A philosophical analysis of Continuing Professional Development of teachers in Namibian schools

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Thesis presented in fulfilment for the degree of Master of Education
in the Faculty of Education at Stellenbosch University

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December 2018

DECLARATION

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December 2018

ABSTRACT

This study is fundamentally ontologically, epistemologically, and methodologically a philosophical research. It is grounded in the philosophy of education perspective, because it is aimed at the analysis of the concept of continuing professional development (CPD) of teachers in Namibian schools. The programme of CPD for teachers at schools may not reach its intended goal of achieving quality education in Namibia, if the concept of CPD is not well perceived by the implementers at school level, who for this study in particular, are school principals. Motivated by my lived experience, the study is guided by the critical theory framework, with its unique emphasis markedly on emancipation, different to many paradigms within the social sciences. I employed a conceptual analysis as the main research activity to deal with data while analysing the concept of CPD for teachers. Conceptual analysis is admired for its ability to unfold what is not clear about the concept while simultaneously providing clarity. With a conceptual analysis, concepts become understandable in relation to other concepts. The study employs document analyses and semi-structured interviews to collect data. The national policy (Vision 2030) and the educational policy (Toward Education for All, and Education and Training Sector Improvement Programme) documents were analysed in order to have their pronunciations on how the concept CPD of teachers in Namibian schools considered and included. A constant comparative method was adopted for data analysis. The concept of CPD with all its diverse notions has been noted as articulated in all policy documents analysed as in-service training, human resource development, lifelong learning, and professional development. These concepts correlate with the interchangeable concepts to the concept of professional development discussed in literature that the researcher reviewed. The concept of CPD for teachers was perceived reasonably well by the school principals who participated in this study as respondents during interview sessions. The findings of this study show that the programme of CPD for teachers in Namibian schools is happening at schools. Teachers are engaged in a variety of activities for their professional development.

The contextual factors such as time and school culture emerged as hindrances to the effective implementation of the programme of CPD at school level. The workload of teachers, too, imposes burdens on the implementation of the CPD programme. Schools need to adopt supportive, responsive and accommodative school cultures to ensure teachers' professional learning in a collaborative context. School time needs to be rescheduled to accommodate the teachers' professional development interventions.

KEY WORDS: professional development (PD), continuing professional development (CPD), critical theory, conceptual analysis, philosophy of education

OPSOMMING

Hierdie studie is basies ontologies, epistemologies en met betrekking tot metodiek 'n filosofiese navorsing. Dit is gegrond in die filosofie-van-opvoeding-perspektief, weens die beklemtoning van 'n analise van die konsep, deurlopende professionele ontwikkeling (DPO) van opvoeders in Namibiese skole. Die program, DPO vir opvoeders by skole, mag moontlik nie die beoogde doel bereik dat kwaliteit opvoeding in Namibia geskied, as die verstaan van die konsep, DPO, deur diegene wat dit op skool vlakimplementeer, nie voldoende is nie. In hierdie geval word die klem op hoofde by skolegeplaas. My motivering kom vanuit my persoonlike ervarings as hoof by skole. 'n Kritiese teoretiese raamwerk rig die studie en verleen dus aan die studie 'n unieke beklemtoning van menslike bevryding, wat merkbaar verskil van ander tydsverbande of tydsbepalende uitkyke en benaderings binne die sosiale wetenskappe. Ek maak ook gebruik van konseptuele analise as die hoofnavorsingsaktiwiteit om die analise van navorsingsdata van die konsep, DPO vir opvoeders, te bewerkstellig en bepaal. Konseptuele analises word grotendeels as 'n bepalende wetenskaplike vorm deur praktiserendes gebruik, hetsy die direkte inherente vermoë dat dit konsepte verklaar en klaarheid of duidelikheid verskaf. Met die gebruik van konseptuele analise word konsepte met verband tot ander konsepteverstaanbaar. Die studie gebruik dokumentêre analises en semi-gestruktureerde onderhoude om die nodige data te verkry. Die Nasionale Beleid (Visie 2030) en die opvoedingsbeleiddokumente (Opvoeding vir Almal, en Opvoeding en Opleiding Sektor Ontwikkelingsprogram) is ontleed om die konsep van DPO vir opvoeders in Namibië te definieer en verklaar. Konstante vergelykingsmetodes is gebruik om data te ontleed. Die konsep, DPO,is vanaf verskeie oorde, uitkyke en interpretasies met al die verskeie benamings en konnotasies in ag geneem, soos bestaande beleidsdokumente dit artikuleer as indiensopleiding, menslike hulpbronne en ontwikkeling, lewenslange opleiding en vaardigheidsontwikkelingen professionele ontwikkeling .Hierdie konsepte stem ooreen met konsepte wat wedersydse gebruiklikheid of bruikbaarheid ten toon stel, soortgelyk aan professionele ontwikkeling soos bespreek en ontleed in literatuur binne hierdie studie. Skool-hoofde wat aan hierdie studie en onderhoude deelname gehad het, het n redelike begrip van DPO. Bevindings van die studie dui aan dat die program, DPO vir opvoeders by Namibiese skole, tans bestaan. Opvoeders bemagtig hulsef met verskeie professionele ontwikkelingsaktiwiteite. Kontekstuele faktore wat inbraak maak op en 'n negatiewe uitwerking het op sukses, soos tydsbestek of beskikbaarheid en skoolkultuur bestaan ongelukkig nog as redelike invloede wat die suksesvolle implimentering van DPO op skoolvlak benadeel of bekamp. Ander faktore wat suksesvolle implementering van DPO-programme

benadeel, is die bestaande werklading van opvoeders. Skole moet poog om bystand te verleen en kulture te skep wat ingryping en insig bevorder en toon, sodat die versekering daar is dat professionele opvoeding van opvoeders in 'n gemoedelike en innemende konteks geskied. Skoolprogramme, intervensiepatrone en tye moet hergeskeduleer word om voorsiening hiervoor te maak.

SLEUTELWOORDE: professionele ontwikkeling (PO), deurlopende professionele ontwikkeling (DPO), kritiese teorie, konseptuele analise, filosofie van opvoeding

ACKNOWLEDGEMENTS

I owe all with gratitude to the Lord above, for his Divine protection during this challenging, arduous and lonely journey as it was, to its destination.

Prof. van Wyk, thank you for the trust you had in me that I would finish this study. Your words of encouragement echoed in my mind, as I continued to work consistently to complete the tasks required.

I cannot find suitable words to show my appreciation for what my Dad, Tate Linius Nakambale did for me. May God bless you more Dad!

My husband, Tommy, you played a significant role in providing support, love and care during my journey of pursuing this study. I will continue to love you more for that. Thank you for your patience too.

Loide and Joy, you are the reason I could not give up on this study. Thank you for your patience, my girls. My immediate siblings, I am indebted to you, for your support and love.

Mr Christopher Mathe, I cannot find words that are expressive enough, to show my appreciation for your substitution as a school principal during my absence there, for the past two years. I know that you have met all the challenges, despite pressure at school, amiably within your ability. Thank you, Brother.

My profound gratitude goes to the four school principals who participated in my study. Your contribution in supporting and contributing towards the realisation of this study is immeasurable.

Distinguished Rev Dr. Shaanika, I am grateful to you, you have been a source of inspiration throughout my study, this journey I embarked on. Thank you all, my entire family and my in-laws, for your support, encouragement and prayers.

Lastly, I am indebted to the Omusati region, educational directorate for allowing me to take a leave, in order to complete this study. Thank you to NSFAF for meeting me halfway with my study fees. I appreciate all the blessings I have had, I assure you.

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DEDICATIONS

I dedicate this study to my late Mom, Taimi Nashindji yaTomas yaKalola who insisted and said that I should become a teacher like her, even though I wanted to become a nurse, because student nurses, during that time, received allowances, and student teachers not. I wish my mom was still alive to enjoy the fruits of her intentions, realised in me. Mom, you left us while we were so young, but by the grace and care of our Almighty Divine we have grown and matured wonderfully to this moment and henceforth. May your beautiful soul continue to rest in eternal peace! We love you, Mom!

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LIST OF ACRONYMS

BETD	Basic Education Teacher Diploma
BETD INSET	Basic Education Teacher Diploma In-service training
COI	Classroom Observation Instrument
CPD	Continuing Professional Development
CS	Combined School
DNEA	Directorate of National Examination and Assessment
ETSIP	Education and Training Sector Improvement Programme
HODs	Heads of Department
INSET	In-service training
IQMS	Integrated Quality Management System
ITT	Initial Teacher Training
MEC	Ministry of Education and Culture
MoEAC	Ministry of Education, Arts and Culture
NDP2	National Development Plan 2
NDP5	National Development Plan 5
NDP7	National Development Plan 7
NIED	National Institute for Education Development
NPST	National Professional Standard for Teachers
OPM	Office of Prime Minister
PD	Professional Development
PDP	Professional Development Programme
SAT(s)	Standardised Achievement Test(s)
TALIS	Teaching and Learning International Survey
TEFA	Toward Education for All
TSE	Teacher Self-Evaluation
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UPE	Universal Primary Education
USE	Universal Secondary Education

CHAPTER 1

CONCEPTUALISATION AND ORIENTATION OF THE STUDY

1.1   INTRODUCTION

Continuing Professional Development (CPD) has become the term widely used for ongoing education and training for professions of which the teaching profession is no exception (Earley & Bubb, 2004:3). Similarly, in the paper by Mwanza-Kabaghe, Mofu-Mwansa, Serenje-Chipindi submitted for the fourth annual CPD conference for the educators' journal, the University of Namibia (2016:7) posits that professional development is essential in all professions, whereas it is most important for teachers because it is only through continuous professional development that they can be up to date with skills and knowledge. Teachers' professional development is the most trusted driving force for achieving quality education. It is in this light that many countries have adopted the professional development models or programmes to suit their education system contexts. Professional development of teachers has become a national concern. Thus, a programme of Continuing Professional Development (CPD) of teachers in Namibian schools was established.

In this philosophical study, situated in the Critical Theory knowledge perspective, I endeavour to do a critical analysis of the concept of continuing professional development of teachers in Namibian schools. Because critical theory encourages the emancipation of human beings from external imposed forces or self-imposed influences, I envisage that I would gain understanding about and insight into the programme of continuing professional development of teachers in Namibia. This study is philosophical in nature, because it employs conceptual analysis, as the main activity of analysing data. In this study, I intend to create a conceptual framework for the concept of continuing professional development of teachers in Namibian schools. This intention is motivated by the assumption that the continuing professional development (CPD) programme for teachers in Namibian schools is not achieving its intended goals, because school principals lack adequate understanding of and insight into the programme. This assumption comes from my personal experiences as a school principal in Namibia for more than seven years.

In the light of the above, this study's units of analysis are the national education policies and the school principals from Namibian schools. For the latter, the semi-structured interviews are suitable for gathering more knowledge on how Namibian school principals give meaning to the

programme of continuing professional development of teachers. The former gives an overview of the programme of continuing professional development of teachers in Namibian schools in terms of policy context. In the Zambian Ministry of Education Teaching Skills Book (2009: iii) the Continuing Professional Development (CPD) is described as one of the effective ways of improving education as far as teaching is concerned, as it targets self-development, group and eventually institutional development. The above explanation motivates me to carry out document analyses in order to find out what constitutes the concept of continuing professional development in the Namibian schools' context. Document analyses, as a method of collecting data, will precede the semi-structured interviews I will conduct with the selected school principals from one of the twelve circuits within the Omusati educational region in Namibia.

1.2   BACKGROUND TO THE STUDY

Education transformation in Namibia started many years ago in 1991, shortly after Namibia had gained its independence in 1990. "Toward Education for All" is the policy document that was introduced in 1993, to translate the Namibian philosophy on education into a concrete and implementable government policy. It is detailed and comprehensive, and as such covers all the important facets of education as stipulated in the Ministry of Education and Culture (MEC) (1993:i), currently known as the Ministry of Education, Arts and Culture (MoEAC). These facets primarily include education programmes, vocational education and training, adult and non-formal education, higher education, curriculum and materials development and many other educational-related issues. Teacher Education falls within the ambit of the educational programmes facet. Its subdivisions include in-service teacher training, pre-service teacher education, preparing teachers for basic education and alternate paths to accreditation, all of which have been detailed (MEC, 1993:2).

Notably, according to Villegas-Reimers (2003:12-13), most currently designed and/or implemented educational reforms include a component of teacher professional development as one of the key elements of transformation in the process of change. This serves to indicate a significant increase in the level of interest and support that teachers throughout the world receive in their professional development. I posit that the foregoing claim by Villegas-Reimers is valid, and not excluded from the Namibian education system. On the contrary, it is integral to it. For instance, before the inception of the newly revised curriculum that started in 2014, with the decline in school grades, there were training sessions all over the country for teachers

and schools affected by and responsible for these grades. Processes equipped them with the necessary information regarding vital and significant changes in the curriculum.

"Toward Education for All (TEFA)" clearly stated that teacher education was discussed in the light of the previous education systems, pre-colonial, colonial and apartheid eras. During all these eras Namibian teachers were not sufficiently equipped with the necessary subject and pedagogical knowledge and skills that could enable the development of schools and learners' academic performance. As aptly stated by Kandumbu (2005:9): before independence, the education system was governed by apartheid educational policies of segregation that subjected Blacks, Coloureds and Whites to different educational practices. The education practice designed for Black Namibians then was of very poor quality. This simply means that, within the country, teacher education was inadequate in both quality and quantity for Black Namibian teachers. Kandumbu (2005:14) further posits that during the apartheid era in Namibia, teacher training, as well as teacher supply in Black communities, was ineffective and insufficient. Naukushu (2016:2) also stated that teachers were trained at racially segregated institutions across the country. Consequently, after independence, Namibia did not have adequately prepared educators suited to the tasks assigned to them.

The foregone background about teacher training has mostly affected Black Namibian teachers. This was so, because the colonial and apartheid government did not allow Black Namibian teachers to be well educated. They were trained to teach religious-related topics, which was also to be learnt, taught and instructed in the vernacular languages. Black Namibians are of the opinion that this type of education was structured to limit the acquisition of knowledge that could enlighten them, to start seeing the wrong deeds of the oppressors, and that subsequent to that, they could dispute their apartheid ideologies. Teachers were not equipped with the relevant teaching and learning methods. The oppressors only trained them in basic teaching techniques such as storytelling etc. To this day, the Namibian context is characterised in Black community schools by poor quality teaching and learning.

I remember during my primary education years, our teachers use to read the texts aloud to us without any focused, particular or specific explanation or elaboration on a certain point. At that time there were insufficient numbers of textbooks for learners, with the result that teachers had to copy the texts, as they were, from the textbook to the chalkboard and asked us to copy them into our notebooks, apparently as notes to study from. The independent Namibian government inherited inadequately trained learners and subsequently, inadequately trained teachers

deficient in learning, teaching and subject knowledge, from both the colonial and apartheid governments. Consequently, learning resorted to was rote learning of notes or any material provided.

Against this background, therefore, the Ministry of Education in the independent Namibia made recommendations for developing settings of learning that co-exist with everyday work (in-service training), as well as vocational training (holidays), while at the same time encouraging teachers to be lifelong learners. These settings served as the first initiatives the Namibian education system in the independent government introduced to assist teachers to upgrade and improve their teaching qualifications.

It is assumed that good teachers must continue to study, to be active learners throughout their lifetime. Furthermore, the underdevelopment of our past requires continuing education in our present and future (MEC, 1993:75-76). Moreover, if the culture of lifelong learning is fostered successfully, Namibian education institutions would no longer be regarded as places to get certificates and degrees. Instead, they will have become centres for popular mobilisation, empowerment, and development (MEC, 1993:15). At independence, the latter represented the aspirations and dreams for Namibian education. The intentions were not only to have programmes for teachers to upgrade their teaching qualifications, but also to become self-reliant and empowered henceforth in all of their lives' endeavours.

However, during the initial phases of Namibian independence, sentiments of those who were at the forefront of education, that in order for Namibia to change, schools had to change as well. Indeed, for its schools to change, teachers were expected to be both agents and facilitators of change. It was presumed that the educational outcomes of quality, efficiency and effectiveness of Namibian schools would largely depend on the nature and success of teacher education programmes. By then, educating new teachers and enabling the older teachers to upgrade their skills were a direct strain on the capacity of teacher education programmes. To encourage professional development, two nationally accredited professional development modules were devised, formulated and implemented: those obtained through higher education studies and those obtained through national in-service education programmes (MEC, 1993:76).

Because there was a shortage of qualified teachers in Namibian schools, specifically in Black communities, the Ministry of Education and Culture (MEC) created a working committee on in-service training under the facilitation of the National Institute for Education Development

(NIED). To make teacher in-service education programmes more effective, the MEC in turn, developed an education support scheme that reached teachers close to where they work. These schemes were introduced at Teachers' Resource Centres (TRC). These centres were appropriately equipped to be used for seminars, workshops and advisory services and to store and make appropriate reference materials available to teachers. Distance education programmes were also considered as strategies to help teachers develop their mastery of both subjects and pedagogy (MEC, 1993:77-78).

Since 1993 teacher education in terms of professional development remained in-service activities, such as seminars and workshops conducted at Teachers' Resource Centres (TRC). Advisory teachers and subject specialists facilitated these workshops. The "one-size fits all" content for the workshop was the only practice at every workshop conducted at the TRC. Distance Education programmes were also the only hope for teachers' knowledge enhancement until a few more educational programmes came into existence with the Vision 2030 framework that was adopted in 2004.

Vision 2030 is a national long-term perspective plan, outlining the course of development Namibia as a country would ideally want to achieve by the year 2030. Interim or medium-term plans, such as the National Development Plan 2 (NDP 2) towards National Development Plan 7 (NDP7) were developed as building blocks towards the systematic achievement of Vision 2030. The National Development Plan in effect at present is NDP5. Education is one of the identified pivotal pillars and driving forces imperative to the realization of the objectives of Vision 2030. This is so, because the realisation of Vision 2030 would expose Namibia as a knowledge-based economically viable and stable state. All this is achievable with this proposed education system reform. Constant changes to the Namibian education system since 1991, came with curriculum reforms as the vehicle to reach the envisaged destination. According to Naukushu (2016:3) the call for a knowledge-based economy requires new and innovative teaching and learning strategies such as learner-centred teaching. The curriculum was therefore revised further in 2006 to suit the demands of a new and growing nation.

In an attempt to respond to the call of working towards achieving Vision 2030, the Namibian Ministry of Education introduced a well-structured and designed educational framework (programme). The Education and Training Sector Improvement Programme (ETSIP) is the educational framework that was introduced in 2005. This programme was aimed at guiding all the educational activities in order to achieve the Ministry's objectives. Under ETSIP the

National Professional Standard for Teachers (NPST) came into existence. These two tools emphasise the need to improve the quality of teaching and learning for better academic performance in Namibian schools. They identify the Continuing Professional Development (CPD) of educators as the key component for improving teaching and learning.

To affirm the aims and objectives of the aforementioned programmes I draw from Glickman, Gordon and Ross-Gordon (2005:276) who posit that the essence of successful instruction and good schools comes from the thoughts and actions of the professionals in the schools. Moreover, if one is to look for a place to improve the quality of education in a school, a sensible place to look, is the continuous education of educators, which is professional development. Similarly, Mwanza-Kabaghe *et al.* (2016:7) insist that professional development is essential in all professions. Professional development is an integral part of every organisation, but it is most important for teachers, because it is only through continuous professional development that they can be up to date with skills and knowledge.

In the light of the programme of Professional Development of educators, another programme, "Namibian Novice Teachers Induction Programme" (NNTIP) came into existence. This programme was introduced in 2010 aiming at assisting the newly appointed teachers in Namibian schools, to cope with school context, curriculum, syllabus and expectations, as well as the teaching and learning environment. This programme came with terms, such as "mentor" that refers to a trained and experienced teacher to serve as a guide for newly appointed teachers at school. On the other hand, a "mentee" refers to a person being mentored, in other words a "novice teacher", a term that refers to a newly appointed teacher. By then, this was the only programme at school level, aiming at allowing teachers to develop their subject content, as well as their pedagogical knowledge and skills.

Moreover, it was necessary to strengthen and extend the Continuing Professional Development (CPD) of educators, because it is a key component for improving teaching and learning in Namibian schools. A CPD unit was therefore established in February 2011 with the sponsorship of the Millennium Challenge Account –Namibia funding. The key role of this unit is to ensure coordination and collaboration in CPD among consortium members respectively, the National Institute for Educational Development (NIED), Programme and Quality Assurance (PQA) and the University of Namibia through its Faculty of Education. The CPD Consortium Concept Paper recommends establishing the (then) thirteen (13), now 14 regional continuing professional development coordinating committees (RCPDCC) and school/site-based

continuing professional development coordinating committees (SBCPDCC). The consortium members serve as the central coordinators for CPD, with responsibilities of offering national guidance, support, coordination and collaboration in a manner that genuinely recognises regional and local CPD practitioners as partners.

Furthermore, establishing CPD committees at all educational levels came as the response to the adopted decentralised CPD model, which was motivated by the findings of research done on the traditional and central cascade CPD models. Studies found that CPD activities delivered through workshops, seminars, conferences, and courses do little to improve the quality of instruction in classrooms, thus a need for a decentralised CPD model. The Namibian education system has adopted a CPD model similar to the Zambian one. In fact, the adopted CPD model is practiced intensely in Zambia, whereby policy provision for CPD exists through the Zambia Education Policy (Educating Our Future) of 1996. The Policy recommends the following CPD principles:

- CPD programmes will be demand-driven responding to identified needs
- The majority of CPD programmes will focus on school needs and will be based in schools or resource centres
- Cascade models will be given special consideration, subject to avoiding too much dilution at the base
- Cost-effective programmes that reach large numbers for a relatively small outlay will be given priority
- The distribution of materials to schools, the introduction of new subject content, and substantial changes in management and organisational features will normally be accompanied by in-service courses for teachers and other fieldworkers

Adopted from the "Induction workshop for school/site-based CPD coordinators manual: Omusati Region" UNAM (17-24 April 2013:1).

The adoption of the decentralised model has enabled us to have Continuing Professional Development of teachers in schools, thus the title for this study. Ideal for the decentralised CPD model is that it has its strongest CPD interventions at school level rather than at any other level of the education system. I will elaborate more on the decentralised CPD model in Chapter Three, where I will review literature on the CPD of teachers.

I assume that the lack of understanding and insight about the programme can be the decisive factor that mostly affects the implementation of the programme of CPD at my school.

Kandumbu (2005:16) posits that experiences from other African countries have shown that policy changes without accompanying structural changes do not lead to the achievement of the intended goals and objectives. This claim led me to self-reflection, as I considered the programme of Continuing Professional Development of teachers in Namibian schools, and what all of that entails especially with respect to existing challenges that continue to exist as mentioned and discussed above. Thus, the implied problem is one that must be confronted promptly. In this study I am doing just that.

1.3   MOTIVATION FOR THE STUDY

I begin this section by acknowledging what De Vos *et al.* (2011:80) state that the motivations for doing research are varied and not always purely tied to knowledge development as one would want to believe. In the broadest sense, motives for undertaking research are associated with the type of research, that is, whether it is basic (or theory-oriented) research or whether it is applied (or practice/policy oriented) research. The distinction between the two types of research is that the basic research is concerned with producing knowledge for understanding; on the other hand, applied research is concerned with producing knowledge for action. The former serves as the basis for this study. That means that my engagement in this study is an attempt to understand the concept of CPD. Facilitate gaining insights and knowledge in addition to what was discussed primarily in the Namibian national aspirations of Vision 2030 that aims at a successful achievement of a globally recognised, viable, competitive, national Namibian economy derived from empowering all its people at all tiers of state, with due primary focus on Namibian schools, education learning and teaching.

Being a school principal, places the responsibility of overseeing the overall implementation of the curriculum by teachers, learners and other stakeholders at school level. That includes the implementation of all other educational programmes. Similarly, Hourani and Stringer (2015:780) state that the roles and responsibilities that principals perform in schools, range among others from that of strategic planning, curriculum development, enhancing teacher effectiveness, raising student outcomes, developing policies and procedures, and building parent/school relationships to benefit students. My responsibilities at my school include all of the above excluding none of the aforementioned list.

I became a school principal during the era in which the Namibian educational system, faced by critical phases requiring reforms of its educational programmes, brought about by the

expectations and demands of the Vision 2030 and other national goals. A series of new programmes and educational reforms were introduced into the school system within a period of six years, following my appointment as a principal. The National Curriculum for Basic Education 2010, School-based examination for the end of grade 7 in 2010, pre-primary education in schools, Revised Curriculum for Basic Education 2014 to mention a few, were soon to be replaced and were some of the major educational reforms I oversaw, coordinated and implemented at my school.

The Namibian Novice Teachers Induction Programme (NNTIP), family literacy programmes in schools and the continuing professional development (CPD) of educators were also some of the major programmes that came into existence during my tenure at this time as a school principal. The latter forms the basis of this study. The effective implementations of all these programmes at my school remained my utmost priority in order to achieve the Ministry of Education's goal of quality education for all. I needed to be equipped with the necessary capacity and skills to conduct myself effectively and meet the required challenges and expectations that confronted me successfully as I ensured that the overall functioning of my school continued successfully. I attended numerous training workshops, a pre-requisite prior to the introductions and implementation of new programmes. Vouch me to say though, that the training sometimes was inadequate and could not equip me suitably with adequate knowledge needed for optimal efficiency and the effective implementation of these expected programmes.

Upon reflection, and in retrospection, I came to realise that the overall successfulness of a school in terms of academic performance is heavily reliant on the knowledge capacity of that particular school's principal. I therefore, made a decision to stand in the gap as the objective of this study, a philosophical directive with a self-appointed personal intent derived from personal reflection and governed by a moral and social conscience directed at self-empowerment, as it is directed towards the empowerment of others nationally. I made a commitment to personal enhancement and development, which in this study is the philosophical analysis of the concept of continuing professional development of teachers in Namibian schools, the essential benefit of the Namibian people with primary focus on the children at our schools. In essence, I wanted to analyse the concept in terms of finding what meanings can be attributed to it, which I believe can enlighten and empower me in a sense that I become fully equipped with knowledge and insights, with regard to the continuing professional development of teachers in Namibian schools.

The statement by Waghid (2001:26) regarding the general principle of the concept of education that human beings not only do certain things, but also understand and learn to understand what they are doing, has also encouraged me to carry out this study. My study has a stronger theoretical and conceptual research focus with less of an empirical evidence focus, because I employ conceptual analysis and document analysis as philosophical methods of inquiry. Interviews conducted will only be the methods to collect empirical data.

1.4   STATEMENT OF THE PROBLEM

DiPaola and Hoy (2014:162) claim that, although definitions of professional development provide some guidance on what professional development activities should accomplish, designing an effective programme is not easy. School principals' planning for professional development involves plugging an activity into an empty space on the calendar without much thought to the needs of the participants.

With that in mind, and while drawing from my lived experience as a school principal, I reiterate that the implementation of the programme of continuing professional development (CPD) is inefficient in many Namibian schools. It appears as if the continuing professional development programme for teachers in Namibian schools is not achieving its intended purposes of improving the academic performances of learners, and then, in addition, that of quality education. In other words, many Namibian school principals struggle with outlining the continuing professional development programmes for teachers in their schools, more specifically with designing the comprehensive CPD activities for teachers, particular to (as per) their professional development needs.

Given the foregoing background, there seems to be a problem that requires a study that looks intensively and critically at the concept of continuing professional development of educators, in particular teachers in Namibian schools. It follows then that I am engaging in a philosophical analytical study with the rationale of creating a conceptual framework that will be useful to many Namibian school principals, as they manage the intricacies of the implementation of the CPD programme at their respective schools.

DiPaola *et al.* (2014:169), emphasise that recent research knowledge should be applied to improve the conceptualisation, measures, and methodology for studying the effects of professional development on teachers and students. Moreover, the application of a research-

based conceptual framework would elevate the quality of professional development studies and, subsequently the general understanding of how to shape and implement teacher-learning opportunities for the maximum benefit of both teachers and students. Taking a case in point, with due consideration to all of their contentions, I employ the following research questions to serve as guidelines for my arguments throughout this thesis. The next section highlights the research questions for this study.

1.5   RESEARCH QUESTIONS

Before I list my research questions, I acknowledge the point made by Alvesson and Sandberg (2013:12) that, apart from being researchable and precise, research questions should also generate knowledge that is relevant to society or larger professional practices such as education, health care and so on. The following key and sub-questions aim at gathering data to produce knowledge that I am confident about, with the specific potential of making significant theoretical contributions towards implementing the programme of continuing professional development of teachers in Namibian schools.

Key research question
What constitutes continuing professional development of teachers in Namibian schools? What does it comprise?

Research sub-questions
For this study, I attempt to answer the following three sub-questions while analysing the concept of continuing professional development of teachers in schools:

1. What are the meanings of the concept of continuing professional development of teachers through the Namibian educational policy documents?
2. What shortfalls and success stories do Namibian school principals have on the programme of continuing professional development of teachers?
3. What continuing professional development activities and contexts are most and least relevant for teachers in Namibian schools, and why?

1.6   STUDY OBJECTIVES

This study aims to achieve the following objectives:

- Creating the conceptual framework about the concept of continuing development of teachers in Namibian schools
- Presenting good practices on implementing the programme of continuing professional development of teachers in Namibian schools
- Presenting the different types of continuing professional development activities and contexts that are suitable for teachers in Namibian schools

1.7   RESEARCH METHODOLOGY AND METHODS

Before I indicate what methodology and methods I have chosen for my study, I first acknowledge the confusion that the two concepts ("methodology" and "methods") may cause to novice researchers. Having indicated earlier that this study is motivated by my lived experience as a school principal, this experience has also influenced the selection of the methodology that I employ in this study. I now give a brief description of the research methodology that I follow in conducting this study. Much of it (research methodology) will be discussed in Chapter Two.

I choose Critical Theory as a theoretical framework that guides my study. One would like to know what critical theory is and why I specifically choose critical theory as my preferred methodology. I attempt to answer these questions by drawing from Peca (2000:1) who posits that critical theory concerns itself with the emancipation of individuals, groups or societies from the self-imposing, internal or external imposed forces. In order to emancipate people, one needs to engage in a critique of the personal, situational and historical forces, in order to familiarise oneself with those forces. However, during the familiarisation process ways of lessening those forces can also emerge, resulting in reciprocate emancipation from the imposed influences.

Why I put Peca's view in my study context is because I have lived an experience of struggling with the implementation of the programme of continuing professional development of teachers in my school, which can already be regarded as an oppressive element. Now that I have decided to conduct a philosophical analysis on the concept of continuing professional development of teachers in schools, it gives me opportunities to gain insight and understanding about the concept in question. The challenges I have faced at my school would be less or would dissipate. Implementation then of the programme of continuing professional development of teachers at my school would be more successful and certainly liberating to me, in essence implied to be my own personal emancipation. This is so because critical theory encourages individual

engagement towards self-emancipation. Peca (2000:3) contends that critical theory is a personal responsibility and not just the responsibility of researchers who study and report to others, regardless of their participation in the studies.

In trying to make a point of how critical theory is related to the philosophy of education, I link the three dimensions of philosophy of education (personal, public and professional) to the three levels of oppression (self-imposing, internal or external imposed forces) people may be confronted with as they find themselves, as suggested by the critical theorists. In the personal dimension Van Wyk (2004:12), while drawing from Soltis's ideas, views the point of being philosophical in a personal way. While investigating educational-related problems, one achieves a satisfying sense of personal meaning, purpose and commitment, to guide one's activities as an educator. This leads to individual emancipation.

On the other hand, I contend that once a research report is released in the public domain, people will read it and possibly find the report content useful to them in their daily activities. For example, a report on my study will contain examples of activities as continuing professional activities of teachers in Namibian schools. It will obviously serve as a relief to some of the school principals who have been struggling like me with the designing and coordinating of CPD activities for teachers. The group of school principals who will find the report of good use will also then experience liberation, a feeling of emancipation.

It is likely that more studies will emerge, serving the invaluable purpose of ensuring the success of continuing professional development of teachers, as responses to the recommendations I as a researcher will make in this study and any pursuant endeavours for further studies on this very significant topic I chose to focus on. This is so because, according to Van Wyk (2004:13) being philosophical in the public dimension is "to articulate public aspirations and educational values, give sense and purpose to the cooperative public enterprise of education, and provide the opportunity for thoughtful participation in the direction of education by all who care seriously about it".

Lastly, in view of adopting a philosophical perspective in the professional dimension, Van Wyk (2004:13) posits that by providing philosophically rigorous examinations, critiques, justifications, analyses and syntheses of the educator's conceptual and normative domain one creates from within education practice the potential or opportunities that allow people to reflect on their self-activities. For critical theorists, people use their own insights as well as the work

of researchers to understand and, ultimately, change reality (Peca, 2000:1). In the context of this study, I embrace the claim by Waghid (2001:211) that to have a personal philosophy of education, is to possess a set of personal beliefs about what can be considered good, right and worthwhile to do in education. The individual who practices philosophy of education achieves a "satisfying sense of personal meaning, purpose, and commitment to guide his or her activities as an educator". However, practising philosophy of education in a personal manner requires one to be thoughtful and self-directed, thus the basis of this study. Having discussed my study methodology, in the next section I discuss the study method(s).

Drawing from my understanding of the philosophy of education and critical theory as theoretical guiding tools for this study, I realised that I require special methods of inquiry. I therefore chose conceptual analysis before other methods to serve as the main activity on how data is put to work, and thereafter the document analysis and semi-structured interviews to serve as my study data collection tools.

To make a point on conceptual analysis, I draw from Kandumbu (2005:27) who claims that conceptual analysis is concerned with the analysis of concepts and questions of knowledge, beliefs, actions and activities. This characteristic makes it viable to be utilised as an analytical and theoretical tool used in philosophy of education, where concepts are understood in relation to other concepts. This view took me back to the explanation I got from my supervisor at the beginning of this study when I asked him about how I can have my study situated in a philosophical perspective. He said that once I employ a philosophical activity or method of inquiry, my study has also become a philosophical study.

For critical theorists the use of dialectical processes is when investigating the object, one should not just look at the positive side of it, but also at the negative side of it. Both positive and negative qualities contribute to its character. For example, in my study context, I analyse the concept of continuing professional development in order to find its meaning in terms of designing and coordinating activities for teachers in schools. These meanings will enhance my understanding of this concept as Kandumbu (2005:27) posited earlier that concepts are understood in relation to other concepts.

Although, document analyses serve as the main data collection tool for this study, I have a big concern about the findings from the documents. My concerns are that I might have the predicament that the education policy documents that I am going to analyse do not discuss the

concept of continuing professional development of teachers. What would I do then? What should I do? To subdue my fears or appease myself, I draw encouragement from Olsen (2012:80) who said that it is feasible to do in-depth qualitative analysis when the documents are few or have little content on the subject of the study, because you can make use of background knowledge of language, history, the local milieu's norms and idioms. The in-depth qualitative analysis of documents is the suitable approach, since the documents I reviewed are few, due to the reason that not much exists presently on CPD of teachers in the Namibian education context. Moreover, according to Olsen (2012:80), when a more in-depth qualitative analysis is done, we take a smaller amount of the text and look into the purposes and intentions of the speaker or writer in much more depth. Semi-structured interviews were also an option to supplement the document analysis method. My rationale behind employing the semi-structured interviews is to clinch on the meanings attributed to the concept of continuing professional development of teachers from the school principals' points of view. Both the document analysis and interviews data put me in a better position to understand what constitutes the concept of CPD for teachers in Namibian schools' context.

A constant comparative method for analysing data was employed to analyse data from documents, interview transcripts and verbatim accounts, as well as that transcribed from audios recorded during interview sessions. A constant comparative method according to its advocates (Glaser and Strauss) as cited in many research works, refers to identifying a phenomenon, object, event or setting of interest. It also involves identifying a few local concepts, principles, structural or process features of the experience or phenomenon of interest.

As I indicated earlier, my study is positioned in the philosophy of education, in the following section I discuss what philosophy of education is.

1.8   WHAT IS PHILOSOPHY?

With no wilful intention of diluting what the philosophy of education gurus say, I give what I have been thinking, and this I claim is what philosophy is. I recall many a time with friends that we refer to one's ideas as one's own philosophy. We made fun of it by saying: "it is your own philosophy", after someone had said something that the rest of the group did not agree with. To me philosophy is any thought, belief or idea. My thoughts on this are not really far from what Henning (2011:14) emphasises, that philosophy has to do with explaining the way things are, with theories that enable you to explain things as they are for you. I underline the phrase, "for

you", in Henning's explanation about philosophy as a concept. It simply means to me that meanings to things are not limited to certain rules, but that every person has the capability of giving meanings to things, as they appear to him or her, and that this is philosophy in general perspective.

Hirst and Peters (1998), known as gurus in philosophy of education, cited in Van Wyk (2004:9), state that philosophy is an activity that is distinguished by its concern with certain types of second-order questions, with questions of a reflective sort arising when activities such as science, painting pictures, worshipping, and making moral judgements are going concerns. Their brief explanation that philosophy is concerned with questions about analysing concepts and with questions about the grounds of knowledge, belief, actions and activities has encouraged me to contend that my study title and question are philosophical. In other words, "What constitutes continuing professional development of teachers in Namibian schools?" is a question about analysing the concept of continuing professional development. Therefore, for this study I question the issues surrounding the programme of continuing professional development of teachers in Namibian schools with regard to the implementation and execution of activities for teachers. Put simply, the concept of philosophy in education perspective has to do with analytical questioning about educational programmes, policy, systems and interventions that seem to have some pitfalls prohibiting their effective implementation. However, one needs to have insights about what constitutes the concept of "education" before starting to investigate its practices.

1.9   WHAT IS EDUCATION?

From a philosophical point of view, education is one of those concepts for which one may not be able to come up with a neat set of logically necessary conditions for its use. Put differently, WB Gallie (in Van Wyk, 2004:10) classified the concept of education in the group of what he calls "essentially contested concepts" referring to concepts of which meanings are contested in the sense that the criteria governing their proper use are constantly challenged and disputed. Hence, education as a concept does not bear one clear meaning, because it may mean differently in different contexts.

Moreover, in attempts to explain what conceptual analysis is, Waghid (2001:24) gave an example of the concept of "education" by contending that one cannot get clarity about the concept of "education" without searching for logically necessary conditions that constitute its

general principle. For example, the use of the word, "education" is shaped by a logically necessary condition that human beings engage in a transaction. In this human transaction new comers (for example, learners) are initiated into an inherited tradition of human activities, aspirations, sentiments, images, opinions, beliefs, modes of understanding, customs and practices, that is, "states of mind". Furthermore, in this instance, a logically necessary condition that guides the use of the word, "education", is that human beings are initiated into an inheritance of human achievements of understanding and belief.

Notwithstanding the logically necessary condition guiding the general principle of using a concept, it is therefore in terms of the general principle that we select and organise our practices in a particular way. Hence, Oakeshott (in Waghid, 2001:25) posits that the general principle of education challenges the very idea that inherited meanings and understandings are transmitted to "newcomers" who uncritically accept and apply such knowledge. For this reason, he articulates the general principle that ought to shape an understanding of education as follows:

> Education is not acquiring a stock of ready-made ideas, images, sentiments, beliefs etc.; it is learning to look, to listen, to think, to feel, to imagine, to believe, to understand, to choose and to wish (Waghid, 2001:25).

The above explanation about what education is supposed not to be, and what it is supposed to be, is very contrary to the type of education we (I specific) had during my primary and secondary schooling years. I remember very well that I passed all my grades through rote learning as the way of learning. We were not allowed to look, listen, think, feel, imagine, believe, understand, choose and wish as Oakeshott advocates and claims education happens and should take place. Instead, we were made to memorise the ready determined ideas or facts about anything, as a way of learning.

Moreover, Coleman *et al.* (2005:7-8) gave two meanings to the concept of education of which the first one says that education is the experience and nurture of personal and social developments towards worthwhile living. On the other hand, education is the acquisition, development, transmission, conservation, discovery, and renewal of worthwhile culture. This sounds very practical to me, in a sense that an educated society lives a better life, because both their personal and societal traits are guided by the education activities in which they engage themselves.

More practically stated is that education is an enabling activity. Heystek *et al.* (2012:133) contend that education is to bring up, give intellectual and moral training to; provide schooling for; train a physical or mental faculty; development of character or mental power. Whereas Sinclair and Hanks (in Heystek *et al.,* 2012:133) posit that education is about teaching people various subjects at school or college, teaching people better ways of doing something or a better way of living. Having analysed the concepts of "philosophy" and "education", I now discuss how my study methodology is grounded in the philosophy of the education framework.

1.10 HOW MY STUDY IS GROUNDED IN THE FRAMEWORK OF PHILOSOPHY OF EDUCATION

I answer this question by discussing the three dimensions in philosophy of education: the personal, the public and the professional. Waghid (2001:5) briefly explains how one can have a personal philosophy of education by saying that it is to possess a set of personal beliefs about what can be considered as good, right and worthwhile in education. He continues by positing that the individual who practices philosophy of education achieves a satisfying sense of personal meaning, purpose, and commitment to guide his or her activities as an educator. My stance in the above claim is based on what forced me to analyse the concept of the continuing professional development of teachers: that I want to acquire insight and understanding about the programme of CPD of teachers. The insight and understanding will help me to implement the programme effectively, i.e. to improve the quality of education in Namibian schools and to contribute to the realisation of the Vison 2030's objectives. This study also assists in building my capacity of being a school leader, who leads others towards achieving educational goals. It is in this sense that Soltis in Waghid (2001:10) claims:

> In essence, philosophy of education as an overlapping three-dimensional (personal, public and professional) approach to educational tasks and problems is more intent on "providing illumination, understanding, and perspective for educators to think with, than on providing programmes and policies for educators to act on. This is not a denial of philosophy of education's concern with action. Rather, before action can be taken one first requires clarity about educational thought and practice.

It is a worthy warning: when one is engaging in a philosophical study, it does not mean that he or she is against the education programme or system under investigation, but as a personal dimension, a point of view, one needs to have clarity about the educational programme before or while implementing it. As a researcher, I am very confident that this study enlightens me on

how the programme of continuing professional development of teachers in my school should be carried out.

Having explained my stance on the personal dimension in philosophy of education, I now discuss how the public dimension in philosophy of education is applicable to this study. According to Soltis (in Waghid, 2001:5) philosophy of education in its public dimension aims to guide and direct the practice of "the many" that may include educators, academics, intellectuals, politicians, journalists or philosophers. Philosophy of education in the public dimension perspective is everybody's business and ought to be. The point of being philosophical about education in the public dimension is to articulate public aspirations and educational values, give sense and purpose to the cooperative public enterprise of education and provide the opportunity for thoughtful participation in the direction of education by all who care seriously about it (Waghid, 2001:5).

The public dimension view in philosophy of education is applicable to this study in a sense that it offers space for critique to the introduction of the concept of continuing professional development of teachers in Namibian schools' system. This is so, because the concept was not well conceived by the implementers of the programme. In my capacity as a researcher, the public dimension lens will highlight the issues that hinder the effective implementation of the programme of continuing professional development of teachers in Namibian schools in particular designing and coordinating the activities for teachers. I am again very confident that educational policy makers who are one of my respective targeted groups will consider my study outcomes for the future programmes outline. I therefore celebrate the view of the public dimension in philosophy of education that education should be treated as a collective responsibility, that it opens itself to criticism by an individual who wishes to do so, but it should be done in a professional way. With that in mind, I acknowledge Waghid (2001:9) who asserts that personal and public dimensions of philosophy of education need to be integrated with the professional dimension in order to be subjected to more analysing, reflecting and evaluating in seeking a clearer understanding of educational matters.

I tend to agree with above assertion of integrating the personal and public dimensions with the professional dimension, because as far as the research or study is concerned, for it to achieve its objectives, it must be done in a professional way. I, as a researcher, need to adhere to the professional dimension of philosophy of education principles in order to analyse the concept of continuing professional development of educators in the correct way. Soltis (in Waghid,

2001:10) also explains that being philosophical professionally is to make the educational enterprise as rationally self-reflective as possible, by providing philosophically rigorous examinations, critiques, justifications, analyses and syntheses of aspects of the educators' conceptual and normative domain. With that in mind, I now stand my ground, that my study's methodology is grounded in the field of philosophy of education, and that the three dimensions in philosophy of education apply in my study.

1.11   RESEARCH ETHICAL CONSIDERATION FOR THIS STUDY

According to Briggs *et al.* (2007:112), the underlying principles of educational research have been variously described as a commitment to honesty and avoidance of plagiarism. Moreover, they have identified principles such as the respect for the dignity and privacy of those people who are the subjects of research, and the pursuit of truth – the right to try to find out as carefully and accurately as possible, but also the right of society to know (Briggs *et al*., 2007:106).

Furthermore, Gray (2009:78) contends that the overarching principle is that respondents should always give their informed consent in giving information. However, these rights are not only applicable before an interview starts, but also during the interview itself. This simply means respondents have the right to withdraw from interview sessions at any time or to refuse to answer any question they may find intrusive. Therefore, in simplest words, this means that the respondents' participation in the research is voluntarily. I find all the principles given by the cited authors applicable to my study. I therefore contend that my study subjects need quality interaction, high levels of privacy and respect. An application for research ethic clearance was necessary (see Appendix). Permission to approach these subjects was sought for and has been granted. My study participants have given their informed consent to participate in my study.

1.12   PROGRAMME OF STUDY

Having discussed the conceptualisation and orientation to this study in particular the background to the programme of continuing professional development of teachers in Namibian schools with reference to the national development policy and educational policy, and giving a brief account on the study methodology, the following is the rest of the study outline:

Chapter 2: Research Methodology. In this chapter, I give a detailed explanation of the research paradigm I have adopted for my study. Critical Theory is the research paradigm that I

have employed in my study, and I give my standing on why I have chosen Critical Theory and not the other social science paradigms such as positivism and interpretivism. Conceptual analysis serves as the main activity of dealing with data, while document analysis and semi-structured interviews are the two data collection methods I have employed in my study and have discussed in detail.

Data collected through document analyses and semi-structured interviews will be analysed by a constant comparative method. In this chapter, I have given a thorough explanation of each of the methodology and methods employed for my study process. How the sample of the study participants was determined is also discussed in this chapter.

Chapter 3: Literature review.   In this chapter, I first discuss why the literature review was important for my study. I analyse other concepts that are interchangeable with the concept of continuing professional development or professional development in education context, and then later, the concept of professional development. I adopted a theoretical framework of the meanings (study group, mentoring and peer coaching; team and group work, planning days, clustering and school visits, and workshops) that I constructed for the concept of continuing professional development of teachers in my study context. I highlight the policy relevance in the programme of continuing professional development of teachers. Lastly, I present the summary of the chapter.

Chapter 4: Analysis of continuing professional development of teachers in Namibian schools. There are two sections of the analysis of CPD of teachers in Namibian schools in this chapter. First, is the analysis of the national and educational policy documents with regard to teachers' education or professional development in Namibian education system, and secondly is the analysis of the semi-structured interviews conducted with the selected principals from some Namibian schools. In both sections, the data will be presented and discussed.

Chapter 5: Conclusion and Recommendations. In this last chapter of the paper, I link the meanings that have been constructed in Chapter Three to the findings from the data analysed in Chapter Four. This is to develop a more understandable, but concise conceptual framework of the concept of Continuing Professional Development of teachers in Namibian schools, in terms of designing and coordinating comprehensive CPD activities for teachers. I offer recommendations that are relevant to education policy makers and education programme designers as well as the Namibian school principals with regard to the implementation of

continuing professional development of teachers in schools. Thereafter I suggest further possible studies on my topic before the conclusion.

1.13   SUMMARY OF THE CHAPTER

Educational reforms in Namibia necessitate the introduction of new educational programmes in Namibian schools. In this chapter, I gave the short description of my lived experience as a school principal that serves as the motive behind the selection of my study topic. The description focuses on what my roles are, when it comes to programme implementation at school level, and how it is important for every school principal to have insights into the programmes they implement or facilitate in their schools. I have also provided a brief background to the programme of continuing professional development of teachers in the Namibian education system, with reference to policy context. I have again discussed the statement about my research problem and suggested the type of study necessary to address the issues surrounding the problem. The problem is that the programme of continuing professional development of teachers is not achieving its intended goals. There is the assumption that the inadequate understanding of the concept of continuing professional development of teachers by the Namibian school principals, leads to struggles in outlining continuing professional development programmes and activities within prevalent contexts at their respective schools.

Moreover, questions that guide the discussion in this study have also been listed under the heading of research questions. I have acknowledged that it is difficult to come up with good research questions. In addition, my study objectives that emerged from the research questions were listed shortly after the research questions. I highlighted views behind the philosophy of education and critical theory as theoretical guiding tools for my study under the section of research methodology. The research methods employed in my study have been highlighted as well. I have also clarified my positions on choosing the discipline of philosophy of education to serve as a theoretical perspective for my study.

I have indicated the ethical measures that I took into account for this study, in particular from the side of the research participants. The research ethical clearance has been applied and issued and permission to conduct interviews with the selected principals from Namibian schools has been sought for and granted as well. Finally, I presented the study outline in terms of chaptering.

CHAPTER 2

RESEARCH METHODOLOGY AND METHODS

2.1   INTRODUCTION

The previous chapter gives the conceptualisation and orientation to the study. This chapter deals with methodology and method aspects. The concepts of "methodologies" and "methods" are challenging when explaining them. It was in 2003 when I first encountered these concepts, while I was in the process of pursuing my first bachelor degree. Research concepts such as qualitative, quantitative, methodology, methods, data analysis and interpretation, the list is endless, were the concepts that troubled me most in the Research Theory and Practice module. However, after having read a series of research work, I realised that these concepts do not only trouble me, but that many other researchers are as troubled. That is why they attempt to understand these concepts first, before they engage with their studies.

Despite the readings that I engaged in, it took me sometime to be able to distinguish between the concepts of "methodology" and "methods". I, however, learnt that these concepts are coexistent and supplement one another. In other words, the concept of methodology becomes what it is, because of methods of inquiry that the researcher has to employ. In other words, researchers tend to answer their research questions by collecting data with methods that they think suitable for their studies' methodology. Indeed, the research question can as well determine the methodology of the study. Hence, Kandumbu (2005:26) states that the concepts of "methodology" and "methods" are often used interchangeably. This can be true because Birks and Mills (2011:4) state from a philosophical perspective that methodology is a set of principles and ideas that inform the design of a research study. Methods, on the other hand, are practical procedures used to generate and analyse data.

Since this study is grounded in Philosophy of Education, I am not going to define "methodology" and "methods" as concepts, but I will rather analyse their meanings, because in philosophy of education we do not believe in definitions. In other words, the presentation of this chapter is going to be done in a philosophical way whereby concepts are analysed. I will therefore begin with analysing the concept of "methodology", and thereafter I will discuss the metatheoretical concepts that frame the social science researches (in particular educational research), namely, positivism, interpretivism, and critical theory. The reason for this is that all

three paradigms do not inform that they all guide my study, but that I want to take my position on why positivism and interpretivism paradigms are not suited to serve as theoretical frameworks for my study, and why critical theory was chosen to inform the organisation of my research.

Later I will discuss what constitutes the concept of "methods" that will be followed by the discussions of the research methods I chose to employ in this study. Conceptual analyses serve as the main activity in dealing with both the literature and the data. I will therefore discuss what conceptual analysis is and how it suits the research in my study. This will be followed by the discussions about document analysis as a method of data collection with reference to my study context specifically.

I will also briefly highlight some types of interviews, for example semi-structured interviews that I discuss extensively and at length because they are the forms of interviews that I am going to use to collect more data in order to supplement the documents collected. The constant comparative method of data analysis will be employed to present data collected from both documents and interview transcriptions. I therefore, will elaborate on what constant comparative method entails with reference to the qualitative research. Moreover, I will discuss who the participants were, and how they were selected for the interviews. Lastly, I will present the summary of the chapter.

2.2   WHAT CONSTITUTES THE CONCEPT OF "METHODOLOGY"?

I did not know what the concept of "methodology" implied; I got enlightened by reading different research works of fellow researchers. I discovered that the concept of "methodology" challenges many researchers. Many people confuse it with the concept of "methods". Typical of series of research works, in my study, acknowledge the confusion caused by the research when they distinguish between the concepts of "methodology" and "methods". However, some explanations are precise and support clarifying the distinction between the concepts of "methodology" and "methods" in research contexts. I was enlightened by some explanations such as, Kandumbu (2005:26) who posits that methodology is the theory of knowledge and the interpretive framework guiding a particular research project. She simplifies it further by stating that methodology frames or guides one's practices. While Van Wyk (2004:25) after reviewing Harvey's perspective of methodology, regards methodology as a broad framework, and that it may also be considered as a paradigm.

My investigation into what a paradigm is placed me in a better position to understand what constitutes the concept of methodology. Thus, Briggs and Coleman (2007:19) state that in making sense of research information and transforming it into data, researchers draw implicitly or explicitly upon a set of beliefs or epistemological assumptions called paradigms. Put simply, I view paradigms as a lens through which one views the knowledge that emerges through data collection and presentation. This is so because De Vos, Strydom, Fouche and Delport (2011:41) while acknowledging the view of Thomas Kuhn about paradigms, raised a point that all social scientific research is conducted within a specific paradigm, or way of viewing one's research material. Moreover, it is very important for all researchers to decide within which paradigm they are working. They should know the nature of their selected paradigm very well, and spell this out in their research report, in order to keep communication with their reading public clear and unambiguous.

Neuma (2011:94)'s statement that a paradigm is a general organising framework for theory and research that includes basic assumptions, key issues, models of quality research, and methods for seeking answers enlightened me, as I attempted to understand the concept of "methodology". It however, has led me to a conclusion that the concept of "paradigm" is a constitutive meaning of the concept of "methodology". Moreover, the words of Thomas Kuhn (cited in Neuma, 2011:94) says that a paradigm is a basic orientation to theory and research. By methodology, researchers are to find their places within the researched. Put simply, researchers position themselves, and decide how they intend to pursue their research ideas through choosing a paradigm.

This is so, because Mackenzi and Knipe (2006:2) posit that the choice of research paradigm that sets out the intention, motivation and expectations for the research. Furthermore, without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methodology, literature or research design. Drawing from the cited authors, I choose to adopt the critical theory as my research paradigm or methodology. Despite the earlier claim by Kandumbu (2005:26) that methodology and methods can be used interchangeably, I decided not to use them like that, because I assume that this belief is caused by the confusion in research work. Thus, later in this chapter, I will discuss the concept of "methods" preceded by the discussions about research methodologies i.e. positivism, interpretivism and critical theory as educational research paradigms respectively.

2.3   RESEARCH METHODOLOGY

With the understanding I gained from the aforementioned discussions about the concept of "methodology", I choose to use critical theory as the guiding framework for my study. Before I explain what critical theory is and why I chose it to direct my study, I will first provide brief explanations of two other scientific paradigms i.e. positivism and interpretivism after which I present my position on why I do not choose them to guide my study. The next section is a discussion about positivism.

2.3.1   Positivism

In this study, positivist tradition is discussed in order to justify why it was not chosen as the methodology for this study. The discussion is done in comparison to what critical theory is capable of doing to this study while serving as a theoretical framework. To start with, positivist tradition as Henning (2011:17) describes it, is a philosophical position that holds that the goal of knowledge is simply to describe and, in some designs, to explain, and to predict the phenomena that we experience. I posit that a study that intends to analyse a concept or concepts cannot be based on the positivist framework, because by analysing one tends to improve or change the previous understanding on that particular concept. For this study, the problem I must confront as a study is inadequate understanding of the concept of continuing professional development of teachers by school principals in Namibia that leads to poor implementation of these programmes in the schools. There is also a need for analysing that concept in order to create a conceptual framework that will help school principals in better understanding the concept for the effective implementation of the programme.

The strongest positivist view is that knowledge that is constructed beyond observation and measurement is not worthwhile. Reason is that observation and measurement is the core of the scientific endeavour. That idea has made the positivist framework completely unsuitable for this study, because observation and measurement are natural science methods capable of separating the objects and the researcher from the phenomena. Therefore, if we apply the positivist approach in educational research, we are putting ourselves in a position where we look at educational problems as problems being a means to particular ends only, and forget that they are problems caused by people within a societal setting through actions, beliefs, intentions and historical background.

The aims of positivist research are to provide universal knowledge truths that are objective, neutral and that could be empirically validated at any moment. I chose not to situate my study in a positivist framework, because it is being contradicted and criticised for failing to deal with the meanings of real people and their capacity to feel and think, and again for ignoring social contexts, and lastly for being anti-humanist (Neuman, 2011:108). For example, a positivist will investigate the issue of continuing professional development of educators by looking at the impacts it made in schools, in terms of performance improvement with a subject directed focus or emphasis. This is done oblivious to the factors that hinder the positive effects, or how CPD activities have been carried out in those specific schools. This is so because for positivists, reality is neutral and independent from human actions. From the other different perspectives, such as interpretivism or critical theory, one is obliged, firstly, to know how the implementers perceive the programme of CPD before looking at its impact on the academic performance of learners.

The fact, as according to King and Horrocks (2010:12), that positivists positioned themselves within the epistemological tradition of objectivism, according to which objects in the world have meaning that exists independently from any subjective consciousness, makes the positivism framework not suitable for this study. My contention is that one has a greater opportunity of learning, improving and becoming empowered in the field of her or his career once engaged in a study that is in line with his or her work. Thus, personal attachment to the object under inquiry is very important to the researcher. The aim of this study from the methodological point of view is to emancipate.

With the intention to find meanings to the concept of continuing professional development of teachers in schools, I realised that I needed to choose an activity that is capable of providing me with answers to the question that I put forward as my main research question. It reads, "what constitutes the concepts of continuing professional development of teachers in Namibian schools?" Conceptual analysis emerges as an ideal activity within the critical theory tradition that can provide required answers.

Critical theory guides this study, but positivism does not, because according to De Vos *et al*. (2016:6) it entails a belief that only those phenomena that are observable and flexible to be controlled and manipulated are worthy of creating valid knowledge, which contrasts with my emphasis of creating knowledge, which is socially constructed. The positivist idea of a researcher being objective to the researched is very impossible to me. In a study that is

motivated by the lived experience of encounters I had in real life, while interacting with the subject under investigation, that level of objectivity is not possible. Besides, the positivistic perspective is not suitable to guide this study, because its research outcome is meant to benefit science rather than the critical theory that produces theories that motivate people to action.

Now that I have given the reasons as to why positivism tradition do not fit to guide my study, I shall next discuss the interpretivism paradigm and why I did not choose it as a theoretical framework for my study either.

2.3.2   Interpretivism

Besides the fact that the interpretivism perspective has some similar features to those of critical theory and that the two share similar criticisms to their opponents (positivists), reasoning holds that its main goal distinguishes it from a critical theory perspective. According to Thanh and Thanh (2015:25), the goal of interpretivism is to value subjectivity, and the interpretivists eschew the idea that objective research on human behaviour is possible. The interpretivists reject this claim, because they believe that reality is socially constructed. Reality is discovered through participants' views, their own background and experiences. These views distinguish interpretivism research from that of positivism that often accepts only one correct answer. However, in this section I am not trying to compare the two paradigms, (positivism and interpretivism), but would rather answer the question as to why critical theory was chosen to serve as a theoretical guide to this study and not interpretivism.

I acknowledge that both interpretivism and critical theory are human research approaches that use qualitative data collecting methods. Despite that, critical theory was chosen to guide this study because, as a researcher, I do not only want to understand the lived experiences and perceptions of school principals in Namibian schools with respect to the programme of Continuing Professional Development of teachers, but I want to gain more understanding and insight into the programme itself. The latter focus will enable as it empowers me to coordinate the implementation of the CPD programme at my school effectively.

For this study, interpretive tradition would be adequate if the emphasis was to understand the principals' lived experiences as well as their perceptions on the programme of continuing professional development of teachers, in their respective schools. This is possible without really addressing the situation of inadequate insight and understanding of the school principals and

the CPD programme. Critical theory's goal is (Peca, 2000:5) to change the world, and not to describe it. This happens through the dialectical process of engagement resulting in an increased awareness of reality after which change occurs. Such change is not regarded as serendipitous, but as that which leads to the emancipation of mankind (sic: humanity), because the dialectical process enables man (sic: humanity) to distinguish between the real and ideal and to move toward the ideal.

Interpretivism was not an option, because I am not studying a phenomenon of which I would want to understand the lived experiences of the people affected by a particular phenomenon. By contrast, my study employs critical theory research to analyse the concept of continuing professional development of teachers. I am able to gain understanding and insight into this programme with the desired advantage that I become emancipated, thereby meeting all of the direct goals of the critical theory perspective. As indicated, the interpretivism tradition does not suit the purpose of this study, because according to Neuman (2011:108) it focuses too much on localised, micro-level, short-term settings while ignoring the broader and long-term structural conditions.

Furthermore, interpretivism is assumed amoral and passive, specifically because it fails to take a strong value position or actively help people to see illusions around them. I, therefore, contend that one needs to go beyond the understanding and interpretations that form the main goals of the interpretivists in order to make changes to the situation as critical theory wishes. Critical theory guides studies that aim to suggest solutions to social predicaments. Now that I have indicated the inadequacy of the interpretivism tradition in guiding this study aimed at creating a theoretical framework, proposed to bring relief to Namibian school principals as they implement the programme of continuing professional development, I now continue to focus my discussion in the next section on critical theory, the methodology of my choice for this study.

2.3.3   Critical Theory

I begin this section by admiring what Briggs *et al.* (2007:19) say about paradigms, that in making sense of research information and transforming it into data, researchers draw implicitly or explicitly upon a set of beliefs or epistemological assumptions called "paradigms". It is from this understanding that I choose critical theory, to serve as the lens through which I intend to view my study. Put simply, my arguments in this study will be based on the tenets of the critical

theorists' tradition. My response to a question that may arise, "What are those critical theorists' beliefs?" follows.

Before I state the beliefs that are attached to critical theory as a social science research methodology, let me firstly justify my choice of a critical theoretical framework. It must be understood that my research methodology is grounded in the field of philosophy of education that draws on reflective activity and is concerned with questions about the analysis of concepts and grounds of knowledge, belief and practice. Furthermore, critical theory suits to guide this study, because according to Guba and Lincoln (2004:20), critical theory adopts a more transactional and subjectivist epistemology where the investigator and the investigated object are assumed to be interactively linked with the values of the investigator inevitably influencing the inquiry. Thus, its aim is critique and emancipation. Moreover, according to Peca (2000:1), critical theory:

> Focuses on the oppression of the individual, the group, and society by self-imposed or externally imposed influences. To emancipate people on all three levels of oppression, individuals must engage in a critique of personal, situational, and historical forces which cause oppression. By the exposure of these forces and their juxtaposition against an ideal view of how these forces could be lessened, people become less oppressed and move toward emancipation. Critical theory is a personal responsibility and not just the responsibility of researchers who stand above the crowd and inform non researchers about how and what reality is. Under the critical perspective, people use their own insights, as well as the work of researchers to understand and, ultimately, change reality.

For this study, I intend to analyse the concept of continuing professional development of teachers in Namibian schools, based on my lived experience as a school principal. I contend that, I, as a researcher, will be guided by the critical theory tradition, because according to Neuman (2011:108) who in his work acknowledges the work of Pierre Bourdieu, a critical social scientist, and his advocacy that says that social research must be reflexive and necessarily political. Furthermore, the goal of research should be to uncover and demystify ordinary events.

With that in mind, I posit that one can only effectively implement the programme of continuing professional development of teachers in schools if one possesses insight and understanding of what constitutes the concept of continuing professional development. In addition, one needs to understand the history that necessitated the current CPD programme for teachers. This is why I discuss the colonial and apartheid backgrounds to Namibia as a country and the Namibian educational system in Chapter 4. Likewise, teachers who are core implementers of the CPD

programme need to reflect on their own teaching to be able to identify their weakness, so that they learn to improve on those weaknesses.

Indeed, Peca (2000:4) posits that critical theory is presented as the highest level of knowledge acquisition, because its focus is on power, and social power is the basis for inequality among mankind (sic: humankind). It must rely on both objective and subjective knowledge. This is so, because critical theory according to Kandumbu (2005:38) has a distinctive political orientation, which suggests that, the current dominance of science, and the rise of technology and bureaucracy are developmental tendencies of late capitalism, which increasingly encroach on the domain of social life.

For this study, critical theory will play a major role, because it influences the manner in which I discuss issues related to the programme of continuing professional development of teachers in Namibian schools. The theoretical perspective that empowered me in respect of the way in which I have implemented CPD for teachers at my school will change completely, given the fact that I will now be equipped with insight in and understanding of the programme outline in terms of activities as CPD for teachers at my school. I contend that, in order for teachers to improve their subject knowledge and pedagogical skills, they require a well-informed supervisor who can lead them to the right opportunities of learning through the programme of continuing professional development. Teachers together with identified critical theory intentions will result in empowered individuals through the process of continuous learning, thereby assisted to become experts in their subjects of specialisation.

Positions for promotion at educational institutions in Namibia are secured on the merits of good records of teacher academic performance. If the teacher has not been doing well in his subject, the chance of getting a promotion post as head of department or an education officer is very limited, because in many cases the panel and school board members give preference to the well-performing candidates. I thus contend that if teachers take the programme of CPD seriously, as it aims to improve their subject knowledge and pedagogical skills, learners' performance will also improve, and this gives credit to the subject teachers.

Waghid (2001:19) maintains that critical theory needs to be used to identify sources of social domination, oppression and justice, and to promote the kind of individual and collective reflective practices necessary for human emancipation. Moreover, critical theory provides educational practice with a reflective and emancipatory activity. I contend that, since the

programme of continuing professional development of teachers in Namibian schools has been introduced with the aim to improve and enhance quality of teaching and learning in Namibian schools, it is the responsibility of both teachers and learners to reflect on their teaching and learning progress in order to improve on their performance. By improving, overall empowerment becomes a reality experienced by all those involved within that particular educational context. Teachers become experts in their subjects and learning areas, whereas learners become the best academic achievers with indefinite and numerous consequent direct benefits such as funding for further studies and academic pursuits. Without addressing the shortcomings within the programme of continuing professional development of teachers in Namibian schools, the goal of achieving quality education may not be realised.

Van Wyk (2003:7) states that critical theory is propounded with specific ends in mind of providing people with a systemic critique of the own self-understandings and social practices in order to provide them with knowledge on the basis of which they can change the way they live. This is so, because Peca (2000:3) claims that critical theory posits reality as created by man (sic: humanity). It also acknowledges the existence of objective reality and is thus ontologically consistent with the positivistic paradigm. According to Kandumbu (2005:31) positivists insist that everything about social events should be discussed independently from human beings' dispositions. In other words, positivists believe that reality is objective; so do the critical theorists at some points. However, Habermas (one of the advocates of critical social science theories) departed from the positivistic paradigm when he proposed that knowledge could be partitioned according to the three basic interests served. He refers to the technical interests of the positivists, the practical interests of the interpretivists as well as the emancipator interest of the critical theorists. In Kandumbu (2005:37) Habermas further elaborates that the technical interests guide work and the practical sphere guides interaction enable the grasping of reality through understanding in different historical contexts, and the emancipator sphere guides power and aims at the pursuit of reflection. The latter forms the basis of this study.

Moreover, critical theory is presented as the highest level of knowledge acquisition, because its focus is on power, and social power is the basis for inequality among humankind. The highest level of obtaining truth is critique of reality through the dialectic (individual, social or societal) level. Its goal is regarded to surpass the goal of positivism, because its goal is human emancipation (Peca, 2000:4). Since education is trusted as one of the social sciences that operate in the emancipatory domain, I, therefore, positioned my study, which is about investigating education phenomena in the critical theory tradition that aims to emancipate. Kandumbu

(2005:38) posits that critical theory holds the promise to solve educational problems in schools in a high order synthesis, which allocates the empirical analytic and the historical hermeneutic sciences to their own mutual exclusive object domains, complete with their respective methodologies.

By employing critical theory as a theoretical framework I have also adopted the dialectical process theory by Hegel that is explained clearly by Marcuse (cited in Peca, 2000:5) as follows:

> Reality is comprehended as a process of becoming, in which reality as a whole, as well as each particular, individual part, is understood as developing out of an earlier stage of its existence and as evolving into something else. This entails grasping not only an object's positive features but also its negative qualities-what the historical object has been, what it is becoming, and what it is not –for all these things contribute to its character.

To put the above explanation in my study context, the continuing professional development concept, which is under investigation, will be analysed thoroughly to find its meanings, in order to have a better understanding of what it is in terms of its historical background. Thus, reality is defined by not only what it is, but also by what it is not. For this study, the previous in-service programmes that have been there in the Namibian education system for teachers' learning purposes will be critically discussed in relation to the current CPD programme.

Moreover, Peca (2000:6) posits that the goal of critical theory is to change the world, but not to describe it. However, engagement in the dialectical process causes an increased awareness of reality, and change occurs. Such change is not seen as serendipitous, but as leading to the emancipation of mankind (sic: humankind), because the dialectical process enables man (sic: humankind) to distinguish between the real and ideal, and move toward the ideal.

In an attempt to contextualise the arguments about the dialectical process, I came to understand it as a process whereby a system or programme (in education context) is to be studied in order to make changes that can enable its effective implementation. Studies can bring about changes in a system or programme, and those changes can restore its original state evident from its point of inception. This understanding encourages me to put more efforts into my study with the hope that it will effect necessary changes required in understanding and insight of the Namibian school principals and the perceptions they have about the programme and concept of continuing professional development of teachers in their respective schools. I, therefore, posit that by engaging in the process of analysing the meanings of continuing professional development of

teachers, I will enhance my capacity to implement it effectively towards achieving its intended goals of improving academic performance in schools.

Peoples' creations are to be viewed as means to understand reality and not as realities in themselves (Peca, 2000:8). With that in mind, I contend that the conceptual framework that I intend to create will also serve as a solution to some of the problems school principals encounter during the implementation of CPD programmes at their schools.

Having discussed the relevance of critical theory in guiding my study, I now embark on the next discussion about what constitutes the concept of "method(s)" that will be followed by the explanations of the different research methods that I will employ in this study.

2.4   WHAT CONSTITUTES THE CONCEPT OF "METHOD(S)"?

As with methodology, the concept of "method(s) has also challenged many researchers during their engagement with their studies. In an attempt to understand this concept better, I asked myself that if I do not want to use the concept of "methods", what are the other concepts that I can use? I then realised that the concept of "method(s)" can be used interchangeably with other concepts such as styles, techniques, ways, etc., even though they are not academically proven to be used in scientific research.

I admire the simple explanation given to the concept "method(s)" by Kandumbu (2005:26) that "method (s)" refers to techniques for gathering empirical evidence (the way of proceeding). Van Wyk (2004:29) in an attempt to explain the concept of "method", drew from the work of Lee Harvey saying that method refers to the way empirical data is collected and ranges from asking questions, through reading documents, to observation of both controlled and uncontrolled situations. Moreover, while some methods lend themselves more readily to certain epistemological perspectives, no method of data collection is inherently positivist, phenomenological or critical. To me the above claim serves as a point of departure in selecting methods of collecting data for my study, due to the fact, that every method of enquiry can be applied in any research framework. This claim is apparent enough to serve as a reason as to why I have chosen the methods I employ in this study, namely, conceptual analysis, document analysis and semi-structured interviews.

2.5   RESEARCH METHODS

This section is divided into three sub-sections of which the first will be a discussion of conceptual analysis and its relevance to this study. The second section will discuss document analysis, and the last section discusses interviews as another method of inquiry employed in this study.

2.5.1   Conceptual analysis

In an attempt to understand the concept of "conceptual analysis", I employed what this concept implies. I first divided the concept into two words, namely, "conceptual" and "analysis". This process allowed me to have a better understanding of the concept, "conceptual", and that it is an adjective that refers to a noun or a verb, and has the activity of informing events pertinent to a particular concept. On the other hand, "analysis" refers to the breaking down of a whole (in this case a concept) and questioning the meanings of the parts in order to understand their relation to the whole. With this understanding, I posit that "conceptual analysis" is simply referring to the analysis of a concept.

However, I further learnt that conceptual analysis is a research activity used by researchers who carry out non-empirical studies and collect secondary textual data. In addition, conceptual analysis is a method of inquiry that is mostly linked to the field of philosophy of education, because education system is dynamic, introduces new concepts when new policies and changes emerge, compelling a need for these concepts to be analysed so that they become explicit to people who ought to use them in their daily lives. I claim that conceptual analysis is an answer, as it is useful to a researcher whose study probes or searches to find the nitty-gritty of the concept.

Mouton (2012:175) claims that conceptual analysis refers to analysing the meaning of words or concepts through clarifying and elaborating the different dimensions of meaning. Indeed, the key research question under this design must determine the meaning of concepts and clarify conceptual linkages through classification and categorisation. Conceptual analysis brings conceptual clarity. Mouton further posits that a well-structured conceptual analysis makes conceptual categories clear, explicates theoretical linkages and reveals the conceptual implications of different viewpoints. However, if a conceptual analysis has not been done properly, it may lead to confusion, theoretical ambiguities and fallacious, erroneous reasoning easily refuted.

Mouton's warning about inappropriate conceptual analysis, reminds me of a case that was recorded as one of the challenges the programme of Namibian Novice Teacher Mentoring and Induction faced while being implemented in schools. Apparently, a certain novice (newly appointed) teacher, denied mentoring by the trained mentor who was an experienced, qualified teacher. The novice teacher rejected the mentoring service by the mentor teacher. Reasons presented for this decision were that the mentor, the experienced teacher's subject achievement status and records were undesirable indicating levels of underperformance, unlike that of the novice teacher. The comparison of subject performance happens when schools in Namibia do examinations with results reflecting an analysis of one subject to another. The rating is done according to A to D symbols achieved by learners. The subjects that have not scored many A to D symbols are regarded as subjects of concern (a regional term), with the direct result that teachers who are responsible for these subjects, are held accountable for the poor performance of learners in their subjects. It then happened that the novice teacher refused to be mentored by the underperforming teacher. The contradiction was that mentors are appointed by regulatory departmental procedures. The mentor was appointed as mentor, because he or she met the criteria needed for that position at school level. Some, however in error, perceived the concept of mentoring as related to good academic performance. However, the appointment criteria for a mentor at school level do not include good records of academic performance. Against that background, it was necessary that the concept in question needed to be analysed properly by the targeted group, in order to correct misperception and enhance existing understanding.

The young philosopher, Wittgenstein, contends that conceptual analysis can deliver us from mistaken beliefs that confuse our understanding and our conduct. This is so, as philosophical problems are fundamental to all disorders in our conceptual schemes that an appropriate analysis can cure. This can be a valid contention, if one considers what philosophy is. As Hirst and Peters claim that philosophy, in brief, is concerned with questions about analysing concepts, and with questions about grounds of knowledge, beliefs, actions and activities. The question, however remains, "What do we do in philosophy when we analyse a concept? The answer, according to Hirst and Peters, is that, as the concept in question is usually one, the possession of which goes with the ability to use words appropriately. What we do, is to examine the use of words, in order to see what principle or principles govern their use. Therefore, if we can make these explicit, we have uncovered the concept.

I admire the points made by Wittgenstein that we must not look for defining characteristics in any simple, stereotyped way, with the paradigm of just one word before us, and, that the concepts can only be understood in relation to a whole family of concepts. He warns further, we must also pay attention to what we mean, by using a word in the sense of the job, that we conceive of the word as doing in the context in which we employ it. For words are not just noises or marks on paper, they are more like tools. They do specific jobs in social life. Words are sometimes used to warn people or to suggest courses of actions.

Wittgenstein further argues that a concept can sometimes be used to refer to many logically necessary conditions, but those conditions do not have similar characteristics that can qualify them to be called as such. For example, the concept, "game", can refer to roulette, golf, patience etc., but these do not have similar characteristics for them all to be called games. He made this claim to warn us that we may not always be successful in our search for logically necessary conditions for the use of a word. He also went further by saying that we may be successful sometimes (Hirst & Peters, 1998:32).

Similarly, the argument by Van Wyk (2004:8) that once it is appreciated that conceptual analysis must have some point, it can also be appreciated that the inability to emerge with a neat set of logically necessary conditions for the use of a word like 'knowledge' or 'education' is not necessarily the hallmark of failure.

For this study the conceptual analysis will serve as an analytical and theoretical tool in philosophy of education's perspective, whereby concepts are understood in relation to other concepts. According to Van Wyk (2004:8), meaning, often linked to justification, is attributed to concepts. However, attempts are made to establish logically necessary conditions for the use of a word, and sufficient conditions must exist for a concept to be necessary.

Moreover, Waghid (2001:19) contends that, despite the criticism about conceptual analysis being the production of a comprehensive set of conceptual truths about education, such approach (conceptual analysis) remains an important philosophical activity in understanding the use of terms, and clarifying what these terms stand for. Moreover, one needs to understand the meaning of the concept before using it, more specifically in situations where the use of concepts or words is meant to transform education practice.

Van Wyk (2004:8) reminds us that we may be in a better position to look through the words at the problems of explanation, justification or practical action that make such a reflective interest possible. Conceptual analysis will therefore serve as a tool to analyse the concept of Continuing Professional development of teachers. The primary aim of this study is an attempt to create the conceptual framework for the concept of continuing professional development of educators in Namibian schools, by means of the specifically defined and determined meanings to the concept of continuing professional development of teachers. Document analyses and interviews are the two methods of collecting data for my study. Each will be described in turn.

2.5.2   Document analysis

Document analyses serve as the main data collection method for my study. It is therefore supplemented by interviews. It is a traditionally preferred procedure (culture) in studies, where conceptual analyses serve as a main activity for presentation of research information to analyse concepts. I discuss the concept of "document analysis" and its direct relation to conceptual analysis principles. I however only discussed the concept, "document", while maintaining the understanding that "analysis" as a concept is simply referring to the breaking down of the concepts into parts, with the purpose of enhancing the understanding of a particular whole concept. This is done through finding the meanings of a concept in question, because it is believed that a concept can merely be understood sufficiently in relation to other concepts. The latter having relevance with analysing the concept. In the case of analysing the document, De Vos *et al.* (2011:377) asserts that documentary analysis involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings that may be revealed by their style and coverage. The question now arises: "What is a document?"

2.5.2.1 What is a document?

According to Merriam *et al*. (2016:162), the term "document" is often used as an umbrella term to refer to a wide range of written, visual, digital, and physical material, relevant to the study. Moreover, documents that are part of research settings are also sources of data in qualitative research. They are most typically a natural part of the research setting and do not intrude upon or alter the setting in the way that the presence of the investigator might when conducting interviews or observation. In fact, documents are produced so that they can be easily accessible to the imaginative and resourceful researcher. Documents are classified into categories as primary and secondary sources.

According to De Vos *et al.* (2011:377), primary sources refer to the original written materials that present the author's experiences and observations, whereas secondary sources consist of materials that are produced from the original (primary) sources. A good example that indicates the distinction between the primary and secondary documents is that an autobiography is a primary document, while a biography is a secondary document. Furthermore, the primary sources are more reliable than the secondary sources, because the secondary sources are individuals' interpretations of the primary sources. People's interpretations of texts are far different from one another, due to different understandings. Therefore, secondary sources need to be thoroughly scrutinised for accuracy.

Documents are further distinguished as public records and personal documents by Merriam *et al*., 2016:163), and private and public documents by de Vos *et al.* (2011:377). The latter types of documents are recommended for use in qualitative research. According to Merriam *et al*. (2016:163), the public documents or put differently, records are official ongoing records of a society's activities. They include actuarial records of births, deaths, and marriages, police records, court transcripts, association manuals, programme documents, government documents to mention a few. Of course, the location of the public documents depends on the researcher's research and literary skilfulness and creativity, motivation, purposefulness and industry.

On the other hand, personal or private documents according to De Vos *et al.* (2011:378) are documents in which the author's experiences and personal expressions help the reader to know the author and his views with which the document is concerned. Another explanation is that personal documents provide evidence of the way lives are lived, in different places at different times. In many cases, the authors of the personal or private documents show their subjective perceptions and interpretations of their lives, and that of their environments. Personal documents include personal letters, diaries, autobiographies, email discussions, memos, verbal communications, photographs, films, personal video recordings, biographies, children's schoolwork, old Bibles with detailed genealogies, bronzed baby shoes and other sentimental objects, graffiti, memoirs, letters to the press, inscriptions on tombstones or monuments, letters of confession, shopping lists, travelogues and folk tales. It follows then that the owner or author of the personal document has authority to impose limits or restrictions of and for access to documents and on how the researcher should make use of the content of the document. Put simply, whether the researcher should "dip into or use" the document and, to a greater or lesser degree, use certain parts of it for research purposes, is permitted by the owner of the document.

This also implies that the accessibility of personal documents is limited and in many respects, as stated above, largely restricted.

2.5.2.2   A point on document analysis

According to Olsen (2012:79), when a document analysis is proposed, the first two questions are whether a systematic analysis of variation is wanted and whether an in-depth qualitative analysis is feasible. To do the former, access to a large amount of text is advisable. To do the latter, background knowledge of language, history, the local milieu's norms and idioms is required.

For this study, the in-depth qualitative analysis is the suitable approach, since the documents I am going to review are few due to the reason that not much has been written on CPD of teachers in Namibian education context. Moreover, according to Olsen (2012:80), when a more in-depth qualitative analysis is done, we take a smaller amount of the text and look into the purposes and intentions of the speaker or writer. My purpose of reviewing these documents is to look into the purposes and intentions of the CPD programme designers in much more depth. This data will serve as an answer to my research question, which is: "What constitutes continuing professional development of teachers in Namibian schools?"

De Vos *et al.* (2011:380-1) offer techniques for analysing documents, while claiming that the true test of the competent researcher, in terms of analysing data, where the craftsmanship and the ability to understand data can be proven is through document analysis. Depending on the goal of the study, this can be achieved through content analysis, textual analysis, semiology, and linguistic analysis as techniques for analysing documents. Techniques such as content analysis, semiology, and linguistic analysis do not fit within the ambit of this study because, it is similar to content analysis, which is associated with the positivist tradition, where it serves as a systematic and enumerative approach that deals with the quantifications of the frequency of elements. On the other hand, semiology is associated with the study of signs and images, while linguistic analysis explores the use and meaning of words and phrases in documents. In contrast, textual analysis is suited for this research and researcher as a useful tool for analysing documents meant to provide data for this study. Given the fact that textual analysis is usually thought of as being part of the qualitative research tradition, its emphasis is also less on the number and frequency of occurrences and more on interpreting the meaning the document may have.

After having analysed the concept of CPD from documents, I will further analyse it from the interview transcripts that have been recorded during the interview sessions conducted with the study respondents. The next process within the discussion is about using and conducting interviews as well as the type of interviews I chose for my study.

2.5.3   Interviews

Interviewing has a strong claim to being the most widely used research method (Gilbert, 2011:246). Similarly, interviewing is the predominant mode of data or information collection in qualitative research (De Vos *et al*., 2011:342). In attempting to analyse at more depth what constitutes the concept of Continuing Professional Development of teachers in Namibian schools, I opt also to conduct interviews as another method of collecting data. I draw from (Gray, 2009:370) who claims that interviewing is a powerful way of helping people to say explicit things that have hitherto not been explicit to articulate their tacit perceptions, feelings and understandings.

Gilbert (2011:246-7) presents the interview typology as follows: there is a standardised or structured interview, described by the interview schedule the researcher should have for all the interview sessions, in order to maintain the standard of the interview. The word "schedule" seems to convey the formality of this type of interview. Another type is the semi-standardised interview, in which the researcher asks major questions repetitively or recurrently (the same each time), with the additional advantage that random questions as follow-up questions can be added occasionally, the intention being, probing for further information. In addition, in the semi-standardised interview the researcher can adapt the interview instrument to the level of the respondent's comprehension and particularity in order to avoid the repetition of giving information. For example, it may happen that the questions are set in directly opposed or opposite form of a situation that can confuse the respondent, with the result that the respondent might end up giving the answer to the following question. In a situation like this, the researcher would not need to repeat the same question to the respondent, but rather reserve the answer, and consider it that of the response provided for the preceding question.

Lastly, Gilbert mentions what he claims is the non-standardised interview method, also known as unstructured or focused interview. This is a method where participants are provided with the list of topics to choose from and where decisions are to be made on how questions should be

framed. The researcher carries with him or her interview guide. An example is the word, "schedule", in the standardised interview, and the word, "guide", that also conveys the style of the non-standardised interview.

It was important that prior to making the decision on what type of interviews, I would employ for my study, I determined the pros and cons as well as the dos and don'ts of the various interview methods from literature. In my search, I came across an article written by Lisa Whiting (a professional lead, children's nursing) titled, "Semi-structured interviews: guidance for novice researchers". The article introduced me to good summarised features of the semi-structured interviews, as well as some guiding points a semi-structured interviewer needs to clarify to the participant before the interview commences. I will refer to these in the next section where I discuss semi-structured interviews. This article's content contributed immensely to inform my decision to employ semi-structured interviews in my study.

My study is based on the critical inquiry theoretical perspective. As such, the purpose of conducting interviews is not as much for the researcher to understand the lived experiences of the participants, as it is the case with the interpretivism perspective. It is rather that, according to Gray (2009:25), both the researcher and participants are invited to discard what they term "false consciousness", in order to develop new ways of understanding as a guide to effective action. I, therefore, employed a semi-structured interview (known as semi-standardised interview in Gilbert, 2011:246) method to collect extra data supplementary to documentary data. I prefer to use the concept "semi-structured interviews" rather than semi-standardised interviews.

2.5.3.1   Semi-structured interviews

For this critical theory study, additional data was gathered by using semi-structured interviews as a method of collecting data from the sample of subjects. Semi-structured interviews are selected, because according to Schlebusch and Thobedi (2004:39) they allow researchers the freedom to probe further into responses, if deemed necessary. On the other hand, semi-structured interviews, according to Coleman *et al.* (2005:149), allow respondents chances to express themselves at length, but offer enough shape to prevent aimless rambling. Put differently, De Vos *et al.* (2011:351) claim that semi-structured interviews give the researcher and participant much more flexibility, where a researcher is able to follow up particular

interesting avenues that emerge in the interview, and the participant is at liberty to give further explanation.

All the claims above are valid, in a sense that the semi-structured interviews are more flexible because De Vos *et al.* (2011:352) state that the predetermined interview questions that the researcher set before the interview sessions, are just there to guide the discussions, but not to dictate them. It may occur, though, that sometimes participants introduce issues the researcher had not thought of, but that these are also managed given the fact that they are related to or closely aligned to the essence of the research topic. In instances like these, the participants direct the interview process as they provide the required responses freely, but still within a reasonably "controlled as managed context".

I adopted the framework recommended by Whiting (2008) in her article, "Semi-structured interviews: guidance for novice researchers", where she writes to prepare nurses in conducting semi-structured interviews, by providing them with an overview of the key features of semi-structured interviews. She warns that these are not to be considered exclusive. They are as follow:

- Scheduled in advance at a designated time
- Location normally outside everyday events
- Organised around a set of predetermined questions
- Other questions emerge from dialogue
- Usually last from 30 minutes to several hours (Whiting, 2008:36).

The above listed features summarise what other authors write about the semi-structured interviews. In addition, Whiting advises researchers to draw up a checklist that identifies practical preparations and areas to be clarified to the participant before the start of the interview. I adopted the recommended, which are as follows:

- Purpose of the interview
- Clarification of topic under discussion
- Format of the interview
- Approximate length of interview
- Assurance of confidentiality
- Purpose of digital recorder –ask permission to use it. Explain who will listen to the recording

- Assure participant that he or she may seek clarification of questions
- Assure participant that he or she can prefer not to answer a question
- Assure participant that there will be opportunity during the interview to ask questions (Whiting, 2008:37).

During the interview sessions, I audio-recorded the interviews after obtained the mutual agreement with the interviewees. Subsequent to that, I completed the interview transcripts, after having been granted permission from interviewees to do so. Both the audios and the completed transcripts were transcribed during data analysing. The analysis was done by employing a constant comparative method, a method employed by Glaser and Strauss as cited in many research publications, and referred to as focusing on identifying a phenomenon, object, event or setting of interest. It also involves identifying a few local concepts, principles, structural or process features of the experience or phenomenon of interest. The constant comparative method of data analysis will be discussed in detail in the section that deals with data analysis. In the next section, I discuss how the participants were sampled.

2.5.3.2   Population and sampling

According to King and Horrocks (2010:29), sampling for qualitative research should be done in a way that the sample relates in some systematic manner to the social world and phenomena that a study seeks to throw light upon. For this study, I employed purposive sampling, where, according to Gilbert (2011:511-2), subjects or participants are selected for inclusion in a study based on a particular characteristic or identified variable. It is particularly useful when the population under study is either unique or shares specific characteristics. Again, according to Gilbert (2011:512), purposive sampling is a popular method of selecting participants in qualitative research where the focus is on gaining the insight and understanding by hearing from representatives from a target group. For this study, the selected principals as participants represented the group of state school principals in the whole country (Namibia), but their opinions on the study topic should not be treated as for other principals.

The criteria I used to identify my study's participants are that the terms of occupation as school principals in the selected group are five years and above, and their schools are Combined Schools (CS) offering more than one phase of schooling, i.e. junior primary, senior primary and junior secondary phases. This classification alone provides a diversity of variants, members and

participants, as it also allows differences and a diversity of principals' views and understanding of Continuing Professional Development (CPD) of teachers in schools.

These principals' schools are remotely allocated schools with limited teaching and learning resources including infrastructure. They were meant to be from the same circuit, and the most remotely located circuit in Omusati region in Namibia. I am aware of the fact that the selected principals have undergone induction training on the programme of Continuing Professional Development of teachers in schools. I am also aware that they (selected principals) have the guideline booklet on how CPD programme should be implemented in schools under their supervision. Their schools are non-boarding schools, meaning that they do not have hostels on their premises. The potential participants agreed to the arrangement for the interview schedules with them to be after normal school or teaching hours, namely, between 14:00 and 15:00 when individual participants would partake on separate days. Participants' demographic information as well as demographic variables will be recorded and discussed in Chapter Four.

While thinking about my study sampling choices, I also thought about the accessibility of the population that Daniels (2012:11) discusses as factors that will affect the ability of a researcher to successful implement a sample design, factors that should be considered in making sampling choices. To me the remoteness of the schools where my study participants were, did not present unusual challenges of accessibility to me, because I have been granted permission to enter their schools and to conduct interviews with them, by the Omusati Regional Education Director. The Inspector of Education for that specific circuit where these schools are located gave me permission too.

Although the Namibian education system has adopted the decentralised model of Continuing Professional Development of teachers, this study will only focus and discuss CPD of teachers in school. The study did not focus on educators at other structures of education, such as teacher-educators at universities, senior education officers at regional and circuit offices, inspectors and so on. In addition, although the title of my study reads, "A philosophical analysis of Continuing Professional Development of teachers in Namibian schools", the participants selected for this study, do not represent the entire proportion of principals in Namibia, but were selected according to the criteria discussed above, under population and sampling. The outcome of this study therefore cannot be generalised. The next section deals with data analysis.

2.6   DATA ANALYSIS

I begin this section by asking a question: "What is data analysis?" In an attempt to answer this question, I draw from the work of Merriam *et al*. (2015:202) who argue that data analysis is a process of making sense out of the data. It involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read -- it is the process of making meaning. Data analysis is a complex procedure involving moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation.

Some scholars believe that data analysis starts right away with the first interview, observation done, or book/document is read. Yes, this sounds very true to me because a researcher needs to gain more and more confidence through the process of collecting data, which brings improvement in questioning and probing for more clarity. However, Merriam *et al.* (2015:195) argue, "the process of data collection and analysis is recursive and dynamic. This is not to say that the analysis is completed when all the data have been collected, it is quite the opposite. Analysis becomes more intensive as the study progresses and once all the data are in". In the light of the above explanation about the process of data analysis, I opt to use the constant comparative method to analyse data for my study.

2.6.1   Constant comparative method of data analysis

Its advocates (Glaser and Strauss) describe the constant comparative method as a method that can be used to develop a grounded theory, because it involves identifying a phenomenon, object, event or setting of interest. It also involves identifying a few local concepts, principles, structural or process features of the experience or phenomenon of interest. Moreover, Merriam and Tisdell (2015:32) assert that the constant comparative method of data analysis is widely used in all kinds of qualitative studies, whether or not the researcher is building a grounded theory. The constant comparative method involves comparing one segment of data with another to determine similarities and differences. Data are grouped together on a similar dimension. The dimension is tentatively given a name; it then becomes a category. The overall object of this analysis is to identify patterns in the data. These patterns are arranged in relationships to each other in building a grounded theory.

2.6.2   A point on qualitative research methods versus data analysis methods

I begin this section by drawing from the work of Richards and Morse (2013:25) by asking, "Why are you working qualitatively"? They responded to their question by giving several reasons. The one that says that the researcher opts to work qualitatively in order to engage with complex unstructured data, from which new understandings might be derived, matched my purpose of conducting a qualitative study. The issue of implementing the continuing professional development programme at my school has been troubling me since its inception due to the lack of understanding of and insight into the CPD concept. Therefore, with the given reason in mind, I assume that I would acquire a better understanding of this concept upon the completion of this study.

This is so because Richards *et al.* (2013:27-28) have listed five purposes that researchers who opt to use qualitative methods may have for their studies. They are as follows:

- Qualitative methods are good for studies aimed at enhancing understanding where little is known or where the previous offered understanding appears inadequate, because they help the researcher to see the subject anew and will offer surprises.
- Qualitative methods are highly appropriate for studies where a researcher's purpose is to make sense of complex situations, multi-context data and changing and shifting phenomena, because they provide ways of simplifying and managing data without destroying complexity and context.
- Qualitative methods have in common a goal of generating new ways of seeing existing data in studies where a purpose is to learn from participants in a setting or a process the way they experience it, the meanings they put on it and how they interpret what they experience.
- Qualitative methods are good in assisting creating theories from data in studies where the purpose is to construct a theory or theoretical framework that reflects reality rather than own perspective or prior research results.
- Lastly, qualitative methods are appropriate in attempts to discover central themes and analyses of core concerns if the purpose of the study is to understand phenomena deeply and in detail.

Of the above-discussed appropriateness of the qualitative methods, the first and last reasons inform my study objectives, and therefore, effectively guide me and direct my choice as I endorse that the methods that I employ to collect and analyse data for my study are appropriate. This is because they address all the purposes that I put forth for conducting this study through research questions and objectives. This means that both document analyses and semi-structured

interviews are qualitative methods of data enquiry. Similarly, the constant comparative method of data analysis is a qualitative method.

2.7   SUMMARY OF THE CHAPTER

The concepts of "methodology" and "methods" in research tradition receive more attention than other research concepts. Every researcher tries to explain what methodology and methods mean before presenting the types that are employed in the study. I, as the researcher, conform to this trend.

Methodology refers to the theoretical framework selected to guide the research process, while methods refer to ways of conducting inquiries for the purpose of collecting and collating research data. Positivism has not been selected to guide my study, because it focuses on independent knowledge production that has no connection to human beings' action, as it is more relevant to natural scientific studies rather than social scientific studies. My purpose is to unfold the essence of what constitutes the concept of continuing professional development of teachers in Namibian schools, a study that aims to create a conceptual framework. I chose not to accommodate any of the positivism goals of measurement and controlling as my study objectives. Neither does interpretivism qualify to serve as a theoretical lens for this study. As my main aim with this study is to gain insights into the programme of CPD through analysing the concept of continuing professional development of teachers in Namibian schools, I do not want to understand the lived experiences of those who have implemented the programme of CPD. There is justification for selecting critical theory as the paradigm in which my study is positioned within the field of philosophy of education, the focus of which encourages reflective activities that were both concise and deliberate. A researcher who has a close connection with the topic of investigation has a benefit of becoming emancipated and empowered through the study process. These are some of the goals of the critical theory perspective.

Conceptual analysis serves as the main activity of organising data for my study, because it is known to be a philosophical method of inquiry. Moreover, my study is grounded in the tradition of philosophy of education, which encourages the analysis of concepts, hence, conceptual analysis is the solution. By employing conceptual analysis, one intends to unfold the meanings that guide the uses of the concept in question. I employ document analysis as the main method of collecting data for my study. Types of documents are highlighted. Content, semiology and linguistic analysing techniques could not be chosen for this study, because they are associated

with positivism tradition. They deal with numbers and measurement. Linguistic involves analysing images and videos. Textual analysis appears to be pertinent and suitable as it fits and is useful to be used during document analysis, because it involves interpreting meanings of the texts in documents. Data from interview respondents will be collected as well to supplement data from collected documents. I have managed to highlight different types of interviews. Among them, semi-structured interviews have been selected as a preferred mechanism to be used and employed in this study. Semi-structured interviews as a concept have been discussed in detail with the inclusion of its features and points to be clarified before the interviews start. School principals, whom together with their schools fall within the range by the set criteria, have been selected to serve as respondents in interviews for this study. This was done through the purposive sampling method that encourages that participants for the study should have shared common or mutual unique characteristics.

Data analysis methods incorporated and understood from the work of Merriam and others, who went further to say that their complexities involve moving forward and backward in scrutiny and analyses, while working with data, serve a useful purpose for this research focus. It is a process whereby a researcher makes induction and deduction out of data that he or she deals with. A constant comparative method is discussed as the suitable method of analysing data in the case of both documents and interviews. It is associated with creating grounded theories through emerging themes. Lastly, some points on how qualitative research is linked to some methods of inquiries and analysis were discussed.

CHAPTER 3

LITERATURE REVIEW

3.1   INTRODUCTION

This section serves to introduce what I personally consider as the heart of this study. Although all chapters in this study are equally important, I consider the literature review chapter to be the most important part of this study, because it supports the content provided in the other remaining chapters, respectively Chapter Four and Five. I allocated three months of my study time to review the literature on continuing professional development of teachers in schools. This is so because the analysis of texts and material required extended time and much reading. The process has had its direct benefits as indicated in this explication presented from consideration. I have gained many invaluable insights in and understanding of what I am studying.

It was necessary for me to have a broad understanding of what conducting a literature review means, and why it is important for my study. I now discuss what constitutes literature review and why it is important for my study. I admire the thematically ordered literature review that focuses on themes as discussed by Walliman (2011), Bangert-Drowns (2011), Henning (2012), and Hart (1998) as the best ones. In case of my study, the referencing is the concept of professional development or rather continuing professional development of teachers in schools.

It was again necessary for me to explore other concepts that could be used interchangeably with the concept of professional development of teachers, in order to have a better understanding of the concept in question. I chose discussions on staff development, in-service training (INSET) and professional support as particular and pertinent interchangeable concepts to the concept of professional development. Thereafter, the detailed analysis of the concept of professional development preceded the discussions on the concept of continuing professional development of teachers. I highlighted the distinction between the concepts of "professional development" and "continuing professional development" of teachers. I also presented the relevance of the continuing professional development interventions for teachers. The CPD of teachers in schools in the Namibian context, as indicated, was necessitated by the adoption of the decentralised CPD model in the education system. It was therefore vital for me to present in argument, a

discussion to present what the decentralised CPD model entails in terms of the Namibian policy context.

I came to a point where I constructed meanings for my study with the types of CPD activities that are discussed in literature, as those relevant to and for the continuing professional development of teachers in schools as required by the adopted CPD model. Study groups, mentoring and peer coaching, team and group work, planning days, clustering and school visits and workshops are those focal points mentioned as those that mostly provide necessary meanings within the study, that I constructed for my study. I have a particular stance in understanding of what meanings constitute. My discussion closes where I discuss policy implications with regard to teachers' professional development programmes, followed by a summary of the discussions.

3.2   WHY IS A LITERATURE REVIEW IMPORTANT FOR MY STUDY?

In attempts to answer the question above, I draw from Walliman (2011:4) who discussed four aspects that can serve as useful directions in carrying out a literature review. Firstly, one establishes the intellectual context(s) of research related to the study from research theory and philosophy of the studies reviewed. Secondly, a review can have a historical focus exposing the historical development in your subject. The latter then allows you to trace the background of your research topic to present thinking. Thirdly, the latest research and development in your subject can inform you about the current issues under investigation. The latest thinking and practice can also expose as it discusses the conflicting arguments, and it can again detect a gap in knowledge. Lastly, the methods used in those studies under review will enable the researcher to explore practical techniques that the authors used, particularly those methods that can be employed in your project. I contend that all the discussed elements of literature review are relevant to my research. I know that it will be useful to me as it enhances the learning and gaining of insight and understanding about the topic under investigation.

Similarly, Bangert-Drowns (2011:2) claims that a literature review can elucidate historical trends, chronical social factors that led to current norms of understanding, policy and practice. These roles intertwine in such a significant way that a given literature review might serve several purposes simultaneously. A literature review therefore requires rigor, integrity and transparency to draw new illumination from old coals. This simply means that literature reviews can sometimes help to demystify the previous issues that necessitated the existence of the

current issues. For example, my study is about the analysis of the concept of continuing professional development of teachers in Namibian schools, which is a newly introduced programme in Namibian education system with the aim to assist teachers to improve in their subject knowledge as well as their pedagogic skills (teaching techniques).

Race (2012:2) too contends that by reviewing literature, one seeks a wider understanding by looking at a philosophy or sociology underlying the policy document. It has however become apparent to me that the review that I am engaging in would provide me with a theoretical framework that I will use in analysing the policy in the following chapter. For this study, the ongoing contention is crucial because my study is guided by the critical theorists' belief of emancipating the individual or a group of people from the unpleasant situations they find themselves in.

I also celebrate the view of Hart (1998:1) that a review of the literature is important, because without it a researcher will not acquire an understanding of the research topic, of what has been already done on that topic, how it has been researched, and what the key issues are or were. In addition, I personally view literature review as a learning opportunity through which I can become an expert in my field of study as well as within my career. A literature review can also serve as proof of knowledge enhancement that serves as a prerequisite for my career growth. In order to gain insight into my study topic, I need to review literature on the concept of Continuing Professional Development (CPD) of teachers in schools. Since CPD is a new concept and programme in Namibian education system and schools, I do not expect to find much in the form of literature that exists on it in Namibian context. I will therefore review associated peer literature on continuing professional development of teachers within the international context as well.

The literature review will also serve to inform the themes that will emerge from the data collected through documents and interviews. I opt to do a thematic literature review. By doing a thematic review, according to Henning (2012:28), a researcher seeks to trace the issues and connections between issues in research done by other scholars in order to find the gaps between your research and available literature. In the light of this, and, while adopting the thematic approach of reviewing literature, I did not only look for the meaning of the concept of continuing professional development of teachers, but also created the foundation of concepts that informed the content of Chapter Four. Moreover, the content of Chapter Four informed the content of Chapter Five where I gave the conclusion of what transpires during the analysis

of the concept of continuing professional development of teachers in Namibian schools, and thereafter, I made recommendations for further studies on the topic. A number of texts ranging from articles in journals, book chapters, theses and dissertations, reports to conference papers are sources of literature that I reviewed in order to have a broader conceptual understanding of the concept of continuing professional development (CPD) of teachers in schools.

It must, however, be understood that CPD as a programme in the Namibian education system is conducted and administered from different levels of the educational system, but the one that this study is focusing on, is the school level, conducted and administered via continuing professional development activities for teachers. I acknowledge that a number of authors refer to the subject as 'professional development' rather than 'continuing professional development' as indicated in my study title. However, I have learned that the two concepts do not really refer to the same thing, even though they are co-existent and complementary to one another. Later in this chapter, I give the brief distinction between the concepts of "professional development" and "continuing professional development". The next sections discuss those concepts that can be used interchangeably with the concept of "professional development".

3.3   INTERCHANGEABLE CONCEPTS TO PROFESSIONAL DEVELOPMENT

Conceptual analysis as the main activity of dealing with texts for this study insists that concepts can be understood better through or in relation to other concepts. This means that, as we use different concepts to refer to similar things, it may happen that one understands one concept better than the other. For this reason, when we do a conceptual analysis we intend to look at those other concepts that have similar meanings or that govern the meanings of the concept in question. Thus, a concept of professional development can be well understood in relation to other concepts that can be used interchangeably. Dean (1991:4) observes that the concepts, "staff development", "professional development" and "in-service education" tend to be used interchangeably for both the process of individual development and that of organisational growth. Heystek *et al.* (2012:164) have adopted the Oldroyd and Hall model of staff development as the basis for professional development, whereby professional support identified as a category of activities for professional development for the differing needs of teachers and of schools exists. Accordingly, professional support appears to me as another meaning of professional development. I discuss staff development, in-service training (INSET) and professional support as interchangeable concepts to professional development.

3.3.1   Staff development

Dean (1991:5) suggests that staff development is the process by which individuals, groups and organisations learn to be more effective and efficient. Furthermore, staff development in an education context is an experiential involvement by a teacher in the process of growing. This process is thus not short term, because it is a continuous, never-ending developmental activity. For me, staff development shares some features with professional development, especially that it is an ongoing process of learning, implying that it is a long-term process. I, therefore support the use of the concept of staff development when referring to teachers' learning. It is the same as using the concept of professional development of teachers. The two concepts are interchangeable within the context of continuous learning of teachers.

When Bubb and Earley (2010:1) attempted to explain the meanings of the concept of staff development, they started their explanation with what continuing professional development is, because they observed some similarities between the two concepts. They opted to use the concept of staff development, because they felt that continuing professional development is more about teachers only, and have excluded other staff members in schools who are not teachers. Nevertheless, the meanings they have given to staff development are comprised of the elements of continuing professional development. They posit that, despite the omission of the word, "professional", in their concept of staff development, the description that they give to it is narrow enough to include the abilities of professional development of teachers in their discussions about staff development. Therefore, they say that staff development is "an ongoing process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working, so that pupil learning and well-being are enhanced as a result. It should achieve a balance between individual, group, school and national needs; encourage a commitment to professional and personal growth; and increase resilience, self-confidence, job satisfaction and enthusiasm for working with children and colleagues." It is in this light that the key purpose of staff development is teachers' growth.

Heystek *et al.* (2012:161) also acknowledged the need of staff development for South African teachers, given especially by comparison to white teachers that black teachers have limited subject content knowledge that they received from training during the apartheid era. This inadequate knowledge negatively affects their perceptions of concepts and content presented in

their lessons. It is therefore assumed that staff development is vital in attempts to provide quality education for learners.

Kydd, Crawford and Riches (2000:185) discussed staff development from two different angles, that of staff development as training and staff development as continuing professional education. In an attempt to explain the two concepts, they acknowledged Jinks who posits that training is not a friendly word to use while thinking of activities that seek to change attitudes. This is so, because training is aiming at eliminating the gap between the knowledge, skills and attitudes that are needed for a particular job and those that an individual possess while executing that particular job. However, they opted to define staff development as that which broadly refers to the individualistic and personal process of continuing professional education that fits within the concept of teaching as an art, rather than teaching as labour or as a craft.

Although I agree with Kydd *et al*. (2000:185) that the word, training, sounds very vague when one thinks of an activity to address the learning needs of teachers, I fully endorse that the intention of in-service trainings is similar to that of professional development. This is why some scholars opt to use the concept of in-service trainings interchangeably with the concept of professional development. It is the purpose of the next section to analyse the concept of in-service training as another meaning of professional development.

3.3.2   In-service training (INSET)

In his paper on the study that investigates why decentralisation policy failed to support teachers' continuous professional development in primary schools in East African countries, Okuni (2016:112) presents in-service training (INSET) as a strategy that education ministries in East Africa and the world over have conducted for a long time. For a number of reasons INSET is regarded as essential to improve quality of teacher education as well as teaching and learning. INSET is vital for re-orienting teachers' classroom practice towards more 'active' learning pedagogies. However, in-service training has become more important in the East African education system, particularly in primary schools, after the introduction of the Education for All policy that enabled high enrolment in primary schools. With limited resources such as classrooms, schools find themselves challenged by overcrowded classrooms, without an adequate enabling and supportive environment. In-service training was needed for teachers to be equipped with skills on how to handle overcrowded classrooms.

In her literature review Villegas-Reimers (2003:55) acknowledged that the meaning of "in-service" education/training is changing, and it varies from country to country, depending on the level of preparation teachers receive prior to their entering the profession. However, Bolamin (in Villegas-Reimers 2003:55) posits that for most (if not all) developed countries worldwide, in-service education and training includes "those education and training" activities engaged in by primary and secondary school teachers and principals, following their initial professional certification and intended mainly or exclusively to improve their professional knowledge, skills and attitudes to educate children more effectively.

Ingvarson (in Villegas-Reimers, 2003:16) alluded to in-service training as the traditional system of professional practice where the employers have control, the government establishes the goals, the actors can be universities, employers or consultants, and the models used are usually short-terms courses or workshops that are not necessarily connected to what happens in classrooms. These references were made in comparison with what Ingvarson refers to as a standard-based system, where professional bodies have control when deciding on goals and helping to implement the models and where the opportunities are designed based on real needs identified by the teachers themselves in their daily activities. He, however, concluded that the traditional system might still be essential, but not sufficient any longer. Thus, many institutions have done away with the use of the concept of in-service training and replaced it with either professional development or professional support.

3.3.3   Professional support

I view professional support as any kind of support teachers get from the principal of their schools, or principals get from the inspector of their circuits, or from whoever manages the most superior position at the top of their hierarchies. This can be in the form of moral support to encourage individuals to execute their jobs with commitment. I, however, did not know that the concept of professional support entails the ability to improve the knowledge and skills of educators, until Heystek *et al.* (2012: 166) enlightened me, saying that professional support encompasses activities within the school that are aimed at development, based on job experience and performance, for example, peer coaching, action research and mentoring. Professional support depends largely on the sharing culture or collegiality that is found within the school. Having undergone training on the "Namibian Novice Teachers Induction (NNTI)" programme, I admire the fact that the school culture plays a major role in implementing the programme at individual schools. It is significant to note that the induction of new teachers at

my school may be different from processes employed at another school, because these two different schools do not share the same cultural values.

Heystek *et al*. (2012:166) maintain that professional support has the potential of improving individual performance as well as the culture of the school by bringing educators together and bidding them to a common purpose. The concept of professional support to me should be used interchangeably with the concept of professional development, because the two share the same values of promoting collegiality. However, Heystek *et al.* (2012:166) criticised this process claiming that it limits educators' views, and that new perspectives and good practices from elsewhere outside of the school are excluded from the professional support activities. The reason being that people tend to maintain their school culture and that the chance of adopting others or learning from other schools is limited.

With the new conception of teachers as professionals, their preparation as being a lifelong learning process where they are active participants in their own growth and development as teachers, the concept of "teacher training", whether pre-service or in-service, are no longer fitting (Villegas-Reimers, 2003:67). It follows then that, as Anho (2011:39) stated, that the professional development of teachers is divided into three stages. They are: initial teacher training; the induction process involving the training and support of the trainees during the first few years of teaching or the first year in a particular school and teacher development or continuing performing development and intensive processing of practicing teachers. Banks and Mayes (2001:2) agree about the James Report of (1972) that discussed the Triple-I or three I's. "Triple-I" or "three I's" represent initial induction and INSET. The whole idea or formation of the Triple-I is that it promotes a professional development continuum. In this sense, continuing professional development should ensure that individuals' progress happens from "novice" or "advanced beginner" status to that of an "expert". However, "expert" status is not a final achievement. It is ongoing, full of new demands, a changing curriculum and various other changes demonstrating that learning and development is never ending (Earley *et al.,* 2004:6). The above processes and stages of professional development of teachers constitute continuing professional development as part of the process. The next section and subsections analyse the concept of professional development particularly for teachers.

3.4   ANALYSING THE CONCEPT OF PROFESSIONAL DEVELOPMENT

According to Villegas-Reimers (2003:11), professional development in its broadest sense refers to the development of a person in his or her professional role. Similarly, Craft (1996:24) says that professional development is designed to help people change, and that change can be thought of in terms of change in awareness, knowledge, attitudes and skills. The appropriate question to pose now is: "Where did the concept of professional development originate"?

3.4.1   The origin of the concept of professional development

Some literature show how the concept of professional development came to existence in education practices, but there is no single piece of literature that makes any claims about its general origin. For example, according to Holly and Mcloughlin (1989:19-21), at the beginning of the twentieth century teacher education was a major concern in USA. The primary concern was for initial or pre-service preparation of teachers. The emphasis was placed on the struggles to establish professional standards that required the introduction of the baccalaureate degree programmes, a system of institutional accreditation and establishing state certification requirements. In the same context, in-service educational programmes and staff development activities have been a secondary concern. They lack a shared conceptual base, consistent attention and committed resources. More criticism about in-service education were that it was a slum of American education that disadvantaged, poverty-stricken, neglected, psychological isolated people needed, whittled with exploitation and broken promises. In this light, professional development of teachers was then described, with some accuracy as "a shadow world." This marked the beginning of the use of the concept of professional development in education practice. Indeed, in teacher education as in other professional fields, the notion that professional development is properly a career-long activity appears to be taking root.

Holly and Mcloughlin (1989:175) state that, since teacher preparation developed into professional programmes, and continuing education became an expectation for continuing to teach, the term in-service training was gradually replaced by professional development. Now the question arises: What is professional development? I am going to address this question by looking at what professional development as a concept in terms of teachers' professional learning is. In the next section, I analyse the concept of profession.

3.4.2   The concept of profession

Dean (1991:5) views the concept of "profession" and says that it seems to imply a number of things, thus that it has multiple meanings. Firstly, the concept of "profession" refers to an occupation that requires a long training, involves theory as a background to practice, has its own code of conduct and has a high degree of autonomy. Dean further writes that all the mentioned aspects needed for a profession are applicable to teaching. Villegas-Reimers (2003:34-5) in turn cites five criteria that can be used to identify a profession. These are social function, knowledge, practitioner autonomy, collective autonomy and professional values. These criteria prompted my intention to learn more about the concept of "profession" in relation to teaching. A crucial question emerges: "Is teaching a profession?"

Arguments based on the above criteria have a strong standing that teaching cannot be regarded as a profession, because it does not match all of the criteria mentioned. However, from the social function point of view, teaching is a very important practice, integral to society and important to many individuals. It deserves to be called a profession. On knowledge of criteria used to identify a profession, Villegas-Reimers (2003:34) says that in order for teaching to be considered a profession, knowledge is very crucial and it can only be acquired through training and education in a commonly recognised institution. However, criticism that the knowledge on practical teaching can be learned anywhere by anyone and is not necessarily attached to any theory, as with craft-oriented occupations such as mechanics or gardening etc. has been preferred and has occurred. In situations where teaching knowledge is conceived through practical orientation that is not founded on theoretical models and reflective ideas, teaching may not qualify to be called a profession. This is to say, for teaching to be a profession, teachers must be trained through a recognised teacher education institution, where teaching practice is learned from theoretical perspectives.

On the other hand, when considering practitioner autonomy criteria that unless teachers have full autonomy of their job, as with other professions, such as medicine and law, teaching will not be called a profession. Teachers' autonomy is limited because their supervisors determine their roles, i.e. principals, inspectors, and that they are inclined to follow a prescribed curriculum prepared by specific educators, known as "experts" who are not teachers themselves. The state also plays a role in making teaching less professional, because it regulates teachers' activities.

Collective autonomy requires teaching to have a self-governing status and independence from the state for it to have professional status. Teachers need to be organised in professional

organisations rather than in unions, as is the case now. The latter would make them less state bound, because in many instances unions are affiliated to political parties that form governments. Finally, concerning professional values, Villegas-Reimers identifies registered weaknesses in the teaching profession that are unlike other professions such as medicine and law. Teaching does not have a set of values to guide its professionals. These professional values are necessary to hold professionals accountable to their clients. However, she continues to say that this is impossible for teachers since they have a multitude of clients.

Given the mentioned criteria, it is clear to see why contention exists and it is so often argued whether or not teaching is a profession and whether or not teachers can do anything to improve their status in society. Cepic *et al.* (2014:8) say that the teaching profession does not have a high social standing or any characteristic that can result in fame, wealth or power, and represents the basic elements of the professional status in general. Teachers' social status, personal development and character are the key determinants of their professional development. This is simply to say that, despite the questionable status of teaching being a profession, teachers have a huge responsibility of imparting knowledge to learners. Teachers deserve to be encouraged to keep learning new knowledge related to their classroom activities. Teachers should improve their capacities in teaching through engaging themselves in those activities that enhance or develop their knowledge in their subjects, as well as in teaching and learning skills. The next question posed is "What constitutes the concept of development?"

3.4.3   The concept of development

In general, the concept of "development" as derived from the verb, to develop, means growth, enhancement, improvement, change, increment etc. According to Heystek *et al*., (2012:167) development presupposes a situation where individuals are enabled to perform their tasks better and more efficiently. Likewise, Earley *et al*. (2004:4) state that development is about improvement, both individual and in school improvement. Heystek *et al*. (2012:164) discuss three levels of development while adopting the Oldroyd and Hall model of staff development that is based on the assumption that at the centre of any professional development activity is the idea of improvement of an individual through self-development. Level One is about development for general performance, which is achieved through acquiring skills and knowledge elsewhere, e.g. at a university. The second level is for self-development as a professional and as an individual by attending workshops etc., while the third level is for developing personal performance aimed at improving actions and behaviour while doing the

job. The last two levels form the basis of this study, which is professional development for teachers.

3.4.4   Understanding Professional development (PD) for teachers

While looking for the literature that discusses the concept of professional development of teachers, I came across many works that have only defined the concept while referring to what the concept refers to or includes. For example, Mahlaela (2012:27) posits that teacher professional development refers to the means, activities and processes by means of which teachers enhance their professional knowledge, skills and attitudes, so that they might, in turn, improve the learning of their students. For a better understanding of the concept of professional development of teachers, I need to explore more meanings for this concept.

However, the description of the concept of PD of teachers as viewed by the Teaching and Learning International Survey (TALIS) of the Organisation for Economic Cooperation and Development (OECD, 2009:19) as a body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and CPD within school settings, has enlightened me. What I admired most in the foregoing description of the concept of professional development of teachers are the stages it consists of. I assert that the concept of teachers' professional development comprises of three different stages. My assertion is supported by Ayoola (2017:31) who states that there is consensus among the series of studies on professional development of teachers that the stages of PD have been characterised to include initial training, induction and continuing professional development (CPD). This brings me to the conclusion to say that teachers' professional development is the initial training that the prospective teachers receive at their higher education institutions. It also includes the induction sessions that the newly appointed teachers undergo at the schools as well as the in-service interventions that the serving or practicing teachers participate in with the purpose of developing and improving their knowledge and skills, both in subject content and teaching and learning. Central to all these stages of professional development is enhancing the provision of quality education to learners.

Furthermore, in order to understand the concept of professional development of teachers very well, one need to understand what constitutes it at all three stages as identified above. The initial teacher training refers to the pre-service course given to a teacher trainee before commencement of service. Put simply, Dean (1991:18) says that it is initial training at the early beginning of

learning to be a teacher. Therefore, professional development is first a matter of the personal development, which enables a person to tackle new tasks, relate well to others, and see important issues and so on.

In the light of the above, as stipulated in the OECD (2009:28) it is believed that the quantity and quality of teachers' initial education is clearly important in shaping their work, once they begin teaching in schools and should influence their further education and training requirements, and other aspects of their development. For example, a low level of formal education or one of poor quality may increase teachers' need for professional development once they enter the profession.

Paradoxically, the OECD (2009:49) reminds us that, no matter how good pre-service training for teachers is, it cannot be expected to prepare teachers for all the challenges they will face throughout their careers. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce, thus induction and in-service professional development activities for serving teachers (CPD). This means that prospective teachers will never be regarded fit for their jobs in the absence of other in-service trainings, such as induction and other CPD activities at school level.

On the one hand, induction is the education and support given to newly qualified teachers in the first few years of teaching to help them develop a professional identity and the basic competencies not acquired during the initial teacher education in school. On the other, CPD refers to in-service education for practicing teachers (Ayoola, 2017:31). With the understanding that the integration of the last two stages (induction and in-service education for practicing teachers) that constitute of continuing professional development of serving teachers has discouraged me to the extent that I do not want to discuss them in detail in this section, but to rather discuss them in the section where I analyse the concept of CPD (see section 3.5).

Finally, with regard to professional development of teachers, the OECD (2009:28) emphasises that the level of teachers' educational attainment is a combination of their pre-service training and additional qualifications they may have acquired in-service. On the other hand, extensive formal education may spur greater interest in further education and training to develop skills obtained during extensive formal education. The next section highlights the distinction between

the concepts of "professional development" and "continuing professional development" for teachers.

3.4.5   A distinction between the concepts of PD and CPD for teachers

By the fact that people confuse the concepts of "professional development" and "continuing professional development" of teachers when discussing the professional learning for teachers, I find it useful to distinguish between them, because the two appear distinct in theory and in practice. Theory, according to Steyn *et al.* (2005:127), is associated with disparities, idealistic, impractical, nebulous, speculative and unverifiable issues. On the other side, practice is concrete, specific, useful, practical and related to the real world.

How teachers' roles are viewed, contribute to how professional development of teachers can be described, for example, if teachers are viewed as appliers of the craft, the professional development will focus primarily on the teaching methods and techniques. However, if teachers are viewed as functioning in isolation from one another, the professional development will focus on the activities of the classroom. Moreover, if we view teachers as functionaries, then the managers of the education system will be the sources for the agendas of professional development. Only when teachers are viewed as professionals would issues such as decision-making, practice and professional knowledge about human development, learning and school purposes be addressed through professional development. By this view, we also consider them capable of creating their own agendas for professional development (Holly & Mcloughlin, 1989:2).

The above-discussed views about teachers are valid when one attempts to understand the professional development of teachers. Holly *et al*. (1989:2-3) observed that the difference between technicians who can merely implement a guide to activity, and an educator who can utilise and interpret policies according to the needs of learners and the realities of the school setting, is a significant one. These differences in viewing teachers' roles can guide our rethinking of what we mean by professional development.

In the light of the above and theoretically, professional development (PD) according to Anho (2011:39) revolves around the policies and procedures designed to equip prospective and serving teachers with the knowledge, attitude, behaviour and skills required in the performance of effective duties in and out of the school environment, e.g. at church. Thus, PD is known for

three stages that are initial teacher training, induction for the newly appointed teacher at school and the in-service activities for practicing teachers. This outline of PD distinguishes it from the continuing professional development, which is described as any activities aimed at enhancing the knowledge and skills of serving (practicing) teachers by means of orientation, training and support to enhance their continued relevance for their careers. The practical distinction between the concepts of "professional development" and "continuing professional development" is that CPD is for teachers who are already in service, referred to as serving or practicing teachers, while PD is for both prospective and serving teachers.

CPD is relevant for serving teachers, because it inspires learners to learn. Steyn *et al*. (2005:128,130) emphasises that, unless schools become places for teachers to learn, they cannot be places for student learning and that it is difficult for learners to attain high levels of learning, unless their teachers are continuously learning.

Despite the distinction between the concepts of "professional development" and "continuing professional development", for the purpose of this study, professional development and continuing professional development are assumed synonymous. This is because I realised that a series of authors have used the concept of "professional development" while discussing issues pertaining to the professional learning of serving teachers, which is continuing professional development. In the next sub-section, I discuss the relevance of continuing professional development of teachers.

3.5 THE CONCEPT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD) OF TEACHERS

Reforms and changes experienced by professionals across the world have necessitated the continuing improvement of knowledge and skills, and the teaching profession is no exception (Ayoola, 2017:32). New learning systems are required to meet evolving social needs, such as changing populations, economic conditions and changing industries (Steyn & van Niekerk, 2005:126). Thus, the adoption of continuing professional development (CPD) programmes for teachers in many, if not all, education systems in the world will enable teachers to benefit from educational reforms in their respective countries.

With reference to the concept of professional development (section 3.4.4), continuing professional development of teachers emerges as the third stage of the professional

development of teachers. CPD, according to Earley *et al.* (2004:4), is an ongoing process building upon initial teacher training (ITT) and induction including development, training opportunities throughout a career and concluding with preparation for retirement. This is to say that at different times and different stages, one or other may be given priority, but the totality can be referred to as continuing professional development for teachers. By referring to the continuing professional development of teachers as a process that comes after the initial training and induction, it causes one to ask critically "Does it mean that a newly appointed teacher cannot participate in other professional development activities at school level while in the process of induction?"

I will answer this question by discussing what constitutes the induction programme for the newly appointed teachers at schools. It happens often that the concept of induction is linked to the concept of mentoring. The reason might be that both are "one-on-one" exercises, or that both are mostly associated with new people in professions even where mentoring is also applicable to non- or poorly-performing experienced teachers in schools. Induction can also be done for the new teacher in a particular school who is not new to the profession. However, the OECD (2009:70) refers to induction as another important type of support for teachers' development. It takes the form of schools' policies and practices to support teachers who are either new to the profession or new to the school. This is because it was noted that teachers who start out face challenges that are remarkably similar across countries, such as motivating students to learn, classroom management and assessing student work. Induction and mentoring programmes may help new teachers cope with these challenges and combat early dropout levels from the profession. This foregoing discussion did not provide me with the answer to the critical question that arose earlier.

However, some findings of the OECD (2009) presented different situations with regard to the programme of induction and teachers' professional development at school level. For example, the OECD (2009:71) survey reported that, across the participating countries, a strong relation between induction and mentoring policies in schools and the amount of teachers' professional development is absent. This sounds as if the induction programme in some schools is taken as something that has nothing to do with the development of teachers. Now, if that were the case, the answer to my question would be that the newly appointed teachers should participate in the other professional development activities apart from the induction process they are being taken. Similarly, the OECD (2009:70) suggests that schools that find themselves without formal

induction programme policies in place should consider replacing those with other means of development in the form of corresponding support and development.

In the light of the foregoing discussion, and for the purpose of this study, I adopt the process that CPD starts with the stage of induction and then proceeds to other stages that include development, training opportunities throughout the career until retirement. The reason why I include the induction process as part of CPD is that induction is done to new teachers who are staff, who are serving teachers like those other teachers found at schools. Given that my study focuses on the continuing professional development of teachers in Namibian schools, I do not think it makes sense to separate the newly appointed teachers from the rest of teachers in schools when discussing the continuing professional development of teachers, simply because they have a different programme for professional development (induction) from the rest of the group. As long as all of this continues to happen for serving teachers, continuing professional development for teachers happens.

Drawing from the explanation given earlier about the concept of continuing professional development of teachers; it includes development, training opportunities throughout a career and concludes with preparation for retirement. The question arises: "What development and training opportunities are there that serving teachers can be engaged in throughout a career?"

The best way to respond to the raised question is to first look at what the programme of continuing professional development of teachers aims to achieve in teachers' careers. To start with, Grieve and McGinley (2010:173) in their article about teachers' voices on continuing professional development in Scotland state that the Scottish Government's vision of CPD for all teachers has the intention to support teachers and equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment. So too, CPD should improve teachers' abilities to support pupils' learning and should involve learning for the teacher. Moreover, the process of CPD, whether engaged in alone or with others, allows teachers to "review, renew and extend their commitment as change agents to the moral purposes of teaching. Teachers acquire and develop critically as they gain the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives".

Similarly, Pollard (2005:418) asserts that the concept of continuing professional development denotes the steady career-long process of learning and adaptation teachers are encouraged to

undertake. Furthermore, CPD is connected to personal development as well as career fulfilment. The opportunities he claimed could only be reached if the culture of the school where the CPD activities are happening is supportive and accommodative. Indeed, schools need to recognise the need for professional development of teachers through their improvement plans.

Having analysed the foregoing denotations of the concept of continuing professional development of teachers, I contend that the programme of CPD in schools achieves more than imagined. To me, CPD can include all aspects that are psychologically, emotionally, intellectually, socially and maybe spiritually that a teacher needs for career fulfilment. My contention is supported by Mahlaela (2012:27) who insists that professional development should be regarded as more than the mere learning of knowledge and skills. Rather, it should include personal development, enabling teachers to grow in character and maturity and allow them to cope with the multiple challenges placed on them. Put simply, Earley *et al*. (2004:26) assert that if teachers become exposed to and participate in a wide range of professional development activities, these would bring about changes to individuals' beliefs, values, attitudes and behaviours, and these may also lead to changes in classroom and school practices. The OECD (2009:57) recommends that the relatively high level of participation of teachers across a broad range of activities may be the sign of a well-developed and active professional development culture. This means that schools need to adopt a professional development culture that is positive and accommodative.

In essence, the OECD report adopts the broad view about the teachers' professional development that it includes activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Moreover, teachers' professional development can be provided in many ways, ranging from the formal to the informal. It can be made available through external expertise in the form of courses, workshops or formal qualification programmes through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work.

Lastly, teachers' professional development can be provided through coaching/mentoring, collaborative planning and teaching and the sharing of good practices. I will elaborate on some of the activities in the section where I construct the meanings of the continuing professional development of teachers at schools. I raise a question, "Is CPD relevant in teachers' career lives?"

3.5.1 Relevance of teachers' continuing professional development

Given that changes take place over time, those who are involved in changes are also likely to need support and training over time. In other words, there is a need to think in terms of continuity and sequence in professional development (Craft, 1996:19). In essence, continuing professional development embraces those education, training and support activities engaged in by teachers following their initial certification and aim to add to their professional knowledge, improve their professional skills, help clarify their professional values and enable pupils to be educated more effectively (Earley *et al*., 2004:4).

For Steyn *et al*. (2005:130) professional development helps teachers to acquire the most up-to-date knowledge of the subjects they teach and to use techniques that are powerful in improving learning by learners. Similarly, the necessity is for professional development that promotes the enhancement in teaching effectiveness that necessitates the teaching of all learners in increasing diverse contexts and at high levels. It also supports the professional growth of teachers by permitting them to transit to roles of higher status and responsibility within the teaching profession, for example, becoming mentor teachers, experienced teachers or being promoted to head of department positions (Villegas-Reimers, 2003:67).

Furthermore, professional development through professional support activities identified such as peer coaching, action research and mentoring, is assumed to have the potential to improve the individual teacher's performance as well as the culture of the school by bringing teachers together and binding them to a common purpose (Heystek *et al*. 2012:166). In the same way, Earley *et al*. (2004:5) noted that continuing professional development could achieve more than what many people think, as its only purpose is to enhance subject or content knowledge and teaching skills. By this they meant that continuing professional development can enable teachers as individuals or with others, to review, renew and extend their commitment as change agents to the moral purposes of teaching. They can also acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives. All of the above are true because Ayoola (2017:34) states that one of the key objectives of CPD is to improve learner performance and learning outcomes; thus, PD programmes tend to focus on bringing about change in classroom practices, teachers' attitudes and beliefs and on the learners' achievements.

Finally, I relate the relevance of teachers' professional development to the relevance of teachers themselves within schools. Ayoola (2017:32) argues that teachers' relevance within the school system is grounded in their abilities to update their knowledge and skills and to be aware of different approaches to teaching and learning for meeting the challenges they are likely to face in this changing society. In the next section, I discuss the characteristics of high-quality CPD programmes for teachers that are reforms of the "one size fits all" initiatives.

3.5.2   Characteristics of high quality teacher professional development

Villegas-Reimers (2003:63) notes that in most parts of the world the majority of in-service programmes are too short, too unrelated to the needs of teachers, and too ineffective to upgrade teaching knowledge. I use the concept of in-service training here while referring to CPD for practicing teachers as it was earlier discussed that the two concepts can be used interchangeably. Despite the above criticisms, Villegas-Reimers (2003:64) acknowledged the tendency to consider the needs of schools and communities when planning in-service education programmes, for example, the programme that allows CPD activities to be designed and offered at school level where schools can decide on the content of their in-service programmes.

Kedzior *et al.* (2004:2) argue that, in order for the professional development to have the greatest impact, it must be designed, implemented and evaluated for meeting the needs of particular teachers in particular settings. They, however, discussed several characteristics that inform the high quality teacher professional development as follows:

- *Content-focused*: the ideal PD for teachers is the one that takes into account the learners' prior knowledge in relation to the subject content and the teaching strategies that can enable learners to acquire new understanding.
- *Extended:* teachers' PD should be extended to more than one-time sessions for them to develop coherent connections to their daily work through substantive engagement with the subject matter.
- *Collaborative:* it is proposed that teachers learn when collaborating with professional peers from within or outside of their schools. Moreover, teachers' PD activities that include collective participation of teachers from the same department, subject area or grade encourage opportunities for active learning among teachers.
- *Part of daily work:* PD for teachers should be school-based and incorporated into their day-to-day work.

- *Ongoing:* PD for teachers should be continuous, never-ending and include follow-up and support for further learning.

- *Coherent & Integrated:* teachers' professional development should be informed by the standards set for teachers' assessments. It should address the needs of teachers according to reform requirements as well.

- *Inquiry-based:* professional development should promote continuous inquiry and reflection through active learning. Through active learning, teachers engage in meaningful discussion, planning, and practice.

- *Teacher-driven*: professional development should respond to teachers' self-identified learning needs and interests in order to improve on individual and organisational achievements.

- *Informed by student performance*: professional development of teachers should be informed by analysing the impacts of other PD activities on learners' performances.

- *Self-evaluation:* professional development should have in its process a space for teachers' self-evaluation for them to be guided in their ongoing improvement efforts.

Literature discusses a variety of professional development activities for teachers that are in line with the foregoing characteristics. For example, Heystek *et al*. (2003) discussed study groups, mentoring, peer coaching, networking, team work and group work, retreats, collaboration and action research, planning days, clustering and school visits as reform types of teachers' professional development programmes.

3.6 CONSTRUCTING MEANINGS OF CONTINUING PROFESSIONAL DEVELOPMENT PROGRAMMES FOR MY STUDY

I begin this section by acknowledging the distinctions in the explanations of the concepts of "professional development" and "INSET" (which in some works refers to continuing professional development of teachers). I admire the simple different explanations given by De Vries (2005:34) that professional development, in short, can include any activity a teacher undertakes to expand his/her efficiency, knowledge and skills as a teacher. INSET, on the other hand, is usually a formal, organised programme designed with specific outcomes of professional development in mind. For this study, while analysing the concept of "continuing professional development" of teachers in Namibian schools, I use INSET to describe a formally organised set of activities with the aim stimulating or facilitating professional development in

teachers. INSET appears as a second stage of CPD for teachers, because, according to the James Report (1972) on the triple I framework, INSET represents the last "I" preceded by the first "I" which stands for "initial training" for teachers, and the second "I" representing the "induction" given to newly appointed teachers at schools, respectively. Put precisely, the second and third "I's" made up what is referred to as continuing professional development (CPD) for teachers. In short, three I's (III) stand for "initial training", "induction" and "in-service training" of which induction and in-service training form the basis for this study. Earley *et al*. (2004:5) affirm that initial training and induction were regarded as a total or final preparation for a career in teaching. Nowadays they are merely providing a platform on which further or continuing professional development will be built.

The very crucial question emerges, "What activities are those that can be executed formally to enhance teachers' professional knowledge and skills?" In attempts to answer the above question, I compare what literature says, and I draw from the list of what Heystek *et al*. present as reform types of professional development. Before I present what they say as formal activities or programmes suitable for CPD of teachers, I still want to emphasise that the concepts of "professional development' and "continuing professional development" will be used interchangeably for the purpose of this study, because numerous works do not differentiate between them while discussing professional learning opportunities for practicing teachers. In addition, the two concepts coexist in a sense that CPD for serving teachers is a stage in PD for teachers, both prospective and serving.

According to Villegas-Reimers (2003:93), the traditional form of professional development is the typical in-service staff training that uses workshops, short seminars and courses. These forms of in-service education for teachers are criticised in many research works that they are often "one-shot" experiences, completely unrelated to the needs of teachers and providing no follow-up. She went further to say that only the person who has never attended a workshop can say that education can be substantially improved with workshops. Darling-Hammond and McLaughlin (1995:1) insist that the traditional notions of in-service training or dissemination need to be replaced by opportunities for "knowledge sharing" based in real situations. Moreover, teachers need opportunities to share what they know, discuss what they want to learn and connect new concepts and strategies to their own unique contexts.

Moreover, Heystek *et al*. (2012:185) express the concern that many workshops suffer from a lack of adequate follow-up when administered from the central offices instead of by the school

principals or schoolteachers themselves. Workshops of that nature reduce capacity and leadership development at schools, but the caution is here that workshops are still useful in situations, where implementers need to be trained on how to go about a new policy that has been introduced in the system, which is done through workshops. Instead, Heystek *et al.* (2012:185) offered alternatives to workshops by referring to the activities as reform types, because they are meant to do better than what workshops do. Study groups, networking, mentoring, peer coaching, retreats, team work and group work, collaboration and action research, planning days, clustering and school visits are reform types that Heystek *et al.* suggested for continuing professional development of teachers.

Hunzicker (2011:178), in the article about the effectiveness of teachers' professional development, said that professional development needs to be job-embedded that makes it relevant and authentic. Put more clearly, professional development becomes relevant when it connects to teachers' daily responsibilities, and it becomes authentic when it is seamlessly integrated into each school day, engaging teachers in activities such as coaching, mentoring and study groups. Such learning activities require teachers to consider possibilities, try new things and analyse the effectiveness of their actions. Indeed, teachers take job-embedded professional development seriously because it is 'real'. I have also contended that teachers' professional development activities must be on-site based as well as needs based in order to allow teachers more autonomy in deciding what they want to learn according to their work context.

Similarly, Villegas-Reimers (2003) in her review of literature on teachers' professional development presents descriptions of concepts that she refers to as models, types or techniques of professional development of teachers. By calling it a wealthy review, her work covers studies from elsewhere in the world, with many good examples on professional development of teachers in this review. She includes models of CPD that require and imply certain organisational or inter-institutional partnerships in order to be effective. Another group of models are those that can be implemented on a smaller scale (at school, in a classroom, etcetera.).

For the purpose of my study, I am delighted to look at the CPD models that are school or classroom implementable, namely, the group that she refers to as CPD techniques rather than models as a case of the other group. The list of the techniques by Villegas-Reimers includes supervision in the classroom, performance assessment of students, workshops, seminars, institutes, conferences and courses, case-based professional development, self-directed

development, co-operative or collegial development, observation of excellent practice, increasing teacher participation in new roles, skills development models, reflective models, project-based models, portfolios, action research, teachers' narratives, the generational model and coaching/mentoring. Alongside of this long list of techniques for CPD Villegas-Reimers (2003:118) warns us that it is of paramount importance to pay attention to the characteristics of the context in which these professional development models or techniques will be implemented, as well as to other factors that may support these efforts. By other factors, she means things such as a culture of support or rather school culture as in other works, time, financial resources, etc. Her warning discourages me not to concentrate on every CPD technique listed, and forced me to refer back to the contexts of the schools sampled for my study.

The schools in my study are geographically situated in a remote rural environment or area. In addition, the social economic background of the communities where these schools are situated is very poor in terms of income. They are working class people to extremely poor communities, which make the majority of the school-going children from these communities vulnerable, if not orphans, as orphanages are another challenge in these communities. The schools are also the most poorly resourced in terms of physical resources and infrastructure.

The foregoing background about the schools' geographical locations and socio-economic status can serve as a guide for me to construct meanings for the concept of continuing professional development of teachers in Namibian schools. Hence, the list by Heystek *et al*. and Villegas-Reimers on CPD techniques or models, and the activities Hunzicker referred to as job-embedded professional development of teachers, present a few activities that are applicable for my study context. Kabende (2015:88) acknowledged Van Wyk who said that, where there may be a large list of concepts in practice, it is not necessary to attempt a separate critical analysis of each. They are interrelated, so the 'key' is to locate a central concept and critically analyse that. This warning is relevant to me in a sense that different literature uses different terms while referring to the same thing, for example, collaboration in Heystek *et al.* interrelates with co-operative or collegial development in Villegas-Reimers. Moreover, with the above in mind, I opt for the concepts that sound more familiar to the context of my study. In other words, I cannot use the concept of "seminars" on behalf of the concept of "workshops. A workshop is a well-perceived concept in Namibian schools' context.

I am not going to discuss all the suggested CPD techniques, but only those that are relevant for my study while taking into account the Namibian education system context in general and the

geographically and socio-economic status of the selected schools as such. In the following sub-sections, I discuss the CPD techniques that suit my study context. I choose to have study groups, mentoring and peer coaching; team and group work, planning days, clustering and school visits, and workshops as means to continuing professional development of teachers in my study context. However, before I elaborate on them I will first explain what they mean.

In the introductory chapter, I highlighted what motivated me to engage in this study: it is the fact that I have lived experiences of not knowing what to do with teachers at my school, when it comes to their professional development. Thus, I put forth that the programme of continuing professional development of teachers in Namibian schools does not achieve its intended goal of improving the quality of teaching and learning in schools because school principals do not have adequate knowledge of and insight into CPD as my study problem statement. Indeed, the main aim of this study is to analyse the concept of continuing professional development of teachers in order to find meanings that can serve to build up a conceptual framework. My study research question is "What constitutes continuing professional development of teachers in Namibian schools"? I urge that if school principals know what continuing professional development entails in terms of engaging teachers in activities, they can be able to coordinate and facilitate successful CPD programmes in their respective schools. The starting point is what Heystek *et al.* (2012:183) insists that school principals and heads of department have a duty to conduct a needs analysis and to alert individuals about their professional development learning needs.

When considering the meanings I constructed for my study, one may ask, "What meanings, and how do I construct them?" In an attempt to understand meanings construction from this study context, I draw from Taylor who proposes three articulations for the use of a concept. In Jacobs, (2012:47), Taylor says that the third articulation, only meanings in relation to the meanings of other things in a field, so that changes in other meanings in the field can involve changes in the given concept. For example, a transit from the traditional cascade model of PD for teachers that was merely a "one-size fits all" approach to a job-embedded, needs-based CPD for teachers necessitates the emergence of new concepts for teachers' professional development such as mentoring, peer observation, etc. To put what Taylor says in my study context is that the activities that are there to promote CPD for teachers in schools can be regarded as other meanings to the concept of continuing professional development of practicing teachers. His claim is in the same vein with the principle of conceptual analysis that concepts are understood

better in relation to other concepts. This means that the purpose of conducting a conceptual analysis is to construct meanings to the concept in question.

Furthermore, Jacobs, (2012:47) stated that it is important to examine the underlying principle or principles that constitute a concept if we want to understand the concept. This implies that one first needs to know the meanings that inform a particular concept before one can grasp its uses or effects. For example, according to Earley *et al.* (2004:4), CPD refers to any professional development activities engaged in by teachers to enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process. For this study context, the activities that teachers are engaging in are the principles or meanings that inform the concept of continuing professional development of teachers, thus the title of this section. I have constructed eight meanings to the concept of continuing professional development of teachers as they emerged from the literature that I have used. Study group, mentoring and peer coaching, team and group work, planning days, clustering and school visits, observations, action research and workshops are the meanings that I will elaborate on as how they relate to the concept of continuing professional development of teachers. They are known as professional development strategies.

3.6.1   Teachers' professional development strategies

There is now a growing and authoritative consensus that the most effective professional learning is focused on teachers' classroom practice and collaboration (Earley *et al.,* 2004:90). Collaboration of teachers promotes learning and improvement in their subject areas. It is therefore fostered in professional development strategies such as study groups, mentoring, coaching, team and group work, planning days, clustering and school visits, observations, action research and workshops. Therefore, the purpose of the following subsections is to present the identified concepts that are relevant to my study context.

3.6.2   Study group

According to Heystek *et al.,* (2012:185) study groups are more popular among teachers who are studying further on a similar topic. They gather and discuss the literature on their topic. They went further to say that, study groups are relevant in the South African context because

there were still many teachers by the time they were preparing their book that were either unqualified or under-qualified.

What Villegas-Reimers called "self-directed development" has similar features to those of study groups. In self-directed development Villegas-Reimers (2003:97-98) stated that teachers identify one goal that they consider to be important to them either individually or in small groups. They list the activities that they will implement to reach that goal, the resources they will need and the ways in which their progress and accomplishments will be assessed. Through meetings for study groups, teachers develop high level of collegiality, communication and trust.

As is the case in South Africa, study groups are also relevant professional development activities in Namibian education system and in particular for practicing teachers. Teachers who need to acquire either minimum teaching qualifications or upgrading to advanced qualifications should organise themselves in groups according to their area of specialisation and learning subjects.

3.6.3   Mentoring, peer coaching

Mentoring, induction and peer coaching are combined as one meaning to the concept of continuing professional development of teachers because they are interrelated and coexist. Villegas-Reimers (2003:116) feels that one needs to have coaching skills to be able to mentor others. Thus, she says coaching is the process by which a colleague who is "a critical listener or observer asks questions, makes observations and offers suggestions that help a teacher to grow and reflect and produce different decisions. Mentoring is a form of coaching that tends to be a short-term activity (for a beginning teacher or for someone new at a school or a system). Similarly, Rutgers (2012:60) says that mentoring is a development process where a more experienced individual is willing to share his knowledge with someone less experienced in a relationship of mutual trust.

A mentor, according to Heystek *et al*. (2012:185), is usually an experienced, successful teacher who is assigned and trained to give support and academic leadership guidance to newly appointed teachers. Some of these types of distinctions have been overlooked when mentors were appointed for the programme of Namibia Novice Teachers induction (NNITP) where mentoring is a component in Namibian education context. The appointment criteria for a mentor were an experienced, matured teacher. Academic performance for that particular teacher was

not considered. Hence, a case that I referred to earlier when a novice teacher refused the mentoring of the poorly performing, but experienced teacher.

For Heystek *et al*. (2012:185) mentoring is recommended for a novice teacher or for an experienced, but poorly performing teacher. Through mentoring, a novice teacher develops professionally when he or she is able to discuss plans and problems with a mentor, and he or she has somebody available for verbal reflections, questions and observations. Moreover, an experienced, but poorly performing teacher who is identified through a performance analysis is also helped to improve through mentoring. For mentoring to be successful there should be a good relationship between a mentee (a novice teacher or an experienced, but poorly performing teacher) and a mentor, thus it is advisable for the mentee to select his or her mentor.

According to Heystek *et al*., (2012:186) mentoring and peer coaching are similar in many ways and only differ in certain aspects, but they are both to provide one-on-one learning opportunities. It appears that peer coaching is a process by which teachers share expertise, and provide one another with feedback, support and assistance with the purpose of refining skills, acquiring new skills and or solving classroom-related problems. As in mentoring, a coach needs to undergo a little coaching training just for coaching skills. Peer coaching done on mutual basis means that the pair to involve in peer coaching needs to know each other very well, more specific on the areas they coach one another. Hence, it is recommendable for teachers from the same department or subject area to practice peer coaching. The distinction between peer coaching and mentoring is that peer coaching is voluntarily while mentoring is mandatory.

For peer coaching to be successful, participants need to possess interpersonal skills of higher order, openness and trust between them. As with mentoring, with peer coaching too, professional development occurs at the critical level of classroom, where it has potential for a significant impact on learning (Heystek *et al*., 2012:186). In both mentoring and peer- coaching there is a need of a school climate that is supportive.

3.6.4   Team and group work

Not much different from a study group, less than six members form a team for group work, focusing on issues related to their specific teaching context. Members have to be from the same subject or learning area for them to be able to share similar problems and ask similar questions. The number of team or group work members is limited because when the group is too large,

some members may come and rely on others, and they do not contribute to discussions of the group. Another reason to have a small group is that large groups find it difficult to meet, and their discussions are less likely to be focused (Heystek *et al*., 2012:187). It appears that teamwork is not the same as group work. The question arises, "How does teamwork differ from group work?"

To answer the question above, I draw from Heystek *et al*. (2012:85) who differentiate between teams and groups while discussing the concept of team building. They say that a work group is a group that interact to share information and make decisions in order to help each member of the group to perform within his or her area of responsibility. In their group work, members do not really engage in a collective work that requires joint efforts. Every member contributes according to the level of his or her ability, and then they combine the inputs from individuals. On the other hand, teamwork generates positive synergy through coordinated effort. Teamwork members' efforts result in a level of performance that is greater than the sum of those individual inputs. In other words, the performance of the teamwork is always positive comparing to that of group work.

For CPD purposes, teamwork forms the basis for self-development, as it provides an opportunity to share expertise and knowledge, and for novices to learn from their more experienced colleagues. Craft (1996:25) asserts that teachers learn from one another when they work together, as they can do it for seeking the solution to a problem or making plans for a piece of work. It may happen that through listening to what others say, a teacher may try an idea or a method of teaching and gradually develops a personal teaching style. For Heystek *et al*. (2012:187-188) teamwork can be organised between teachers from different schools, as it allows teachers to share problems and learn from one another. Teamwork also requires a supportive non-competitive atmosphere where individual teachers feel confident about voicing problematic issues.

3.6.5   Planning days

Planning days refer to the days when teachers with non-teaching staff members stay at school without learners. These days are either at the beginning of a semester or at the end of a semester. In Namibia, these days are provided for in the national school calendar for state schools. They are usually two to three days after learners have left or before they arrive.

According to Heystek *et al*. (2012:188), these days provide opportunities for in-depth discussions of a particular idea or problem at the school. These days are referred to as planning days as teachers in a subject or a learning area may use such days to plan the implementation of a phase-long planning for their school, based on the planning done earlier together with other schools. On these days, teachers in their departments can draw up their subjects' schemes of work for the following semester if it is at the end of a semester. At the beginning of a semester, teachers can make use of these days to plan for the lessons for that specific semester.

3.6.6   Clustering and school visits

Clustering refers to an arrangement of a group of schools that are geographically close to one another in order to share resources and expertise. In the Namibian context, according to Chikoko and Aipinge (2009:26), a school cluster is a group of five to seven schools in the same locality that have agreed to share resources in order to improve the quality and relevance of the education in the member institutions. According to Heystek *et al.* (2012:189), it is likely that schools that are close to one another, organise themselves in a cluster because they decide to work together and so learn from each other. This sounds to be a least extreme model of clustering whereby Bray (in Chikoko *et al.)* Hourani, R. B. & Stringer, P. (2009:29) said that in as much as schools group themselves together, they can abandon the association if they so wish. In the Namibian context the authority, not the schools themselves, decides on clusters, thus the cluster committees wield far less extensive powers, e.g. the cluster cannot transfer staff among its schools or make recommendations for promotion. This arrangement falls in the intermediate model of clustering of schools.

Central to the clustering scheme in many instances as according to Chikoko *et al*. (2009:29) is an attempt to address economic, pedagogical and political disparities at the local level of education. The key economic goal relates to improving cost-effectiveness, which may be achieved through sharing facilities, human and material resources. Pedagogically, cluster schemes tend to serve human resources and curriculum development purposes. Politically, clusters can serve to achieve conscientisation and community participation purposes. In the conscientisation view by Paul Freire (a Brazilian sociologist) people become self-reliant and emancipated through awareness and participation in decision making. Now, a question, "How do teachers learn through clustering schemes for their professional development?"

In an attempt to answer the above question, I draw from Chikoko *et al.* (2009:30) discussions on the theories that inform the school cluster system (SCS). They have identified three theories, namely: collaborative management, teamwork and learning organisations. By collaborative management, they mean that the school cluster system ensures cooperation, mollifies conflicts and advocates integration. Indeed, collaborative management is an important means to access new knowledge and transfer skills that an organisation needs. These notions of skills transfer and mutual learning increased cooperation and decreased conflict support the purpose of the SCS.

On the other hand, by teamwork they mean that the school cluster system encourages teachers to work as a team in order to achieve the group goals because of the commitment by all group members. In the process of interaction, team members learn from each other and combine skills needed to accomplish the team task. Therefore, teams are considered highly specialised groups characterised by equality as well as individual and group responsibility and accountability (see section 3.6.3).

Lastly, learning organisations believed to be another idea that informs the school cluster system in a sense that schools are regarded as organisations that are 'skilled at creating, acquiring and transferring knowledge and modifying their behaviour to reflect the new knowledge and insights'. Implementing the SCS as a reform strategy in education requires cluster members to interact and learn together, nurturing inter-relationships among themselves and their external environment to bring about improvement, (Chikoko *et al.,* 2009:30).

The notion of school visits within a cluster is informative, because there is a match between the hosting school and visiting schools in terms of learners' enrolment, school curriculum, timetables, community expectations, learning goals etc. (Heystek *et al*., 2012:189). Teachers within cluster schools can visit a resourceful teacher in a particular subject at another school and observe excellent practice by that teacher. By doing this as according to Villegas-Reimers (2003:101) teachers have the opportunity to learn and reflect on the knowledge, skills and attitudes that excellent teachers implement in the classroom. Similarly, Dean (1991:25) asserts that the opportunity to visit another school provides teachers with a chance to see new ideas and consider their own ways of teaching in comparison with those of other teachers. Visits to other schools need to be planned very well with a clearly stated outcome that is expected from the visit. At least more than one teacher should be allowed to go and visit at another school so

that on their return they should compare the experiences and notes that they took during their visits.

3.6.7   Observations

According to Earley *et al*. (2004:62), whatever role people have at whatever stage in the profession, they learn a great deal from watching others doing it. This means that observation is very useful to people in different positions of their careers. For teachers, observations are so essential that through them, whether formally or informally, they learn different techniques of teaching. However, observing so that one gets something out of it, is not easy, hence it is essential that observations are linked to something that people want to develop. For example, if a teacher wants to improve his or her capacity on classroom management, a lesson in a more complicated classroom is an ideal space for observation for him or her.

While observing others teachers need to have forms with prompts to help them focus. By writing a few bullet points about what they have learned, and jotting down the ideas that could be implemented, they learn to concentrate. Observation for professional development is very exciting to newly appointed teachers, as they learn real life teaching methods from their experienced colleagues. Earley *et al.* (2004:61) suggested that teachers can observe other teachers while teaching, teachers in other schools different to theirs, someone e.g. teaches their classes, someone teaches a lesson they have planned, watch a visiting expert teach, observing how learners of different ages learn, and shadowing a colleague. However, it is very stressful from the beginning since many people feel shy, uncomfortable or reluctant to be observed, and share problems with others.

In addition, Villegas-Reimers (2003:101) insists that through observations teachers have opportunity to learn and reflect on the knowledge, skills and attitudes that excellent teachers implement in their classrooms. Furthermore, in many instances, when observations are done for professional development of teachers, they play roles of being part of a larger professional development effort and being the core of the professional development opportunity. In short, this means that observations alone without any other PD activities incorporated can achieve the intended goal of that particular professional development.

3.6.8   Action research

In many instances, part of teachers' initial preparation being action research can still be useful for practicing teachers' professional development. Villegas-Reimers (2003:108) gave three reasons explaining why action research can be an effective model for teachers' professional development: it is inquiry-based, it allows teachers to investigate their own worlds and it is aimed at improving teaching and learning in schools. The foregoing reasons are true in the sense that action research is a form of inquiry that involves self-evaluation and critical awareness and contributes to the existing knowledge of the educational community.

Although teachers are not expected to undertake individual research in order to contribute to the existing knowledge, teachers are no longer considered as professionals who only consume the knowledge created by others in a research field, but are researchers themselves as well. Action research is also a collaborative activity that can be carried out in a form of whole-school projects, small-group action research projects and individual reflection with small-group support, (Villegas-Reimers, 2003:109).

In Namibia, both the BETD pre-service teachers' preparation and the BETD INSET have adopted action research, as practice-based inquiry teachers had to carry out in order to contribute to the transformation of education after had Namibia gained independence. The use of action research was commended, as it played a major role in the national social reform in Namibia, even though it was very difficult at the beginning for teachers to see themselves as researchers and not only as interpreters of the knowledge that experts produced and handed to them. The in-service teachers who were enrolled in the BETD INSET had difficulties in perceiving the ideology of becoming researchers for their teaching and learning improvements. Hancock (in Villegas-Reimers, 2003:111) summarised the areas of difficulty that prevented teachers from getting involved in action-research projects as follows:

- Lack of expectations that teachers should research and write about their professional practice,
- The demanding nature of teaching which leaves little time and energy for research,
- The current lack of professional confidence and marginalisation of teachers from government change agendas, and
- The mismatch between many available research methodologies and teachers' professional ways of working in classrooms.

Heystek *et al*. (2012:188) believe through action research teachers can gain insight that can inform and shape their classroom practices. Besides, action may lead to findings that are

important, not only for their school, but also for other schools. Thus, the findings need to be disseminated as publications, or presented at mini-conferences initiated by the school. Action research may not be possible for many teachers in Namibia because the majority do not have research experience or knowledge.

3.6.9   Workshops

Apart from being associated with the traditional cascade model of professional development that workshops fail to address real issues in the classrooms environment, workshops are regarded to be useful in some instances of the transformed professional development of teachers. Workshops are only good when they are conducted on topics that are not relevant to teachers' daily activities, when the facilitator or presenter decides on the content, or when they are done as a "one-shot" experience without follow-up provision. Heystek *et al.* (2012:180) believe that a workshop is effective if it is relevant to teaching and can immediately be applied for the classroom activities.

According to Villegas-Reimers (2003:93-94) workshops, when accompanied by other types of professional development opportunities, can be quite successful, for example, when the workshops are followed by supplementary supportive and informative visits from the facilitators. On the other hand, when the topics of the workshops are proposed and decided upon by the teachers based on their experiences, visions and needs, they would be welcomed. Furthermore, when workshops are development-oriented they can be equally helpful, as more modern professional development forms. For example, according to Heystek *et al*. (2012:181), when the new information about the curriculum and some teaching methods are introduced, the employer commissions the trainers to train teachers on how to use the given information, and this is done through workshops.

In fact, education systems are globally in the process of transits. I contend that professional development programmes are the solution to the challenges that teachers face in working towards adapting to the transitions. I, therefore, recommend that governments must prioritise professional development programmes for teachers in terms of funds allocation if they really want to achieve their intended goals through education practice. Therefore, as Villegas-Reimers (2003:11) stated, when looking at professional development, one must examine the content of the experiences, the processes by which the professional development will occur and the contexts in which it will take place. It is my contention many times that the contextual part of

the professional development for teachers is not regarded as a serious matter by the PD programme designers. It is the purpose of the next section to explain what is meant by professional development contexts.

3.6.10 Teachers' professional development contexts

Steyn *et al*. (2005:128) insist that when one considers the Professional Development (PD) of teachers, one cannot ignore its context. To understand the contexts in which PD activities are carried out, I need to pose a question: "What is context or what constitutes context?" I shall answer this question by looking at what literature has to offer on professional development contexts.

Noteworthy is Villegas-Reimers (2003:121) contentions that the contexts in which teachers teach and professional development occurs, are usually varied, and they have a serious impact on teachers, their work and their professional development. Therefore, she suggests that there is a need for multiple strategic sites for professional growth within the education-policy system, namely, district, department, school and professional organisation. I believe that the objectives of the decentralised CPD model can serve as a solution to the need identified by Villegas-Reimers.

Villegas-Reimers (2003:122) claims that the socio-economic status of the school is a contextual element that has an impact on the kind of professional development opportunities made available to teachers, and the kinds of practices they implement. In addition, she writes that one example of the impact of context on teacher development is illustrated by the difficulty usually encountered when a model of professional development succeeds in one context and fails when transferred to another. From the foregoing background, I contend that the factors surrounding the working environment, as well as personal attributes of teachers' worth must be taken into consideration during the planning and designing of professional development activities for teachers, especially that which must be executed at school level, in order to inform a suitable context of professional development.

Ganser (2000:9) claims the context of professional development refers to the organisation, system and culture in which activities occur. Furthermore, context accounts for much of the success or failure of activities aimed at improving teaching. Fullan (in Ganser, 2000:9) argues that consideration of the culture of the school is paramount for professional development. This

claim seems to mean that the school culture is also a contextual element that either encourages or discourages the professional development interventions for teachers at school level. The foregoing claim triggered my mind to do a more thorough analysis about the concept of continuing development of teachers in Namibian schools with regard to teachers' CPD activity contexts. Thus, a pertinent question to pose from my research interview list is: "Which CPD activity context is more/less prevalent, and why?" In addition, Ganser (2000:9) asserts that effective policymakers for staff development are attuned to contextual characteristics; indeed, the important aspect of context is the individual's accessibility to resources and activities.

King and Newman (in Steyn *et al,* 2005:128) emphasise that the ultimate aim of professional development is to increase learner performance, but individual learner's outcomes, and how educators teach learners, are profoundly affected by the school culture in which educators work. It appears to me that the concept of school culture plays a major role in issues pertaining to the contexts of professional development for teachers in schools. I, therefore, contend that the concept of school culture needs to be discussed, as a contextual element that influences both professional development of teachers and the environments in which teachers work. From that perspective, Steyn *et al*. (2005:128) suggest that PD programmes should be grounded not only on an abstraction in the way educators learn, but should consider the factors that could influence the effective implementation of PD.

Agreeing that the culture of school is the prominent aspect that influences the context of the professional development of educators in schools, I acknowledge that the concept of school culture in its broadness can mean many things within the school; therefore, what constitutes school culture is worth analysing and understood in relation to PD for teachers.

3.6.11 School culture

It is not the concept of "school" that complicates understanding the concept of "school culture", but the concept of "culture" that is troublesome, since it does not mean the same thing in different situations. School refers to either a site where teaching and learning take place, or to a practice that involves teaching and learning such as "Sunday school". Steyn and Van Niekerk (2005:139) urge that the concept of school culture refers to the shared norms, values, beliefs and assumptions shared by the role players of an organisation (in this study context, a school) that shape decision making and practice. The explanation by Steyn et al. triggered the interest

in me to explore what constitutes the concept of culture, in order to have a significant understanding of what school culture means.

Most of the scholars who analysed the concept of "culture" have done so while separating it from other concepts where it is attached, for example, institutional culture, organisational culture, school culture etc. This implies that culture as a concept has different meanings in different situations as discussed. I, therefore, chose to analyse the concept of "culture" separately from the concept of "school" although this section heading reads "school culture".

I first looked for general meanings given to the concept of culture, before looking at meanings that describe culture attached to the concept of school. Kabende (2015:75), while exploring the meanings of the concept of "institutional culture", came across a certain scholar who describes the concept of 'culture' as simply referring to the ways things happen in a particular social setting. Thus, it is manifested through rituals, heroes and symbols. This description took me back to my personal social background of how culture is presented in rituals that take place in my tribe.

I take an example from the Owambo tribe to which I belong when performing a certain ritual festival known as "Olufuko". "Olufuko" is a noun in Owambo language derived from another noun "omufuko" that means a young woman. "Olufuko" probably means "of young women or girls". Thus, a name is given to the festival that happens with the purpose to initiate young girls through the virginity screening process. According to the article by NAMPA published in the Namibian Sun newspaper, NAMPA (30/08/2016), Olufuko is an Oshiwambo term for the initiation of girls between the age of fifteen and twenty into adulthood. This initiation ceremony prepares young girls for marriage, presumably through reviving a culture of preserving virginity. Girls are amongst others taught how to pound mahangu and prepare traditional beverages. While doing this, the girls show their strength by pounding for a long time without resting. They are set to stand in the sun for some hours with the risk of fainting even being pregnant or after an abortion. Whoever goes through all those tough testing activities will be declared a virgin and is eligible for marriage. Men become encouraged to choose from the initiated girls when looking for women to marry. This festival is believed to be one of its kind, a cultural festival that differentiates the Owambo tribe from other tribes in Namibia. This means that the Aawambo people have a different culture from other people in other tribes. By engaging young girls in the foregoing activities during their initiation process, the culture of the Aawambo people is practiced by mutual agreement. Some other tribes may have different

cultures from that of the Aawambo when it comes to the initiation of girls to be considered prospective eligible women for marriage. However, after having thought about all the complexities of culture, I came to an agreement with Kabende (2015:75) who also, after attempting to glean meaning for the concept of culture from her cultural background, admired the fact that the concept of culture is difficult to understand, because it can be explained in many ways.

Ultimately, Heystek *et al.* (2012:68) argue that culture can be analysed as a phenomenon that surrounds us at all times, being constantly enacted and created by our interaction with others. Thus, we have school, organisational or institutional cultures. For this study, school culture needs to be understood in relation to the professional development of teachers. Heystek *et al*. (2012:174) assert that school culture is an important variable, determining the academic achievement of learners while at the same time affecting the performance of teachers positively or negatively. Thus, school culture is the ethos of a school as reflected in the shared norms, symbols and traditions that make the ways of doing things in a school differ from one school to the next. This means that teachers' professional development activities vary from school to school, because they are influenced by different school cultures. Likewise, Darling-Hammond and McLaughlin (1995:3) reaffirm the fact that school culture must be conducive to critical enquiry and provide opportunities for professional dialogue.

Furthermore, Steyn *et al*. (2005:139) insist that school culture should not only be considered as a contextual factor that influences the professional development of teachers in a particular school context, but it should be borne in mind that culture is also taught. This means that the professional development of teachers serves as a transmission medium or vehicle of school culture. Put simply, teachers who observe the benefits of the school culture during their professional development interventions will see a need for incorporating school culture into their teaching. Steyn *et al.* (2005:139) warn that to avoid achieving minor effects in terms of professional growth of teachers, establishing a positive school culture must be the initial step of the professional development of teachers in every school. A positive school culture has a humane character that is psychologically comfortable with warm human relationships and professional supportive systems, where people have the sources they need and opportunities to collaborate and learn from others.

The afore-going assertions by Steyn *et al*. speak to the shared norms that construct the school culture, of which Heystek *et al*. (2012:174) identified collegiality, openness and trust as the

most important norms that create an atmosphere in which educators can learn from one another and feel safe to experiment with innovations and improvements. This claim triggered my intention to learn more about the norms of collegiality, trust and openness in relation to the professional development of teachers in schools.

3.6.12 Collegiality, trust and openness

Collegiality simply means sharing. So, within a school culture there is a need for a culture of sharing among teachers as colleagues. Collegiality necessitates other shared norms such as trust and openness within a school culture. This is so, because Heystek *et al.* (2012:174) emphasise that in a school situation where collegiality is a norm, educators function for one another as a source of feedback, support and alternative ideas. Moreover, collegiality encourages teachers to talk to one another about their practices, to share knowledge on new practices and observe peer lessons and congratulate each other for best practices or improvements shown after professional learning initiatives took place. While discussing the concept of professional support, Heystek *et al.* (2012:166) assert that the success of professional support depends largely on the sharing culture or collegiality that is found within the school.

While analysing teachers' descriptions of their experiences while involved in professional learning communities (PLC), Kelly and Cherkowski (2015:18) agree that, in order to have effective professional learning communities, a level of trust is of the utmost importance. Trust enables teachers to feel safe to lower their defences and to take steps toward meaningful learning. According to Kelly *et al.* (2015:18) teachers who participated in the professional learning communities' initiative affirmed that their professional conversations with colleagues allowed them to see in a new way, that their challenges are often similar and shared, and that they can work together to solve or support one another. Another respondent in their study stated that the perceived lack of negative judgement in their learning community when sharing their difficulties and struggles, made it possible for participants to view others as equals and to engage from a place of empathy and compassion for the struggles shared by their colleagues. Thus, a norm of collegiality has been observed at its best, that at last everyone in the community became more comfortable, more open, more relaxed, more willing to share and less fearful of being judged.

Furthermore, the literature review done on quality in teachers' continuing professional development by Caena (2011:10) found out that researchers and educators identified teacher

collaboration as one of the most relevant features of school culture that foster teacher learning, satisfaction and effectiveness. Indeed, collaboration arising from deep, individual and continuous interest is very hard to achieve, thus it requires trust and risk-taking as the de-privatisation of teaching implies changes of deeply rooted norms, cultures and practices. Now that I have explored the school culture as the contextual factor that influences the PD of teachers while referring to the norms of collegiality, trust and openness, in the next section, I discuss "time" as another contextual factor that can influence the continuing professional development of teachers in schools.

3.6.13 Time

Time is discussed in Heystek *et al*. (2012:174) as one of the conditions for the successful professional development of teachers. Teachers, researchers and policy-makers consistently indicate that the greatest challenge facing the implementation of professional development is lack of time (Villegas-Reimers, 2003; Heystek *et al*., 2012). Villegas-Reimers (2003:125) insists that teachers need time both to make professional development an ongoing part of their daily basis and to see the results of their efforts. I contend that there should be specific time allocated for teachers to participate in professional development activities. Teachers have no time available to participate in their own development activities, because their workload increases by the minute due to the new reforms in their teaching and learning approaches. For example, in the South African context, the introduction of the Integrated Quality Management System (IQMS) affected teachers' workload, because its implementation demands a lot from them. According to Heystek *et al*. (2012:144), IQMS is a South African performance assessment tool for teachers to ensure quality public education for all and to constantly improve the quality of learning and teaching. Apart from preparing lessons for the following day, teachers have to study textbooks, prepare appropriate learning activities, set assessment standards and assess learners. All these are done after lessons. One may then ask: "What time would teachers use for their own learning activities?"

Although teachers' councils according to Villegas-Reimers (2003:125) and Heystek *et al.* (2012:175) endorse 20% of a teacher's week to be allocated for teacher professional development, while some endorse 80 hours per annum for teachers' professional development, it was noted that many teachers are unable to utilise these times because it is still not enough for their professional development. In contrast, there are those countries where teachers are allowed significant time to engage in their professional development. Teachers in these

countries have few lessons to teach, they spend an average of 30 to 40 percent of each day out of classrooms conferring with students and colleagues.

Going back to the question about the availability of time for professional development despite teachers' workload, I admire and wish to draw from the alternatives to make time for professional development activities for teachers as suggested by Heystek *et al.*, in an attempt to respond to the question. In the first place, Heystek *et al*. (2012:177) reject the ideas by most parents that teachers work only when they are in their classrooms with their learners, and anything teachers do outside the classroom or school is not valued by parents. These ideas need to be replaced with the understanding that teachers too need to learn in order to enhance their instructions in their classrooms. With this understanding, parents can embrace the restructuring of the regular school day to allow early release of teachers to go and attend professional development activities of their choice. Arrangements can be made with colleagues who remain at school to attend to others' learners. This alternative is applicable to the context of the sampled schools for my study.

Heystek *et al.* (2012:176) suggest that professional development for teachers should be job-embedded, because it is believed that teachers become encouraged when they are provided with opportunities to learn every day of their working lives. By job-embedded PD, they mean that at least 20 per cent of teachers' time at school every day must be set aside for their professional development. On the contrary, as Heystek *et al*. (2012) and Villegas-Reimers (2003) say, this alternative seems not to hold any water, since teachers are succumbing to the pressure of the immensity of their workloads. Alternatively, teachers' workloads can be reduced by appointing more teaching staff. It is very unfortunate that this alternative is not possible in Namibia, because learners' enrolment determines the number of teachers a school needs to have, a process known as "staffing norms".

With job-embedded PD teachers can make use of technology at their disposal to incorporate their professional development into their daily tasks. Teachers can share information and solve problems with colleagues at any time with the use of electronic mail (email) or video and audio conferencing and bulletin boards (Heystek *et al*. 2012:177). Regrettably, this alternative is not possible in the schools of my study focus. Technology in rural schools in Namibia is still a dream that must come true.

Although Heystek *et al*. recommend that the strategy of appointing permanent substitute teachers can be applied in South African schools, I doubt its possibility in Namibian schools, in particular the rural schools of my study context. State schools in Namibia have stopped charging parents for school fees since the inception of universal primary and secondary education (UPE, USE). The grants that schools receive for UPE and USE come with guidelines on how it should be utilised in schools. Remuneration for the hired teacher is for not more than three months, let alone appointing a permanent substitute teacher at a school where funding depends on government funding. This strategy is criticised as causing disruption and lack of continuity among staff and learners when teachers leave and are replaced with the substitute teachers, because they need to go and attend their professional development activities. Countries need to adopt policies that are supportive and accommodative to the teachers' professional development programmes. The next section discusses policy implications on teachers' professional development programmes.

3.7   POLICY IMPLICATIONS ON THE CPD OF TEACHERS

Based on the premise that teachers' professional development has a significant impact on the success of educational reforms and on students' learning, countries need to have policies that are supportive and responsive to the teachers' professional development programmes, their education, their work and their professional growth (Villegas-Reimers, 2003:141). This is so because Darling-Hammond *et al*. (1995:1) argue that the success of new policies depends on effective local responses to specific teacher and learner needs.

According to Steyn (2008:18), South Africa has adopted a national policy framework for teacher education and development that serves as an attempt to address the need for suitably qualified teachers in South Africa. The policy framework focuses on two complementary subsystems, namely, initial professional education of teachers and continuing professional development of teachers. Paradoxically, the national policy framework is a reform initiative aimed at changing the quality of teaching in South Africa, but its success cannot be guaranteed unless its potential to lead to teachers' professional development has been considered.

Darling-Hammond *et al*. (1995) in their discussions about the objectives for teachers' professional development, take a stance to suggest to policy-makers to reconsider ways by which schools are staffed, funded and managed when they design teachers' professional development programmes. They suggest that:

- Existing resources could be redistributed through incentives, grants or changed formulae allocations to provide time for collegial work and professional learning

- Policies must move away from "credit for seat" staff development towards professional development that involves teachers in networks, working collaboratively to explore practice

- Tight boundaries and narrow accounting lines discourage teachers from reflecting on school wide goals or the needs of individual children. The success of new policies and initiatives will depend on local responses to specific teacher and learner needs

- Proposed and existing policies can be filtered through the following criteria to examine how well they correspond to teachers' learning and change. For example, does the policy:

  - Reduce the isolation of teachers?

  - Encourage teachers to assume the role of learner?

  - Provide a rich menu of opportunities?

  - Establish an environment of professional trust and encourage problem solving?

  - Provide opportunities for everyone in the school to understand the new concepts and practices?

  - Permit the restructuring of time, space and scale? Focus on learner-centred outcomes that address the how and why aspects of learning?

Finally, a policy should support the environment for learning rather than rigid systems and programmes leading to meaningless activities and out of date structures (Darling-Hammond *et al.,* 1995:4).

3.8   SUMMARY OF THE CHAPTER

In an attempt to equip myself with relevant and adequate insight and understanding as far as the concept of continuing professional development of teachers is concerned, I reviewed numerous types of literature on the concept. As I did not have knowledge and skills on how to do a literature review, I posed a question of why a literature review was important for my study. An attempt to answer the posed question, equipped me with a better understanding on how to do a literature review. More specifically, sometimes literature reviews can help to demystify the previous issues that necessitated the existence of the current issues. I contextualised the above assertion that the previous education system Namibia had while under the colonisation and apartheid administrators necessitated the introduction of the educational reform

programmes, CPD being no exception. I adopted a thematic form of reviewing the literature, because I wanted to create the foundation of concepts that will inform the contents of chapters four and five. Conceptual analysis implies that concepts are understood better through the understanding of other concepts, thus, I explored concepts (staff development, in-service training, and professional support) that are interchangeable to the concept of CPD, just to have a broad view on what constitutes the concept of CPD.

With the understanding that the concept of professional development constitutes the concept of CPD, I did a thorough analysis of the concept of "professional development" in the educational context. I discussed its origin, what "profession" as concept entails, what "development" again as a concept means, and thereafter I tried to understand the concept of professional development of teachers, which led me to the intention of knowing what professional development of teachers' contexts are. School culture is identified as the contextual factor that influences the teachers' professional development interventions, with reference to teachers' collaboration that promotes collegiality, openness and trust among them.

Analysing the concept of professional development of teachers did not give me the clear picture on what the concept of CPD for teachers entails, even though the two concepts coexist. I discussed the concept of CPD in relation to the concept of PD while also trying to mark the distinction between them. Theoretically, PD is about the activities meant to enhance teachers' professional knowledge and skills, whereas CPD is the formal and informal activities teachers are engaged in to improve their subject content knowledge and teaching and learning skills in order to enhance learners' academic achievements. Practically, CPD is for the serving teachers, while PD is for both serving and prospective teachers; in short, CPD for teachers is a baby of professional development for teachers.

A series of studies (Heystek *et al*., 2012, Villegas-Reimers, 2003, OECD, 2009) made a good contribution towards the list of meanings that I opt to use when I constructed my study concept (CPD). From different studies' contexts, these authors present various types of activities that are believed to be relevant for CPD for teachers in schools, with the premises that teachers learn best when they share ideas on work experiences and from job-related interventions. I adopted study group, mentoring, peer coaching, team and group work, planning days, clustering and school visits and workshops as meanings that I construct for my study context. Each of them was elaborated on in turn. I have also discussed what Darling-Hammond *et al*. referred to as ways to be considered by policy makers when designing teachers' professional development.

The following chapter presents the analysis of data regarding the concept of continuing professional development of teachers in Namibian schools as emanating from the educational policy documents and the semi-structured interviews conducted by the researcher.

CHAPTER 4

CONTINUING PROFESSIONAL DEVELOPMENT (CPD) OF TEACHERS
IN NAMIBIAN SCHOOLS

4.1   INTRODUCTION

The previous chapter presents the analysis of the concept of continuing professional development of teachers from a series of literature sources. The content of this chapter serves as an answer to the study's main question: "What constitutes continuing professional development of teachers in Namibian schools? and to the research sub-*questions* (1) What meanings are given to the concept of continuing professional development of teachers through the national and educational policy documents? (2) What shortfalls and success stories do Namibian school principals have on the programme of continuing professional development of teachers? (3) What continuing professional development activities and contexts are most and least relevant for teachers in Namibian schools, and why?" It is in this space that I analyse the concept of continuing professional development of teachers in Namibian schools' context. I do it by analysing data from two different sources, namely, the national and educational policy documents, and the interview transcripts of the interviews done with the selected Namibian school principals. The latter are in the form of verbatim accounts of the responses to the eight predetermined interview questions. In short, in attempting to get what continuing professional development for teachers in Namibian school entails, the main research question and sub-questions are complemented by the research interview questions.

I employ the constant comparative method for data analysis because, according to Merriam *et al.* (2015:32), it involves comparing one segment of data with another to determine similarities and differences. Data is grouped together on a similar dimension. The dimension is tentatively given a name; it then becomes a category. In order to avoid duplication of information, I opt to do the data presentations and discussions at once. This means that I am not going to have a different chapter or section where I discuss the data, but that I would rather discuss the data right away during the presentations. It will apply to both the document analysis and interviews data analysis sections.

I will analyse the Namibia Vision 2030 as the national development policy document that regulates all the government ministerial policies. Toward Education for All (TEFA) and the

Education and Training Sector Improvement Programme (ETSIP) are the educational policy documents that inform the provision and functioning of programmes in the Namibian education system, in particular at school level. I therefore, will analyse TEFA and ETSIP policy documents to determine their inclusions of the teachers' professional development in their articulations. I will do that with the intention to find the meanings that these policies have for PD of teachers. The following section will be a presentation of the demographical and biographical information of the schools and principals who participated in this study. In the discussions schools will be coded as Schools A, B, C and D, whereas the principals will be matched with their schools and appear as Principals A, B, C, and D. This is done in order to maintain the principles of anonymity and confidentiality as an officiating research ethic.

The analysis of the interviews data will be done in themes that emerge from the responses of the participants. As I indicated earlier, I will discuss the data as I present it. Lastly, I summarise the content of the chapter.

4.2   THE NATIONAL AND EDUCATIONAL POLICY FRAMEWORKS THAT SPEAK TO THE CPD FOR TEACHERS IN NAMIBIA

Continuing professional development (CPD) of teachers became a national concern recently when education was regarded as the key force towards achieving the goals of the government. It all started with the national strategic plan, Namibia Vision 2030, informing the educational policies about the need to allow teachers some opportunities to update and upgrade their professional knowledge and skills for them to be able to deliver quality teaching and learning to all Namibian children. It is, however, not possible to talk about educational policies without referring to Vision 2030. Before I analyse how the continuing professional development of teachers is stipulated by the national policy (Vision 2030) and educational policies (Toward Education for All, and Education and Training Sector Improvement Programme), I will first give brief descriptions of what these policies are.

4.2.1   Namibia Vision 2030

After some reforms took place in different government ministries, the government of Namibia realised that there is a need for a strategic plan that regulates all ministries' functions through their policies. The aim is for all ministries to work towards achieving a common goal of transforming Namibia from just a literate society to a knowledge-based country. According to

Trotter, Kell, Willmers, Gray, Mchombu and King (2014:65), Vision 2030 is a major directive guiding all of Namibia's governmental policies. It "provides long-term alternative policy scenarios on the future course of development up until the target year 2030". This Vision is meant to promote the creation of a diversified, open market economy, with a resource-based industrial sector and commercial agriculture, placing great emphasis on skills development.

Recently, the Speaker of the National Assembly of the Republic of Namibia (Peter Katjavivi), while addressing the Commonwealth, described Vision 2030 as the Government's long-term plan to transform Namibia into an industrialised society. It was launched in 2004. Vision 2030 addresses inequality, focuses on developing human and institutional capacities and the efficient use of natural resources, as well as good governance and cooperation between government, individuals, and communities. Education is central to Vision 2030 in order to ensure that the Namibian society will be made up of literate, skilled, articulate, innovative, informed and proactive people (Katjavivi, 2016:8).

Thus, it also calls for the country to "operate a totally integrated, unified, flexible and high-quality education and training system that prepares Namibian learners to take advantage of a rapidly changing global environment, including developments in science and technology. The capacity building will transform Namibia into a knowledge-based society and changes in production and information technology will revolutionise all aspects of the manufacturing process. The document spells out how these goals can be achieved by moving Namibia towards a "knowledge-based economy" through ICT development, production technology, education and training, policy expansion and so forth (Trotter *et al*., 2014:65). ETSIP was introduced as a response to the vision.

4.2.2   Toward Education for All (TEFA)

Shortly after Namibia gained its independence, the Ministry of Education realised that there was a big need to transform the country's education system. Education transformation was needed, because it was noted that in the past, the education in the country used to be enjoyed only by the privileged few, whom apartheid and colonialism considered worthy. Against that background, "Toward Education for All" was produced and launched in 1993. It existed earlier than the other policies (Vision 2030 and ETSIP) to be analysed in this study. "Toward Education for All" a "Development Brief for Education, Culture, and Training" is a policy document that translates the Namibian philosophy on education into concrete and

implementable government policies. It is detailed and comprehensive, thus covering all the important facets of education (MEC, 1993:i).

Toward Education for All adopted four major goals from the national goals to direct its efforts of transforming education. The policy assigned its highest priority to activities that could oversee the achievement of access, equity, quality, and democracy as its major goals. It is crucial to discuss what the four goals of access, equity, quality mean in Namibian education context.

Access – Given a history of education in Namibia during both colonial and apartheid times, the independent Namibia identified the need to improve accessibility of Namibian people to education facilities. A call was made for all Namibian people, young or old, to be allowed access to education regardless of their race, colour, ethnicity, socio-economic status and anything that could contribute to discrimination. The government committed itself to address the factors that impede access of its people to education, for example, abolishing the segregation system that was introduced by the apartheid government.

Equity – Given the fact that Namibia inherited an inequitable system from South African rule, the Ministry of Education made a decision to treat all people fairly, in terms of the provision of education. The notion of equality emerged as a response and in relation to the goals of equity. It means that the provision of education should be equal to all Namibian citizens, bearing in mind that there were already those who had been privileged more than others during the colonial and apartheid eras. Equity is meant to treat some groups of people more special than others. In other words, the previous disadvantaged group of people will be treated in a special way in order to bridge the gap between them and the previously advantaged citizens. Put simply, Van Wyk (2006:183) says that equity means fairness, but fairness is a two-edged sword. Being fair involves both sides giving to each according to the common lot (horizontal equity) and giving to each according to need and merit (vertical equity).

Quality – The focus is on quality as the third major goal, as the Ministry of Education calls for quality education for all Namibian citizens that can be achieved through providing quality resources, infrastructures and quality teaching and learning. Although quality is not a quantifiable notion, it is possible to observe quality in some of the aspects of the education practice, such as the provision of qualified teachers, textbooks, building of classrooms, libraries and laboratories at schools.

Democracy – The notion of democracy in Namibian education practice is meant to encourage the teaching and learning that equip learners with democratic virtues (roles and responsibilities) for them to be democratic citizens. By being democratic citizens, people are expected to participate freely and willingly in the country's decision-making programmes, instead of just voting.

4.2.3   Education and Training Sector Improvement Programme (ETSIP)

For the realisation of Vision 2030 education is expected to play a central role in accelerating economic growth and social development. It must be clearly understood that the inception of ETSIP is not a call to do away with "Toward Education for All", nor that ETSIP has come to replace it. ETSIP is a strategic response to Vision 2030. The "Education and Training Sector Improvement Programme" (ETSIP) is the Ministry of Education's policy framework guided and inspired by the national strategic plan, Vision 2030.

According to Katjavivi, ETSIP was developed in response to weaknesses identified by the Namibian Government, and through a World Bank study in 2005 that highlighted the poor quality of education, untrained teachers and unsatisfactory performance of learners, (Commonwealth, 2016:8). ETSIP presented the education and training sector's response to the call of Vision 2030. It is doing so through its fifteen-year strategic plan that was accepted by the Namibian government in 2005. The fifteen-year plan was phased into three five-year cycles. ETSIP is a comprehensive sector-wide programme that covers: (i) early childhood development and pre-primary education, (ii) general education (iii) vocational education and training (iv) tertiary education and training, (v) knowledge and innovation, and (vi) information, adult and lifelong learning.

4.3   ANALYSIS OF POLICY DOCUMENTS

In the absence of a comprehensive policy that will guide CPD delivery and participation in the following sections, I will analyse the meanings that the concept of continuing professional development of teachers in Namibian schools is given in the national and educational policies, namely: Vision 2030, Toward Education for All and ETSIP, respectively. This serves as an attempt to answer the first sub research question: What meanings are given to the concept of continuing professional development of teachers through the Namibian national and

educational policy documents?, and the research interview questions, 1) To what extent is Continuing Professional Development of teachers in schools embedded in the Namibian national education policy? 2) To what extent is the national education policy supportive of the programme of CPD of teachers in Namibian schools?

4.3.1   Namibia Vision 2030

If Namibia is to achieve the goals articulated in its Vision 2030 against the background of globalisation, the development of human resources for increased productivity and the growth of enterprises will be critical (Kandumbu, 2005:92). Although the concept of continuing professional development is not mentioned anywhere in the entire document of Vision 2030, there is evidence of the envisaged teachers' professional development. In the list of things to do, Vision 2030 stated that it is committed to achieve all "Education for All" objectives. These objectives are references to the goals of access, equity, quality, and democracy. According to De Vos *et al.* (2011:377), documentary analysis involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings that may be revealed by their style and coverage. In the following section, I analyse the meanings that the government through its strategic plan, Vision 2030, has given to the concept of continuing professional development for teachers. While engaging with the reading of the policy document I identified two concepts that the government articulates with reference to the competencies and development of teachers. They are in-service training and human resource development.

4.3.1.1 In-service training (INSET)

Teachers' education is considered a challenge that can hinder the delivery of quality education. Thus, the TEFA policy calls for the support of teachers to develop the expertise and skills that will enable them to stimulate learning (MEC, 1993:37).

Vision 2030 recognise the efforts by the government towards education reforms, especially given the huge portion of the national budget allocated to the education ministry. The reforms the plan notice are the efforts to improve the qualifications of teachers so that the country obtains a suitably qualified teaching force. Similarly, the government urged for developing and implementing the Human Resource Development Plan as a strategy of ensuring quality service delivery in the public service, schools included.

Although it was noted in Vision 2030 policy document that, during its formulation there were still a number of teachers in service who were not qualified, it planned that by 2010 there would be no more unqualified or under qualified teachers in Namibia. The policy envisaged that by the target year, 2030, all levels of education will have well-qualified teaching staffs. The government, through the articulations in the vision, strategized the provision of in-service training programmes for unqualified and under qualified teachers (Republic of Namibia 2004:95).

In the light of the above, many unqualified and under qualified serving teachers were encouraged to participate in the two BETD INSET programmes, one led by NIED and the other by UNAM. Teachers achieved their minimum teaching qualifications through these programmes. The need for qualified teachers in the country collided with the government's priority to construct more schools across the country to ensure access of all Namibian children to education. The latter presented the government with a direct challenge to staff those schools with qualified teachers, since its vision was for Namibia to have schools and tertiary institutions that enhance skills and other competencies by the target year, 2030 (Republic of Namibia, 2004:90).

Redressing historical inequities is not a change that can be brought about quickly. Nevertheless, the goal of equity in Namibian education context has as its primary purpose intentions to facilitate equal distribution of resources among all the government schools and that of benefiting the previously disadvantaged schools to bring them on par with others. The vision acknowledges the efforts by the government to build more schools in the country and improve the facilities at others. However, the challenge remains that there are still learners in many schools in Namibia without proper classrooms. The current situation during the production period for the vision was that many schools in the six northern regions lacked proper classrooms and other facilities (Republic of Namibia, 2004:90). This situation is more prevalent in the rural areas where many schools are underequipped when it comes to human resources, infrastructures and other basic resources such as water, electricity, telephone, and etcetera. According to Kandumbu (2005:97), most, if not all, schools in the southern educational regions such as Khomas and Karas have access to such facilities and amenities. Indeed, this foregoing background has made life difficult for teachers and learners, because in many schools, lessons are still attended to in makeshift classrooms built out of local materials (sticks and grasses) and mud, exposing them to rain, wind, cold and heat. This situation hampers the achievement of the

aspired to and desired quality education. Young learners in the lower grades may feel discouraged to attend school if they do not have proper classrooms.

With reference to teachers' professional development, the background provided requires teachers who know how to make use of the local materials at their disposal to stimulate learners towards learning. Teachers are obliged to read and do research on how others in similar situations make learning exciting. Teachers are expected to be creative in order to be effective in their teaching and learning context as well as its improvement. Through Vision 2030, the government calls for the development and implementation of the human resource development plans in all ministries.

4.3.1.2 Human Resource Development (HRD)

Human resources is a business term referring to the workers or staff members in the business enterprise. In school context, human resources are teachers and non-teaching staff members. This is so say as Earley *et al.* (2004:2) argue that human resource development is more effective in enhancing the performance of organisations, including schools and colleges, than any other factor. In the light of the above, people and their training and development must be seen as an investment, therefore schools establish not only a CPD or HRD policy, but also the means of its implementation through effective management and leadership (Earley *et al.,* 2004:2). Hence, the government calls for the ministry of education to strengthen the development and implementation of the HRD plans at its all levels (Republic of Namibia, 2004:90).

Earley *et al*. (2004:2) plead for schools and their governing bodies to take the main responsibility for developing the quality, motivation and performance of their people with the aim of managing and developing the human resources. Furthermore, they should regard the training and development of staff as both a collective and an individual responsibility, where institutional and individual needs have to be regarded in a complementary and holistic way.

From its side, the government promised to strengthen the Human Resource Development Fund for the whole country, in order to ensure that all human resource development activities are conducted under the auspices of the fund. This means that the government is prepared to support the continuing professional development of its employees, including teachers. The government established a database on the available human resources and their specialisations, so that it can determine the areas of priority when allocating funds (Republic of Namibia, 2004:95). The

vision also calls for developing lifelong learning in Namibia through institutional and staff development.

While urging for the human resource development, the government has also suggested the strengthening of the teaching of mathematics, science and technology at all levels. With regard to mathematics, a study that was conducted by NIED on performance of learners in mathematics in 2007 recommended that mathematics teachers need to be equipped with both subject content knowledge and subject pedagogical knowledge. Indeed, a training that focuses on the content and pedagogical skills, specifically on competencies those learners associate in order to enhance the weaker topics and competencies is recommended.

Vision 2030 has again warned against failing to place emphasis on mathematics, science, technology and English language proficiency among teachers. The government therefore strategized the upgrading of the academic and professional qualifications of all educators, including English language proficiency (Republic of Namibia, 2004:95). For English language proficiency, the Ministry of Education through the University of Namibia has already responded to the call of the government by engaging serving teachers in the English Language Proficiency Programme (ELPP) for the past two years. It was a very useful professional development intervention despite criticism about it being not relevant to other subjects' teachers. Many teachers who found the learning materials of the courses very difficult to use, tend to criticise the programme and claim that it was only relevant for English subject teachers.

In line with Vision 2030, the ICT policy in Namibia articulates the relevance, responsibility, and effectiveness of integrating ICT in education to meet challenges of the twenty first century. It is believed that ICT will bring more benefits to the classroom and the education process can provide new opportunities for teaching professionals. Besides, the policy stipulates that pre-service and in-service teacher education institutions would be priority areas for ICT deployment, followed by schools with secondary grades.

My understanding of the Vision 2030 policy document with regard to education and training where teachers' professional development is a component is that both qualifications upgrading and knowledge updating for teachers are considered to influence the delivery of quality education in the country. The first thing according to Naukushu (2016:3) is that the call for a knowledge-based economy requires new and innovative teaching and learning strategies such

as learner-centred teaching. Hence, the curriculum was revised in 2006 to meet the demands for a new and growing nation.

It is my contention that the Ministry of Education has already considered the education and development of teachers, more specifically for teachers of the key subjects such as mathematics, science, English and technology as crucial in the attempts to achieve quality teaching and learning. This is why a series of studies that have been conducted throughout the country in mathematics, science, and English in order to determine the professional learning needs for teachers who teach these subjects are commendable. In addition, funds have even been availed by the government and nongovernmental organisations for further studies or surveys on these subjects. The government has promised to provide an enabling environment where research priorities are determined and incentives provided for the kind of research that the country needs, (Republic of Namibia, 2004:89).

The government does not condone the fragmented education system that is managed and controlled by different structures. It therefore has a vision for a fully unified education system by the year 2030, (Republic of Namibia, 2004:90). The teaching curriculum was however changed to accommodate the new teaching approach of learner-centred education, with learners afforded autonomy of their learning space. The new teaching approach is in line with the government's strategy of educating all Namibians on the importance of good governance, social democracy, participatory decision making and sustainable development, (Republic of Namibia, 2004:95).

My contention of the above is that teachers need to learn how to integrate democratic education in their classroom teaching, so that learners learn to become responsible democratic citizens. The ideal teaching and learning techniques are those that are framed in the learner-centred approach where learners are expected to be active learners not just passive individuals who expect to be fed with information by their teachers. In the South African context, Feldman (2016:63) described the transit that, pedagogically, C2005 was seen simplistically as changing from the undesirable approach of 'teacher-centred' classroom learning to a new esteemed 'learner-centred' approach, whereby group work was seen as the major defining pedagogical shift in teaching practices. Teachers, as the human resources in schools need to be provided with opportunities to improve their subject content knowledge and their pedagogical skills so that learners learn and behave better and achieve higher standards.

In the next section, I analyse the meanings given to the concept of continuing professional development for teachers through the articulations in the educational policy document "Towards Education for All". What Darling-Hammond *et al.* (1995:4) discussed as criteria to examine how well the policy corresponds to teachers' learning and change, will guide my discussions. They say that a policy must be able to:

- Reduce the isolation of teachers,

- Encourage teachers to assume the role of learner,

- Provide a rich menu of opportunities,

- Establish an environment of professional trust and encourage problem solving,

- Provide opportunities for everyone in the school to understand the new concepts and practices,

- Permit the restructuring of time, space and scale, and

- Focus on learner-centred outcomes that address the how and why aspects of learning.

4.3.2   Toward Education for All (TEFA)

In its capacity as the first Namibian educational policy in an independent Namibia, "Toward Education for All", made provision for teachers' continuous professional development through the notions of in-service teacher training and life-long learning.

4.3.2.1 In-service training (INSET)

In-service training emerges as another meaning to continuing professional development since it can be used interchangeably with the concept of professional development. In-service training is however criticised by Ingvarson (in Villegas-Reimers, 2003:16) when compared by its implications to those of what he refers to as a "standard-based system" where professional bodies have control when deciding on goals and helping to implement the models, and where the opportunities are designed based on real needs identified by the teachers themselves in their daily activities.

For the comparison, in-service-training is a traditional system of professional development where the employers have control, the government establish the goals, the actors can be universities, employers or consultants, and the models used are usually short-term courses or workshops that are not necessary connected to what happens in classrooms. Ingvarson,

however, concluded that the traditional system might still be essential, but not sufficient any longer. For example, the BETD INSET programme that was introduced for teachers who were in service at that time to upgrade their teaching qualifications, has been criticised as lacking the content that addresses the real situation in the classroom. The study by NIED (2009:58) confirms that both the pedagogical and subject content knowledge are crucial to every teacher. Teachers need both forms of knowledge to teach. If one skill lacked, as it was said about the BETD graduates, then such teachers would experience problems in teaching.

The in-service training for teachers is pronounced in the TEFA policy document in the light of that which has disadvantaged some of the teachers prior to the independent Namibia. The inherited disadvantages from the apartheid government era were that many were not adequately trained for their jobs. The need for continuing professional development was mostly identified among the black communities' teachers, because they were the least trained or qualified teachers compared to their White and Coloured counterparts. These differences were the results of segregated education and homelands system in Namibia during the apartheid era.

With in-service teacher training, the Ministry of Education designed several initiatives in order to address the issue of the under and unqualified serving teachers. Among the introduced initiatives, those that I can link to the current CPD programme are the projects that were developed and implemented to assist teachers with successful implementation of the then introduced Junior Secondary School Curriculum in subjects such as Mathematics, English and the science subjects, respectively. The establishment of teacher resource centres as well speaks to the current CPD programme since it was also meant to support the in-service education activities at regional, district, and school cluster levels, (MEC, 1993:77). The policy suggested the decentralisation of the professional development interventions at local levels.

The Ministry of Education through its policy document, "Toward Education for All", has implored capacity expansion for the teaching force in order to ensure access of Namibian children to the education practice. By capacity expansion, the Ministry envisaged schools to be adequately staffed with qualified teachers. Qualified teachers were thought to address the predicament of rote memorisation and repetition inherited from the previous education system.

Teachers' professional development is one of the components of achieving equity in education practice in Namibia. Although the differences in the level of preparation of the teachers had not disappeared on the day of independence, as far as the egalitarian school system concerns, the

policy insists that the competence of the teachers should not depend on race, gender or family origin.

The policy has called for the availing of funds to redress the imbalances caused by the segregated education practice of the apartheid regime. That includes teachers' education that was also based on the segregation policy, thus the black communities' teachers were the least trained and qualified in the country during the apartheid era. In order to achieve equity, teachers' professional development will be addressed taking the legacy of the apartheid administration on teachers' education into account. According to Darling-Hammond *et al.* (1995:4), for the policy to support teachers' professional development, the existing resources could be redistributed through incentives, grants or changed formulae allocations to provide time for collegial work and professional learning. The above recommendation is very useful in the Namibian situation where teachers' professional capacities are unequal. Those that have been previously disadvantaged should have special consideration in terms of availing themselves of existing opportunities to develop their professional capabilities.

4.3.2.2 Lifelong learning

The notion of lifelong learning is epitomised by the phrase, "we never stop learning" (Earley *et al*., 2004:103). The Ministry of Education in its policy document, "Toward Education for All", acknowledged the challenge of having teachers well prepared for the major responsibilities they carry in order to improve the quality of the education system. Teachers are believed to be architects within the learning environment. The Ministry of Education observed that it was essential that teachers be helped to develop the expertise and skills that enable them to stimulate learning. Indeed, their professional education must begin before they enter the classroom and continue during the course of their professional careers, thus a call for lifelong learning.

By the notion of lifelong learning, the policy insists that lifelong learning has a special significance in the context of education for all. Furthermore, the policy discourages diploma disease notion that people tend to acquire certifications in order for them to get jobs, but that those certificates have little or no relationship to the knowledge required for that particular job. To cure such disease, a mind shift is needed in teachers to nurture the idea that they too are lifelong learners, because it is believed that for one to be a good teacher one must continue to study, be an active learner, throughout one's life (MEC, 1993:12). Teachers should expect to develop new understanding and new skills throughout their lives (MEC, 1993:14). If teachers

and other staff are not seen as continuous learners by the school itself, how can adults engage youngsters in any meaningful pursuit of learning (Earley *et al*., 2004:7)?

To answer the above question, I draw from what the policy insists on a successful fostering of a culture of lifelong learning, and the mind shift at schools where schools would be regarded as centres for popular mobilisation, empowerment and development instead of being places for acquiring certificates (MEC, 1993:15). Indeed, well-trained teachers who can impart knowledge that make learners feel challenged in their classrooms is another solution. Learners who feel unchallenged become bored and loose motivation to follow and join in class activities. However, as teachers we should always remember that the purpose of schooling is learning, and that learning in school leads not only to individual achievement, but to self-reliance, self-confidence and empowerment. Our own learning of the content knowledge and teaching and learning skills will make us feel confident and comfortable in our jobs. Having confidence in our jobs enables us (teachers) to persuade learners to embrace learning. It can be a wish that all teachers have the capacity of providing quality education through the continuing professional development interventions despite the different teachers' training they have attended.

Teachers and learners who rely on their own imagination and experience to design, construct, and collect their materials they need, find learning exciting, empowering and relevant to their lives. This prompted the decentralisation of the teachers' professional development programme and was just that that transformed it into a needs-based entity, so that teachers can identify their professional learning needs themselves and decide on the activity of learning. Darling-Hammond *et al.* (1995:4) suggest that, for the policy to support the teachers' professional development, it must discourage the "credit for seat time" staff development for professional development that involves teachers in networks, working collaboratively to explore practice. My understanding of the "credit for seat time" notion is that many times programme designers' interests are focused on the time to be spent on the intervention than on its content. In other words, much attention is focused on how long teachers will be sitting for their training rather than focusing on the relevance of the training content.

It seems to me that the Ministry of Education relied on and believed in teachers' capabilities in achieving quality education for the country. The Ministry cautioned teachers to regard themselves as contributors to nation building, but not just workers who pass information between the curriculum designers and learners. Therefore, teachers must be active participants,

not passive intermediaries. Teachers should question that which is not clear to them or that do not suit the context of their learners or working environments.

Indeed, to teach about democracy, our teachers and our education system as a whole must practice democracy. Teachers may practice democracy when they take part in their professional learning. They need to own the programmes that aim to engage them into learning, for them to improve their subject content and teaching and learning skills. Teachers can only teach democracy to learners if they themselves understand what democracy is in terms of teaching and learning. It is important that teachers embrace the changes within the education system from a democratic point of view. The policy advocates for teachers' autonomy, whereby teachers can be free to contextualise the curriculum and other teaching materials to the levels, needs, interests and abilities of the learners in their classrooms. I contend that only teachers who keep learning new techniques and knowledge on pedagogy can correctly apply the content of the curriculum in the actual situation context, because teachers are also regarded as adult learners who can guide the curriculum content, scope and orientation.

However, Darling-Hammond *et al*. (1995:4) complained that tight boundaries and narrow accounting lines discourage teachers from reflecting on school wide goals or the needs of individual children. This means that having teachers' professional development activities decided for them by an expert who has little or no knowledge of what happens in the classroom situation does not contribute to the intended goal of providing quality education. Lastly, the policy endorses that effective learning requires teachers who are not only competent in their subjects, but who also respond creatively to new situations. Next, I analyse the concept of continuing professional development of teachers in Namibian schools' context addressed in the Education and Training Sector Improvement Programme policy document.

4.3.3   Education and Training Sector Improvement Programme (ETSIP)

ETSIP highlighted the challenges of ineffective teacher and teaching quality the Ministry of Education was still facing after some teachers had upgraded their teaching qualifications through the BETD INSET programmes offered by NIED and UNAM. It was noticed that those who were formally qualified still lacked competencies critical to improve student learning in subjects such as English, mathematics and science, as many teachers have difficulties interpreting and implementing the curriculum.

4.3.3.1 Teachers' professional development

Teacher professional development and incentives were identified as priority components under the general education sector. A few strategic objectives were set to be achieved for this component to be realised in the education sector. Ideal is to strengthen teacher competencies in subject mastery and pedagogical skills. Under ETSIP the clustering system came into existence. Teacher professional development was one of the main activities that informed the establishment of cluster centres in the education system. This was so because cluster centres were envisaged for in-service training and support for teachers' development.

Clustering in Namibian education context refers to grouping of schools within a demographic area in order to share resources and expertise within their groups. A centre school is appointed as a cluster centre, where its principal acts as a cluster centre principal. CPD teachers can be selected from their respective schools to come and attend a cluster CPD intervention at the cluster centre school. It can be done for subject teachers, phase teachers or teachers in general from schools within that particular cluster. The main idea is to make use of resources at their disposal, such as printing machines, technology facilities and human resources. It is only if there is no one within the cluster schools who can offer service on the identified needs for the external service provider to be called in for assistance.

ETSIP compares teachers' education to the current situation in higher education institutions. The Namibian northern regions are under-represented at the institutions of higher learning. It is premised on the assumption that teachers who teach at those regions are either unqualified or under qualified and fail to produce school graduates who meet the admission requirements of the higher education institutions. It was noted that improvement in teacher qualifications through the BETD INSET programme has not yet translated into effective teacher quality and effective teaching to achieve quality education in Namibia. Kandumbu (2005:90) says that, if the higher learning institution has not adequately trained the person, this person would not be able to render effective service as required. The person would lack knowledge of how to render the service, for example, similar to that of a teacher who has acquired a teaching qualification from the teacher training institution. That particular teacher is not well equipped with adequate subject content knowledge, teaching, and learning skills.

To meet the goal of equity in the education practice, teachers who are incompetent need to be identified through what Kandumbu (2005:91) alludes to as the description of incompetent

teachers in Namibia. Teachers who fail to maintain discipline in their classrooms, to impart subject matter effectively, to demonstrate mastery of the subject matter being taught, to produce the desired results in the classroom, to treat learners properly are regarded as incompetent teachers. Their incompetency needs to be addressed with relevant continuing professional development activities.

ETSIP identified teachers' professional development as one of the quality enhancing inputs to quality education. To address the challenge of weak education, ETSIP proposed for the adequate allocation of funds for teacher development, raising teacher competencies and improving school management and accountability for results. It was therefore suggested that teacher performance would be enhanced through workshops in subject areas of need. Moreover, teachers will be trained again in special or inclusive education and compensatory teaching to provide quality education to learners, including marginalised children in rural areas (Republic of Namibia, 2007:19). Teachers' need for support in coping with learners with learning difficulties in inclusive education classrooms need to be addressed through professional development interventions.

It is my contention that a teaching and learning approach that encourages higher thinking order is crucial for the provision of quality education. Teachers must be well trained and given chances to continue to learn how to teach with a learner-centred approach. Continuing professional development on how to apply a learner-centred approach in their classrooms is very important since most of the teachers Namibia still has in the system are those who have been taught the teacher-centred approaches. It is not easy to forget your own education and transit to the new techniques. Teachers reflect on their own school times. Moreover, teachers find it very challenging to implement the anticipated teaching and learning techniques because they do not understand some of the concepts in their packages. To achieve quality education through teaching and learning, teachers' professional development should have potential for effective transfer of the knowledge and skills to the classroom context. In other words, it will not help if teachers attend a training that does not relate to what they do at school every day.

The Ministry of Education through ETSIP insisted that teachers will be held accountable for the academic results in their subjects according to the standards and norms set by NIED for the teacher performance appraisal system. Moreover, teacher performance will be enhanced through specific facilitators' training workshops in subject areas of need. I do not want to suggest that training workshops were not needed for teachers to improve their subject content

knowledge and teaching and learning skills. Instead, I question whether teachers' autonomy is considered for their professional development, as they are the ones that see and know what the exact problems in their classrooms are. Does the policy allow teachers to decide on their professional development activities? Do the facilitator training workshops have impact on teaching and learning? Are teachers involved in the setting of the norms and standards for their appraisal? These are some of the questions one may ask to ensure whether democracy with autonomy is applied to teachers' professional development.

According to Kandumbu (2005:21), democracy in the education context means that education should be democratically structured, democracy should be taught and experienced, and the aim should be to promote a democratic society. Furthermore, a democratic education system is organised around broad participation in decision-making and the clear accountability of those who are our leaders (MEC, 1993:41). In fact, teachers are the key implementers of the curriculum; they should become fully involved in the planning of the curriculum. This will also make it possible for them to know what standards they can set for their performance. Teachers should be allowed to participate in the drafting stages of everything that concerns them. Activities should not just be decided for them by somebody who might not have a clear picture of what happens inside classrooms. For example, teachers' professional development concerns them much more than anyone else in the system, thus, teachers should be allowed to organise what and how to learn in order to update their knowledge and skills as far as teaching and learning are concerned. We call it democracy.

A teacher who experiences democracy during her or his professional development interventions will obviously practice democracy in his or her classroom, thus a democratic learning environment. Learners will gain confidence in their studies once they understand their rights, responsibilities and those of people around them including their teachers. They will also respect their teachers in merit of their performance and confidence in their teaching. Robertson (in Ayoola, 2017:96) shares a similar view when she suggests that teachers in a democratic society should be able to:

- lead deliberative discussions where students learn to formulate their own arguments, engage others' points of view, and be open to changing their minds when given good reasons to do so;
- teach skills and attitudes of negotiation that include the willingness to accommodate others' interests in ways that do not deny fundamental democratic principles, as well as the ability to generate creative solutions to conflicts, and

- encourage students to be willing to change injustice when they see it.

These can only be observed if teachers are allowed to choose the professional development model that can enable them to identify their actual needs within the school system, discuss how best to meet these needs and solve their challenges as a democratic team or an individual.

4.4   DEMOGRAPHICAL AND BIOGRAPHICAL INFORMATION

This section presents the biographical information for the study interviewees together with their schools' demographic backgrounds. As I stated earlier in Chapters One and Two respectively, purposive sampling method was employed to select the study participants. One of the main reasons of using the purposive sampling was, according to Gilbert (2011:511-2), that subjects or participants are selected for inclusion in a study based on a particular characteristic or identified variable. Furthermore, it is particularly useful when the population under study is either unique or shares very specific characteristics. Again, according to Gilbert (2011:512), purposive sampling is a popular method of selecting participants in qualitative research, where the focus is on gaining insight and understanding by hearing from representatives from a target group. It is therefore in this light that four state school principals were selected to serve as participants for my study.

The selected principals are both heads of combined schools from one of the twelve circuits in Omusati region. Although the Omusati region is known for its remoteness, not all the circuits within it are as rural or remote as the circuit in my study. This specific circuit is among the most remotely and marginalised circuits that we have in Namibia. Most of its schools fall within the rural schools' incentives (termed "bush allowance") categories A and B respectively. These schools are poorly resourced when it comes to infrastructure, sometimes in human resources as well as inadequate qualified teachers and assistant staff members.

I was confronted with the challenge of reaching some of the schools to do interviews due to floods. The inappropriateness of the vehicle was another barrier since the car that I had could not cross the water to the other side where the schools are. The map (Figure 1.1) shows how most of the schools within this specific circuit are situated between or besides the water plains where floods flow if there happened to be floods during that time of year. Fifty percent of schools in this circuit are affected by floods when it occurs.

One of the two principals who could not be reached permitted me to go and interview him at his house on Saturday after he had returned from shopping with his family. His house is about the distance of 80 kilometres from my own house. I travelled about 160km to and back for the interview session with that particular principal. The other principal, whose school was also unreachable because of the type of the vehicle I used, agreed to be interviewed at the circuit office one afternoon after he had finished with the meeting he was attending in the circuit office hall that day.

The remainder of the two interview sessions that were conducted at schools were done after two o'clock when the normal teaching activities were done in order not to interfere with the respondents' duties. The following aspects were addressed for the biographical data of the research respondents: participant's age, academic and professional qualifications, position and teaching experiences, the frequency of CPD interventions attendance, the number of teachers and head of departments in the school, and learners' enrolment.

The four interviewed principals are all male with ages thirty-nine, forty-one, forty-nine to fifty-five. The youngest has been a principal for only one year. The rest have served for more than seven years as principals at the same schools they are at today. Among the four, only one principal did not have a further qualification in addition to the minimum teaching requirement diploma (Basic Education Teacher Diploma, BETD) that he obtained through distance education. The others were qualified with BEd Honours, Advanced Diploma in Education Leadership, and a Diploma in Transformation Leadership, respectively.

Although there is not much difference in the learners' enrolments at the four schools, it became obvious that some schools have been allocated with more heads of department than others have. For example, school A with the enrolment of 444 learners has two heads of department, school B with 330 learners has no head of department, school C with 476 has three heads of department, whereas school D with 410 has only one head of department. All the schools in this study are combined schools, which mean that they offer three different phases of schooling, namely, junior primary, senior primary and junior secondary phases.

As far as continuing professional development concerns, all respondents indicated that they only attend CPD sessions once in a year, and they are responsible for the professional development of teachers at their schools.

4.5   INTERVIEW QUESTIONS

Interviews were conducted in English after I established that all the respondents were comfortable with expressing themselves in English. They all indicated that, since English is the official language, also the medium of instruction from grades four to ten in their schools, they would like to have interviews done in English. The following interview questions were asked:

1. How do teachers perceive Continuing Professional Development (CPD) interventions?
2. To what extent is Continuing Professional Development of teachers in schools embedded in the Namibian national education policy?
3. To what extent is the national education policy supportive of the programme of CPD of teachers in Namibian schools?
4. What type of support do schools receive from either circuit office or regional office in regard with CPD implementations?
5. What are the most enjoyable/liked CPD activities for teachers in schools, and why?
6. What are the least enjoyable/liked CPD activities for teachers, and why?
7. What CPD activities context are prevalent at your school, and why?
8. What CPD activities context are not prevalent at your school, and why?

4.6   ANALYSIS OF INTERVIEW DATA

Of the four interview sessions that I conducted with school principals, the longest session lasted for twenty-six minutes while the shortest lasted for fifteen minutes. That means that the study units differently understand the concept under investigation, because some could say much while some had little to say when asked questions. The participants attempted to answer all eight interview questions that I set earlier, after I had them verified by my study supervisor. See Appendix E for research interview questions. I conducted the semi-structured interviews that gave rise to follow up questions with subsequent probes for more clarity from respondents.

As I have indicated earlier, the data from the interview transcripts were presented in the form of themes that emerged from responses, because I employ the constant comparative method of data analysis. Therefore, it may happen that a theme emerged from all or some respondents, but not necessarily while answering the same question. This complicated the presentation of data logically and proportionately.

Moreover, I considered coding my data in the way that I can easily access them. Pseudonyms were applied in this study in order to adhere to the research ethical view of keeping and maintaining privacy, confidentiality and respect for the participants. Participants were coded as principals A, B, C and D. They appear as PA, PB, PC and PD in this study report. Their years of age, years of serving as principals, and their qualifications were coded as well: the oldest, the youngest, the long-serving principal, the less-serving principal, the highest qualified, the less qualified, etc.

Data collected through semi-structured interviews were gathered by asking eight open-ended questions that I prepared before the interview sessions. This data was presented in the form of five themes that summarise the content of the interview questions and that of the research sub questions. These themes were, the teachers' perceptions of the programme of CPD for teachers in schools, the national education policy's inclusion of the CPD programme, the support towards the implementation of the CPD programme, CPD activities for teachers, and lastly, the prevalence of CPD contexts at school level. In the following sections, I present and discuss the data that was collected through semi-structured interviews.

4.6.1   Teachers' perceptions on the concept of CPD

A report on the study that was conducted by NIED (2009:65) warns that it would not serve much purpose to design a training programme for teachers who are not motivated and ready for it. The success of any training programme would depend highly on its participants.

Interviews with principals suggested that teachers in their schools are aware of the existence of the programme of continuing professional development for them. However, there are teachers who feel that they are no longer able to learn new things, thus they sometimes resist participating in professional development activities. Those who embrace professional development find it very useful for their learning. To the question of how teachers perceive CPD interventions, one respondent had this to answer:

> *You know, I am having teachers of different groups. There are teachers who understand the need for them to learn, and there those who think it is late for them. They do not really need to know some of the things. Some can organise an activity for them to learn but you can see the person still have the same understanding there will be no change. Maybe because the understanding is different, the person needs to know the importance*

of continuous development at school that is why they are in those two groups (PC, 07/04/2017).

The foregoing verbatim remark shows that sometimes teachers participate in PD without any hope of learning something out of it. This can be true in a situation where the aim and focus of the professional development are not clarified to the participants. Moreover, if teachers are not encouraged to decide on the learning activities that match with their learning needs, the effects of the professional development will not be positive. In situations where you find teachers looking at the CPD as a Ministry programme to be implemented at school, you cannot expect to observe the effective implementation of it. The misconception surrounding the concept of CPD impeded its effective implementation.

In contrast, teachers who see the usefulness of the CPD programme embrace and participate positively in the activities. They learn and improve their teaching techniques through the available professional development opportunities. There are those teachers who really know that they need to keep updating their professional knowledge as things keep changing. The curriculum changes year in and year out, new teaching and learning approaches are being adopted in the system, new systems are being introduced (inclusive education), learners with different learning abilities emerge in schools, are some of the changes that require an updated knowledge for the teacher to be able to cope. Another respondent indicated that teachers are not satisfied with the knowledge that they have acquired during their initial teacher training, thus they feel CPD is really a rescue when they find themselves stuck with the implementation of the curriculum. He said the following:

> *Thank you very much for the question, I have learned that CPD is quite useful to them, and it is helping them a lot, especial when it comes to the implementation of what they have learned at university level. Because at university they just learned theory or theoretical but at school level, they are required now to put in practice what they have learned. So, it is really helping them, because some of them have problems with lesson preparations, lesson presentations, this is why now when they are given help by other teachers that have experience, they do it better* (PA, 03/04/2017).

The fact that teachers know that learning how to do a better lesson plan is also CPD shows that the concept of CPD is well understood by teachers. The problem is that CPD is not happening practically in all contexts, as it should in some schools due to some given factors.

Some older teachers understand CPD to be a programme for new teachers who have just joined the teaching profession. This misconception is caused by the lack of understanding of the concept, even by those who serve in CPD committees at various levels, i.e. school or circuit level. Principal B had this to say while responding to the follow-up question after he had agreed that the programme of CPD is not really fully implemented at both circuit and school levels.

> *Yes, it is just minimal, just little. Because this year I was told we suppose to identify new teachers in the circuit. And then we see how we can organise CPD activities for them, this shows that the concept seems to receive little understanding from those that are in the committees. Because now only new teachers are considered for cpd. CPD is not about new teachers it is about any other person with regardless whether you have worked for two, three or more years, you still need CPD, but now if you are targeting that are new in the system, that is just an induction programme that you need to do for them* (PB, 08/04/2017).

According to Earley *et al*. (2004:6), continuing professional development should ensure the individuals' progress from "novice" or "advanced beginner" status to that of an "expert". However, "expert" status is not a final achievement. It is ongoing, new demands, a changing curriculum, and various other changes mean that learning and development is never-ending. Teachers need to be well-informed about the rationale of the programme of CPD in schools for them to have a better understanding of it. The emphasis must be put on the point that teachers should flow with changes that are coming in the education practice; trainings and learning further are necessary. Moreover, knowledge is not a static disposition, but a dynamic phenomenon that needs to be kept updated.

Although Yurtseven (2017:121) claims that it is critical to examine how teachers perceive the concept of professional development in order to scrutinise the positive and negative viewpoints and to uncover potential problems, the picture that I got from the interviewed principals, is a clear indication of lack of adequate insight into the concept of CPD among teachers in Namibian schools. However, one can obtain more information if a study of this nature is extended to teachers themselves by means of using metaphors to express their perceptions on the concept of CPD.

Because, the purpose of this study is to analyse the concept of continuing professional development of teachers in Namibian schools, one would expect to hear things such as CPD is like water, because you cannot survive without water, etc. In his study on teachers' perceptions

of professional development while using a metaphorical tool, Yurtseven (2017:125) acknowledged the objects that teachers compared CPD with. For example, some members of the group that referred to CPD as "an Occupation Including Change" had the following to say:

> *"Professional development is like the life, because we must strive for better with hope in both of them"*

> *"Professional development is like a journey, because it is the whole of the experiences we have at every stop throughout an endless journey",*

4.6.2   Understanding the national education policy's inclusion of CPD for teachers

According to Villegas-Reimers (2003:24), the professional development initiatives that have not been embedded in the educational reforms, structures and policies have not been successful. This study's participants showed that the programme of continuing professional development of teachers in particular at school level has not been addressed in most of the national educational policies such as the national curriculum for basic education and the education act (Act 16 of 2001). The participants indicated the importance of the programme in the teaching and learning process. However, they showed dissatisfaction with the impact of the workshops conducted for teachers when a curriculum has been transformed or a new teaching approach is introduced. They feel it would be successful if teachers could be involved in the process of transforming or designing the approach.

Moreover, Villegas-Reimers (2003:27) affirms that, in order for the professional development to play an effective part in education reform, policies must be supportive of the changes that teachers are asked to make. Policies must address, for example, the need to create new structures and institutional arrangements that support the role of teachers as lifelong learners; they must also help to create new structures and opportunities, both outside of schools and within schools and they must support the new systems of evaluation, accountability and promotion.

Darling-Hammond *et al.* (1995:4) offer criteria to examine how well policies correspond to teachers' learning and change. For example, does the policy:
- Reduce the isolation of teachers?
- Encourage teachers to assume the role of learner?
- Provide a rich menu of opportunities?
- Establish an environment of professional trust and encourage problem solving?

- Provide opportunities for everyone in the school to understand the new concepts and practices?
- Permit the restructuring of time, space and scale?
- Focus on learner-centred outcomes that address the how and why aspects of learning?

The majority of principals who have been interviewed indicated that the education policy has not addressed the issue of teachers' professional development to an extent that shows its relevance in teachers' knowledge and skills enhancement. Many of the respondents could only relate to the "teacher self-evaluation" tool as the Ministerial document that addresses the teachers' professional development at school level. Teachers complete Teacher self-evaluation (TSE) every October to determine their weaknesses and strengths in teaching and learning in that particular year. One of them had the following to say:

> *Well, I think CPD is only found in teachers' self-evaluation instruments whereby a teacher has to evaluate him or herself and thereafter come up with points on his strengths and weakness, then the areas where he needs help. So, it must come from the teacher, the teacher needs to come up with which areas he or she needs assistance. I think I have only seen that in teacher self- evaluation instrument* (PA, 03/04/2017).

Principal C was in agreement with the claim by principal A that only in the teacher's self-evaluation tool one can see the part on professional development. He also remarked that perhaps the Education Act that was still under review at the time of this study should address CPD in detail. Otherwise, he only knew about the teacher self-evaluation (TSE)instrument that have made provisions for teachers to evaluate their performances and decide on types of assistance they require in order to improve.

> *Maybe in the Education Act since they are still busy reviewing it, they did not bring it to the grassroots level like schools and the regions yet, maybe the top management are the still discussing because they are the one in parliament, but we do not really have it here. What I can remember so far, we have got teachers self-evaluation, that is where we normally let teachers indicate their weakness and their strengths, also where do they need assistance. That is maybe where we can also assist them as a school, and if you cannot, you have to invite somebody from outside to come and assist the teacher* (PC, 07/04/2017).

The other respondent approached the question on policy from a different angle by looking at the kinds of programmes that the Ministry of Education made available or introduced to address

the teachers' professional learning at school level. He acknowledged the introduction of the mentoring and induction programme in the school system. However, the implementation of this programme remains a big challenge in many schools, including that of his own. The following verbatim account presents what he said:

> *Yes, the programme itself is there as I stated earlier. Because we do have even guiding manuals that are there, starting from principals to mentor teachers. As I said, there are two components that we have, Namibian novice teacher's induction programme that is done by either the head of department, or principal or to a certain extent even by the mentor teacher. And then there is mentoring, a mentor teacher is also appointed at school level to carry out this exercise. So, meaning the programme is there, is part of the whole curriculum of teachers. But the implement thereof, is the one that is lacking because teachers that are appointed as mentors or to implement CPD programme are also 100 percent teachers. This makes it difficult to slot the programme in our timetables or in school program for the programme to be implemented. It is also a challenge because in the afternoon teachers are missing. So there is no time now for the programme to feature. But at times, I normally integrated it in the meetings that I have with teachers to guide them on certain policy or certain things that they need to know. Or even during subject meetings because I always conduct one main subject meeting from my side as a supervisor. That is where I can integrate things that they need to know after they have also brought in the areas where they find challenges* (PB, 08/04/2017).

The programme of Namibian Novice Teachers Induction (NNTI) had been introduced in the Namibian education system in particular at school level in 2011. Its main components are induction and mentoring of new teachers appointed in schools. The inception of this programme is an indication that the Education policy prioritises teachers' professional development as a core factor in improving the quality of education given to all the Namibian school-going children. It is assumed that teachers who have left the initial teaching training and joined the teaching force in schools are not well equipped with the necessary knowledge and skills on how to handle the work environment. Hence, mentors are trained and appointed at schools in order to assist these new teachers to cope with the profession's demands (see section 3.8.4). Earley *et al*. (2004) maintain that in the past, initial training and induction were regarded as a total or final preparation for a career in teaching. Nowadays they have to be thought of as merely providing a platform on which continuing professional development will be built.

In the training programme for the induction workshop for school-based CPD coordinating committees for the Omusati education directorate it was stated that CPD for teachers is commendable in both national and educational policies as an important strategy in an attempt to improve the quality of education. Vision 2030, ETSIP, National Professional Standards for Teachers, National Standards for Schools, the Human Resource Development Strategy in the Public Service under the Office of the Prime Minister have all identified CPD for teachers as one of the key pillars in improving the quality of education through improved educator effectiveness.

Although Principal D could not relate to how the programme of CPD is embedded in the national education policy, he felt that if there was no CPD for teachers, teachers cannot grow professionally. CPD is there for teachers to share ideas and learn from one another on how to treat learners with different learning abilities in their classrooms. He relates:

> *That one is a difficult for me to respond to, but what I know is that CPD is very much needed for teachers to grow professionally. And without that one, some teachers do not even grow professionally* (PD, 10/04/2017).

4.6.3   The support received by schools for teachers' CPD

The majority of the respondents indicated that there is little support towards the implementation of the programme of CPD at school level. The national education policy has not made provision for support towards the implementation of CPD for teachers in schools. Most of them could only commend the workshops that are conducted for teachers when changes are made in the national curriculum. In many cases, training workshops are organised for teachers when the Ministry of Education comes up with new changes that are implementable by teachers. Some of the principals interviewed had the following to say:

> *Now that CPD is decentralised, the thing is that the national or the headquarter has to make sure that the regional, the school CPD should also get assistance from them by conducting workshops, to refresh the previous CPD committee members, and to guide how to do it at school level. In that case you can see that they are working hand in hand. Central and the locals are working together* (PC, 07/04/2017).

The support that schools receive with regard to the implementation of the teachers' professional development should range from materials to human and financial resources. One principal explained about the kinds of support schools receive from the regional office:

> *I think schools just receive documents from the regional office via the circuit office, documents like forms to identify teachers' needs, forms to be completed by school mentors and by the school principal* (PA, 03/04/2017).

On the follow-up question on what types of forms the regional office assist schools with regarding mentoring as the teachers' professional development activity, the principal explained as follows:

> *Forms in which the teachers have to identify their needs in order to be assisted to grow professionally. The school manager or any teacher with experience can assist in this regard, or somebody from the regional office can give support or assistance in the area where you need improvement. The mentor teacher has also to complete the form which indicates the needs of the teacher which have been addressed. The Principal has to sign the forms to confirm that that mentoring had taken place at school level* (PA, 03/04/2017).

Another principal explained as follows:

> *Professional development people from the regional office are supposed to help us but you find that perhaps in a year you will only be helped once. Sometimes at the regional level, at circuit nothing, although the committees were established to ensure that we pilot, I mean we implement the programme. There is little support, except when it comes to curriculum reform or whatever. There are workshops that are carried out, either in terms of implementation of the curriculum or how the curriculum was changed. Those are the areas we are receiving the support through workshops. Sometimes workshops are conducted by advisory services, just to assist teachers on how certain things are done in the curriculum. But, there is nothing about pedagogical skills, new knowledge that are surfaced* (PB, 08/04/2017.)

Villegas-Reimers (2003:121) insists that, apart from the leadership and support of principals, successful professional development requires a culture of support that involves not only teachers, other educators and the public, but also national and international stakeholders, leaders in the field of education and students. The more support, the better performance. Another principal explained about the workshops conducted by the national, regional or circuit officials as the only kind of support schools receive with regard to the professional development of teachers.

> *Maybe like the curriculum review, currently the curriculum has been changed, teachers have to attend workshops so that they can get clear information on what is expected from them, their roles to implement the new curriculum, of which you can see they are growing,*

they are learning. Some of the teachers also use to train others, as trainers of trainees…. something like that. You see that the system wants to include also the teachers so that all of them they get the latest information (PC, 07/04/2017).

Another principal feels that the support schools get from the national, regional or circuit level is not adequate, since schools are heavily reliant on those levels of the education system in terms of resources provision. Villegas-Reimers (2003:28) says that the policies that support the incentives for teacher inquiry, opportunity for teacher inquiry, and teacher capacity for leadership in innovation and inquiry, respect for teacher authority, flexible school structure, responsive and supportive administration, time, resources and regulatory flexibility are essential. Although Principal D could not say much about the implementation of the programme of CPD at his school, he embraced the support that they receive from the regional office with regard to the provision of trainings and training manuals on how to coordinate CPD at school level. He stated as follows:

> *The type of support, is that they provide us with files or books, I mean manuals. We need it as a committee so that we train the teachers, to grow professionally. When we were trained we received manuals from the trainers. The circuit office gives the support because they invited us to join that training and get us the materials such as manuals* (PD, 10/04/2017).

Similarly, principal C recognised the teachers' conference that are done at circuit level as also a kind of support since the agenda topics for the conference are based on the teachers' identified needs. He relates:

> *You know, the circuit as I said earlier, delegates the CPD committee at school level to identify the needs, then they organise the conference for the whole circuit staff members. Then teachers are addressed in that specific need that they have, as a whole circuit* (PC, 07/04/2017).

4.6.3.1 Financial support

According to Villegas-Reimers (2003:126) funding for school improvement and for teachers' professional development is another challenge faced by teachers and schools worldwide. While responding to the follow-up question whether schools receive funds with regard to CPD implementation, the principal explained as follows:

No, there is no money that we are receiving in this regard. There is no money now, what is there is that we just need to initiate activities. There is no money for the programme, we are expected only to carry it out from school, to come up with a CPD committee then we just do it. At circuit level, the committee is there, but the implementation is lacking because the inspector is also busy, principals are busy running the affairs at schools (PB, 08/04/2017).

Schools need financial support towards the implementation of the continuing professional development of teachers because some CPD initiatives cannot take place if there are no funds. Anyhow, some activities are cost-effective and are commendable for schools of which the socio-economic status is questionable. Given the Namibian economic status, according to Villegas-Reimers (2003:127), even in developed states such as USA, the funding towards the teachers' professional development is very low, and professional development is one of the first items to be eliminated from a school or district budget when resources are scarce. Although developing countries adopt CPD models similar to those in developed countries, it is very unfortunate that the western ideas about teacher change and development are poorly suited to modelling practices and challenges for those who were historically disadvantaged. This means that funding for teachers' professional development is not a priority even in developed countries. One more principal affirmed as follows:

No, I think in terms of financial assistance, we don't receive financial assistance specifically for CPD implementation but because the schools are receiving now the universal primary education (UPE) and universal secondary education (USE) grants from the ministry of education. We are using this money to assist with the implementation of CPD in schools (PC, 07/04/2017).

Villegas-Reimers (2003:122) reminds us that the socio-economic status of the school is a contextual element that has an impact on the kind of professional development opportunities made available to teachers and the kinds of practices they implement. A critical question, "Do the UPE and USE grants as the only sources of funds to schools in Namibia put schools in stable financial positions to be able to implement teachers' professional development effectively"? In the speech delivered at the Forum of the Commonwealth Council on Education, Katjavivi (2016:11) insisted that Universal Primary Education (UPE) needs to ensure the quality of education provided to the pupils and not only the numbers that attend school. While making this recommendation, he said there were key areas in Namibia's education system that needed targeted intervention. The key areas that he referred to are adequate teacher qualification and

support, low teacher motivation and high absenteeism, poor teaching methodology and linguistic diversity.

By adequate teacher qualification and support, he observed that teachers working in primary schools across rural Namibia have a difficult job because of limited qualifications and support. Quite often, teachers have to teach multiple grades, textbooks are pitched far above the comprehension level of students and classes include children with very different levels of learning achievements. The average schoolteachers in Namibia do not get adequate pre-service or in-service education, nor do they receive the support to overcome these problems. This background emanated from low educational qualifications of teachers. Now questions: "Were these remarks made to encourage the use of the UPE and USE grants in the teachers' professional development despite the stated guidelines for the utilisation of these grants in schools?" "Is teachers' professional development at school level included in the other school-related activities as per the guidelines on utilisation of UPE funds?"

4.6.4   CPD activities for teachers

Questions 5 and 6 of the research interview questions were meant to find out about the kinds of CPD activities that are executed at school level in Namibian schools. School principals who participated in this study were asked to give the types of teachers' professional development activities that are most and least enjoyable or liked/disliked by the teachers in their schools, and reasons as to why. The aim of these questions was to respond to the main research question of "what constitutes the concept of continuing professional development of teachers in Namibian schools?" Also to respond to the research second and third sub-questions: "What shortfalls and success stories do Namibian school principals have on the programme of continuing professional development of teachers?" and "What continuing professional development activities and contexts are most relevant for teachers in Namibian schools, and why?"

Of the four principals interviewed, only one principal indicated that there are no CPD activities taking place at his school. When he was asked about when he was intending to commence with teachers' professional development activities he indicated that he was planning to start by the following semester. In contrast, other principals had been executing some CPD activities for teachers at their schools. The majority of the principals interviewed indicated that they conduct classroom observations in their schools as means of determining teachers' learning needs for professional development interventions. One principal does staff forum with his teachers,

whereas the others referred to subject meetings. The majority highlighted peer coaching as another activity that teachers enjoy for their professional knowledge enhancement. Two principals indicated that teachers enjoy policy interpretation meetings because they learn about their rights as teachers in those meetings. The majority also indicated mentoring as a form of teacher professional learning happening in their schools.

Villegas-Reimers (2003:141) urges that the kinds of professional development programmes and activities designed by and for teachers must respond to their professional needs, their personal and professional interests, the stage of professional development attained at that particular time and the stage of the education system in force in their place of work.

4.6.4.1 Mentoring

It seems that the concept of mentoring in Namibian education system is well perceived by both teachers and school principals, despite the case I discussed earlier in chapter three. The majority of the principals that I have interviewed for this study indicated that mentoring was taking place in their schools. Villegas-Reimers (2003:116) claims that mentoring has become one of the most common responses of school leaders to the needs of new teachers, and that it has become popular with both the mentors and beginning teachers. Principal B expressed the following view with regard to induction and mentoring of teachers:

> *Induction is what you take a person through, it is just minor, minor things but mentoring is a long term programme where you guide or nurture the people through. Because you might find that some people became teachers by accident than that others who became teachers because they were well informed about what teaching is all about. Now, mentoring is also to keep these colleagues that accidently found themselves to be teachers by virtue of their either economic challenges they found themselves in the past. You know teaching, everybody uses to go for teaching because the requirements to the programme was so narrow. Meaning, now once in the system these are the people who are giving headache because they are the losers in the profession* (PB, 08/04/2017).

The University of Namibia (2012:24) in its CPD Needs Analysis Report recommended teacher induction to be employed in schools as a way of bridging the gap between the novice teachers' initial training experience and the real school environment. Mentoring has become a component of induction by the implications that new teachers have trouble in their first years of teaching. This experience can resort into negative attitudes, poor instructional performance and departure

from the teaching profession if the novice teacher has not been assisted. It however, is believed that novice teacher induction and mentoring programmes can reduce the problems encountered by novice teachers, improve the quality of their instruction and thereby retain promising teachers. Principal B in emphasising the existence of the CPD programme at his school, explained as follows:

> *Yes, the programme itself is there as I stated earlier. Because we do have even guiding manuals that are there, starting from principals to mentor teachers. As I said there are two components that we have, Namibian novice teacher's induction programme that is done by either the head of departments, or principal or to a certain extent even by the mentor teacher. And then there is mentoring, a mentor teacher is also appointed at school level to carry out this exercise. So meaning the programme is there, is part of the whole curriculum of educators* (PB, 08/04/2017).

Heystek *et al*. (2012:186) argue that mentoring is a difficult and demanding task and, as a result, teachers who perform this job need time and in-service support appropriate to the increased responsibilities placed on them. This means that aside from being trained as a mentor, one needs to continue learning on how to be an effective mentor in order to render successful mentoring services to the mentees. I cannot recall a refresher training or workshop for the already serving mentors in Namibian schools after their initial training. UNAM (2012:25) highlighted the goals and objectives of the Namibian Novice Teacher Induction Programme (NNTIP) as follows:

- Improve the teaching performance of novice teachers by identifying and encouraging effective teaching skills
- Increase the retention of promising novice teachers in the teaching profession
- Promote personal and professional growth of novice teachers
- Introduce novice teachers to and welcome them in the school and the surrounding community
- Instil a spirit of reflective practice and continuous professional development in novice teachers
- Mould and encourage professionalism among novice teachers
- Create a sense of ownership of and passion for the teaching profession, and
- Enhance capacity building

Looking at the above goals and objectives, one would say that mentoring in Namibian schools context is only meant for new teachers, but not for any other teachers who seem to also need assistance as Heystek *et al.* insist. According to Heystek *et al*., (2012:185) mentoring at school

level can also be applied to experienced but poorly performing teachers in order to be assisted to improve their performances. This can be true because as far as mentoring concerns, the mentee can be anyone who needs to be mentored towards a good performance.

Both the mentor teacher and the school principal took mentoring to the next level of accountability where they all had to keep records as evidence of their practices. The other principal indicated that they fill out forms at school level to show that mentoring has taken place. These forms are provided by the education regional office, thus schools feel supported in that way. When asked to explain the kinds of support schools receive from the regional or circuit office with regard to CPD for teachers, principal A relates:

> *The regional office supplies us with mentoring forms. Forms that the teachers have to identify their needs, and now the mentor has also to complete the form which indicate the needs of the teacher which has been addressed. The Principal has to sign the form to confirm that that mentorship has taken place at school level* (PA, 03/04/2017).

Almost all the participants agreed that mentoring is happening at their schools, but mostly to the novice teachers. One principal commended the impacts of the mentoring programme by saying the following:

> *The most activity that is liked by teachers is planning the lesson preparation together. Classroom management, classroom management comes in when a mentor is observing a mentee, and also when a novice teacher is observing another experience teacher* (PA, 03/04/2017).

Through observations, one learns better and faster than through listening to a theoretical presentation by an expert.

4.6.4.2 Classroom observation

Classroom observation in Namibian schools appeared to be a mean to professional development of teachers. This is so because most participants have referred to it as the only way they can engage in identifying teachers' learning needs. A Classroom Observation Instrument (COI) was centrally designed and provided to all schools through regional down to circuit offices. Principals, head of departments or mentor teachers when they visit teachers in classrooms, use the COI instrument. During the visit, they observed teachers while teaching with the purpose of identifying teachers' strengths that need to be sustained and weaknesses that need to be

improved. Whatever form of assistance assigned to a teacher with some weakness in his/her teaching will be regarded as a professional development intervention.

Principal B explained what he does with the teachers whose learning needs have been identified through a class visit while using the classroom observation tool:

> *When I spot it out that there is a problem that is facing one person sometimes through class visits, I will note in the classroom observation form that that particular person needs attention in that particular area. Then if there is no person within the school who can assist, then I have to find out from the colleagues in the circuit and if there is nobody we call professional development division at the regional office to find out if one can come and assist. Like, I have a case of one colleague, she was still new but no one from the school that could assist this person in languages, which means I have to look for someone from another school who is doing better. The person where we sought assistance agreed to assist. I took my teacher there, then after that I took her again to another one who have also done better, at least for us to have a comparative on how to approach the topic* (PB, 08/04/2017).*

By providing the guidelines in the classroom observation instrument, principals found it easy to assist in identifying teachers' professional development needs supplementing the self-identified needs through the process of teachers' self-evaluation. It is my contention that the classroom observation report may also serve as a source material a teacher can use during the reflective discussion whereby a teacher has to self-reflect as part of a professional development process.

4.6.4.3 Utilisation of experts within the cluster and schools

The lack of heads of department in schools and senior education officers for all the learning areas within the cluster has not imposed much of a burden to school principals in connection with teachers' professional development since they embrace the utilisation of the subject experts they have at their disposal at school, cluster or circuit levels. Many participants indicated that they refer their teachers who have problems in their subjects to be assisted by other teachers within the schools in the circuit who have adequate knowledge in their subjects before they consider the senior education officers who are deployed at regional level. These individuals can be heads of department at other schools, an excellent performing subject teacher at another school or in the school or a senior education officer for the junior primary phase

positioned at circuit level. Schools have recognised teachers who have good performance records to serve as subject heads in their schools or subject facilitators at cluster level. Principal A noted that when teachers from the same subject area share similar problems, the identified expert teacher would gather those teachers and assist them at once. This form of CPD intervention can be done at school, cluster or circuit level.

> *Teachers with the same problems can be grouped and get assisted by an expert at once* (PA, 03/04/2017).

Subject experts within the schools, cluster or circuit can be engaged with in different ways. Sometimes principals organise their teachers in groups according to their professional development needs and invite the expert to come and address the teachers. Teachers learn very well when they are in groups because they share their problems, and that gives them confidence in their job, as they learn that others have problems too. Principal B explained as follows:

> *Now, if the problem that the person is facing is emanating from the curriculum, like as I have said we do not have enough teachers in that area, so what I have to do is that I have to look for somebody from outside of the school who can assist the person, it is also CPD, it does not necessarily mean that we need to have a workshop at one spot. If we bring somebody at least an expert to come and help it is also cpd. Sometimes you can invite someone to come and do a presentation on that topic, or can just take your teachers and go to another school for two to three days and there they are going to observe how the lessons are conducted. They conduct a lesson there while the person is observing how the things are done* (PB, 08/04/2017).

Steyn (2008:27) stated that it is important to select content experts with the didactical skills needed to present contextualised PD programmes. Teachers do not "tolerate" programmes that "do not work" with their learners. Another principal commends the utilisation of the circuit positioned senior education officer to assist in the junior primary curriculum issues. He relates:

> *But if a school maybe identified that they need assistance of the circuit CPD committee then the school can also invite the members of circuit committee to come and assist also at school level, maybe a senior education officer for junior primary because we have got one at the circuit level. Then if we find out that at school we have this teacher who is having the problem with assessment for example at junior primary, we invite the senior education officer to come and assist this teacher to give this teacher information* (PC, 07/04/2017).

My understanding of the foregoing verbatim accounts of both principals B and C is that there is a need to have senior education officers positioned at circuit offices to assist teachers in schools in all subject areas. In the absence of heads of department in schools, the senior education officers as subject specialists and experts can assist teachers within schools. Actually, many circuits do not have more than ten schools, and this can be easy for the senior education officers to organise themselves to assist all teachers with professional development needs.

4.6.4.4 Peer observation

Principals indicated that when they take their teachers to other schools for professional development, they go to observe the lesson presentations of other teachers who perform exceptionally in their subjects. This is called 'peer observation'. Earley *et al*. (2004:62) remind us that, whatever role people have and whatever stage they are at in the profession, they will learn a great deal about their job from watching others doing it. It is in this light that teachers are expected to observe others in order to learn new ways of teaching for them to improve their own performances and that of the learners in their classrooms. One principal explained as follows:

> *Sometimes you can invite someone to come and do a presentation on that topic, or can just take your teachers and go to another school for two to three days and there they are going to observe how the lessons are conducted. They conduct a lesson there while the person is observing how the things are done* (PB, 08/04/2017).

However, according to Earley *et al*. (2004:62), observing so that you get something out of it, is not easy. Hence, people need to have a focus for observation because there is so much to see, and one may end up being overwhelmed. Besides, the observation needs to be linked to an action or idea that a person wants to develop.

My contention on peer observation is that teachers who are struggling with their teaching also need to allow themselves to be observed by the experts before and after the professional development intervention. This will help them to determine the impacts of the intervention, and if it is needed to change the professional development intervention. Villegas-Reimers (2003:101) observes that peer-observation gives teachers the opportunity to learn and reflect on the knowledge, skills and attitudes that excellent teachers implement in the classroom.

4.6.4.5 Workshops

Participants in this study applauded the Ministry of Education, Arts and Culture (MoEAC) through various stakeholders for conducting workshops for teachers. Aside from being associated with the traditional cascade model of professional development that workshops fail to address real issues regarding the classroom environment, workshops are considered useful in some instances of the reformed professional development of teachers. Principals interviewed embraced the necessity of workshops for teachers when there are new changes made to the curriculum. A teacher in Namukwambi's (2011:69) study asserts that workshops that are organised by the professional development unit at regional level play a big role in their professional and pedagogical improvement and development, as they help them with the latest teaching techniques, marking and setting of standard question papers. According to the MoEAC (2015:6), the great challenge of curriculum reform is implementing the curriculum. To the question about the support towards the implementation of CPD at school level, principal C had this to say:

> *Maybe like the curriculum review, currently the curriculum has been changed, teachers have to attend workshops so that they can get clear information on what is expected from them, their roles to implement the new curriculum, of which you can see they are growing, they are learning. You know, some of the teachers also use to train others because there are some of the teachers are made trainers of trainees…. something like that. You see that the system wants to include also the teachers so that all of them they get the latest information* (PC, 07/04/2017).

The strategy of having teachers trained to train other teachers on the curriculum reform issues is commendable, despite the lack of confidence when teachers face their colleagues to pass on what they have learnt from a workshop as Heystek *et al*. (2012:1820 observed. A certain teacher recorded in Earley *et al*. (2004:41) had this to ask: "Which would have more impact: a very stressed teacher who is enduring appalling behavioural problems attending training aimed at supporting teachers in that situation or a head teacher (principal in our context) attending the same course and cascading useful information in a five-minute sound bite in a staff meeting?" The teacher's question is meant to emphasise that the cascaded training information never equipped the targeted group with all anticipated knowledge and skills for the intended goal.

The workshops that the Ministry engaged in to train teachers on how to implement the curriculum are based on the three sets of pre-conditions for successfully implementing the curriculum and providing quality education. Firstly, the curriculum itself, secondly, conditions

in and around the school promoting teaching and learning, including teachers, and thirdly, conditions in society at large enabling learners to use the knowledge and skills that they have gained from schools. Teachers are regarded the precondition for successfully implementing the curriculum when:

- Teachers are appropriately and fully qualified to teach the phases and subjects they are entrusted with and are well-informed, committed and competent,

- Teachers are equipped with all necessary teaching aids, technology and other relevant materials to support effective learning and have the skills to develop and adapt materials to suit multi-ability groups of learners,

- Teachers teach effectively so that learners progress evenly through each phase, and only a few need to repeat to achieve the basic competencies, and

- Teachers apply the mechanisms in place to ensure the early identification of learning difficulties, so that these may be addressed (MoEAC, 2015:6).

Principals envisaged that for the refresher workshops on how CPD for teachers can be implemented effectively in schools, they would require more support. This concern was raised, because principals are uncomfortable with what they do in their schools with regard to the professional development of teachers. They feel they do not have adequate knowledge and insight on how to coordinate the teachers' professional development programme in their schools. Again, principal C implored:

> *Now that CPD is decentralised, the thing is that the national or the headquarter has to make sure that the regional, the school CPD should also get assistance from them by conducting workshops, to refresh the previous CPD committee members, and to guide how to do it at school level* (PC, 07/04/2017).

None of the participants indicated that they conduct workshops in their schools on teachers' professional development, apart from the regional or central conducted workshops on curriculum reviews. Principal B related to the workshops conducted on curriculum reforms as follows:

> *There is little support, except when it comes to curriculum reform or whatever. Teaching methods, sometimes workshops are conducted by advisory services, just to assist teachers on how certain things are done in the curriculum* (PB, 08/04/2017).

None of the participants could say whether there were supplementary supportive and informative visits from the workshop facilitators to see whether teachers were implementing

what they have learnt from the workshops they had attended. They could neither say whether teachers were given chances to evaluate the contents of the workshops.

4.6.5 The prevalence of CPD contexts

In responses to the questions on CPD contexts, most participants noted that there are two groups of teachers within their schools in terms of the prevalence of the CPD activity contexts. By contexts, I refer to the way the activities are conducted for teachers, i.e. in pairs, groups or individually. According to the research respondents, there are those teachers who prefer to be addressed on their learning needs as individuals, whereas some prefer it to be done in groups for them to share ideas with other teachers who happen to share similar problems. Those who prefer individual sessions seem to be lacking self-confidence because they do not like others to know that they are struggling with their jobs. Principals A and C related to those teachers who prefer to have a professional development session done in groups or pairs:

> *Individual activities are more least prevalent at the school because you know I think my colleagues lacks self-confidence, they don't trust themselves that I can be able to do this on my own. There are some who feel no, I don't understand this and I think I will need to work with somebody to assist me. There are some of those colleagues. but however there are some whom you may call like they are selfish because they don't like others to learn from them. But the majority I think they don't like individual* (PC, 07/04/2017).

Many teachers from school A prefer one-on-one interaction with their principal regarding their professional development interventions. The principal at school A explained as follows:

> *One on one, whereby either a mentor and a novice teacher sharing ideas together. And maybe whereby a principal and novice teacher trying to study a certain document together and explain it to one another. I think that is the most possible one, because there are some people who don't like others to know what is going on about them, their weakness, and so on. They like confidentiality. One on one will do because it is only between the two. They don't like others to know, because sometimes if others happen to know what have been discussed they sometimes start to label others of not knowing this and that. And that will create a problem in the school* (PA, 03/04/2017).

For those who prefer groups, principals feel that they enjoy the sharing of ideas with their colleagues, and they learn new things in the process. Younger teachers are regarded more advanced by their fellow aging ones, thus they prefer to work with them so that they can be

assisted. Under the notion of collaboration, according to Earley *et al*. (2004:90) as a professional development strategy, it emphasises the importance of learning together, learning from the best, and learning from what works. Moreover, learning together is advocated because it tends to focus on developing classroom practice, hence, improvements in teaching are most likely to occur where there are opportunities to work together and learn from each other. Principal C reaffirms:

> *I think they like groups and that is what they like most. And I think it is mostly because as I mentioned earlier during the first question that our teachers find themselves in groups, you know we have got those young ones, we have got these old ones. The older ones you know they prefer groups because they want to be assisted by the young ones when they don't understand a thing. They like assistance, not necessarily from the management but from others. When they are there, they feel more good to work with some of these people because they will be assisted. I think the group is better than pair work or work as an individual* (PC, 07/04/2017).

Indeed, working together creates a collective professional confidence that allows teachers to interact more confidently and assertively (Earley *et al*. 2004:90).

4.6.6   Barriers to the implementation of teachers' CPD activities in Namibian schools

This study's participants acknowledged the fact that for the CPD for teachers to be implemented successfully many things need to be put into place. These things range from resources, time, psychological and emotional supports, infrastructures, etc. From a philosophical perspective, I refer to these things as the logically necessary conditions of the concept of CPD for teachers. This means that, unless these conditions exist or are taken into consideration, the programme of continuing professional development for teachers would be difficult to implement in Namibian schools.

4.6.6.1 Time and workload

Teachers need time both to make professional development an ongoing part of their work on a daily basis, and to see the results of their efforts (Villegas-Reimers, 2003:125). Moreover, Earley *et al*. (2004:50) state that the continuing professional development in twilight sessions is hard because people are tired. However, some schools offer teachers flexibility in how they spend their CPD time, for example, many CPD opportunities are arranged for after school either

within the school or nearby schools (Earley *et al*. 2004:51). The contexts of the schools in my study may not possibly allow the afternoon arrangement for the professional development sessions, as almost all teachers commute from their homes if not from nearby towns that are quite a distance from schools. This means that if teachers have to stay at school in the afternoon after lessons, they will have trouble in travelling back to their residences. This implies that, making time for professional development does not only have an effect on teachers' work, but also on teachers' personal lives. Some teachers do not have transport, so by the time they have done the CPD activity most of the public transport had already stopped. In response to questions, some participants raised their concerns with regard to the insufficient time to execute CPD activities for teachers at both circuit and school levels. Principal B recounted:

> *At circuit level, the committee is there, but the implementation is lacking because the inspector is also busy, principals are busy running the affairs at schools. Times now for these committees to come together and look at the areas where the staffs even at circuit level who need to be helped as far as CPD activities are concerned, there is no time. I understand even this year we were supposed to have met, but I couldn't meet these other colleagues in the committee, somebody else represented me due to commitment at school* (PB, 08/04/2017).

Principals feel about time constraints for the professional development of teachers that both teachers and principals are overloaded with administrative work on top of teaching. Some curriculum reforms come with loads of administrative tasks that teachers need to execute, for example, teachers must have files for question papers, personal files, administration files, assessment files, etc., yet they have to plan for their lessons, set test and task questions and mark learners' work. Organising these files is already a workload on its own that consumes much of teachers' time. For example, in South Africa the implementation of the IQMS has increased teachers' workload to the extent that they cannot keep up with developments in their fields (Heystek *et al.* 2012:175). One principal relates:

> *No, you see it is always a challenge because the workload in schools is the limiting factor. Now, we are too traced with the curriculum issues, I am talking about the workload now. We are too traced, there is no time to run around and conduct workshops for the colleagues in the afternoon, sometimes they will tell you that we are really busy now. That is the time they are doing their lesson planning, their co planning. They are not actually resisting but it is only a matter of time because from morning up to two or half passed two is normal teaching. After that, that is now the time they have to prepare for the next*

day. And this is not something that has to be done for that specific day, it has to be done
from Monday to Friday (PB, 08/04/2017).

According to Earley *et al.* (2004:51), some schools allow teachers to attend 15 hours of CPD
outside of the school day, i.e. weekends or holidays. Within five statutory CPD days teachers
are given freedom to do what they like for three days. Teachers enjoy this flexibility in meeting
their specific needs when they want. In situations like these, some schools that are financial
stable can pay teachers for attending CPD activities that take place over weekends or during
holidays.

4.6.6.2 Short of subject experts in schools, cluster and circuit

The principal, who does staff forum with teachers in his school, had the following to say after
having been asked a follow-up question on why he opted to do staff forums:

> *In the absences of the heads of department who are supposed to do it within the*
> *department, that is what is causing all these. So, in the absence of head of department*
> *what will you do? So, I take their roles, but I have to conduct it once in the semester* (PB,
> 08/04/2017).

All the schools of which principals were interviewed are combined schools. This means that
they offer three phases of schooling, i.e. junior primary, senior primary and the junior secondary
phases. Within these phases there are different learning areas, for example, during the junior
secondary phase there are languages (English and Oshindonga), science subjects (Physical
science, Life science, Agriculture), Mathematics, social science subjects (History and
Geography), and commerce subjects (Entrepreneurship and Accounting). It is commendable
that all learning areas offered in a school should have a head of department who is supposed to
lead teachers in that area at school level. The number of learners as per staffing norm policy
determines the appointment of heads of department in Namibian schools. The enrolment in
rural Namibian schools is declining due to the migration of the youth to urban areas in search
for employment. Parents migrate with their children. This background affects the functioning
of schools in terms of staff appointment. Principal B denotes while talking about the plight of
not having heads of department in his school who are supposed to coordinate subject-related
CPD activities for teachers, as follows:

> *You see you are taking the role of someone. Head of department is a subject specialist,*
> *who is informed about the new teaching methods that have including the skills that are*

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new. These people normally go for workshops some of them might even be facilitators, so now in their absence what will you do? (PB, 08/04/2017).

Another concern raised by the participants with regard to the shortage of subject experts within schools and circuit offices is that many school subjects do not have subject advisory teachers (senior education officers, a preferred term) stationed at circuit level as is the case with the junior primary phase. The background is that, at almost every circuit office in Namibia there is an appointed advisory teacher responsible for the junior primary phase. Schools in the circuit make use of that teacher for teachers' professional development and other education-related matters with regard to junior primary teaching and learning. When asked if he was referring to the advisory teachers when said that they ask for assistance from people from outside the school, he remarked as follows:

> *No, in normal case you see the resources are very scarce; those people cannot attend to each and every teacher. Only when in special cases that is when you find one, many at times we depend on colleagues within the circuit unless there is need now for us to engage the people from professional development, that is when we can call them maybe to provide directions on how things are to be done. At circuit level we do not have some stationed there, only Junior primary you find one person there, thus Junior primary is well attended because those people can come to schools and meet teachers, but these ones now for grade four to ten they are very scares. You cannot find them; they are ever at the regional office* (PB, 08/04/2017).

4.6.6.3 A culture of support

According to Villegas-Reimers (2003:119), in order for professional development to be successful, a culture of support should be established. In the light of this, she presents five factors that are necessary to build such a culture in schools. They are:

- Developing norms of collegiality, openness and trust,
- Creating opportunities and time for disciplined inquiry,
- Providing opportunities for teachers' learning content in context,
- Re-thinking the functions of leadership and redefining leadership in schools to include teachers, and
- Creating and supporting networks, collaborations and coalitions.

Listening to the principals while describing different groups of teachers in their schools, one concluded that some teachers at some schools do not support each other when it comes to participation in professional development interventions, causing division among groups. The majority of the participants have registered their concerns as far as the teachers' support towards each other is concerned. There are those teachers who enjoy seeing others struggle and set out to degrade and humiliate such people. Consequently, other teachers would not like to share their problems with their colleagues because they are afraid of being teased about that afterwards. Labelling of others as weak, slow, and lazy teachers is common among teachers at schools. This discourages teachers from availing themselves for professional development even if they know that they need to be assisted. Principal C relates:

> *There are some who may feel if others find out that they are lacking a certain skill then they think maybe others will laugh at them. So, they do not want others to learn that, but they are in the minority anyway. They are not really many who prefer to do things individually. I notice majority prefer to do it in groups* (PC, 07/04/2017).

The fact that teachers fear to be laughed at by their colleagues is already an indication that the culture of support is lacking at that particular school. At the school where the spirit of collegiality, openness and trust is among all teachers, there will be no one who will fear of others, everybody will feel free and confident in approaching others for help.

Moreover, principal A indicated that grouping teachers in his school does not really get preference since there are some teachers who like to find mistakes in others in order to shift the blame. For example, the moment some teachers learn that teacher X does not teach mathematics properly to the grade three learners, the failure in mathematics by the grade four learners will be blamed on the previous grade teacher. Compounding this kind of behaviour is the lack of culture of support among teachers and in the whole school at large.

Against the foregoing background, teachers resort to one-on-one sessions with their principals where they are being ensured confidentiality. Principal C explained:

> *They like confidentiality. One on one will do because it is only between the two. They don't like others to know, because sometimes if others know what have been discussed they sometimes start to label others of not knowing this and that. And that will create a problem in the school* (PC, 07/04/2017).

4.6.7   The content of professional development

It varies from school to school on what professional development content teachers enjoy more than other content. Some teachers enjoy curriculum embedded PD while some prefer other stimulating facts that do not have much effect in classrooms. Teachers who do not care much about learners' learning have little interest in professional development activities that are curriculum bound. Instead, they are interested in the working conditions for teachers. I argue that teachers need to be reminded of the importance of both administrative and curriculum-related aspects in their profession that can negatively influence learners' academic performance if not addressed through PD interventions.

Principal B asserted, "CPD is too broad; it is not about curriculum, it is about a lot of issues". He made these remarks while stating that at his school, teachers enjoy the CPD interventions that have to do with the curriculum rather than anything else. By contrast, principal C indicated that teachers at his school prefer interventions that have to do with the policies' interpretation, or social life issues. These two scenarios can rise a critical question of "which of the two groups of teachers is academically motivated?" Those teachers that prefer policy interpretation apparently care more about their rights as teachers, for example, they want to learn about when to apply for leave of absence, study leave, maternity leave, time of knocking off, etc. On the other hand, the other group of teachers want to learn new teaching techniques, classroom management, assessment of learners, how to handle learners with different learning abilities, etc. Principal C had the following to say:

> I realised what the teachers like most is policy, leaves of absences, just for them to get information, they are more willing to learn about things like, if I want to study for example which leave should I take and why. You know they need explanations. They enjoy meetings where they are being addressed on leaves of absent information. The reason why they like this is because they want to take leave, they want to have information to be able to convince the principal why they need leave. Colleagues sometimes like to be out of classrooms doing their private works during working hours, they really want to know it (PC, 07/04/2017).

Similarly, principal A noted that teachers enjoy policy interpretation as he said the following:

> No, no, they also enjoy interpretation of educational policies. That is done by the school management together with novice teacher, interpreting the different ministerial policies such as education act, dressing code, etc. (PA, 03/04/2017)

By contrast, principal B related about his teachers as follows:

> *Well, teachers prefer activities that are more about their curriculum. How to implement the curriculum new content if there is anything, now this way of approaching new topics that is part that they prefer most. But I have seen one thing that they have an oversight on. One thing that they do not like is the policies. When it comes to policies most of the teachers don't understand it. You can see sometimes they turned to be militant…… when you try to implement a certain policy* (PB, 08/04/2017).

According to Kedzior and Fifield (2004:4), even in supportive environments professional development that focuses on subject matter content and classroom practices can meet with resistance by teachers, because among them there are those who feel uncomfortable sharing their understandings and beliefs with colleagues and supervisors.

4.7   SUMMARY OF THE CHAPTER

This chapter presents the findings of this study from the policy documents and interview transcripts. A conceptual framework for analysing policy documents was adopted as the four major goals (access, equity, quality, and democracy) of transforming education in Namibia as suggested in a Development Brief for Education, Culture and the Training Policy Document, "Toward Education for All". A brief description on each of the policies to be analysed was given before the actual analysis. Vision 2030, as the national strategic plan, was also discussed and analysed as the guiding framework for all the Ministry's functions that are embarked on in transforming Namibia as a country to a knowledge-based economic state from a literate state. In many instances, the Vision cautioned the Ministry of Education to consider teachers' education and professional development as the catalyst of providing quality education to all Namibian children. Speaking on behalf of the government, the vision promised the provision of infrastructures and human resources in schools so that its objectives could be realised through educational practice. There is much assurance in achieving quality education in Namibia through articulating the Vision 2030. The vision promises building more schools to ensure access for all Namibian children to school facilities, providing qualified teachers at all levels of education, providing technology for the integration of ICT in the school system, and having a fully unified education system by the target year, 2030.

Toward Education for All (TEFA), and the Education and Training Sector Improvement Programme (ETSIP) were the only educational policy documents I analysed to examine their

correspondence on the concept of continuing professional development of teachers in Namibian education context. Both have highlighted the plight of the previously disadvantaged majority whose education and training have deteriorated because of the segregated education system during the colonial and apartheid eras. Both policies envisaged achieving the goal of access in education through teachers' professional development, that if teachers have acquired relevant knowledge and skills they would be able to discourage the traditional rote learning among learners. Rote learning is one of the factors that contribute to dropping out of school by learners because when learners find it hard to memorise the given texts provided by the teacher, they may resort to leaving the school. Moreover, teachers' professional development is a resolution to the efforts of the Ministry of Education in response to the attainment of Vision 2030. Well-informed and developed teachers do make a success of education.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

5.1   INTRODUCTION

The previous chapter presented the findings from the two sources of data, namely; the policy documents and the interviews transcripts. While analysing the mentioned sources on the context of continuing professional development of teachers in Namibian schools, a number of critical issues emerged. It is on those issues that I intend to conclude on as far as the concept of continuing professional development of teachers in Namibian schools is concerned. This chapter presents three sections as I opt to conclude and discuss the findings from literature review, policy documents, and that of the interviews, separately. Lastly, I offer recommendations and possible future research on my topic before the conclusion.

5.2   CONCLUSION FROM LITERATURE REVIEW

From a series of literature that I reviewed on the concept of continuing professional development of teachers, I admire the explanation offered by Earley *et al*. (2004:14) that CPD for teachers is about professional lifelong learning, which will help us respond to ever-changing situations and exercise judgement in informed and creative ways. It should also been seen as a means for us to rejuvenate practice, to expand our professional repertoire, increase our self-esteem, self-confidence and enthusiasm for teaching or, for example, our level of criticality and, thereby, achieve enhanced job satisfaction. However, before coming to the above-articulated one needs to understand the entire conception of teachers' professional development.

Literature such as OECD (2009), Ayoola (2017) while citing the James Report of 1972 conclude that the teachers' professional development consists of three stages, namely, the initial preparation, induction, and the in-service training practicing teachers have at their schools. This concludes me, to say that teachers' professional development is the initial training that the prospective teachers receive at their higher education institutions. The induction sessions, which the newly appointed teachers take that are offered at the schools, and the in-service interventions which the serving or practicing teachers participate in, with the purpose of developing and improving their knowledge and skills, both in subject content and teaching and learning. Central to all these stages of professional development, is the enhancement of the

provision of quality education to learners. This arrangement makes one to conclude that the concept of continuing professional development (CPD) for teachers comprises of the last two stages of professional development (PD) of teachers, namely, the induction, and in-service training. This marks a clear distinction between the concept of professional development and that of continuing professional development of teachers. Put simply, PD includes opportunities for both prospective teachers and serving teachers. On the other hand, CPD focuses on serving teachers only. For the sake of discussion, both professional development (PD) and continuing professional development (CPD) used interchangeably in this thesis, because numerous literatures does not distinct between them while discussing the further professional learning by teachers. However, a recent trend in teacher education in Namibia whereby junior primary teachers receive their first teaching qualification through a school and practice based programme has made PD not to be tied to a higher education institution only but to the school or classroom as a new site of teacher education.

While perusing through different studies or works, I came to learn that the continuing professional development of teachers is based on the notions of collaboration and on-going process. This means that teachers need to be engaged in the never-ending activities that encourage teamwork, peer assistance, learning from one another, peer coaching and mentoring. In this light, I constructed meanings that constitute of activities that are content-focused, extended, collaborative, part of daily work, ongoing, coherent and integrated, inquiry-based, teacher-driven, informed by student performance, and self-evaluation.

By the fact that CPD is meant for serving teachers, it happens that the school culture determines the successfulness and failures of the CPD interventions at school. The school culture that is supportive and accommodative ensures good performance of learners through the teachers' professional development. Apart from the school culture, literature has as well suggest that both the national and educational policy that pronounce teachers' continuing professional development should be supportive and responsive in both designing and implementation of the CPD programme. Specifically, policy must permit the restructuring of time, space and scale for teachers' professional development.

5.3   CONCLUSION FROM POLICY DOCUMENTS ANALYSES

While trying to write conclusion from the results that emanated from the policy documents, I made decision to align myself to the work of Fataar (2010:49) who describes policy as the result

of compromise, negotiation and ideological political contestation, which is interpreted differently by the various role players, depending on their particular location. I do so, because I want to reach a consensus within myself that a policy is not an easy text to understand especially if you have not been involved in its formulation. With the understanding that policy aims at incorporating statements of intent, courses of action and resource allocation, and could be about the resolution of problems (2010:2), I analysed the policy documents for my study with the intention of finding out how the concept of CPD for teachers is being articulated.

While analysing the policy documents, I came to learn that most of them are top-down policies because their texts contain more visions, intentions and normative statements. However, it may happen that the conclusions on the analysis of these polices may include some tensions between them which resulted from their vague recommendations which are ambiguous and in conflict with one another. Moreover, by the fact that policy can often be contradictory which can lead to misunderstanding and wilful misreading, Fataar (2010:55) further explains that in order to conduct an analysis of policy, one would have to read texts in relation to time and the particular sites of their production. The above understanding of what constitutes policy puts me in a better position to understand the content of the policy documents I studied, and thus the conclusions I present.

5.3.1   Namibia Vision 2030

Key results

- The government acknowledges teachers' competencies as the catalysts for the provision of quality education in Namibian schools.
- Both qualified and un or under-qualified teachers' professional development have been envisaged by the government, hence the concepts of in-service training and human resource development in the Vision 2030 policy document.
- The government promised to strengthen the Human resource development fund in order to assist ministries education included in developing their staff members.

Discussion

While I do not claim to have analysed the whole Vision 2030 policy document, and understand all the articulations in relation to teachers' education and development, I nonetheless base my discussions on two notions (in-service training programmes, and Human Resource Development Plans) that emerged from my analysis. The first conception that I have identified

from the Vision 2030 policy document with regard to teachers' education, is that the government is more concerned with the qualifications achievement by the under and unqualified teachers that are in schools, and that it continues to urge the provision of the in-service programmes for under and un-qualified teachers. The government believes that if teachers acquire minimum teaching qualifications they will be able to teach well and make learners pass their subjects. The strategy to provide in-service training programmes for unqualified and under-qualified teachers in the country was meant to allow the country to have well-qualified teaching staff available for all levels by the target year 2030.

To my understanding, under and no qualifications are conditions that have resulted from not acquiring the prescribed minimum qualification for a certain job. Achieving a qualification does not guarantee a quality performance. In that light, despite bunches of qualifications, teachers need to continue updating their knowledge and skills in order to flow with the new demands in their job. If acquiring teaching qualifications by teachers were the only target of the government, I am not convinced that the government is expecting the education sector to play a major role in the attainment of Vision 2030 objectives. Thus, a critical question arises, "Does the government consider the continuing professional development of teachers both qualified and un or under-qualified in its articulations through the Vision 2030?"

In an attempt to answer to the above question, I align myself with what is stated in the 2nd National CPD Conference Proceedings Booklet, by NIED (2009:7-8) that continuous professional development for teachers can be seen as part and parcel of the human resource development plans of the public service sector. In order for CPD for teachers and teacher educators to be implemented effectively, it is to be closely aligned to the goals and objectives for human resource development in the Office of the Prime Minister (OPM). My agreement was purposefully meant to present my second conception that emerged from my analysis of the policy document of Vision 2030. This conception indicates the link between the continuing professional development of teachers and the call from the government for the development and implementation of the Human Resources Development Plans by the ministry of education, (Republic of Namibia, 2004:90). Put simply, the government encourages capacity buildings for both qualified and under or un-qualified teachers.

Furthermore, NIED (2009:8) insists that the CPD model that the Ministry of education has adopted is in line with the Human Resource Development in the Public service in terms of:

- Improving service delivery;

- Improving efficiency and effectiveness;
- Building capacity of public servants, and
- Ensuring successful implementation of programmes and projects.

The CPD model will not duplicate any staff development efforts by the public service, rather it would complement such efforts by updating the competencies of the target group. The CPD does not aim to improve the qualifications of the target group, (NIED, 2009:8). Instead, it aims to improve and update the knowledge and skills that teachers need to apply to enhance teaching and learning in their classrooms.

In conclusion, the continuing professional development of teachers is pronounced about in the Vision 2030 policy document in a sense that the government wants all the ministries including the one for education to develop and implement the Human Resource Development Plans for their employees, teachers included. The concept of Human resource development overlaps with the concept of "professional development".

5.3.2   Toward Education for ALL (TEFA)

Key results
- The Ministry of Education and Culture from the onset of the educational transformation has had a concern about teachers' education and training, thereby including teachers' professional development integral to and among the facets, the Ministry prioritised.
- The Ministry of Education and Culture considered both the colonial and apartheid education systems that caused inequality in the education practice, thus, a need to restore access, equity, quality and democracy in the anticipated education system.
- In-service training and lifelong learning are the key concepts used in the policy to describe the forms of teachers' professional development for serving teachers in Namibian schools
- In-service training programmes were introduced shortly after independence for unqualified and under-qualified serving teachers to acquire and upgrade their teaching qualifications.
- Lifelong learning was fostered among the qualified serving teachers to keep updating their subject content knowledge and teaching and learning skills to enhance learners' academic achievements.

Discussion

Although the findings indicate that the participating principals have little knowledge of the policy' s inclusion of the teachers' development in its articulations, there is evidence that CPD programme is happening at many schools. Compounding the lack of policy knowledge displayed by principals, is the fact that this policy does not speak to real school life. Thus, principals find no need to know its content. This can be true because Steyn (2008:27) observes that although the policy framework acknowledges school-driven activities as a type of CPD, it does not explicitly explain the important role of schools as communities of practice in improving the quality of teaching among staff members.

Principals read most the documents that speak to their daily activities. They read the Education Act, Curriculum guides, Assessment guidelines, subject syllabi, Teachers' code of conduct, Education sector policy on orphans and vulnerable children, HIV/AIDS education sector policy, and many more documents that address the school issues. It is however not right to conclude that if principals do not have knowledge about the policy's stake in teachers' professional development they cannot implement the CPD programme in their schools.

Moreover, the aim of this study was not to find out if principals have knowledge of the policy but to establish the meanings that both policies and school principals give to the concept of continuing professional development of teachers in Namibian schools. By the fact that participating principals are aware of the programme of CPD for teachers, and to the certain extent they implement it at their schools it is an indication that they have read about the concept of CPD from somewhere apart from the TEFA policy document.

However, inasmuch the teachers' education remains a national concern it is very important that policy knowledge be fostered among the implementers. Principals need to be familiar with what the guiding policy say with regard to teachers' professional development, for them to be able to demand what has been promised for them by the government through the policy. In that light, teachers should continue to learn in their careers and throughout their lives, in order to improve their knowledge and skills in teaching. Steyn (2008:27) observes that the policy framework acknowledges school-driven activities as a type of CPD, but it does not explicitly explain the important role of schools as communities of practice in improving the quality of teaching among staff members. This contributes to the concern raises by Ayoola (2017:94) says that teachers

may find it hard to implement the policies that were designed without their inputs fully within the school system, the right to information must be considered in this regard.

5.3.3   Education and Training Sector Improvement Programme (ETSIP)

Key results

- The concept of teachers' professional development has marked its emergence in the educational policy through ETSIP
- The cluster system came into existence through ETSIP under the impression that teachers within clusters can be reached together for their professional development

Discussion

Perusing through ETSIP policy document, I realised that the establishment of clusters in Namibian education system was primary to promote teachers' professional development. For the output, clusters were expected to be found actively involved in CPD of teachers. To achieve that, the government promised to upgrade the cluster system through a national policy that regulates the functions at cluster centres. A monitoring system for cluster activities was also to be developed, and become functional at every cluster centre. A critical question one may pose, "Are cluster centres utilised effectively for teachers' professional development?" The findings from the interviews present evidence about the utilisation of the cluster centre with regard to the continuing professional development of teachers. Principals interviewed indicated that teachers meet at the cluster centre for their CPD interventions.

My concern, "Who monitors and evaluates the CPD activities for teachers that are done at the cluster level?" Also,: "To what extent these individuals who monitor and evaluate CPD activities at cluster level are capacitated?" The above questions suggest for a study on the cluster system, with implications to teachers' professional development.

5.4   CONCLUSION FROM INTERVIEWS DATA

The analyses of the data from interviews highlight some key findings that I present in this section. The following categories emerged during the study and formed the basis of the conclusions:

- Perceptions of CPD by both teachers and principals
- Knowledge of policy articulations on CPD

- Supports towards CPD implementations
- Teachers' CPD activities
- CPD activities context
- Factors impeding CPD implementations at school level
- CPD content

5.4.1   Perceptions of CPD by teachers and principals

Key results

- According to the participating principals, the concept of CPD is not well perceived by some teachers in schools as some think that CPD is a programme for new teachers, whereas some think it a programme for teachers to learn technology only.
- This study's finding has shown that even some school principals have not perceived the concept of CPD very well because some participants could not articulate themselves well enough about the concept of CPD. Surprisingly, CPD programme was not yet implemented in some schools.
- The programme of CPD is taking place at some schools despite the challenges faced towards its implementation.

Discussion

My study problem statement is partially proved true by the fact that some principals and teachers have minimal understandings of what constitutes the concept of CPD. The misconceptions of continuing professional development may lead to poor implementation of the programme of CPD in schools. The misconception may be caused by the exclusion of both teachers and principals in the deliberations regarding the programme of CPD from the outset. Ayoola (2017:78) asserts that if teachers are seen as both partners in policymaking and implementers of education policy, it is the same as saying that teachers are partners in policymaking and practice, and this understanding empowers teachers to have a greater sense of their professional needs and what is required to develop these needs.

5.4.2   Understanding of policy articulations on CPD

Key results

- The findings show that school principals who participated in this study have little knowledge about the national and educational policies' inclusions of the teachers'

professional development in their articulations. No one of the participants mentioned either Vision 2030, nor TEFA or ETSIP.

- Teacher self-evaluation instrument emerged as a very important tool in the implementation of the professional development of teachers at school level.

Discussion

My contention is that policies, both national and educational, that have been discussed at educational institutions at school level do not have their applications fostered at schools. Educators (principals and teachers) at school level do not comprehend them properly. Instead, these are treated as something that does not concern them. According to Steyn *et al*. (2005:126) it is good for the system to emphasise learning through its documents but it is very unfortunate that many reforms initiatives ignore the people involved and concentrate primarily on the systems in which they work. To me this means that educational policies address systems rather than teachers who are the implementers. According to Ayoola (2017:78) if policies are to be implemented properly, they would need to be reasonable, carefully and gradually communicated, as well as respect the expertise and experiences of school staff.

Perusing through the three policy documents analysed for this study, I have realised that there is much of their contents that need to be known by us (principals) with regard to teachers' professional development. For example, ETSIP has emphasised the use of the clusters for teachers' professional development. However, I have noted that many times clusters are being utilised mostly for the distribution of teaching and learning resources such as stationary and furniture to schools, rather than being seen as a centre where teachers can meet to discuss or attend a professional development activity.

5.4.3   Supports towards CPD implementation

Key results

- The findings indicate that school principals appreciate the workshops conducted by the external presenters in connection with the curriculum review implementation. The workshops are also valued as tools to upgrade teachers' knowledge, address specific needs and inspire them in their teaching practice.
- Moreover, the deployment of the junior primary senior education officer at circuit level is commendable by all principals since this official renders professional development services to junior primary teachers at both school, cluster and circuit levels.

- Although schools do not receive funds meant for the implementation of the programme of CPD, the study respondents did not indicate a serious need for financial support with regard to CPD implementation, this means that schools can have CPD activities at school level without funds.

- This study's findings show that regardless of the lack of subject experts (heads of department) in schools, principals assist teachers with subject contents where they can.

Discussion

Although policies promise for the support towards the implementation of the teachers' professional development by equipping and empowering advisory teachers with necessary tools and skills to enable teachers to develop expertise, skills and positive attitudes to stimulate teaching and learning, (Republic of Namibia, 2007:21), there is little evidence of support from advisory teachers towards teachers' professional development in schools. Similarly, the policies promised for the allocations of funds towards CPD implementations but there is no a clear indication if the funds will be distributed to schools for CPD programme implementation at school level. This is also evidence to the anecdotal claim that at many times policies or reforms speak to the systems rather than to the people that are mostly affected by them.

5.4.4   Teachers' CPD activities

Key results

- The mentoring programme takes place in all participated schools but for new teachers only.

- This study's findings revealed that the common activities that are happening in schools as professional development interventions for teachers are peer observations, classroom observations, and mentoring.

- The finding has shown as well that the good relationships between schools forged by principals serve useful when they need to send their teachers for observation of teaching at another school within the cluster or circuit.

Discussion

As noted in the report by the OECD, (2009:70), the main challenges facing new teachers are remarkably similar across countries, such as motivating students to learn, classroom management, and assessing student work. Induction and mentoring programmes may help new teachers cope with these challenges and combat early dropout from the profession. Schools

should then have clear policy on induction and mentoring programme, in which they state the objectives of the programme.

There is clear evidence that schools embrace the strategy for improving teaching and learning through continuing professional development for teachers. Despite the challenges schools face with regard to the implementation of the CPD programme, schools ensure the involvement of teachers in professional development interventions that are within their abilities. Learning from observing other teachers in your subject is the most commendable CPD activity for teachers, but it requires some mechanisms in place in order to serve the purpose of enhancing knowledge and skills. Before observation sessions, teachers need to write down what areas they want to improve through observations. According to Hill (2009:475) professional development will be more effective and more efficient if teachers' specific weaknesses are linked with the learning opportunities most likely to remedy those weaknesses. For instance, teachers who fail over several years to perfect classroom management routines would be paired with others who are expert in this arena.

I do not want to conclude thus far that the professional development of teachers is simply an instrument used by the government or ministry of education to train teachers in the implementation of new policies, i.e. curriculum reforms, new teaching and learning approaches et cetera. The workshops that are cascaded to teachers on the implementation of the reviewed curriculum equip teachers with necessary knowledge needed in the implementation of the curriculum in particular in their individual subjects.

5.4.5   Teachers' CPD activities contexts

Key results

- In general, many teachers from the participated schools enjoy having their professional development activities done in groups as they learn from others through sharing ideas, knowledge and expertise.
- New teachers at schools prefer individual or "one on one" professional development interventions, while old or already established teachers like to have CPD in groups.
- Some less motivated teachers fear to share information regarding teaching and learning with their peers because they do not like others to know about their professional development challenges.

- Aging teachers enjoy learning from the young teachers because they are more advanced in many things, for example, using the technology related devices, and interpreting the curriculum materials with understandings.

Discussion

School culture is the contextual factor that most informs the success and failure of the PD programmes at schools. It is essential that schools build strong, supportive and sound culture where every stakeholder can appreciate and enjoy the school environment. When teachers feel safe and free from prejudice and distortion within their schools they can make miraculous contributions towards the academic achievements of their learners. Collegiality, openness, and trust must be the core ingredients for the school culture. The notion of collaboration must be inculcated in the whole system of the school. It is evident that some schools do not foster the culture of support among their teachers, thus there are teachers tease others after they learnt that they have professional development needs.

Overall, for the best outcomes, a PDP (professional development programme) should have 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, (Steyn, 2008:28).

5.4.6   Factors impeding CPD implementations at school level

Key results

- Teachers' workload contributes to lack of adequate time for professional development interventions at both school, cluster and circuit levels
- Unavailability of heads of department (HODs) in schools hamper the implementation of the CPD programme in schools
- Unavailability of senior education officers for other learning areas at the circuit office hampers the implementation of the CPD programme at circuit, cluster and schools' levels.
- Lack of culture of support in schools impede the effective implementation of the CPD programme in schools

Discussion

Teachers' school life has changed from that of instruction only to the both instruction and administration. Although the administrative tasks that come with reforms are necessary for the success of the reforms, it should be borne in mind that the principal task of teachers in schools is teaching. Teachers must be allowed adequate time to engage with activities that have direct benefits to the learners' academic performance.

5.4.7   CPD content

Key results

- Many teachers mostly prefer the deliberations on policy content, in particular about leave of absence, knocking off time, rather than curriculum related professional development.
- The school principals appreciate the initiative of having teachers trained as trainers of trainees on curriculum related topics.

Discussion

Although the TALIS report in the OECD, (2009:64) emphasises that it is important for teachers to exercise their own professional judgement by identifying and taking part in development activities that they feel are most beneficial to them, I argue that the curriculum related PD is central to the improvement of learners' academic achievements. However, both curriculum and working conditions related interventions are equally important in teachers' entire working lives.

5.5   RECOMMENDATIONS

In this section, I offer recommendations to the Ministry of Education, Arts and Culture, CPD programme designers, regional professional development officials, school principals and head of departments, both experienced and novice teachers in Namibian schools, and other educational stakeholders such as parents. The offered recommendations are meant to inform the effective implementation of the programme of continuing professional development of teachers in Namibian schools:

- Schools should be allocated funds specifically meant for the implementations of the CPD programme, as teachers sometimes have to go out of their schools and attend the PD at another school where they need transport and subsistence allowances. This is to encourage teachers to participate in their professional development activities.

- Teachers' perceived needs should also match the wider goals for school development. Schools need to recognise the need for professional development of teachers through their school development plans (SDP).

- Schools should be allowed to use UPE and USE grants to remunerate hired teachers to substitute teachers go for professional development activities;

- Workshops conducted as CPD for teachers should be followed by supplementary supportive and informative visits from facilitators;

- School managers should have a knowledge based seminar on the concept of continuing professional development of teachers at school;

- Regular school days should be restructured in order to avail time for teachers' professional development;

- A booklet with various types of CPD activities should be developed to assist schools with the designing of teachers' professional development activities at school level;

- Schools should make use of the planning days provided for in the national annual school calendar for teachers' professional development activities; and

- Teachers should seek and use opportunities to work collaboratively with colleagues to raise standards by sharing effective practice in schools.

5.6   SUGGESTIONS FOR FURTHER STUDIES

Since the level of impact for my study is changing awareness, knowledge, attitudes and skills, I contend that one would gain more insight and understanding for the concept of continuing professional development of teachers in Namibian schools if studies as follow could be carried out.

- There is a need for a study that analyse the meanings that are given to the programme of continuing professional development by teachers;

- A study that investigate how the programme of continuing professional development of teachers is practiced in urban higher schools which have very different contexts from that of the schools in this study;

- A study to investigate the capacity of the cluster centre principals in handling the continuing professional development of teachers at cluster level; and

- A study to investigate the impacts of the continuing professional development interventions in general school performance.

5.7   CONCLUSION

The continuing professional development of teachers has become a national concern since the independent Namibia began with its educational transformation, by the implications that teachers should continue to learn in their profession for the subsequent provision of quality education to learners in their schools. Teachers' professional development is well presented and articulated in both the national and educational policy documents. Both the government and the ministry of education commit themselves to assist with regard to the implementation of the programme of continuing professional development of teachers in schools. The majority of the school principals who participated in this study are sufficiently informed about the programme of CPD.

This study's findings show that the programme of CPD is evident in some schools, while a white elephant in some. From the onset of the study, I put forward a problem statement that the programme of CPD does not achieve what it is supposed to, that it must reach quality education at all schools but a problem exists that those who are supposed to implement it, have inadequate knowledge, and that this compounds the situation even more. However, both literature and data findings present a different reason from that of the assumption. There are contextual factors that hinder the effective implementation of the programme at school level, thus a shortfall on implementation. The findings matched with the meanings constructed for the study. Teachers from the sampled schools in this study are engaged in variety of CPD activities at school, cluster, and circuit levels. Teachers are involved in identifying their learning needs through teacher self-evaluation process. Schools make use of expertise at their disposal for teachers' professional development at school, cluster, and circuit level. Regrettably, the lack of head of departments and advisory teachers (senior education officers) inflict burdens on school principals' shoulders with regard to teachers' professional development coordination at school level. Principals appeal for a more detailed training on how to implement CPD at school level in addition to the induction training they had shortly after the introduction of the CPD programme in school system. If the offered recommendations put into practice, there would be an improvement in both the education and school systems in Namibia. More studies on the concepts of CPD of teachers from different contexts are necessary in Namibian education system. Continuing professional development of teachers should continue being seen as the ultimate solution to the provision of quality education, thus it must be prioritised at whatever cost.

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APPENDIX

Appendix A – REC Ethics clearance – Stellenbosch University

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Approval Notice

New Application

24-Mar-2017
Nakambale, Evelina EN

Proposal #: SU-HSD-003510

Title: A philosophical analysis of continuing professional development for educators in Namibian schools

Dear Ms Evelina Nakambale,

Your **New Application** received on **01-Mar-2017**, was reviewed
Please note the following information about your approved research proposal:

Proposal Approval Period: **24-Mar-2017** -**23-Mar-2020**

Please take note of the general Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

Please remember to use your **proposal number** (**SU-HSD-003510**) on any documents or correspondence with the REC concerning your research proposal.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

Also note that a progress report should be submitted to the Committee before the approval period has expired if a continuation is required. The Committee will then consider the continuation of the project for a further year (if necessary).

This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki and the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health). Annually a number of projects may be selected randomly for an external audit.

National Health Research Ethics Committee (NHREC) registration number REC-050411-032.

We wish you the best as you conduct your research.

If you have any questions or need further help, please contact the REC office at 218089183.

Included Documents:

DESC Report
REC: Humanities New Application

Sincerely,

Clarissa Graham
REC Coordinator
Research Ethics Committee: Human Research (Humanities)

Investigator Responsibilities

Protection of Human Research Participants

Some of the general responsibilities investigators have when conducting research involving human participants are listed below:

1.Conducting the Research. You are responsible for making sure that the research is conducted according to the REC approved research protocol. You are also responsible for the actions of all your co-investigators and research staff involved with this research. You must also ensure that the research is conducted within the standards of your field of research.

2.Participant Enrollment. You may not recruit or enroll participants prior to the REC approval date or after the expiration date of REC approval. All recruitment materials for any form of media must be approved by the REC prior to their use. If you need to recruit more participants than was noted in your REC approval letter, you must submit an amendment requesting an increase in the number of participants.

3.Informed Consent. You are responsible for obtaining and documenting effective informed consent using **only** the REC-approved consent documents, and for ensuring that no human participants are involved in research prior to obtaining their informed consent. Please give all participants copies of the signed informed consent documents. Keep the originals in your secured research files for at least five (5) years.

4. Continuing Review. The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period.** Prior to the date on which the REC approval of the research expires, **it is your responsibility to submit the continuing review report in a timely fashion to ensure a lapse in REC approval does not occur.** If REC approval of your research lapses, you must stop new participant enrollment, and contact the REC office immediately.

5. Amendments and Changes. If you wish to amend or change any aspect of your research (such as research design, interventions or procedures, number of participants, participant population, informed consent document, instruments, surveys or recruiting material), you must submit the amendment to the REC for review using the current Amendment Form. You **may not initiate** any amendments or changes to your research without first obtaining written REC review and approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

6. Adverse or Unanticipated Events. Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research related injuries, occurring at this institution or at other performance sites must be reported to Malene Fouche within **five (5) days** of discovery of the incident. You must also report any instances of serious or continuing problems, or non-compliance with the RECs requirements for protecting human research participants. The only exception to this policy is that the death of a research participant must be reported in accordance with the Stellenbosch University Research Ethics Committee Standard Operating Procedures. All reportable events should be submitted to the REC using the Serious Adverse Event Report Form.

7.Research Record Keeping. You must keep the following research related records, at a minimum, in a secure location for a minimum of five years: theREC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse orunanticipated events; and all correspondence from the REC.

8.Provision of Counselling or emergency support. When a dedicated counsellor or psychologist provides support to a participant without prior RECreview and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Suchcases should be indicated in the progress report or final report.

9.Final reports. When you have completed (no further participant enrollment, interactions, interventions or data analysis) or stopped work on yourresearch, you must submit a Final Report to the REC.

10.On-Site Evaluations, Inspections, or Audits. If you are notified that your research will be reviewed or audited by the sponsor or any other externalagency or any internal group, you must inform the REC immediately of the impending audit/evaluation.