers reflect as individuals and in teams on matters that influence their everyday worklife (Bezzina 2002). The following conditions need to be met in order to create a collective learning culture in schools:

4.1 Establish shared norms and values

Staff members collectively identify and determine the values that are key to the existence of the school, helping them to attain the goals of the school (Bezzina 2002). A strong school culture consists of a shared purpose for learners' learning; collaboration between staff to achieve the purpose; reflective dialogue to address challenges in the school, and opportunities for staff to influence the school's activities and policies (King & Newman 2001). This condition is also supported by Senge (1990) and Goh (2003). CPTD does not explicitly indicate the establishment of shared norms and values for collective learning in schools. However, it attempts to provide teachers with clear guidelines about CPD activities for their personal growth and an expansion of a wide range of such activities to assist them in their professional growth (RSA 2007: 17).

4.2 Institute a school policy relating to CPD

A report from the Office of Her Majesty's Chief Inspector of Schools in Britain indicates that the lack of a school policy relating to CPD was a significant obstacle to school improvement (CPDT 2001). This implies the need for teachers to participate

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in formulating the policy and instituting corresponding action plans. The active involvement of teachers in this process must be acknowledged and counted towards CPD (CPDT 2006: 7). As national policy, CPDT lacks clear emphasis on the institution of school policies to enhance CPD in schools. The poor performance of learners, according to the 2003 TIMMS report (RSA 2007: 17), may serve as driving force behind the focus on individuals and their professional development, but negates the importance of other factors in the professional development of teachers.

4.3 Introduce reflective dialogue

Reflection develops a deeper awareness of the teaching practice (Bezzina 2002). Collective commitment to reflection implies that staff members should have regular meetings to discuss their practices. Kirkwood & Price (2006) are of the opinion that it may be difficult for staff members to engage in reflecting upon their classroom practices. It therefore requires time and effort on the part of the school to support reflective dialogue and to accommodate “possible hostility from staff members who may find reflection very uncomfortable” (Kirkwood & Price 2006: 9). Wenger (2007), Senge (1990) and Goh (2003) support dialogue between staff members. CPTD does not explicitly recognise the value of collaborative learning in sustaining CPD, since its main focus is to develop individual teachers and reward them accordingly. Although it acknowledges school-driven CPD programmes as relevant activities (RSA 2007: 18), schools may experience difficulties in endorsing such programmes to earn points for individual teachers. This policy therefore neglects to explicitly acknowledge the necessity of a collaborative learning culture in schools for the sake of improved teacher learning.

4.4 Initiate collaboration among staff members

Collaboration between teachers is crucial to the learning of professionals.⁵ It will therefore contribute towards developing a

5 Cf Dymoke & Harrison 2006, Boyle *et al* 2005, Lee 2005, Ingvarson 2005,

positive school culture that is committed to the creation of better learning opportunities for all (Robinson & Carrington 2002: 240). As mentioned earlier, CPTD focuses on the growth of individual teachers. As such the initiating collaboration among staff members in schools does not receive the attention it requires for effective CPD.

In schools where there is collaboration among staff, teachers regard one another as resources with the shared value of providing high-quality education for all learners (Robinson & Carrington 2002). They utilise one another's strengths and complement one another's skills and knowledge, which establishes ownership of their own professional learning and leads to more effective teaching and learning (*cf* Robinson & Carrington 2002, King & Newman 2001). Collective learning serves to bridge the gap between the individual and the organisation because by "developing individual and team learning, the organisation will begin to become a learning one". What is a learning organisation? This implies that colleagues have to engage in regular informal and formal collaborative interactions relating to topics identified by the group or team, with opportunities to examine new information, reflect on classroom practices and analyse outcomes (Meiers & Ingvarson 2005). Wenger's (2007) "communities of practice", Senge's (1990) "team learning" component, Goh's (2003) "teamwork and group problem solving" characteristic and Hodkinson & Hodkinson's (2003) "social structures in the workplace" support the need for collaboration and teamwork.

A school culture may hinder opportunities for professional discourse about teaching and collaboration among colleagues (Doring 2002: 6). Although teachers may be willing to reflect on their practice and work with others and focus on teaching and learning and learner performance, there may not be sufficient support in the form of allocating time, resources and supportive leadership for them to do it. It is therefore a challenge for schools to deliberately create an effective learning culture among their staff. A collaborative learning culture aims to develop a shared

Meiers & Ingvarson 2005.

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understanding among staff members by means of ongoing and regular discussions concerning teaching practice (Campbell & Uys 2005). The ideal in a school is therefore to develop among staff members' knowledge and skills that are beyond what can be achieved by a single individual (Campbell & Uys 2005).

Although the CPTD does not explicitly mention collaborative learning, certain methods can be considered to enhance a culture of learning among teachers in schools. First, different types of meetings can be conducted (Smith & Gillespie 2007) and various school-arranged PD activities can be instituted. These include professional sharing meetings (by grade level), subject/content development meetings, and monthly whole staff training/sharing sessions to provide teachers with regular opportunities for professional learning that is closely tied with the school's goals of quality teaching and learning (CPDT 2006: 24). Secondly, teachers can arrange to participate in co-teaching (CPDT 2006). Jointly they need to prepare thoroughly, conduct evaluation sessions after lessons together and record their learning reflections in diaries on collaborative teaching. When PD is built into these routine practices, it may address teachers' professional needs more effectively (Meiers & Ingvarson 2005). Lastly, inexperienced teachers may be paired with experienced teachers to observe their lessons (CPDT 2006). Peer observation may lead to improved collaboration among colleagues (CPDT 2006). Gray's study (2005) indicates that teachers were very enthusiastic about observing peers teaching the same or similar subjects.

4.5 Establish conditions conducive to collaboration in CPD

Meiers & Ingvarson (2005: 16) are of the opinion that to improve "teacher capabilities without changing the conditions that influence the opportunities to use these capabilities is often counter-productive". Certain conditions for collaboration in CPD can be considered.

First, a special CPD committee can be established within the school. This committee can serve a dual purpose: planning and

organising school-based PD activities for teachers and “acting as a bridge” between school management and staff members (CPDT 2006: 32). It can disseminate information, collect views in the process of formulating a school-based CPD policy and plan how to deal with CPD issues.

Allowing time for collaboration in CPD can be considered a second condition conducive to collaboration in CPD. Although cooperative learning for learners is encouraged, teachers very often are not provided with the time and the necessary support to promote collaborative learning (Silins *et al* 2002). Blocks of time need to be scheduled to allow time for teachers’ participation in CPD (CPDT 2006). Smith & Gillespie (2007) believe that, if no time or little time for synthesis, integration and planning beyond PD programmes is provided, this may result in inadequate preparation for application. In addition, when CPD has a longer duration it helps teachers to learn more about their practice, especially if it includes follow-up and feedback (Smith & Gillespie 2007).

Thirdly, feedback on CPD is crucial for creating collaboration in schools. Feedback to teachers on their professional development is widely supported.⁶ As mentioned earlier, CPD is most effective when it is a continuous process that involves individual follow-up through supportive observation and feedback, staff dialogues, mentoring and peer coaching (Robinson & Carrington 2002).

Mentoring is considered a fourth condition to enhance collaboration in CPD. According to Meiers & Ingvarson (2005: 16), CPD “should incorporate evaluation of multiple sources of information on learning outcomes for students and the instruction and other processes that are involved in implementing the lessons learned through professional development”. As a result of their CPD and subsequent teaching teachers are able to show that, compared to previous performances, their learners improved their results, made progress which is “as good as or better than other

6 *Cf* Lam & Pang 2003, Birman *et al* 2000, Ingvarson 2005, Meiers & Ingvarson 2005.

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learners nationally”, are “motivated, enthusiastic and respond positively to challenge and high expectations” and “as a result, have high standards of behaviour” (CPDTS 2001: 26).

Fifthly, teacher commitment to CPD is important for collaboration to CPD. Teachers are responsible for planning their professional learning (Negrioni 2005). They need to draw up their individual professional development needs based on self-evaluation, and integrate their needs with school development needs (CPDT 2006).

Lastly, effective leadership plays a vital role in enhancing collaboration to CPT. CPT requires a rethinking of school leaders' role. School leaders should view themselves as “learning leaders” responsible for helping schools develop the capacity to attain their shared vision and mission (Lashway 1998). They should be committed to the goal of learning which implies that leaders should empower staff to attain this goal (Karsten *et al* 2000). Effective leadership entails the involvement of school leaders in the learning process, which requires a reflection of teaching and learning practices in the school and a collection of evidence that CPD has taken place (Dymoke & Harrison 2006). It also involves the commitment of leaders to identifying the development needs of staff and appropriate training to meet these needs (Lee 2005). The Policy Framework refers to “sustained leadership and support” for quality education (RSA 2007: 3) and CPTD acknowledges “school-led programmes” for teachers' professional development (RSA 2007: 18), but the role and active involvement of school leaders in CPTD are not explicitly explained or encouraged.

5. Conclusion

Although there is a difference between individual learning and collective learning, individuals are important in collective learning since individuals who learn create collective learning cultures that learn (Lam & Pang 2003). In addition, schools can benefit from the active involvement of individual teachers in personal learning. According to Lee (2005: 47), effective CPD should create “an

appropriate level of challenge and support, provide activities demonstrating new ways to teach and learn, build internal capacity, use a team approach, provide time for reflection and evaluate the effectiveness and impact of its activities”.

When instituting PD points for individual staff members, school management should ensure that it is contextualised, work-embedded and content-specific. This implies that school managers must play a major role in moving individual-focused PD into a learning community-based effort.

Schools need to adapt to a constantly changing environment and effectively develop learning opportunities that go beyond CPTD, as proposed by the National Policy on Teacher Development. As articulated in this article, many critical factors need to be considered to expand individual learning to include collective learning among teachers in schools. To develop a collective learning culture in schools the following conditions apply: establish shared norms and values; institute a school policy relating to CPD; introduce reflective dialogue; initiate collaboration among staff members, and establish conditions conducive to CPT. Exploring learning to include a collaborative learning culture in school for the sake of successful CPTD makes it obvious that developing opportunities for effective learning in the school can be very complex. For CDP to be effective it should therefore address several challenges.

More research is required in order to understand the relationship between learner achievement and CPD, teachers' backgrounds and working conditions (Boyle *et al* 2005, Smith & Gillespie 2007). Such findings can guide decisions about the design of appropriate CPD programmes to improve the quality of learning. With the knowledge already gained much can be done “to promote more effective research-based approaches to teacher professional development” (Smith & Gillespie 2007: 239).

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