

## **A Customized Innovative Cluster System Framework for Teacher Development**

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**ABSTRACT** Evidence is emerging that many of the historically disadvantaged cluster systems in South Africa are struggling to implement innovative networks for teacher development. The difficulty has been attributed to several factors, such as efficacy-related continuous professional growth of teachers as essential for teacher development, the overall lack of implementation of effective cluster systems, and the quality of leadership that fails to influence the processes. This paper reports on empirical research that investigated the possibility of implementing innovative cluster systems in school districts for the purpose of improving the capacity for partnering among teachers as resources, assets and partners in teaching. Data was collected through qualitative approach, by means of interviews in two districts of Gauteng province. The findings confirmed that there were no formal structures or any framework for dealing with the implementation of cluster systems. It is recommended that in order to fill the gap, clusters need to implement a customized innovative cluster system framework.