

Teachers' Professional Development Model for Effective Teaching and Learning in Schools: What Works Best for Teachers?

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ABSTRACT Models for professional development of teachers that advocate for the promotion of effective teaching and learning have not been successful in improving the quality of teaching in public secondary schools. Some of the teacher professional development models are based on assumptions and theories about teachers' needs but lacking applicability in the context of teachers' places or classroom work. The aim of this research was to develop an empirically based teachers' professional development model for effective teaching and learning in schools. A quantitative survey research was conducted through close-ended self-administered questionnaires for data collection. Two hundred teachers were sampled through the simple random sampling procedure. The paper concludes that professional development of teachers should be planned, conceived and implemented by teachers themselves. A model to enhance teachers' skills and quality of teaching, through effective teacher professional development was developed as a recommendation.

INTRODUCTION

The need for teachers to continuously improve and better their professional capabilities and abilities with regard to their subject knowledge cannot longer be underestimated. Effective teachers' professional development (TPD) models are key towards helping teachers to enhance their professional acumen which, in turn, translates to quality teaching and learning in schools. This would indicate that professional development is geared not only to own professional growth and life-long learning, but for the improvement of learners' performance which should always be central to such initiatives. This is underscored by the Massachusetts Department of Elementary and Secondary Education (2015) which emphasizes the need for teachers to have both pedagogical and other professional knowledge and skills needed to teach effectively in classes.

The RSA DHET (2015) stipulates that one of the collective roles of teachers in a school in South Africa is that they need to be scholars, researchers and lifelong learners. Furthermore, Lumadi (2014) highlights the need to empower and train teachers so that they are capacitated to handle activities that will ensure quality teaching and learning in schools.

The only way through which quality and effective teaching and learning can be provided is by effective professional development as it helps teachers to acquire new ideas, knowledge and skills to deliver the subject content in their classes (Ravhuhali 2014). For this to happen, teachers are expected to pursue reflective study and research in their chosen field, in broader professional and educational matters and in other related fields in order to enhance their personal, academic, occupational and professional growth (RSA DHET 2015). This is supported by UNESCO's (2015a) overview of goals and targets which advocate for the provision of quality of education at all levels of education taking a holistic and lifelong learning approach. Ravhuhali et al. (2015) argue for more and adequate time to be provided to teachers for professional development activities.

Moreover, teachers should see the importance of professional development beyond the financial gains, and as a means through which they can be able to empower themselves to be the acumens of their professional artistry (Ravhuhali et al. 2015). This is supported by Kostina (2015) who notes that effective teacher professional development is aimed at lifelong quality teacher development and is a vital component for academic improvement in schools.

This paper argues that even though the need for effective professional development of teachers

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ers is clearly articulated and remains a much sought after entity, models that work best for teachers are best known by teachers themselves. Villegas-Reimers (2003) notes that there are different kinds of models that have been and are still being developed and implemented in different countries to promote and support teachers' professional development from the beginning of their career until they retire. Smith et al. (2007) mention the two models of teacher professional development that can be used to assist teachers to gain the needed knowledge, skills and strategies to bring about quality teaching and learning. These two TPD models are the traditional professional development and job-embedded professional development (Smith et al. 2007).

Visser et al. (2002) note that the underlying assumption is that in order to sustain quality teaching and learning in schools, teachers should be provided with opportunities to claim ownership and control over their own professional practices. The idea is to remedy the deficiencies that they have experienced and are still experiencing in order to bring about holistic change which turns into improvement in teaching and learning (Visser et al. 2002). The understanding is that once teachers are equipped appropriately and efficiently through TPD programmes, the results should always be quality teaching that link to quality teaching and learning in order to culminate into learner success in the classroom. Porter et al. (2000) state that in order to carry out the demands of education reform, teachers must be immersed in the subjects they teach and have the ability both to communicate basic knowledge and to develop advanced thinking and problem-solving skills among their students.

Models for Professional Development of Teachers

Traditional Professional Development Model

Elmore (2002) and Smith et al. (2007) note that traditional teachers' professional development model is mainly standard and entails workshops, conference sessions, seminars, lectures, and other short-term training events, most of which are for a short period of time. Traditional professional development trainings are often criticised as typical 6-day workshops on effective teaching that ends up leaving teachers able

to apply only one third or few of the new strategies that they have gained (Smith et al. 2007).

Traditional Professional Development Model

Elmore (2002) and Smith et al. (2007) note that the traditional teachers' professional development model is mainly standard and entails workshops, conference sessions, seminars, lectures, and other short-term training events, most of which are for short periods of time. The 6-day workshop cannot cover everything that professional development training initiatives need to cover. This would explain why so many teachers are frustrated by teachers' professional development programmes that are scheduled for few days.

Job-embedded Professional Development Model

Smith et al. (2007) articulate that in a job-embedded professional development (PD) model, teachers are involved in paper circles or inquiry groups that allow them full and all-out involvement in exhibiting, as well as mastering skills on the content of the instructions. Such paper circles are like groups, or inquiry groups which are mostly made up of teachers from the same school or division (Smith et al. 2007). It is in those groups where teachers are able to explore and discover problems associated with student learning more closely related to their own contexts. Sparks et al. (1989) proposed five models of teachers' professional development namely: individually-guided model, observation or assessment model, individually-guided professional development model, involvement process model, teachers' training model, as well as the inquiry model.

Individually-guided Professional Development Model

This refers to a process through which teachers design and pursue activities they believe will promote their own professional learning. The underlying assumption with regard to individually-guided staff development is that teachers are capable of self-initiated and directed learning (Sztajn et al. 2011). This is only possible when teachers have the urge to be competent in both

subject and pedagogical knowledge and whose professional development is continuous and does not cease to exist when they got their professional qualification (Majors 2015).

Observation or Assessment Model

This kind of a model affords teachers with objective data and feedback regarding their classroom performance. This is a diligent process that may yield growth and provides information that may be used to select areas for growth, as well as areas of weakness to improve on (Sparks et al. 1989).

Development and Improvement Model Or involvement Process Model

This kind of model engrosses teachers in developing curriculum, planning programmes, and engaging in a school improvement process to solve general or particular problems (Sparks et al. 1989).

Teachers' Training Model

This kind of model entails the acquisition of knowledge or skills through appropriate individual or group instruction (Sparks et al. 1989).

An Inquiry Model

This model necessitates that teachers find an area of instructional interest, collect data, and make changes in their instruction based on an interpretation of that particular data (Sparks et al. 1989).

Constructing a Tentative Model for Teachers' Professional Development

Olivier (2004) states that models are often proposed as the major thrust of a project. The same can be said of this paper where one of its focuses is to come up with a model for professional development for effective teaching in schools. This is informed by the understanding that a model tends to capture the essential aspects of a system or process, while it ignores the non-essential aspects. Maskit (2011) indicates that various models of professional development share denominators with regard to constituents influencing the individual teach-

ers' profile. These constituents are informed, professional and psychological components (Maskit 2011).

Olivier (2004:45) adds: '*it serves as a blueprint for new systems or processes, or may be used to evaluate existing systems or processes*'. Olivier (2004) further states that if one has to propose a new model, it has to include at least some of the following characteristics in order for it to be accepted by peers or readers: *Simplicity and Comprehensiveness*: Olivier (2004) notes that a model should be unpretentious to make it conceivable to grasp the crux of the demonstrated concept. Furthermore, the proposed models should methodically and systematically articulate clearly all or most aspects of a problem to be addressed or solved. Most notably, the model should cover more aspects of the problem.

Generality, Exactness and Clarity

Olivier (2004) states that a model should address more variations of a problem, and that will make it better and more effective in addressing the problem that it is designed for, and should fit the perceived problem and have the facts to solve the problem at hand. The purpose of all the components or facets of a model, the operation or use of each facet, and the interaction or flow between components should be evident. Special care should be taken to avoid ambiguity in the model (Olivier 2004).

METHODOLOGY

This paper adopted a quantitative survey design. The population for this study consisted of curriculum specialist level 1 (CS1) teachers, Heads of Departments (HODs), deputy principals and principals from schools in the Vhembe District of the Limpopo Province. The simple random sampling strategy was utilised to sample teachers as they were considered to be a representative of the population which was studied in order to acquire some knowledge concerning the entire population regarding the study (Bless et al. 2009). Two hundred (200) teachers from both primary and secondary schools around Luvuvhu, Dzindi, Sibasa and Mutale Circuits of the Vhembe district were sampled. A five-point Likert scale, self-designed questionnaire was constructed to establish how teachers can make a difference on effective teaching in rural dysfunctional schools through promotion of quality teaching and learning. The five-point Likert

scale measures ranged from strongly disagree (0) through disagree (1), not sure (2) agree (3) to strongly agree (4). The five-point Likert scale questionnaire consisted of 32 close-ended questions constructed and guided by the researcher's personal experience and literature review. The data was analysed through a statistical package software (SPSS) using simple statistics such as percentages and frequencies.

RESULTS AND DISCUSSION

Consideration of Classroom Needs

The findings in Table 1 show that the majority, which is 87 percent of respondents, agree that the selection for attendance of workshops should take into consideration teachers' classroom needs.

Table 1: Attendance of professional development (PD) workshops should take into consideration teachers' classroom needs

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	77	38.5
Agree	97	48.5
Not sure	11	5.5
Disagree	13	6.5
Strongly disagree	1	0.5
Total	200	100.0

Planning Own Professional Development Initiatives

The majority (82 percent) of respondents in Table 2 indicate that teachers should plan their own professional development initiatives to promote their own learning.

Table 2: Teachers should plan their own professional development initiatives to promote their own learning

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	57	28.5
Agree	107	53.5
Not sure	15	7.5
Disagree	19	9.5
Strongly disagree	2	1.0
Total	200	100.0

Provision of Guidance to Teachers' Professional Development

The majority of respondents (87 percent) in Table 3 indicate that school administrators

should provide guidance to teachers' professional development.

Table 3: School administrators should provide guidance to teachers' professional development

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	69	34.5
Agree	105	52.5
Not sure	19	9.5
Disagree	7	3.5
Total	200	100.0

Involvement in the Conception and Implementation of Professional Development Programmes

An overall (91.5 percent) majority of respondents in Table 4 agreed that teachers must be involved in the conception and implementation of teachers' professional development programmes.

Table 4: Teachers must be involved in the conception and implementation of teachers' professional development programmes

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	75	37.5
Agree	108	54.0
Not sure	15	7.5
Disagree	2	1.0
Total	200	100.0

Linking Professional Development with Better Financial Rewards

At least 86 percent of respondents in Table 5 agreed that teachers' PD should be linked to better financial rewards.

Table 5: Teachers' professional development should be linked to better financial rewards

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	84	42.0
Agree	88	44.0
Not sure	16	8.0
Disagree	10	5.0
Strongly disagree	2	1.0
Total	200	100.0

Classroom Observation of Teachers as Part of Teachers' Professional Development

The results in Table 6 show the majority (82 percent) of respondents agreed that teachers

should be subjected to classroom observation as part of professional development.

Table 6: Teachers should be subjected to classroom observation as part of professional development

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	73	36.5
Agree	91	45.5
Not sure	26	13.0
Disagree	6	3.0
Strongly disagree	4	2.0
Total	200	100.0

Further Studies as Part of Teachers' Professional Development

The results reflected in Table 7 show that the majority (53.5 percent) agreed that teachers must be forced to further their studies as part of professional development in promoting quality teaching and learning in schools.

Table 7: Enforcing teachers to further their studies as part of TPD

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	47	23.5
Agree	60	30
Not sure	18	9
Disagree	55	27.5
Strongly disagree	20	10
Total	200	100.0

Linking Teachers' Professional Development with Promotional Opportunities

The majority (82.5) percent of respondents in Table 8 indicated that teachers' professional development should be linked to teachers' promotion.

Table 8: Teachers' professional development should be linked with promotional opportunities

<i>Response</i>	<i>Frequency</i>	<i>Percent</i>
Strongly agree	89	44.5
Agree	76	38
Not sure	10	5
Disagree	19	9.5
Strongly disagree	6	3
Total	200	100.0

DISCUSSION

The findings in Table 1 shows that the majority, which is 87 percent of respondents, agree that the selection for attendance of workshops should take into consideration teachers' classroom needs. In line with these findings, Berry et al. (2010) suggest that in order to have effective professional development for more effective teaching, such PD initiatives or programmes should be teacher-led, selected by individuals or groups based on needs related to the subjects and students that the trained teachers offer. Furthermore, Ravhuhali et al. (2015) advocate for the involvement of teachers in the planning and conception processes pertaining to their professional development and that classroom needs of teachers should take top priority. In addition, one of the primary focuses of such PD programs should be on issues related to student learning, as stated (Hawley et al. 1999). Teachers' needs should always take priority because without identification of teacher needs, poorly directed and inadequately focused interventions may emerge, which might be perceived as inadequate with regards to meeting the needs of the teachers (Baird et al. 1989; Rhodes et al. 2003). The biggest challenge and, perhaps, the tendency regarding the professional development of teachers is the view that it something to fill the statutory days and not necessarily the central part of teachers' professional careers (Major 2015; Ravhuhali et al. 2015; Ravhuhali 2014). Rodríguez et al. (2010) caution that as for experienced teachers, there is a need for a professional development that affirms the knowledge, experience, and intuitive judgment they have cultivated during their careers. Webster et al. (2012) indicate that new teachers can feel isolated and ill-equipped for what will face them since the induction of new teachers is not consistently implemented as part of their PD. In addition, such teachers would also need to be selected in order to attend such PD workshops that would take into consideration their classroom needs. These results suggest that one of the strategies which is crucial in making professional development more effective for teachers is taking into consideration different teaching experiences, teaching levels, and different academic qualifications of teachers. This will ensure that PD workshops do benefit teachers with regard to their classroom needs, and would serve

to avoid what Baird et al. (1993) call 'the unsatisfactory objectives of PD programmes' which are always not congruent with teachers' personal and classroom needs.

The majority (82 percent) of respondents in Table 2 indicate that teachers should plan their own professional development initiatives to promote their own learning. These results suggest that teachers should be the ones who should plan their own professional development initiatives rather than having those initiatives planned by the other people. In addition, such initiatives should take into consideration the teachers' classroom needs, as shown in Table 2 above. In line with the findings in Table 2, Milondzo (2003) proposed that the school-based in-service training, as part of professional development of teachers, must ensure that teachers are involved in the identification and articulation of their own training needs. McDiarmid (1995) concurred with this and notes that for teachers to make progress in their developmental process of learning new practices, they need to feel that they can critically assess their own practice. In order for this to happen, teachers need to be part of a larger learning community that is a source of support and ideas, thereby developing a community that consists of administrators, students, parents, school councils, school boards and business people (McDiarmid 1995). However, such teacher-initiated professional development activities like professional learning communities (PLC) which featured strongly in the Integrated strategic planning framework for teacher education and development in South Africa in 2011, have yet to take off in different schools around the country (DBE 2015). Herzberg (1959) articulated that teachers need to feel or to have a feeling that there are opportunities for growth and promotion for them to stay motivated in undertaking their own PD initiatives. These results suggest that professional development of teachers should not, by any means, be planned by someone else, but teachers themselves. It is quite surprising that most of professional development initiatives in South Africa are not planned by the teachers and do not involve teachers in their plenary processes, even though they have to be undertaken and implemented by teachers.

The majority of respondents (87 percent) in Table 3 indicate that school administrators should provide guidance to teachers' professional development. These results show that

teachers think that even though they should plan their own professional development initiatives, as shown in Table 2, and in accordance to their classroom needs (Table 1), it is the school administrators who should provide guidance to such professional development initiatives. In line with these findings in Table 3, Jones (1990) indicated that school administrators, in their efforts to improve teachers' professional development, need to advocate for state and local policies and programs that reflect current consensus on professional development. Most importantly, schools should have a tangible plan for continuous professional development of its teaching staff in place (Pretorius 2014) and create public support for long-term, sustained professional development (Jones 1990). Based on the results in Table 2 and the results in Table 3, the researchers are of the opinion that when teachers are planning their own professional development initiatives, such planning should be guided by the school administrators. This is to ensure that whatever is being undertaken by teachers as professional development initiatives, will serve to advance the curriculum needs of the school.

There is also a need for teachers to be involved in the conception and implementation of teachers' professional development programmes, as shown in Table 4 (91.5 percent majority). The results may indicate that teachers want to plan their own professional development initiatives, as shown in Table 2 (82 percent majority), be financially supported by the Department of Education, schools or school management, as also be involved in the conception and implementation of such initiatives, and that attendance of professional development workshops had to take into consideration their classroom needs (Table 1, as shown with 87 percent majority). In line with these results in Table 4, a study by Du Preez et al. (2008) shows that sometimes, teachers feel that new ideas about curricular are being imposed on them without them being offered an opportunity to contribute, even if only to share their experience of what works in their practice and what does not. Pierce et al. (1996) state that when teachers are involved in the conception and implementation of teachers' professional development programmes, such PD will require teachers' actions for it to be more effective. Such an initiative will be considered to be professional development for the teachers, by the teachers and of the teachers, where teachers are involved

in initiating and designing their own professional development (Pierce et al. 1996).

The involvement of teachers in the conception and implementation of teachers' professional development programmes will enable them to share materials and ideas as well as discuss challenges and solutions (Hooker 2010). This will also help teachers to become models of lifelong learners (Hooker 2010). However, research by Du Preez et al. (2008), Pierce et al. (1996), Hooker (2010), and Ryan (2007) show that in South Africa, teachers do not enjoy complete autonomy over curriculum development and are not, in any way, involved in the conception of the PD programmes, whether in the form of the new curriculum or a PD programme aimed at the promotion of quality teaching and learning (Ryan 2007). These results may suggest that involving teachers in the conception and implementation of teachers' PD programmes can be one of the key strategies towards sustaining positive perception of teachers on their PD. This could also help to allay fears and to avoid making teachers feel that they are left out or are being isolated from the processes that involve them when it is supposed to be undertaken and implemented by them and for their benefit, especially for the benefit of their institutions. Boyd (1993) urged and advised that if a PD programme is not developed directly by teachers themselves, they should, at least, have a high degree of input.

At least 86 percent of respondents in Table 5 agreed that teachers' PD should be linked to better financial rewards. These results show that teachers felt that their professional development should be linked to and have better financial rewards. Therefore, teachers think that any professional development should be aimed at improving the learners' performance. These results suggest that teachers want to see professional development linked to better financial rewards and salary progression so that they may be motivated to develop their teaching skills. These findings are consistent with OECD's (2010) findings which show that teachers' continuous professional development in Poland, Portugal, Slovakia and Slovenia are clearly linked to career advancement and salary increase. In Australia, schools are provided with supplementary funding from the government to aid teachers to have universal access to various professional development opportunities (Kostina 2015). The same can also be said of countries such as Lux-

embourg and Spain, where teachers who enrol for a certain amount of training are eligible for a salary bonus while in some other countries, credits may be acquired via participation in CPD programmes and are taken into account for purposes of promotion (OECD, 2010). UNESCO (2015b) laments how teachers in some of the developing countries are being poorly paid.

However, contrary to what is advocated by Ravhuhali et al. (2015) who see the need to provide adequate financial rewards to encourage and motivate teachers when furthering their studies as part of their professional development, in South Africa, teachers' professional development is not linked to better financial rewards. This is clearly shown in The Public Service Coordinating Bargaining Council (PSCBC) Resolution of 2012/13-2014/15 salary agreement, Clause 7, sub-clause 7.2: *Recognition of Improved Qualification*, which states: *Upon attainment of the said qualifications, the employee will receive a once-off cash bonus of 10 percent of his/her annual salary notch, provided this does not exceed the minimum notch of salary level 8; (sub-clause 7.5), Employees who have received state-funded bursaries for the attainment of an improved qualification are not eligible for the once-off cash bonus referred to in sub-clause 7.2.*

The cash bonus is limited to the attainment of one additional qualification. This sub-clause can easily be interpreted as: when teachers complete their Master's or doctoral degrees, they will receive one cash bonus, which is by far not equivalent to the amount of money one pays as tuition fees. These results may suggest that one of the strategies that can be utilised to make teachers' PD more effective is by linking better financial rewards with it, as financial deficiencies are factors which affect teachers' educational productivity (Guvén 2003).

The results in Table 6 show that the majority (82 percent) of respondents agreed that teachers should be subjected to classroom observation as part of professional development. These results show that teachers felt that as part of their professional development, they need to be subjected to classroom observation where they should be observed and given feedback on how they facilitate teaching and learning of their learning areas, in their own classrooms. In line with the results in Table 6, 87 percent majority in Table 3, suggest that while teachers are willing to

be observed, they need to be provided with guidance by the school administrators, as they teach in order to promote teaching quality and learning. Consistent with these findings, Birman et al. (2000) and Bourke (2001) suggest that PD should incorporate active learning for teachers, which includes opportunities to observe and be observed while teaching; to plan classroom implementation such as practicing in simulated conditions and developing lesson plans; to review student work; to present, lead and write, for example, present a demonstration, lead a discussion or write a report. In line with these results in Table 6, Israel (2012) indicates that the most positive benefit of teacher-to-teacher observation is that it makes teaching a public rather than a private act (Israel 2012). Moreover, teachers' classroom observations may include classroom observations by peers, principals or external evaluators, value-added models which focus on assessing gains in student achievements, student ratings, principal or headteacher judgement, teachers' self-reports, analysis of classroom artefacts, and teacher portfolios (Coe et al. 2014; The Sutton Trust 2015). Therefore, teacher observation should be part of a pool of professional development opportunities wherein teachers acquire new skills or ideas at conferences, and then model those new approaches for their colleagues in the classroom, watching one another teach, and providing regular feedback to one another. The results suggest that classroom observation could also be utilized as one of the key strategies in promoting quality teaching and learning in schools (Israel 2012). The results reflected in Table 7 show that the majority (53.5 percent) agreed that teachers must be forced to further their studies as part of professional development in promoting quality teaching and learning in schools. In line with these results in Table 7, in South Africa, even though it is not increasingly accepted that members of a profession must maintain their professional standing through continuing professional development, with the introduction of the CPTD system in the teaching profession, it will be necessary to apply rewards and sanctions (DoE 2006). However, Noh et al. (2004) and Baird and Rowsey (1989) note that imposing a training programme on teachers without considering their needs makes little sense. This is because teachers always complain that a lot of time spent during in-service programmes and activities is wasted as such programmes do not meet their respective classroom needs. Broad and Evans

(2006) cautioned that teachers, as adult learners, might be much less likely to be motivated to learn if they feel disconnected from the content, or that their prior, personal knowledge and experience is not valued, or when there is no investment or engagement in the activity, or if they believe it is not relevant to their needs, therefore, there has to be some form of engaging and encouraging them to further their studies. Looking at the incentives that are attached to the attainment of higher qualifications such as a master's or doctoral degree, it could be difficult for teachers to be encouraged, let alone be enforced to further their studies. The reason behind this is that there is tangible financial support (no bursaries) rewards that are available to encourage teachers to further their studies.

The majority (82.5 percent) of respondents in Table 8 indicated that teachers' professional development should be linked to teachers' promotion. These results are consistent with the results in Table 5 which show that the majority, 86 percent, of respondents felt that teachers' PD initiatives should be linked with financial rewards. These findings show that teachers want to see professional development being linked with promotion in their workplace. In line with these results in Table 8, Eurydice (2008) notes that in some other countries of the world such as Belgium, regular participation in PD training is taken into account in considering the promotion of teachers. DHET (2015) articulates that professional development programmes should provide teachers with ample opportunities to strengthen or supplement existing roles or develop new specialisations and interests and to improve their overall capacities to engage with and support them both in school and outside the school environments. These results may also suggest that one of the strategies that can be used to enhance teachers' positive attitudes towards their PD in promoting quality teaching and learning in schools is by linking teachers' professional development with teachers' promotion.

The researcher proposed Teachers' Professional Development Model (TPDM) for effective teaching and learning in schools as shown in Figure 1. Firstly, the TPDM proposes that for teachers' development to be effective, teachers need to be involved in the planning, conception and implementation of such professional development initiative. And that such teachers' professional development should be done in collaboration with higher education institutions. Secondly, schools where teachers are attached

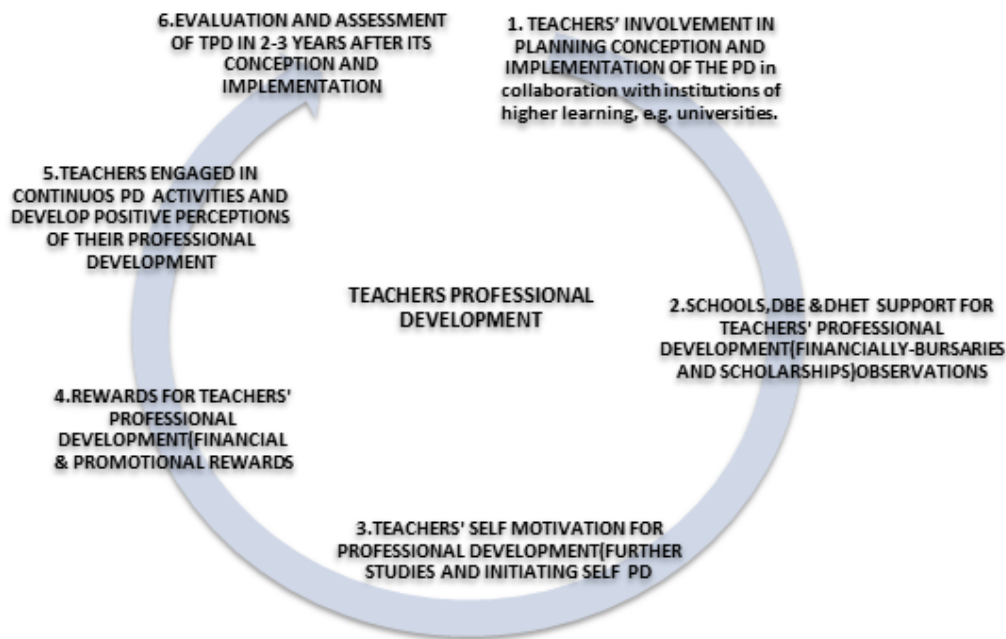


Fig. 1. Teachers' Professional Development Model (TPDM) for effective teaching and learning in schools
 Source: Adapted from: *Teachers' Perceptions on the Impact of Professional Development on Promoting Quality Teaching and Learning*. Unpublished. PhD Thesis by Fhatuwani Ravhuhali, University of Venda.

to, the Department of Basic Education (DBE) and Department of Higher Education and Training (DHET) should support teachers financially in the form of bursaries and scholarships. Thirdly, teachers' self-motivation is important and that teachers need to initiate their own professional development. Fourthly, teachers need to be rewarded after undertaking supported or self-initiated professional development. The rewards can either be salary increment or progression as well as promotion to higher positions. Fifthly when teachers are effectively supported, they will develop positive perceptions of their professional development initiatives. The sixth and the last stage or cycle of the TPD model is about evaluation of the teachers' professional development after two (2) to three (3) years of its implementation.

CONCLUSION

The paper concludes that professional development of teachers should be planned, conceived and implemented by teachers themselves.

Moreover, teachers should plan their own professional development initiatives to promote their own learning. Guidance to professional development of teachers should be provided by the school administrators. Teachers should be financially supported to undertake professional development initiatives, and such support should be from their own schools as well as the Department of Basic Education. It is also important that teachers should be involved in the conception and implementation of their professional development initiatives. Professional development initiatives should be linked to better motivational and financial rewards.

RECOMMENDATIONS

The paper recommends that any professional development initiatives should be planned and conceived by teachers. School administrators should only provide guidance to professional development initiatives to advance the curriculum needs of the school. Teachers should be subjected to classroom observation as part of

professional development, and constructive critique should be offered to support to teachers in how they should handle teaching and learning of their learning areas, in their own classrooms. Teachers should be forced to further their studies as part of professional development in promoting quality teaching and learning in schools. Adequate financial support and rewards should be provided to encourage teachers to undertake professional development initiatives to promote effective teaching and learning in schools. In the Figure 1 teachers' professional development (TPD) model for effective teaching and learning in schools is recommended and how it should be evaluated.

Evaluation of Teachers' Professional Development Model (TPDM) for Effective Teaching and Learning in Schools

Teachers' Professional Development (TPD) initiatives need to be evaluated after 2-3 years of conception and implementation to check for their effectiveness in equipping teachers with pedagogical and subject content skills and knowledge in promoting quality teaching and learning. The evaluation should be done in three different phases. The first phase is what the researchers call *Micro-level of the TPD- Individual-teacher based level*. The evaluation of the TPD focuses on whether teachers individually are/were efficiently developed and the competencies teachers still need to do their jobs effectively and efficiently. *Meso-level of TPD- is an Institute (school) based level* which will look at whether the TPD programmes are helping teachers to be effective and productive in teaching within their local institutions/schools where they are employed. *Macro-level-National and internationally- based level* where the evaluation focuses on checking whether PD is helping teachers to apply gained knowledge, skills and strategies nationally and internationally and whether teachers are now experts in their subjects.

When teachers are adequately supported by their schools, DBE and DHET, and are equipped with pedagogical and subject knowledge and strategies which enable the enhancement of teaching skills through teachers' professional development (TPD), they feel accepted and needed. The paper concludes by indicating that unless teachers are professionally developed, they

will remain teachers who are just trainers and preceptors and not educators who are mentors and who are continuously papering further in their quest to gain knowledge to help their learners. This will impede the provision of effective teaching in rural dysfunctional schools.

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