Graphical presentation of Lived experiences of Educators in relation to CPTD within the Johannesburg West District High Schools

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INTRODUCTION

The Continuing Professional Teacher Development (CPTD) is empowerment and enhancement of professionalism and competence of Educators within the education whether public or private sector. The department of basic education has implemented a standardized CPTD program throughout the schooling system and it is monitored and managed by a statutory body known as SACE (South African Council of Educators), as a legal body for proficient instructors has by and large obligation regarding, the executives and quality confirmation of the CPTD framework. SACE is a professional council that is established in terms of the SACE Act no.31 of 2000.

On 26 April 2007, the Minister of Education promulgated the National Policy Framework for Teacher Education and Development in South Africa (NPFTED) [Government Gazette No. 29832]. Section 53 of the policy framework states that,

"…the South African Council for Educators (SACE), as a statutory body for professional educators will have overall responsibility for the implementation, management and quality assurance of the CPTD system. SACE will be provided with the necessary resources and support to undertake that role".

Educators were prepared on CPTD framework, however usage at school level is a test on the grounds that the majority of the educators are technophobic and Continuing Professional Teacher Development is an electronic framework ((SACE), 2011). Among the prescripts of SACE is that each educator develops a Personal Development Plan (PDP) file as part of the CPTD system. The PDP is a resource document to assist each teacher with professional growth. The Continuing Professional Teacher Development (CPTD) is commonly acknowledged as a fundamental instrument for the expert improvement of educator's capabilities and competence (Engelbrecht, 2016). Among the prescripts of SACE is that each educator develops a Personal Development Plan (PDP) file as part of the CPTD system.

The purpose of this study was to determine and describe the lived experiences of Educators in relation to CPTD within the Johannesburg West District High Schools. Studies have revealed that implementation of CPTD is very poor while at the same time the demonstration of its rational seems to be difficult or poorly communicated to intended beneficiaries (Merliza & Retnawati, 2018).

METHODOLOGY

This study used IMRAD (Introduction, Method, Results and Discussion) which is scientific framework for structure and presentation postulated by (Oriokot, et al., 2011). The study trajectory was hinged on interpretivist epostomology groundend within a subjective ontology of participants as well as that of a researcher. The research question was answered by this study though inductive argumentation process as posited by Saunders et al 2018 (Saunder, et al., 2016). A qualitative research method bounded within phenomenology research as a strategic direction for enquiry utilizing semi-structured questionnaire guide for interviews, was used to describe the lived experiences of educators in relation to CPTD implementation.

According to (Creswell & Plano Clark, 2011), phenomenology study is a research process that seeks to describe the general lived experiences and participants with inter-subjectivity as foundational tenet considering experiences of participants and the research team in relation to the phenomenon being investigated.

The researcher's used semi structured questions to obtain thick , rich descriptions from participants. In qualitative research semi- structured questionnaires are used to guide interviews in a loosly structured manner that allows participants to contribute vastly information related to a particular question (Owen, 2014).

LIMITATIONS

First it is hereby acknowledged that study findings cannot be generalized, although it could be established through triangulation that, although the setting of the study was in Johannesburg West District, the same state of affairs concluded in this study seemed to correspond with findings of similar studies. Further, this article is limited by the fact that the research is still ongoing, expected to be concluded by December 2020. In this view, the data presented are preliminary in nature – more depth will be discussed with the outcome of the final study.

RESULTS/FINDINGS

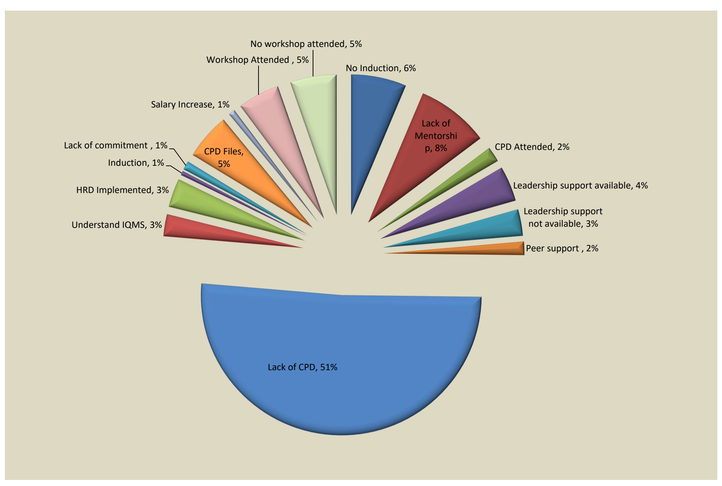

Figure 1: Codes in word landscape

This segment presents the study findings. Figure 1 demonstrates how codes were treated to generate sub-themes and categories. In terms of qualitative processes, after transcriptions, data documents were coded inductively, resulting in creation of codes and frequencies as reflected in *Tables 2* below. The connections between these codes and their frequencies were firmly arranged in accordance with anchor codes previously created deductively, emanating from the research topics. These codes were then gathered together to observe their 'behaviors' ,relationships , similarities, patterns and frequencies for determining their trajectories (Saldana, 2015).

Figure 2 is the depiction of how codes travesty the assessment journey into final sub-themes. The display indicated that CPTD was not properly implemented in the region at 51% with the rest (49% allocated to other themes that were in the main , auxiliary. These auxiliary sub-themes included views related to Mentorship, Leadership support, Induction and rational for CPTD workshops. The calibration of transposed codes is presented with wordclouds (www.wordclouds.com) which though closer examination reveal a suggestion that CPTD is lacking.

Figure 2 Sub-Themes

FINAL THEMES

Final themes		Proportion
Theme 1	Mentorship Vacuum	68%
	• No Induction,	6%
	• Lack of Mentorship,	8%
	• Leadership support not available,	3%
	• Lack of CPD,	51%
Theme 2	Dis-interest and unwillingness	12%
	• No workshop attended,	5%
	• Attending workshops only to and enhance salary increase	6%
	• Lack of commitment,	1%
Theme 3	Leadership support	20%
	• CPD Attended	2%
	• Leadership support available	4%
	• Peer support	2%
	• Understand IQMS	3%
	• HRD Implemented	3%
	• Induction	1%
	• Workshop Attended	5%

Table 1: Final Themes

The main question was, "What are the lived experiences of the educators within JWD?". The target population was composed of educators who had undergone CPTD programs within the JWD. A sample of 10 educators was drawn from this population using purpose sampling. Justification for selection of ten participants is subject to recommendations by Morse 1994 where by as sample size of 6 participants was dimmed sufficient while Creswell 1998 (Creswell, 1998) recommended a minimum of five with the maximum of ten in a phenomenological study (Morse, 1994). This group of educators is the ones who engaged themselves willingly in CPD activities.

The strategy utilized in the study was purposive sampling. Purposive sampling is alluded to as judgmental, emotional, or particular sampling strategy. This strategy of sampling depends colossally on the judgment of the researcher to choose the members from the exploration populace (Owen, 2014) . This method involves selective sampling and allows the researcher to intentionally chose units of analysis (Sharma, 2017).

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CONCLUSION

Key principles of CPTD implementation are fundamentally benchmarked on improvement of knowledge and skills of professionals through induction, training and leadership support, as once postulated by Coetzer (2001). In this study, a number of issues were discussed in relation to experiences of educators about CPTD. Three key thematic expressions were derived from data analysis, which were (1) Mentorship Vacuum, (2) Dis-interest and inertia and (3) Leadership Support. This was the rationale for the study's main objective which sort to describe lived experiences of educators in relation to CPTD. The degree of negative experiences which were postulated by participants indicate that much need to be done for CPTD in the district. The code frequency illustration reflect 80% ineffectiveness of CPTD, which is largely attributed to mentorship vacuum.

It is recommended that those tasked with implementation should focus on the following:

- ❖ Educators' needs and their developmental learning
- ❖ Enhancement of educator's commitment to CPTD
- ❖ Development of quality and responsive school-based leadership
- ❖ Removal of developmental obstructions at school setting
- ❖ Continuous feedback of educator's professional development
- ❖ CPTD is restricted by issues of time. A connection ought to be built up with instructor habitats for educators to get to innovative teaching. The requirement for Management to help CPTD execution is highly emphasized.
- ❖ ITC officials must be selected at the educator advancement centers to help with IT aptitudes.
- ❖ ICT proficiency program to be made accessible for educators. Supporting the compelling utilization of ITC abilities may fill in as an establishment for fruitful CPTD execution in South Africa.
- ❖ CPTD ought to be a part of the educational plan, underlying educator preparing programs.