A RAPID REVIEW OF *THE UPTAKE AND IMPACT OF THE SACE ENDORSED PROFESSIONAL DEVELOPMENT PROGRAMMES IN SOUTH AFRICA*

S A C E
South African Council for Educators

Towards Excellence in Education

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ABBREVIATIONS AND ACRONYMS

ANA   Annual National Assessment

CAPS   Curriculum Assessment Policy Statements

CPTD   Continuing Professional Teacher Development

CTD   Continuing Teacher Development

DBE   Department of Basic Education

DHET   Department of Higher Education and Training

DTDC   District Teacher Development Centre

ETDP   Education, Training and Development Practices

SETA   Sector Education and Training Authority

HEI   Higher Education Institution

HOD   Head of Department

IQMS   Integrated Quality Management System

KZN   KwaZulu-Natal

NGO   Non-Governmental Organisation

NSC   National Senior Certificate

PD   Professional Development

PDA   Professional Development Activities

PDP   Professional Development Programmes

PED   Provincial Education Department

QMS   Quality Management System

SACE   South African Council for Teachers

SIP   School Improvement Plan

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EXECUTIVE SUMMARY

Registration of professionally qualified and competent educators

CONTEXT

The quality of an education system depends on the quality of its teachers. Over the years, the Department of Basic Education has put several programmes, hereinafter referred to as Continuing Professional Teacher Development (CPTD), to develop teachers. However, little is known about teachers' uptake of these CPTD programmes, and their effectiveness in improving the quality of teaching and learning in the classroom environment. Over time, research has been conducted on reviewing curriculum and other interventions focusing on teacher knowledge or curriculum coverage. However, little research that reviews activities or programmes that develop teachers' professionalism (Darling-Hammond, Hyler, & Gardner, 2017) has been conducted. To review CPTD activities, curriculum and teacher knowledge is essential. Reviewing the uptake and effectiveness of CPTD programmes/ activities will inform future SACE programmes/ activities, and enable other education stakeholders to develop and deliver programmes/ activities that work for CPTD.

RAPID REVIEW QUESTIONS

This rapid review sought to understand the uptake and impact of the South African Council for Educators (SACE) endorsed Professional Development Programmes (PDP) in South Africa. The study addressed the following questions: What is the nature and scope of the SACE endorsed Professional Development activities and programmes for teachers? How have the SACE-endorsed professional development activities and programmes been advocated and communicated to teachers? What funding mechanisms are in place to enable teachers to access SACE endorsed programmes and activities delivered by different providers? What feedback mechanisms and feedback loops have been implemented by SACE for providing the SACE endorsed professional development activities and programmes? What is the extent and the level of uptake of the SACE-endorsed Professional Development Programmes and activities by teachers? What is the impact of SACE-endorsed programmes and activities on teachers' attitudes, knowledge, and practice?

OVERVIEW OF THE METHODOLOGY AND THEORETICAL FRAMEWORK

The review adopted a qualitative and quantitative approach, involving primary and secondary data collection methods, and focusing on six key review elements: nature and scope of SACE endorsed PDAs, funding mechanism, communication, feedback mechanism and feedback loops, extent and the level of uptake, as well as impact. Mixed method research involved collecting, analysing, and integrating quantitative and qualitative research in this rapid review. The Theory of Change (ToC) underpinning the review was used to determine teachers' uptake of the endorsed professional development activities, the factors that influence it, and factors that may have influenced participating teachers to undertake specific SACE endorsed professional development activities. The ToC was aimed at providing decision makers and stakeholders with empirical insights and evidence about successes, challenges, and areas needing improvement on the uptake and impact of the South African Council for Educators (SACE) endorsed Professional Development Programmes (PDP) in South Africa. In addition, it helped to analyse why participating teachers considered specific activities as essential to achieving their quantifiable

outcomes. The theory of change was used to probe the activities that each participating teacher had undertaken, and to question why the participating teachers had undertaken specific SACE endorsed professional development activities. Document analysis, survey questionnaires and interviews were employed to generate data, and these data generation methods were aligned to the rapid review research design.

OVERVIEW OF THE FINDINGS: THEORY OF CHANGE REVIEW

The findings of the rapid review highlighted key findings, strengths, and gaps on the uptake and impact of the SACE endorsed Professional Development Programmes (PDP) in South Africa.

From the various participants' responses (the service providers, teachers, evaluators, SACE personnel, and coordinators) on this rapid review of the uptake and impact of SACE endorsed professional development programmes/ activities in South Africa, there was evidence of the participation of teachers in SACE endorsed Professional Development Activities (PDAs) in most provinces. However, the participation is not satisfactory, and varies per province. Various reasons contributed to teachers' non-satisfactory involvement. First, in some cases, the mode of delivery for SACE endorsed PDAs was online. This contributed to the unsatisfactory level of uptake of activities since some teachers did not have the resources to participate online.

Second, while funding is provided via the skill levy for teachers' professional development, some teachers were unaware of the available funding provisions or were ignorant about how to access available funding.

Third, findings revealed lack of a proper structure for communicating PDAs and programmes. The participants claimed that they were informed of PDAs through various ways such as circulars or adverts, invitations by the Department of Education, subject advisors, peers, circuit managers, SACE/ SAOU and other unions, other organisations, and at meetings or workshops. Some participants obtained information on PDAs through their research and social platforms like WhatsApp, SMS, and emails. It was evident that the lack of a proper structure for communicating the activities negatively impacted the uptake of such activities, owing to teachers' lack of information.

Fourth, some teacher participants indicated that some professional development programmes were not relevant to their needs. Fifth, based on the analysed data, most evaluators were located in one province, Gauteng, and evaluated SACE endorsed PDAs in other provinces. The data also indicated that most SACE endorsed PDAs were conducted in Gauteng. The findings further revealed that most service providers were satisfied with the teachers' uptake of SACE endorsed PDAs and programmes. They further indicated that the SACE endorsed PDAs impacted teacher knowledge, attitude, and practice. However, the evaluators were uncertain about the value for money of PDAs and the impact on teacher knowledge, attitude, and practice, since there were no measures to evaluate the effectiveness.

GAPS identified by participants regarding the uptake and the impact of the SACE endorsed professional development programmes.

While it is acknowledged that the SACE-endorsed professional development activities are offered on the basis of findings from quality management systems, self-reflection of teachers, diagnostic reports from the Department of Basic Education, and other evaluation instruments; it is essential to note the gaps mentioned by the teachers. It is also important to acknowledge what it is that the teachers would like to see change.

The gaps identified by participants included: no transparent process in the identification of educator needs, no precise alignment between activities/ programmes and educator needs, inconsistencies between provinces concerning the offering of PDAs and educator participation, feedback mechanisms which were not inclusive, lack of verification of PDA database in terms of PDAs vs active participation, lack of evidence of the quality and value of CPTD programmes to educator needs, differences in the offering of PDAs across the provinces, PDAs not being fully funded, no evidence of monitoring teachers' time, limited time allocated for teachers to engage in professional development activities, lack of willingness to engage in professional development activities, and the lack of a proper structure of communicating the activities.

Further elaboration is provided on the gaps identified. First, concerning no transparent process in identifying educator needs, the participants (teachers) felt there was no precise alignment between diagnostic reports for the National Senior Certificate (NSC) examination results, educator needs, and programmes/ activities offered. Moreover, the teacher participants indicated that the provincial DBE examination reports for the other grades were not aligned to the programmes/ activities offered.

Second, the data revealed that there were inconsistencies between and among provinces concerning offering PDAs and educator participation. It was evident that some provinces offered more SACE endorsed PDAs than others, which influenced participation. While service providers claimed to have the capacity to offer PDAs across South Africa, evidence showed that the spread was uneven, and mainly concentrated in Gauteng.

Third, was the feedback mechanism... was not inclusive. It appeared that some teachers were technophobic, hence, could not access digital information. The reporting of type 1 and type 2 activities on an online platform raised questions about the awareness of online support available to teachers and principals who failed to upload documents. The means by which teachers engaged in CPTD activities, together with its reporting format and feedback mechanism, had a significant impact on its effectiveness and uptake. The feedback loop/ mechanisms provided by SACE impacted teachers' motivation to engage in type 3 CPTD activities, especially for teachers from socially and geographically disadvantaged schools, who lacked online resources and the skills to participate in online activities. The online reporting exercise would be frustrating and demotivating for teachers who could not upload documents onto the portal without support and feedback.

Fourth, the data showed that there was a lack of alignment between the attendance registers of the type 3 PDAs and active participation.

Fifth, based on the data analysed, there was lack of evidence on the quality and value for money of CPTD programmes that responded to educator needs.

Sixth, data analysis revealed that the PDAs were not being fully funded nor centrally coordinated. This was identified as a barrier to PDAs' uptake. Due to the lack of a clear coordination process for funding PDAs, and PDAs not being fully funded, activities that required teachers to self-fund contributed to the low uptake.

Seventh, data analysis revealed lack of a proper structure for communicating the activities. This was identified as a gap that contributed to the low level of uptake of PDAs. What was not clear was how teachers came to know about the PDAs for them to take the initiative to register or visit SACE offices to have access to these endorsed PDAs. Although the SACE personnel indicated that information about the PDAs was readily available to teachers on their website, it was no secret that some teachers were not computer savvy, and experienced difficulties logging onto the SACE website. Hence, their chances of accessing information about the programmes/ activities and details of the service providers was highly compromised. Eighth, data analysis revealed that there was limited time allocated for teachers to engage in professional development activities. This was identified as a barrier to PDAs' uptake.

OVERVIEW OF THE RECOMMENDATIONS

Recommendations on nature and scope of SACE endorsed PDAs

- Service providers should be encouraged to work closely with SACE when planning and implementing the SACE endorsed PDAs, to ensure that there are clear measures in place to monitor and evaluate procedures for teacher participation in the PDAs.

- The primary stakeholders should ensure that there is a transparent process for identifying educator needs, and that there is alignment between the diagnostic reports for the National Senior Certificate (NSC) examination results, educator needs, and programmes/ activities offered. They should develop a clear strategy to enhance active teacher participation for the programmes/ activities they offer.

Recommendations on funding mechanisms

- The funding processes should be made more accessible to teachers with a view to increasing their participation in PDAs. In addition, teachers need to be made aware of funding mechanisms available.

- Stakeholders should increase funding opportunities for SACE endorsed PDAs, and develop clear communication of funding opportunities to beneficiaries.

Recommendations on communication of SACE-endorsed professional development activities and programmes

- An inclusive structure for communicating the activities to all teachers should be adopted. There should be a standardised process of communicating PDAs, not only to newly employed teachers, but also to those already in the Department of Basic Education (DBE) system.

Recommendations on mechanism and loops

- Stakeholders need to consider different contexts when planning different means of reporting, evaluating, and providing feedback. In addition, teachers need to be made aware of the simplified forms that SACE has in place so that they can report the challenges they experience. They also need to be made aware of, and have access to, SACE data capturers, to assist them with the challenges they experience with uploading documents.

Recommendations on extent and level of uptake

- Since SACE has the database of type 3 PDAs on offer, SACE can consider developing and implementing a tracking and monitoring tool. This tool will assist in gauging active teacher participation.
- SACE should consider undertaking a longitudinal study that could look into the evaluation and impact of the quality of the CPTD programmes offered.
- Teachers should be actively encouraged to identify the relevant PDAs that respond to their needs. In addition, they should be made aware of the relevant emails, telephone numbers and other contact details for SACE.
- SACE should encourage service providers to offer PD activities across the provinces to ensure fair provision.
- The DBE should reinforce the QMS policy so that teachers are aware that, within their roles and responsibilities, there is allocated time for PDAs.

Recommendations on Impact on teachers' attitudes, knowledge and practice

- The CPTD service providers should be encouraged to conduct a survey regarding the impact on teachers' attitudes, knowledge and practice, to ensure that all PDAs offered are relevant.

The table below gives a summary of the enhancement of uptake and impact of SACE endorsed professional development programmes in South Africa: Theory of Change

Table 1: Summary of the enhancement of uptake and impact of SACE endorsed professional development programmes in South Africa: Theory of Change

KEY FACTORS	INTERVENTIONS	STRATEGIES	OUTCOMES
Nature and scope of SACE endorsed PDAs	Enhance the alignment between CPTD programmes and other existing developmental programmes/activities Enhance monitoring and evaluation procedures of teacher participation in PDAs Provide evidence for measures/strategies to enhance teacher participation should be provided	Stakeholders should collaborate when planning and implementing the SACE endorsed PDAs Stakeholders should provide clear processes and procedures regarding teacher participation in SACE endorsed PDAs; and perform frequent monitoring and evaluation of teacher participation in PDAs Stakeholders should provide platforms for teachers to communicate their professional development needs; check whether the findings of the diagnostic report for the matric results link to the identified teachers' needs, and use the provincial reports created for the smaller grades to interpret the findings of the diagnostic report done for the matric results Stakeholders should communicate and implement clear strategies to enhance teacher participation in the PDAs, link PDAs to the teachers' workload, and provide incentives for teachers who complete a certain SACE endorsed PDAs	Inclusive means of communication with teachers, and mode of delivery of PDAs Timeous and effective feedback on completed PDAs Alignment between CPTD programmes/activities, other existing developmental programmes/activities (identified in Type 1 activities) and teacher needs Fair distribution of service providers per province PDAs with impact on teacher knowledge, attitude and practice Accessible funding opportunities for teachers Nature and scope of SACE endorsed PDAs that are fit for purpose
Funding mechanism	Improve funding accessibility processes.	Stakeholders should Increase funding opportunities for SACE endorsed PDAs. Stakeholders should develop clear communication of funding opportunities to beneficiaries	Infuse PDAs in teachers' roles and responsibilities, and allocate sufficient time

KEY FACTORS	INTERVENTIONS	STRATEGIES	OUTCOMES
Communication	Improve communication structure	Stakeholders should advocate an inclusive structure for communicating the activities to all teachers. Have a standardised process of communicating PDAs to newly employed teachers.	
Feedback mechanism and loops	Improve reporting, evaluation and feedback mechanism	Stakeholders should consider different contexts when planning means of reporting, evaluation and feedback	
Extent and the level of uptake	Improve allocation of service providers per province Improve funding opportunities Improve means of communication Consider contexts when planning the mode of programmes/ activities delivery PDAs should be infused in teacher's roles and responsibilities and time should be allocated for PDAs	There must be a fair distribution of service providers per province The service providers should accommodate teachers from rural and urban contexts when planning PDAs Stakeholders should consider infusing PDAs in teachers' roles and responsibilities and consider allocating time for PDAs	
Impact of PDAs on teachers' attitudes, knowledge, and practice	Offer PDAs that respond to teacher needs (fit for purpose)	Service providers should improve and increase the type of programmes/ activities that are meaningful for teachers and their practice	

CHAPTER ONE

INTRODUCTION

This rapid review of the uptake and impact of the South African Council for Educators (SACE) endorsed Professional Development Programmes (PDP) in South Africa was commissioned by SACE, to evaluate the uptake of the endorsed professional development activities by teachers, and their relevance and effectiveness in schools. SACE is the professional council for teachers, aimed at enhancing the profession's status through appropriate registration, management of Professional Development (PD), and inculcation of a code of ethics for all teachers. SACE thus, plays a crucial role in managing a system for continuing professional teacher development and quality, by assuring the provisioning of professional development in the country. The Continuing Professional Teacher Development (CPTD) management system enables SACE to work with teachers and providers to improve the provision and uptake of professional development activities. As a statutory body for professional teachers, SACE has the overall responsibility of implementing, managing, and quality assuring the CPTD management system rolled out to all SACE registered school-based teachers. In light of this, the Council has the responsibility of endorsing Professional Development Activities (PDAs, hereafter), and approving all credible providers for quality assurance. A teacher accrues PD points by engaging in three types of professional development activities;Type 1- Activities initiated by the teacher, Type 2- Activities initiated by the school, and Type 3- Activities initiated externally.

This review sought to understand and assess teachers' uptake of the endorsed professional development activities, as well as their relevance and effectiveness in the teachers' lives and practices.

Focus and purpose of the Project

The project aimed to review the level and extent of uptake, feedback, and impact of the SACE endorsed CPTD programmes. Specifically, the research focused on the impact and uptake of teachers' participation in three types of activities (Teacher-initiated, School-initiated, and Externally-initiated) aimed at maintaining the professional status and enhancing teacher professional competence. Furthermore, the project aimed to review the funding mechanism that enabled teachers to access SACE endorsed programmes/ activities. The review aimed to provide SACE with empirical understandings and evidence emerging from the rapid review process. We envisage that the project's findings would help education stakeholders and recipients of the programme to understand the opportunities gained by participating in these programmes/ activities. Understanding these opportunities will inform strategies that need to be taken to sustain these programmes/ activities, and adjust programmes/ activities on offer to suit teachers' continuing professional development needs.

The review focused on six research questions as follows:

1. What is the nature and scope of the SACE-endorsed professional development activities and programmes for teachers?

2. How have the SACE-endorsed professional development activities and programmes been advocated and communicated to teachers?

3. What funding mechanisms are in place to enable teachers to access SACE endorsed programmes and activities provided by different providers?

4. What feedback mechanisms and feedback loops have been implemented by SACE for providing the SACE-endorsed professional development activities and programmes?

5. What is the extent and level of uptake of the SACE-endorsed professional development programmes and activities by teachers?

6. What is the impact of SACE-endorsed programmes and activities on teachers' attitudes, knowledge, and practice?

To address the above research questions, the review adopted a qualitative approach involving primary and secondary data collection methods. Primary data collection involved semi-structured questionnaires with each category of stakeholders, i.e., SACE personnel, providers, evaluators, coordinators, and teachers. Semi-structured interviews were conducted with SACE personnel. Secondary data emanated from a literature review (the Methodology is discussed in more detail in Chapter 3 of this report).

CHAPTER TWO

LITERATURE REVIEW

Introduction

Teacher professional development is a non-stop development that enhances positive teacher attitudes, promotes knowledge acquisition, and advances skills that support practice. Teacher professional development may take place in official surroundings. However, teachers may also undergo professional development through informal collaboration that occurs during peer teaching, shared planning, and interactions among colleagues (Little, 2012). Thus, teacher professional development may occur both formally and informally (Postholm, 2012). Research suggests that teacher professional development programmes/ activities should take place at schools where teachers have the opportunity to collaborate with colleagues in a realistic context (Mansour, EL-Deghaidy, Al-Shamrani, & Aldahmash, 2014). This collaboration would support teachers as they participate in activities that are directly related to their professional needs.

Understanding the Continuing Professional Teacher Development (CPTD)

Knowledge is dynamic, and the nature of the curriculum is such that it needs to be continuously developed to cater for expansion and progression flowing from research, and to accommodate new developments (such as technological innovation) and the ever-increasing changes in school environments (Johns & Sosibo, 2019; Mpahla & Okeke, 2015). As knowledge evolves, so does the process of teaching and learning. This explains the SACE calls for teachers, as professionals, to develop their knowledge and skills continuously (Johns & Sosibo, 2019), a practice which requires time and effort (Msomi, Van der Westhuizen & Steenkamp, 2014). The South African Council for Educators oversees the CPTD management activities taking place in South Africa. SACE offers support in terms of CPTD sign-up processes, offering access to PD providers and activities database, reporting participation in PD activities, utilising the CPTD self-service portal, and managing the cycles and general information of the CPTD management system (Bernadine, 2019).

Professional development is an area that is prioritised worldwide. Various countries like Germany, United Kingdom, Spain and others, are guided by different policies on continuing professional development, to support teachers to develop professionally. However, the approaches adopted vary in terms of their context, implementation, and teacher participation (Bernadine, 2019). In South Africa, PD for teachers is one of the focal areas aimed at developing suitably qualified teachers as stipulated in South Africa's National Policy Framework for Teacher Education and Development, and to improve the quality of teaching in schools (Steyn, 2010). The CPTD focuses on inspiring teachers; developing new skills; and upskilling, reskilling and keeping teachers up to date with current debates and developments in the profession (among others). According to the Norms and Standards for Teachers (2000), an educator is regarded as a lifelong learner. Gulston (2011) explains that Continuing Professional Development (CPD) encourages, supports and recognises teachers' professional development. It defines a continuing development programme as one that focuses on critical issues required to educate learners, and develop a whole range of knowledge, skills and attitudes (Steyn & van Niekerk, 2002).

Challenges and enabling factors associated with CPTD

The Continuing Professional Teacher Development aims at enhancing teachers' professional growth. However, research has revealed several challenges that hinder the uptake of CPTD in South Africa. For example, a study conducted by Bernadine (2019) showed that, owing to registration and submissions being done using the CPTD electronic system, some teachers encounter challenges due to lack of access to information technology (IT) resources as they are technophobic. Furthermore, Bernadine (2019) posit that there is lack of synergy between CPTD programmes and other existing developmental programmes/ activities. There is also not enough support provided, and teachers are discouraged since CPTD has no monetary enticement like the Integrated Quality Management System (IQMS). These findings resonate with Mkhwanazi et al.'s (2018) argument that support key to teachers' uptake of the intervention programmes/activities, and that there should be synergy between programmes/ activities for teachers to see the value in them. Further, monitoring procedures to assess progress is necessary for CPTD to work (Tsotetsi & Mahlomaholo, 2015).

Although there have been challenges associated with implementation, Steyn (2010) found that some teachers valued the implementation of CPTD as long as it was tailor-made to their needs and context. For Steyn, CPTD contributes positively to quality teaching and continuing teacher development. In another study, Opfer and Pedder (2010) found that teachers' knowledge improved after participating in the CPTD. Similarly, Jita and Mokhele (2014) argue that a well-structured CPTD leads to successful teacher practices, school improvement, and improved learner performance. Further, a study conducted by Ravhuhali, Kutame and Mutshaeni (2015) revealed that teachers considered CPTD effective towards enhancing teacher quality and professionalism.
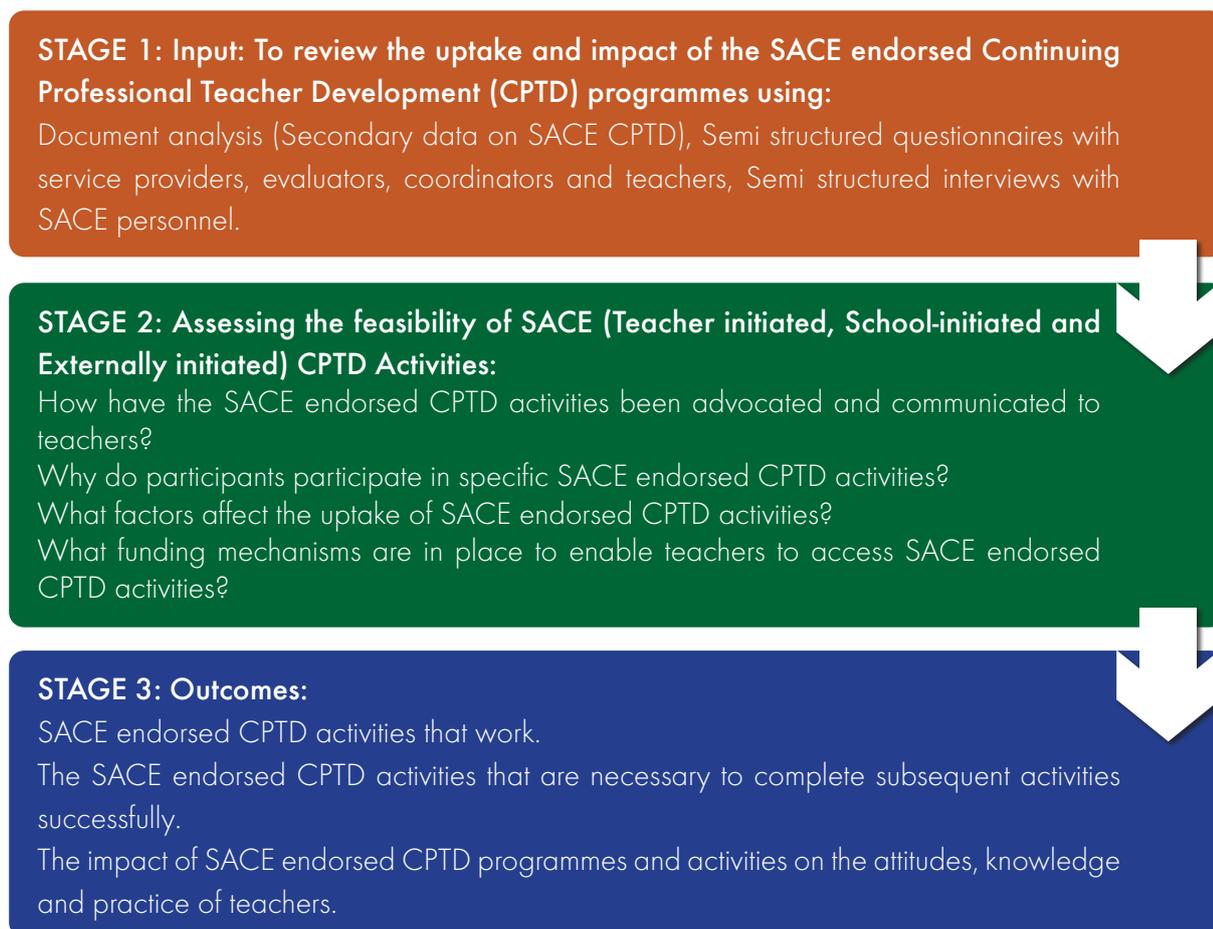
THEORETICAL FRAMING

Introduction

For any research study, a theoretical or conceptual framework is important. A theoretical framework generally defines important ideas and concepts for framing the study. An appropriate theoretical framing allows one to generate appropriate and relevant data. In addition, an appropriate theoretical framing allows for the substantial analysis and interpretation of generated data. Moreover, a theoretical framework allows one to analyse data and assists with discussing important findings. For this rapid review, a Theory of Change model was adapted and used to frame the research study.

The Theory of Change Model

When working with a large-scale study within an education system, tenets of the Theory of Change model are essential to consider (De Clercq, Shalem, & Nkambule, 2018). The Theory of Change is a focused model of how an initiative, for example CPTD, is enhanced through a series of early and intermediate outcomes. A Theory of Change model provides a structure for defining a teacher's end goals on a larger scale. This structure highlights the quantitative and qualitative outcomes that lead to attaining the desired end goals. Aligned to these end goals are all the activities that teachers undertake to achieve the outcomes. The Theory of Change model is founded on an analytical hypothesis about the connection between the desired outcomes and the activities that may be undertaken to generate these desired outcomes (Connolly & Seymour, 2015). Since the Theory of Change model describes how and why an anticipated change is probable in a particular context, it can inform education transformation (Fullan, 2006). Therefore, the present rapid review is framed by a Theory of Change model.

The Theory of Change model that was designed for this rapid review is summarised in Figure 3.1 below.

STAGE 1: Input: To review the uptake and impact of the SACE endorsed Continuing Professional Teacher Development (CPTD) programmes using:
Document analysis (Secondary data on SACE CPTD), Semi structured questionnaires with service providers, evaluators, coordinators and teachers, Semi structured interviews with SACE personnel.

STAGE 2: Assessing the feasibility of SACE (Teacher initiated, School-initiated and Externally initiated) CPTD Activities:
How have the SACE endorsed CPTD activities been advocated and communicated to teachers?
Why do participants participate in specific SACE endorsed CPTD activities?
What factors affect the uptake of SACE endorsed CPTD activities?
What funding mechanisms are in place to enable teachers to access SACE endorsed CPTD activities?

STAGE 3: Outcomes:
SACE endorsed CPTD activities that work.
The SACE endorsed CPTD activities that are necessary to complete subsequent activities successfully.
The impact of SACE endorsed CPTD programmes and activities on the attitudes, knowledge and practice of teachers.

Figure 3.1: Theory of Change model for this SACE rapid review

For this rapid review, our Theory of Change model focused on Stage 1: the input which was to review the uptake and impact of the SACE endorsed CPTD programmes. Subsequently, our Theory of Change model predicted that if we consider Stage 2 and assess the feasibility of the SACE endorsed activities, we would know more about the strengths and gaps of the SACE endorsed activities. This would help in achieving Stage 3: the outcomes and provision of feedback and recommendations for ensuring greater impact of the SACE endorsed activities. The Theory of Change model that was used for this rapid review was guided by the research questions and research problem.

The Theory of Change model was used to probe the activities that each participating teacher had undertaken, and to question why the participating teachers had undertaken specific SACE endorsed professional development activities. The Theory of Change model makes for a connection between the desired outcomes and the activities that may be undertaken to generate these desired outcomes (Connolly & Seymour, 2015). The Theory of Change model shows that the positive outcome of the activities rests on the interdependence of the stakeholders like teachers, service providers, evaluators, coordinators and SACE personnel; rather than on achieving the outcomes in silos. The success of each sector is dependent on how effective it is.

Commitment from all stakeholders, time, reasonable workload, funding and willingness to engage in professional development activities play a crucial role in the achievement of the desired outcomes. Means of reporting to SACE, feedback methods, verification of PDA database, and teachers' active participation are key to the improvement of the delivery of PDAs.

The Theory of Change model, as shown in Figure 3.1, was used to determine the uptake of the endorsed professional development activities by teachers, the factors that influenced it, and factors that influenced participating teachers to undertake specific SACE endorsed professional development activities. In addition, it helped to analyse the views of the participants concerning the SACE endorsed activities currently in place. This analysis would support SACE in knowing why teachers undertook particular activities, which activities they found working, and why those activities worked. By using the Theory of Change model (See Figure 3.1) for this rapid review, the impact of SACE-endorsed professional development activities was assessed based on an analysis of the generated data. This information revealed the factors that influenced teachers' uptake of the SACE endorsed professional development activities. We hope this information will support SACE in identifying the strengths and gaps of specific professional development activities that are working, and further inform decisions concerning the current endorsed activities. In Chapter 4, the research design and methodology for this rapid review is discussed.

CHAPTER FOUR

METHODOLOGY

Research Design

A mixed method research methodology was embraced in this rapid review project. Mixed method research involves collecting, analysing, and integrating quantitative and qualitative research in a single study. The rationale for this form of research was that qualitative and quantitative research, in combination, provides a better understanding of a research problem or issue, than either research approach alone (Creswell & Creswell, 2018).

Data Generation

In response to the proposal bid, data was generated via a rapid review and analysis of secondary data (Evaluation forms on SACE CPTD, materials from service providers of SACE CPTD), survey/ questionnaire, interviews, and focus group discussion. Document analysis, survey questionnaires and interviews were selected to generate data, as these methods of data generation were aligned to the rapid review research design. Document analysis is a systematic procedure for reviewing or evaluating existing documents to elicit meaning, gain understanding, and develop empirical knowledge (Cohen, Manion & Morrison, 2018). Survey questionnaires are a quick way to gather data from a large sample in a short space of time. Semi structured interviews were used as they provided valuable information from the perspective of the participants' experiences, and gave an opportunity for probing responses and encouraging elaborate responses (Creswell & Creswell, 2018).

The Sample, Selection Procedures and Description of Participants

To respond to research questions one to five, purposively selected SACE documents were used. These included evaluation forms from teachers and documents from service providers, to mention a few. To respond to research question six, CPTD service providers and 500 SACE registered teachers were randomly sampled. This sample was drawn nationally. The participants needed to have access to a smartphone, laptop or desktop computer to participate in the research. We worked hand-in-hand with SACE to ensure that the participants we worked with had participated in SACE-organised CPTD.

Teachers were selected based on having participated in SACE endorsed programmes/ activities because they would be knowledgeable about the subject under discussion. The selection process was made using information from the Department of Basic Education and SACE about teachers who had participated in the SACE endorsed CPTD programmes. The selection of teachers was done through SACE and various district officers, who cascaded the information to school principals who, in turn, then encouraged teachers to participate in the project. All teacher participants were advised to use the google form to respond to the questionnaire.

Invites for participation in this review were sent to SACE personnel, CPTD evaluators, coordinators and service providers. We used the information received from the SACE head office to recruit the potential participants through emails. The participants were given two weeks to respond to the questionnaire. Unfortunately, at the end of two weeks, the response rate was very low for most participants. We therefore, had to send reminders to the participants and extended the due date for another week.

CHAPTER FIVE

DATA PRESENTATION AND FINDINGS

Introduction

This rapid review focused on the uptake and impact of SACE endorsed Continuing Professional Teacher Development activities. The initial Theory of Change shown in Chapter 3 of this report (Figure 3.1) supports the findings of this review. The Theory of Change model that framed this review highlights what interventions are needed, why these interventions are needed, how the interventions ought to take place, and who the interventions will benefit. To discuss the findings of this review in more detail, a revised Theory of Change model based on Figure 3.1 was developed. The revised model is presented in Table 5.1

Table 5.1: ENHANCEMENT OF THE UPTAKE AND IMPACT OF THE SACE ENDORSED PROFESSIONAL DEVELOPMENT PROGRAMMES IN SOUTH AFRICA: THEORY OF CHANGE

KEY FACTORS	INTERVENTIONS	STRATEGIES	OUTCOMES
Nature and scope of SACE endorsed PDAs	Enhance the alignment between CPTD programmes and other existing developmental programmes/activities	Stakeholders should collaborate when planning and implementing the SACE endorsed PDAs	Inclusive means of communication with teachers, and mode of delivery of PDAs
	Enhance monitoring and evaluation procedures of teacher participation of PDAs	Stakeholders should provide clear processes and procedures regarding teacher participation in SACE endorsed PDAs; and perform frequent monitoring and evaluation of teacher participation in PDAs	Timeous and effective feedback on completed PDAs
		Stakeholders should provide platforms for teachers to communicate their professional development needs; check whether the findings of the diagnostic report for the matric results link to the identified teachers' needs; and use the provincial reports created for the smaller grades to interpret the findings of the diagnostic report done for the matric results	Alignment between CPTD programmes, other existing developmental programmes/activities (identified in Type 1 activities) and teacher needs
			Fair distribution of service providers per province
			Impact on teacher knowledge, attitudes and practice
		Stakeholders should communicate and implement clear strategies to enhance teacher participation in the PDAs; link PDAs to the teachers' workload; and provide incentives for teachers who complete a certain SACE endorsed PDAs	Accessible funding opportunities for teachers
			Fit for purpose SACE endorsed PDAs
		Nature and scope of SACE endorsed PDAs should be fit for purpose	PDAs that are infused in teacher's roles and responsibilities, and allocate sufficient time
			Evidence for measures/strategies to enhance teacher participation

KEY FACTORS	INTERVENTIONS	STRATEGIES	OUTCOMES
Funding mechanism	Improve funding accessibility processes.	Stakeholders should Increase funding opportunities for SACE endorsed PDAs.	
		Develop clear communication of funding opportunities to beneficiaries	
Communication	Improve communication structure	An inclusive structure for communicating the activities to all teachers should be advocated. There should be a standardised process of communicating PDAs to newly employed teachers.	
Feedback mechanism and loops	Improve reporting, evaluation and feedback mechanism	Stakeholders should consider different contexts when planning means of reporting, evaluating and providing feedback mechanism	
Extent and the level of uptake	Improve allocation of service providers per province Improve funding opportunities Improve means of communication Consider contexts when planning the mode of Programmes/ activities delivery Consider Infusing PDAs in teachers' roles and responsibilities and allocate time for PDAs	Stakeholders should ensure fair distribution of service providers per province The service providers should accommodate teachers from rural and urban contexts when planning PDAs Stakeholders should consider infusing PDAs in teachers' roles and responsibilities and consider allocating time for PDAs	
Impact of PDAs on teachers' attitudes, knowledge, and practice	Offer PDAs that respond to teacher needs (fit for purpose)	Service providers should improve and increase the type of programmes/ activities that are meaningful for teachers and their practice, by offering programmes/ activities that are fit for purpose	

The findings are organised in line with research questions. This means six themes were generated. These were a) nature and scope of the SACE endorsed PDAs, b) methods used to advocate SACE endorsed professional development activities to teachers, c) funding mechanisms available to teachers to access SACE endorsed programmes/ activities, d) feedback mechanisms and feedback loops implemented by SACE for providing SACE endorsed PDAs, e) level of uptake of the SACE endorsed professional development activities by teachers, and f) impact of SACE endorsed PDAs on teacher attitudes, knowledge and practices.

Nature and scope of the SACE endorsed Professional Development Activities and Programmes for teachers

For this particular question, data was generated from document analysis such as the lists of service providers and SACE website. The findings revealed that the SACE endorsed professional development activities carried professional development points. Most SACE endorsed PDAs that teachers participated in between the year 2019 and 2021 carried 5 PD points (1735 SACE Endorsed PDA), followed by those with 15 PD points (1100 SACE Endorsed PDA). After the analysis of the data on the nature and scope of the PDAs, two themes emerged, that is; PDAs are broad, and are quality assured.

Professional Development Activities are broad in nature

Findings revealed that PDAs are not prescriptive or confined to classroom practices. Rather, they focus on the holistic development of the teacher. In addition, they also focus on individual needs, institutional needs, as well as departmental needs. According to SACE personnel, SACE PDAs go beyond what is covered in the classroom. The following excerpt illustrates some of the comments from SACE personnel

> *SACE professional development is not only confined to the classroom, okay, it's not confined to what the teachers are doing, is more about their development, so is broad. That is why I'm saying is not confined within the four walls of the classroom because we look beyond the classroom. So, if we are to ask the scope and the nature, it cuts across the entire landscape of what the teacher does, in his personal capacity as an individual, but also as an educator in the school; because you have programmes that address stress, first aid, fire mechanisms, and all those things. So, that is why I'm saying we are not only confined to the delivery of the curriculum, although that is the core business of these teachings, but our development needs to do is to address holistic development of an individual.*

To cover the spectrum of SACE PDAs, the activities are grouped into three categories, namely: teacher-initiated (type 1 activities), school-initiated (type 2 activities) and SACE endorsed activities (type 3 activities). While type 1 activities focus on what teachers do on their own to develop themselves and improve learning (to address their individually identified needs), type 2 activities are based on what teachers do as part of the school collective to develop themselves and improve teaching, learning,

assessment and service to the community (CPTD Handbook, 2013). Examples of type 1 activities may include a teacher writing an article for an educational publication, or engaging in action research in her/ his own classroom, etc. However, type 2 activities may include school-initiated activities that respond to the identified needs in School Improvement Plans (SIPs), or teachers participating in subject committees to implement interventions in response to the Annual National Assessment (ANA) or National Senior Certificate School Diagnostic Report (CPTD Management System Handbook, 2014).

Type 3 activities are externally initiated and are provided by SACE approved service providers, like the Provincial Education Department (PED), Teacher Unions, Non-Governmental Organisations (NGOs), Private Providers, etc. In this category, teachers are given the opportunity to participate in activities that respond to the education system's priorities, like CAPS training, subject content knowledge activities, activities addressing literacy and numeracy, etc. The CPTD Management System Handbook of 2014 indicates that these activities provide teachers with opportunities to develop themselves towards improving teaching, learning, assessment and service to the community. Therefore, PDAs are broad in nature, and focus on both the system and individual needs. All PDAs carry professional development points.

Concerning the scope of PDAs, we analysed the distribution of PDAs across the provinces. The findings revealed limited spread of participation as well as the service providers providing endorsed PDAs across provinces. As illustrated in Figure 5.2, most service providers' head offices were in Gauteng.
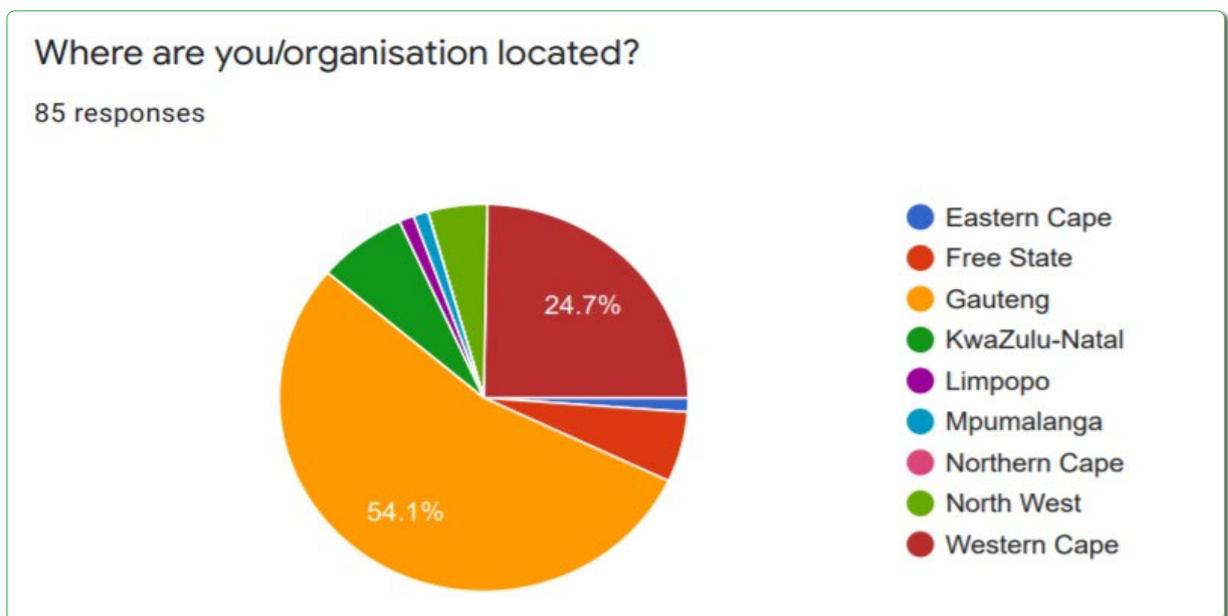

Figure 5.2: SACE service provider location

The majority of SACE endorsed activities were conducted in Gauteng as illustrated in Figure 5.3.
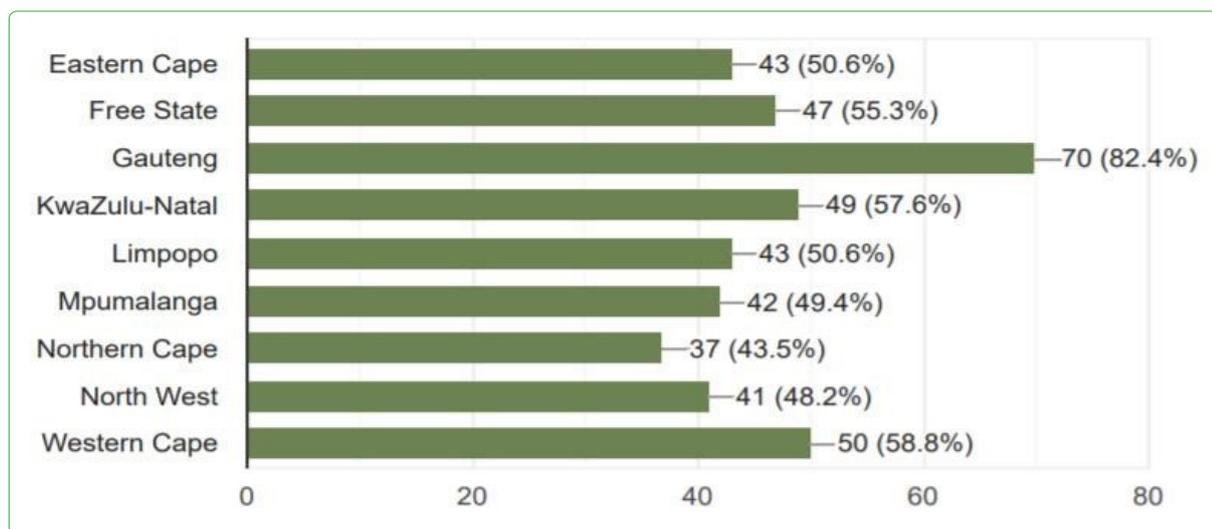

Figure 5.3: Provinces where SACE service providers conducted Professional Development Activities

While service providers claimed to have the capacity to offer PDAs across South Africa, evidence showed that the spread was uneven, and PDAs were mainly concentrated in Gauteng.

The same was confirmed during focus group interviews by SACE personnel.

> *When they apply, we asked two things, where's their head office and where are they providing. So, in most cases, you will find that the head office is in Gauteng, and they say they can provide across the nine provinces.*

Drawing from such responses, it can be concluded that, while there are a variety of PDAs endorsed by SACE, the scope is limited due to lack of spread across provinces. The limited spread of participation, as well as service providers providing endorsed PDAs across provinces is regarded as a gap that needs to be addressed. The Theory of Change model shows that the positive outcome of the activities rests on the interdependent stakeholders such as teachers and service providers. Since most service providers are located in one province, PDAs are offered mostly in that particular province. This affects the scope of the uptake of SACE endorsed PDAs in other provinces. Thus, to improve the scope of the uptake of SACE endorsed PDAs, services providers need to offer more PDAs in the other 8 provinces.

Factors informing the offering of Professional Development Activities in each province

The findings revealed two critical aspects that informed the offering of PDAs in each province. These were categorised as formal and informal. The Integrated Quality Management System (IQMS) and Quality Management System (QMS) system is one of the formal instruments used to inform areas of development. Another instrument used is the national diagnostic report used for the matric results, and the provincial one, used for the other grades. In the past, the Annual National Assessments was another instrument used. There are formal instruments that are not yet functional but are in the plans for the future. These include self-diagnostic assessment. The aim is for teachers to engage in self-diagnostic assessment and identify their professional development needs. The informal instruments include observation. For example, after interacting with teachers, the subject advisors can determine areas of development

that particular teachers need. Teachers themselves are encouraged to identify areas of development. Beyond the formal and informal instruments, the areas of development can be cascaded from the national level down to the district, based on the priorities of the Minister of Education. It can be argued that effective monitoring of the implementation of the PDAs, either formal or informal, can potentially improve the scope of PDAs. In terms of the scope, the findings further revealed a decline in the number of PDAs offered across provinces.

Factors contributing to the decline in Professional Development Activities offered per province

Based on the findings, it appeared that one of the reasons attributed to the decline of PDAs offered was the imbalance of service providers across provinces, as discussed in the section above. Another reason raised by SACE personnel was the lack of effective participation from the primary service provider, i.e. Department of Basic Education. The Department needed to play a major and active role in providing PDAs to its employees. Teacher unions needed to take an active role to provide PDAs to their members. It was also alluded by the SACE personnel that there were possibilities that teachers were overstretched and found little or no time to attend to, or engage in, professional development activities. Service providers, therefore, opted not to offer certain PDAs, which then negatively impacted the scope of the offering.

It is evident from the above findings that the scope was affected by many things, but mostly the lack of monitoring and transparency. As advocated in the Theory of Change model, the success of the outcomes rests upon the interdependence of the different sectors. The lack of interdependence would yield negative outcomes, in this case, the decline in the PDAs offered.

Measures to change the status quo

According to SACE personnel, there have been measures taken to increase the scope of PDAs offered nationally. One of the measures is capacitating service providers nationally by, for example, convening provider forums or advertising activities endorsed by SACE. Moreover, SACE liaises with Education, Training and Development Practices, and Sector Education and Training Authority (ETDP SETA), bodies that accredit service providers and work directly in the education and teacher development sector. Another measure alluded by SACE personnel was to capacitate primary service providers in different provinces e.g. subject advisors, to develop SACE endorsed training material and programmes/activities. The focus when capacitating Department of Education personnel was skills development, i.e. development of a fully-fledged training manual that meets the SACE standard.

Beyond the development of training materials, findings further revealed that SACE has been pushing for the establishment of centres to capacitate Department of Basic Education personnel to provide teacher development to employees. According to SACE, in provinces like KwaZulu Natal (KZN), such strategies have been adopted and implemented. The development of these centres is meant to ensure that the Department of Education, as the employer, takes an active role in providing teacher development activities. Other initiatives include the development of curriculum and professional development institutes, at national, provincial and district levels. While these initiatives are being undertaken, the lack of synergy among Department of Education structures that provide these services is a challenge militating against the success of the initiatives.

SACE Professional Development Activities (PDAs) are quality assured

SACE responsibility is to ensure that the programmes/ activities offered to teachers are quality assured. Quality assurance means they need to meet the SACE endorsement contender. The providers who deliver these programmes/ activities are approved by the council, to ensure that the PDAs they offer carry professional development points that teachers can earn.

The PDAs are quality assured, and carry professional points. While they are mostly educational, some are based on individual needs e.g. financial literacy etc. The aim of the PDAs is to enhance the system and one's professional development. In terms of scope, there is limited uptake across provinces. Most PDAs were offered in Gauteng. This affects the level of participation across provinces. There seems to be measures in place to improve the status quo. However, there is no tangible evidence to show that there has been a change. The lack of synergy among different stakeholders responsible for offering PDAs e.g. Department of Education structures seem to be one of the main challenges. As advocated in the Theory of Change model, the positive outcome of the activities rests on the interdependence between and among stakeholders. Feedback methods, and verification of PDA database, and teachers' active participation are key to the improvement of the delivery of the PDA. However, based on the current findings, these elements are lacking.

### Methods used to advocate the SACE endorsed Professional Development Activities to teachers

From the interviews, it emerged that SACE does not market the programmes/ activities to teachers. Professional development is a self-initiated activity from an individual who wants to know about the endorsed PDA. The same also emerged from the questionnaire administered with SACE personnel. Data from one respondent in the questionnaire confirms that the Council did not have the responsibility to market any endorsed PD activity as that was the provider's responsibility. SACE encourages teachers to earn professional development points across the three types of activities, but since type 3 PD activities are externally initiated and usually have financial implications, teachers attend when they have available funds or sponsors. While SACE does not market the programmes/ activities to teachers, there are methods for teachers to use in accessing the needed information. For example, the information can be accessed on the website. Teachers are required to register and generate login details to access the website sace.org.za. On this website, they can access information about the endorsed PDAs and details of service providers. Other than using the website, teachers have the platform to visit SACE offices in their respective provinces or enquire via email about the endorsed PDA and service providers in their respective provinces. The information is then communicated to the particular individuals. The platforms used seemed to be accommodating teachers who already had some information about PDA.

What is not clear is how teachers come to know about the PDAS for them to take the initiative to register or to visit SACE offices, to have access to these endorsed PDAs. Although the SACE personnel indicated that information about the PDAs is readily available to teachers on their website, it is no secret that some teachers are not computer savvy, and experience difficulties logging onto the SACE website. Their chances of accessing information about the programmes/ activities and details of the service providers are highly compromised. Aligned with the Theory of Change model, SACE needs to embrace alternative mechanisms to alert teachers about endorsed PDAs in order to increase teachers' participation in SACE endorsed programmes/ activities.

Funding mechanisms available to teachers to access SACE endorsed programmes

As a body that endorseS PDAs, SACE does not provide funding to teachers to access the programmes/ activities. However, as stipulated in the National Development Plan, teachers can apply for funding from the employer. The employer has the responsibility to budget 1% of the employee salary towards skills development. Service providers use various means to market their programmes/activities. However, the strategies used are not advocated by SACE.

Data from questionnaires administered to teachers, shown in Figure 5.4, reveal that the professional development activities teachers attended were mostly funded by the Department of Basic Education (59%), followed by those that were school-funded (23.3), and then the self-funded (14.1%). Few respondents indicated that they were funded by NGOs, Unions, SETA etc. It also emerged that some activities were free. The figure below shows the funding methods for Professional Development Activities as indicated by participants.
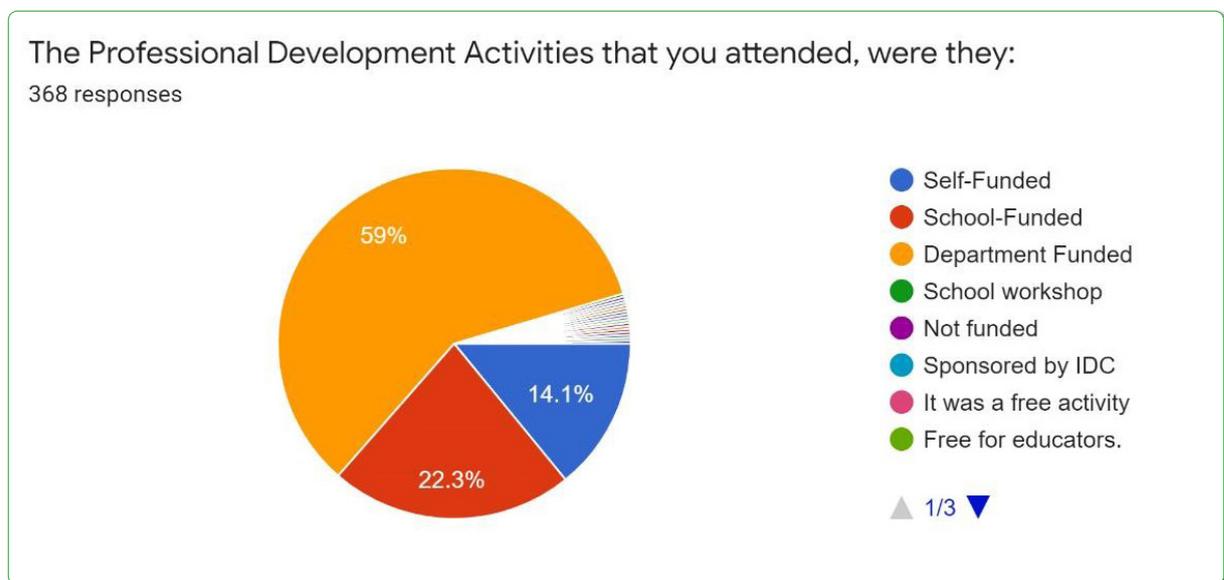
Figure 5.4: Funding methods for Professional Development Activities.

From the above findings, we can deduce that funding of the SACE endorsed professional development programmes and activities, or lack thereof, has a direct impact on the uptake of these programmes/ activities. Due to SACE endorsed PDAs not being fully funded, the activities that require teachers to self-fund contributed to the low uptake.

It is not clear at what point, and how the needs analysis for teachers was done, and by who, to inform the scope and type of professional development programmes and activities offered to teachers per province. In keeping with the Theory of Change model, it is suggested that SACE makes teachers aware of how funding can be accessed to engage in PDAs. Further, it is proposed that the provision of SACE endorsed PDAs be strategic and directly respond to the identified teachers' needs. It would be interesting to know what criteria are used by the Department of Basic Education to identify the funded programmes/ activities.

Feedback mechanisms and feedback loops implemented by SACE for providing SACE endorsed PDAs

Data obtained from SACE personnel indicated that SACE had different means of receiving feedback about the programmes/ activities that teachers undertook. For example, with type 1 activities, teachers made use of the self-service portal to record and report the activities undertaken. Every SACE registered teacher had a CPTD account with SACE, which allowed them access to the self-service portal. SACE had access to every SACE registered teacher's CPTD account, in order to review the activities undertaken and award the necessary PD points to the respective teacher's PDP.

With type 2 activities, the school (principal) reported to SACE on the CPTD activity undertaken by the teacher. For type 3 activities, the service provider provided feedback to SACE about the CPTD activity undertaken. Service providers made use of google forms to get feedback from teachers about the CPTD activity offered, and used the same form to report to SACE. Pre- COVID-19 SACE personnel used to do site visits to venues where the workshops were conducted and compile a report. During the site visits, teachers were given an evaluation form on the CPTD activity undertaken, to complete. This was the only direct way for SACE to acquire feedback from teachers about the CPTD programme and its quality, which was construed as a strength of SACE.

The reporting of type 1 and type 2 activities on an online platform raised questions about the kind of online support available to teachers and principals who failed to upload documents. The portal was monitored by SACE but the question was what method was used for monitoring, and the frequency of the monitoring/ feedback mechanism loop. Did the SACE feedback mechanism and feedback loop link teachers' PDP to QMS?

The means or ways by which teachers engaged in CPTD activities, their reporting format, and feedback mechanism had a significant impact on their effectiveness and uptake. In line with the Theory of Change model, a central question (for all types of activities) for SACE to consider was how they could improve the reporting and feedback mechanism to further support teachers in engaging in the most effective forms of CPTD. Had their feedback mechanism loop been improved? If so, how? If not, why? If yes, how often was this done?

The reason for the aforementioned questions is that the feedback loop/ mechanisms provided by SACE could impact teachers' motivation to engage in CPTD, especially for teachers from socially and geographically disadvantaged schools that lacked online resources and the skills to participate in online activities. The online reporting exercise would be frustrating and demotivating for teachers who cannot upload documents onto the portal in the absence of support and feedback.

In keeping with the Theory of Change model in terms of the need for enhancement and refinement of the end goal, it is recommended that SACE reviews the information and guidance available, to support teachers and schools in uploading the evidence of their participation in the CPTD. Such an initiative to improve the feedback mechanisms and loops on the part of SACE, will facilitate teachers' access to the most relevant training, and assist them to update their PDP. Rethinking the feedback mechanisms and loops would result in a better uptake of SACE endorsed CPTD.

Level of uptake of the SACE endorsed Professional Development Activities by teachers

The fifth theme for this rapid review aimed to determine the extent of the uptake of the SACE endorsed PDAs by teachers. To address this, data generated from the online questionnaires administered to service providers (SP), coordinators, evaluators and teachers were analysed. Findings from each group of respondents (service providers, coordinators, evaluators and teachers) are presented below.

Findings from Service Providers (SPs)

Eighty-nine (89) service providers completed the questionnaire and (85) service providers responded to the questionnaires. Since closed questionnaires were used, SPs were expected to provide ratings. To ascertain teacher participation, SPs were asked to rate their experience with teacher participation. Figure 5.5 illustrates the findings from SPs concerning teacher participation.
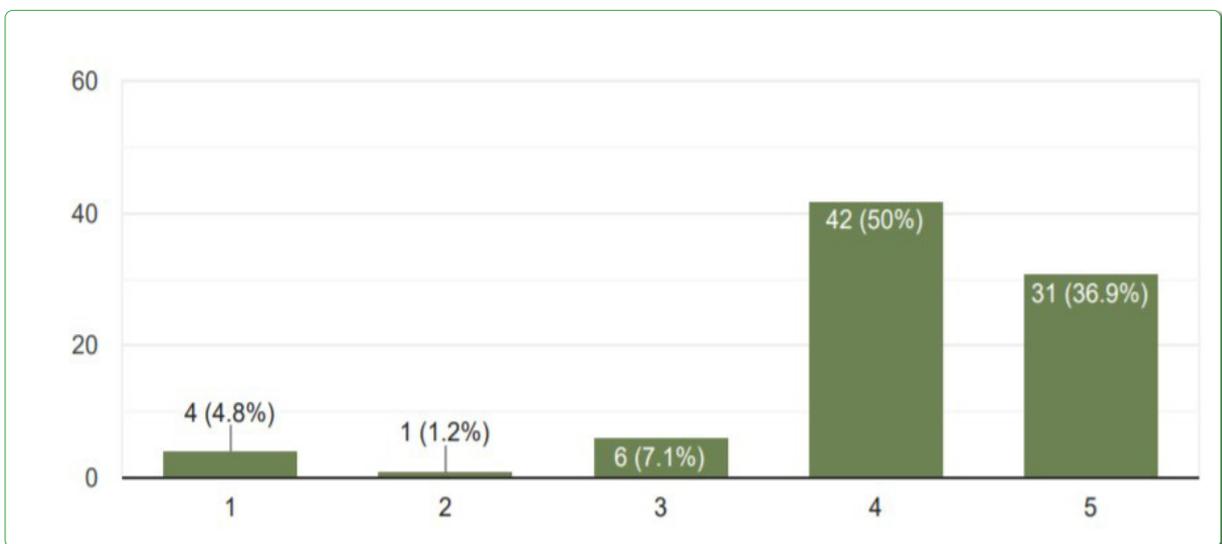

Figure 5.5: SACE service provider experiences of educator participation

Figure 5.5 showed that forty-two (50%) service providers were satisfied and thirty-one (36.9%) were very satisfied with teacher participation. Six service providers (7.1%) were undecided, seven were unsatisfied (1.2%), and 4.8% were very unsatisfied. Based on the above analysis, it could be argued that the majority of the SPs were mostly satisfied with teacher participation, suggesting that from SP perspectives, teachers were taking part in the SACE endorsed PDAs. This had implications for the uptake of the SACE endorsed activities. Stage 4 of the Theory of Change suggests that, to bring about change to enhance the uptake of SACE endorsed CPTD activities, these key findings from SP about teacher participation need to be taken into consideration.

Findings from Continuing Professional Teacher Development Coordinators

Nine CPTD coordinators were contacted to complete a questionnaire and seven responded to the questionnaires. As illustrated in Figure 5.6, CPTD coordinators who responded were located only in four provinces, namely; KwaZulu-Natal, Free State, Eastern Cape and Mpumalanga, with the majority being located in KZN (57, 1%).
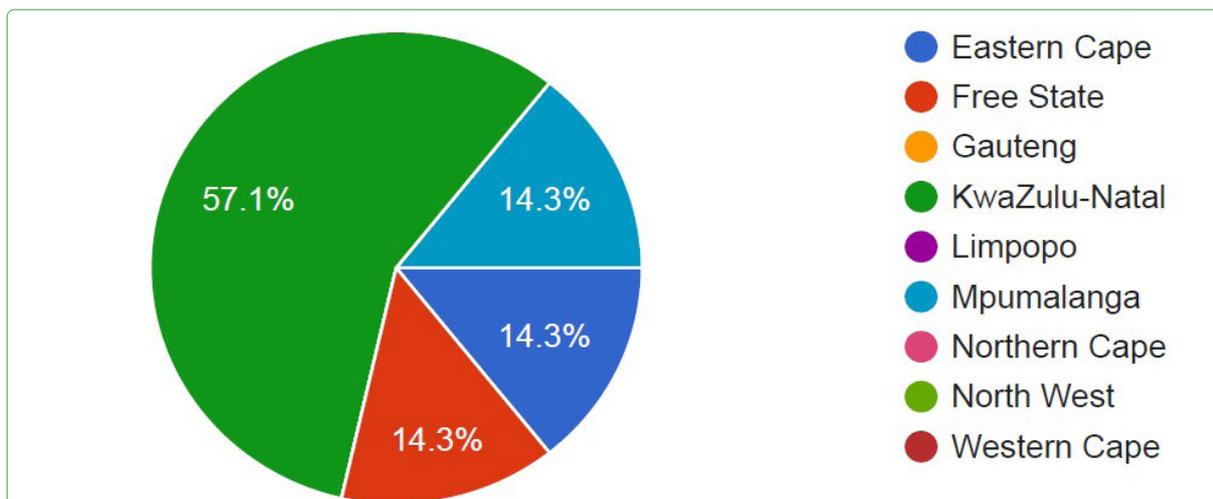
Figure 5.6: CPTD coordinator location

Furthermore, the findings showed that these CPTD coordinators coordinated the SACE endorsed PDAs and handled work with schools in the provinces where they were located. The analyses showed that, while more PDAs were offered in Gauteng and most SPs were in Gauteng (as per the discussion on the nature and scope), it was not the same when it came to CPTD coordinators. While it could be argued that not all CPTD coordinators responded to the questionnaire, only two did not respond since nine were invited. Based on this analysis, the lack of alignment between the numbers of PDAs offered in each province, and number of SP in each province compared to CPTD coordinators, was a cause for concern which SACE needed to look into.

Table 5.1 shows the number of schools and teachers that SACE coordinators worked with, in the respective provinces.

Table 5.2: The number of schools and teachers that CPTD coordinators work with

Where are you located?	In which province(s) do you perform the SACE Professional Development Division?	How many schools?	How many teachers?
KwaZulu-Natal	Eastern Cape, KwaZulu-Natal	10	200
KwaZulu-Natal	KwaZulu-Natal	2000	15000
KwaZulu-Natal	KwaZulu-Natal	780	4000
Eastern Cape	Eastern Cape	5451	64000
Mpumalanga	Mpumalanga	1785	35320
Free State	Free State	1180	29000
KwaZulu-Natal	KwaZulu-Natal	10	150

As shown in Table 5.2, only one CPTD coordinator coordinated PDAs in more than one province, and the majority worked within their respective province. While the majority of the CPTD coordinators were in KZN as shown in Figure 5.6, it was in Eastern Cape where there were many schools (5451) taking

part in the SACE endorsed PDAs, as well as a number of teachers taking part in the SACE endorsed PDAs (64000). This is compared to only 2800 schools in KZN and 15750 teachers taking part in the SACE endorsed PDAs. Concerning the CPTD coordinators' experience in working with schools, teachers or service providers, the findings revealed that, while most CPTD coordinators were satisfied with working with schools and service providers, the experience was different when it came to working with teachers (see Figure 5.7).
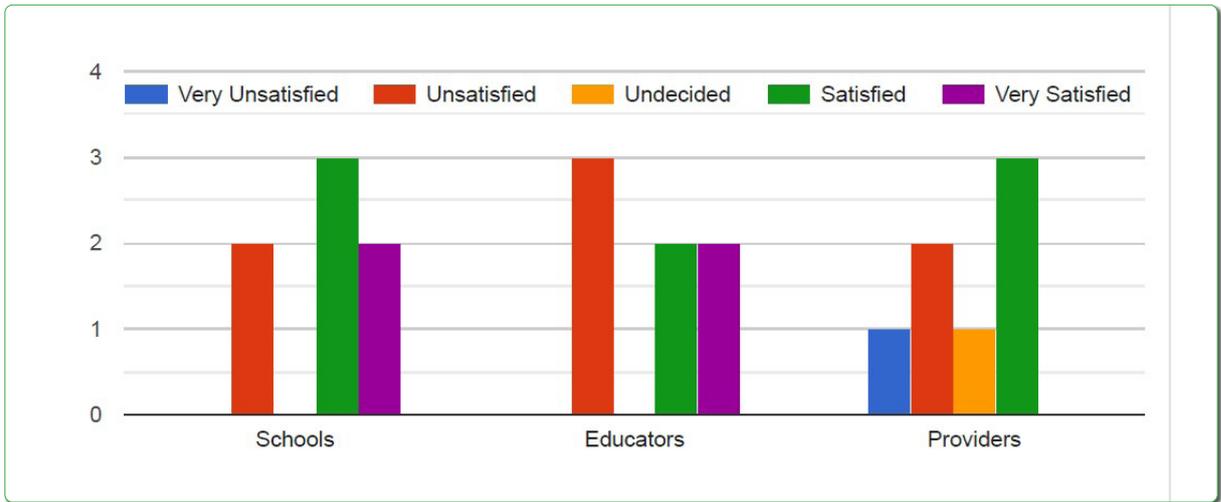
Figure 5.7: CPTD coordinator experiences of working with schools, teachers and service providers

As shown in Figure 5.7, out of seven, two CPTD coordinators were satisfied with working with teachers but three were unsatisfied. Contrary to what transpired regarding the working relationship, the findings showed the even distribution of CPTD coordinators who are satisfied and those not satisfied with teacher participation in the SACE endorsed PDAs (see Figure 5.8).
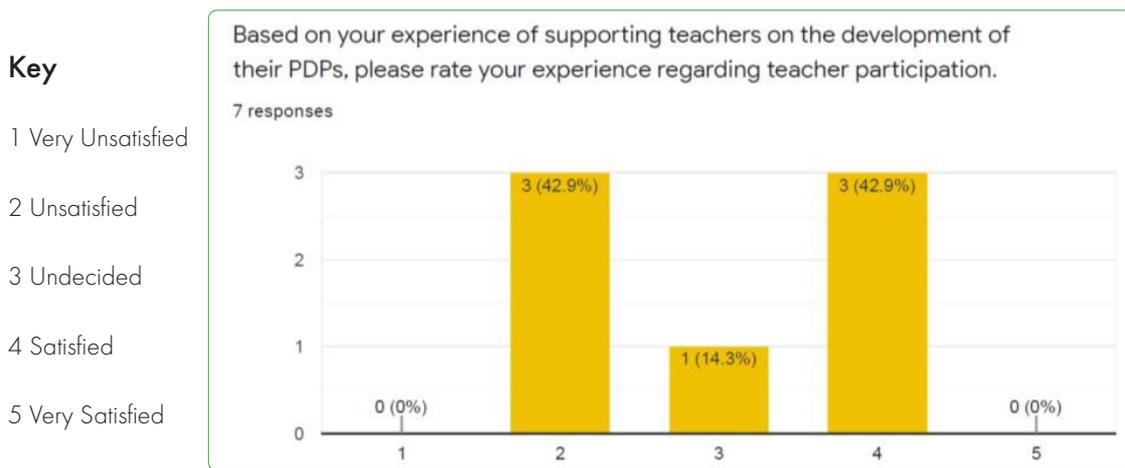
Key

1 Very Unsatisfied

2 Unsatisfied

3 Undecided

4 Satisfied

5 Very Satisfied

Figure 5.8: CPTD coordinators' experiences of educator participation

As reflected in Figure 5.8, the same percentage of CPTD coordinators (42. 9%) indicated that they were unsatisfied and satisfied with educator participation, while 14. 3% stated that they were undecided. None of the CPTD coordinators indicated that they were very unsatisfied or very satisfied. This was important considering Stage 4 of the Theory of Change which indicates that, to bring about change

and enhance the uptake of SACE endorsed CPTD activities, these key findings from CPTD coordinators need to be taken into consideration.

Findings from the Teachers/Teachers

To ascertain teachers' uptake of the CPTD, questionnaires were also administered to them. Four hundred and forty-two (442) teachers responded to the questionnaire. Figure 5.9 shows the demographics of the teachers who responded to the questionnaire in terms of the provinces. The extent and level of uptake of the SACE endorsed professional development programmes and activities were analysed based on 442 teachers who responded, and their provinces.
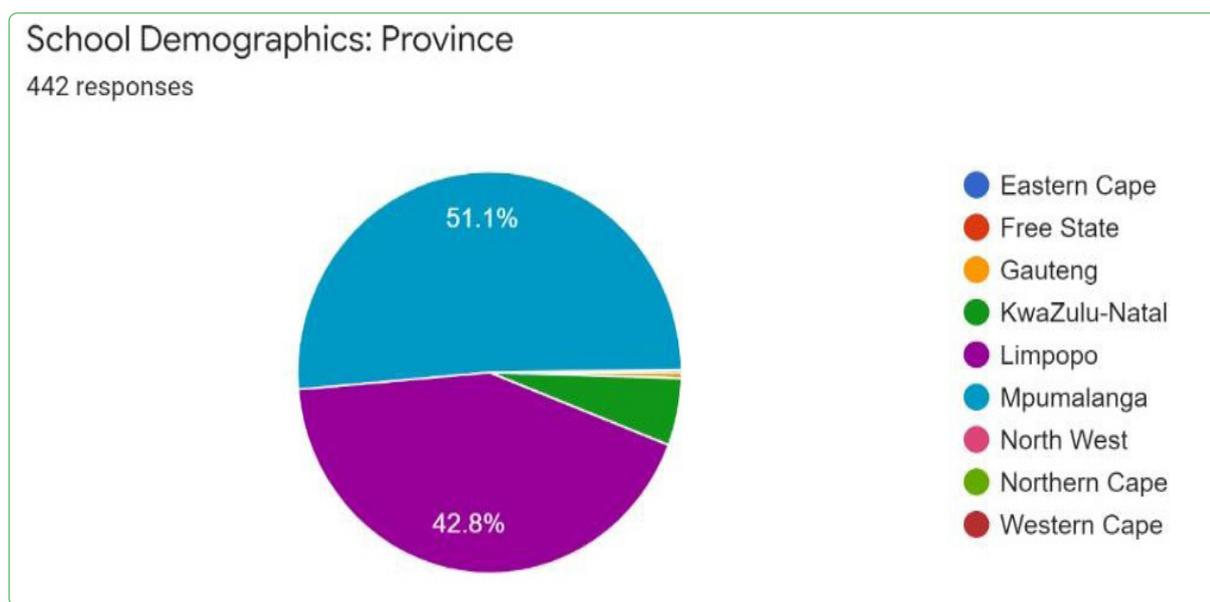
Figure 5.9: Demographics of teachers' who responded to the questionnaire

Figure 5.9 shows the responses came from four provinces; Mpumalanga, Limpopo, KwaZulu Natal, and Gauteng. The majority of the teachers, i.e. more than two hundred and twenty

(51.1%), who responded to the questionnaire were from Mpumalanga province, whereas the Gauteng province had the lowest response rate. The category of schools the teachers came from in terms of quintiles and the type of school is presented in Figures 5.10 and 5.11.
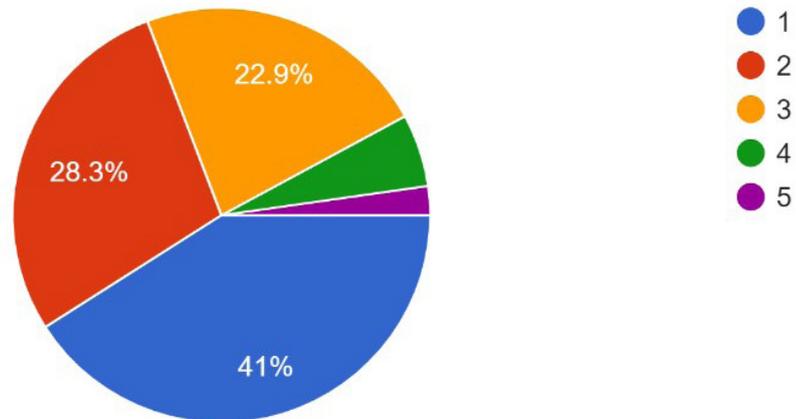
Figure 5.10: Schools' quintiles

The findings show that a large percentage (41%) of the respondents taught in quintile one schools while the smallest percentage taught in quintile five schools.
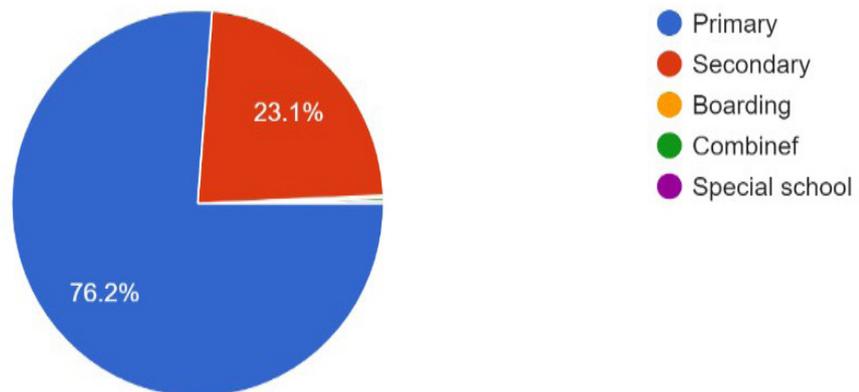

Figure 5.11: The type of school that the respondents taught in

It is evident from the data in Figure 5.11 that the majority of respondents (76.2%) were teachers in primary schools. A further finding, shown in Figure 5.12, was that some teachers taught either in boarding schools or in special schools.
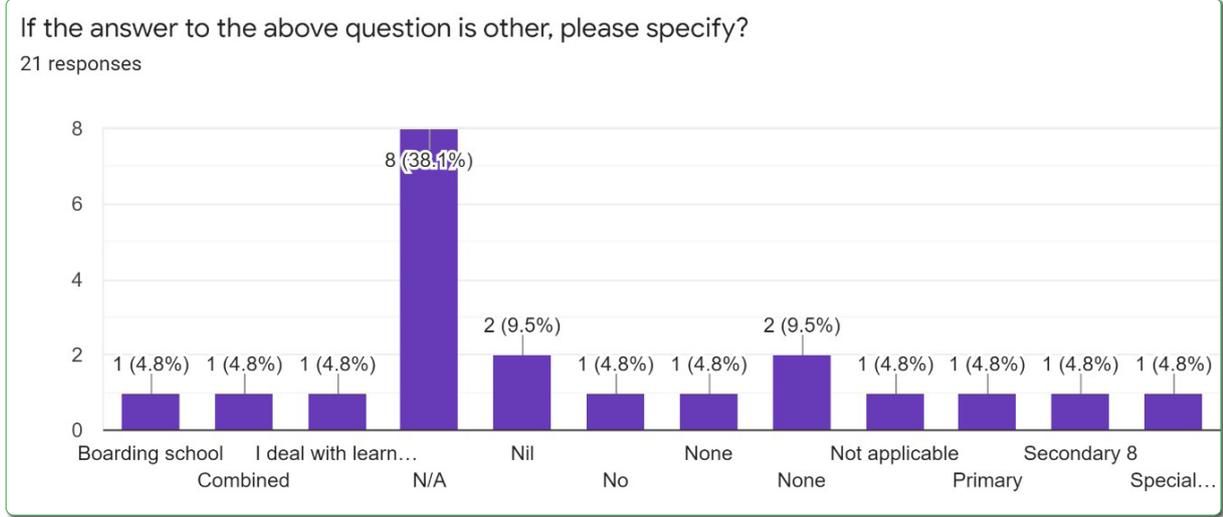
Figure 5.12: Further specifications of the respondents' schools

Comparing the number of teachers who participated in the PDAs between mainstream schools and special schools, findings in Figure 5.13 show that more than 98% of teachers worked in the mainstream schools, and the rest worked in special schools.
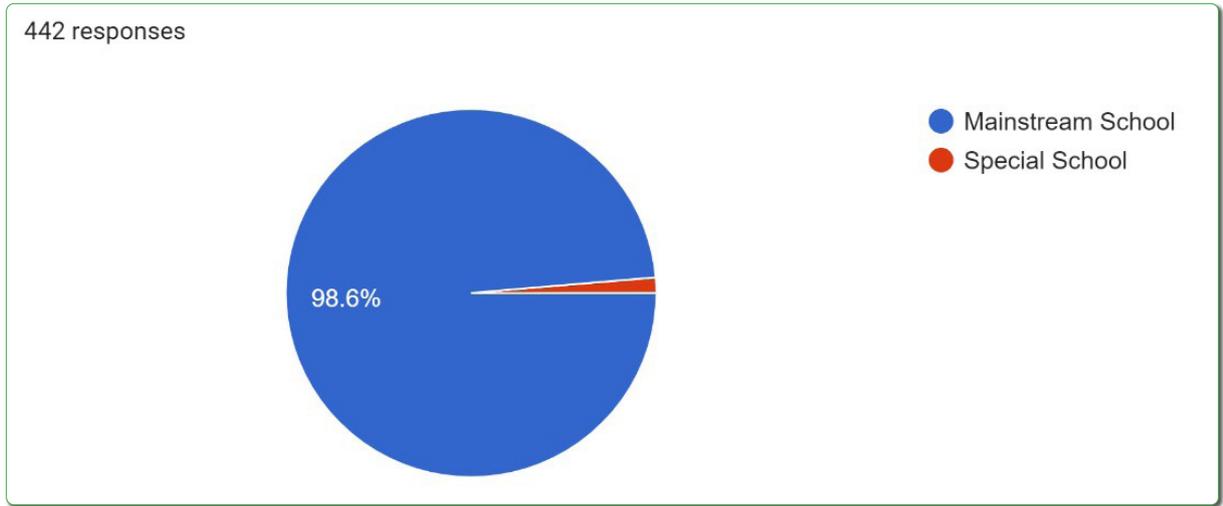

Figure 5.13: Teachers in mainstream schools versus teachers in the special schools

Concerning teacher satisfaction with the delivery of SACE endorsed PDAs, findings in Figure 5.14 revealed that the majority of the teachers were satisfied with the delivery of the PDAs either face to face or online.
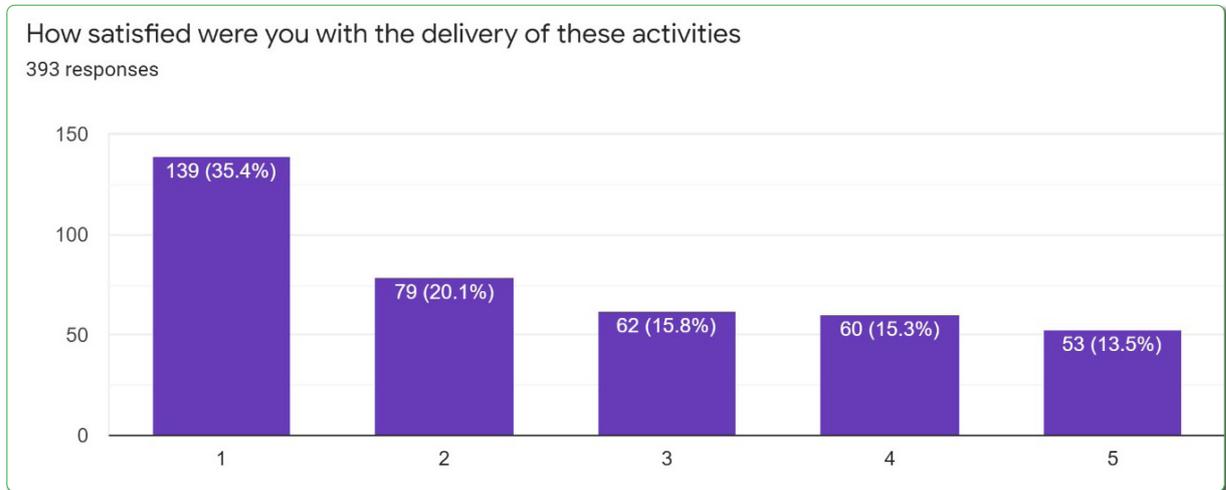

How satisfied were you with the delivery of these activities
393 responses

Figure 5.14: Educator satisfaction with the delivery of PDAs

The impact of SACE-endorsed programmes and activities on teachers' attitudes, knowledge, and practice

From the participants' responses (the service providers, teachers, evaluators, SACE personnel, and coordinators), this rapid review of the uptake and impact of the SACE endorsed professional development programmes/ activities in South Africa established that there was evidence of the participation of teachers in SACE endorsed professional development activities in most provinces. However, the participation was not satisfactory, and it varied with province. Various reasons contributed to the non-satisfactory involvement. First, the modes of delivery for SACE endorsed PDAs were face-to-face and online, which contributed to the unsatisfactory level of uptake of activities since some teachers did not have the resources to participate online. According to Stage 4: Implications of the Theory of Change model that framed this rapid review, it is important to take into consideration the mode of delivery of PDAs.

Second, the findings revealed that teachers' professional development activities were funded mainly by the Department of Education, followed by school-funded and self-funded initiatives. Few respondents indicated that NGOs, Unions, ETDP, SETA, etc., funded these PDAs. Some PDAs were free. Due to PDAs not being fully funded, activities that required teachers to self-fund contributed to the low uptake. Thirdly, the participants claimed that they were informed of PDAs through various ways such as circulars or adverts, invitations by the Department of Education, subject advisors, peers, circuit managers, SACE/SAOU and other unions, other organisations, and at meetings or workshops. Some participants obtained information on PDAs through their research and from various social platforms like WhatsApp, SMS, and emails. It is evident that the lack of a proper structure for communicating the activities negatively impacted the uptake, as some teachers lacked adequate information. Based on the Stage 4: Implications of the Theory of Change model that framed this rapid review, it is important

to take into consideration the funding and communication of PDAs. Taking funding and communication into account will bring about change concerning the uptake of the SACE endorsed CPTD activities.

Fourth, some professional development programmes/activities were not relevant to teachers' needs. Most teachers indicated the following professional development needs: curriculum management as a concept; providing leadership; mentoring, support and development to staff; assessment for learning; lesson planning, preparation and presentation; and managing subjects or phases. Based on Stage 4 of the Theory of Change model that framed this rapid review, to bring about change, the key findings surrounding the relevance of content covered by SACE endorsed CPTD activities are important to consider.

Finally, most evaluators were located in one province, Gauteng, but they evaluated SACE endorsed PDAs in other provinces. Most SACE endorsed PDAs were conducted in Gauteng. The findings further revealed that most service providers were satisfied with the teachers' uptake of SACE endorsed PDAs and programmes. They further indicated that the SACE endorsed PDAs impacted educator knowledge, attitude, and practice. However, the evaluators were uncertain about the impact of the PDAs on teacher knowledge, attitude, and practice since there were no measures to evaluate their effectiveness. Some evaluators maintained conclusive evidence of the relationship between completing the PDA and teachers' attitudes. Some evaluators indicated that exposure to the PDA improved teachers' attitudes, and some evaluators hinted that teachers who engaged in PDA were normally motivated, wanted to improve their practice, and had a positive attitude. Evaluator concerns and inputs were important to consider since they had implications for SACE endorsed CPTD activities as indicated in Stage 4 of the Theory of Change model (See Table 5.1).

CPTD MANAGEMENT SYSTEM

SACE
South African Council for Educators

Towards Excellence in Education

Approving Quality and Credible Professional Teacher Development Providers

CHAPTER SIX

DISCUSSION AND CONCLUSION

The findings of this report revealed strengths and gaps in SACE endorsed PDAs. Professional development activities are quality assured, and carry professional points. The aim of the PDAs was to enhance the system and one's professional development. While PDAs are quality assured, there were no guarantees that all PDAs undertaken by teachers, especially type 1 or type 2, were fit for purpose. The primary role of a teacher is classroom based, hence activities to enhance one's professional development curriculum delivery should be fit for purpose as advocated by Theory of Change. The limited uptake of the PDAs across provinces could be attributed to unequal distribution of service providers across provinces. To enhance the scope, it is imperative that there be equitable distribution of service providers across provinces. As advocated in the TOC, positive outcome of the activities rests on the interdependence of stakeholders. One of the main challenges was the lack of synergy among different stakeholders responsible for offering PDAs.

There was clearly evidence of the participation of teachers in SACE's endorsed professional development activities and programmes. However, differences in participation and offerings of PDAs were noted across provinces. For example, some provinces had high participation compared to others. The imbalances in the participation suggested; that the information was not cascaded evenly across provinces, that there was lack of quality of service providers in different provinces, or unequal quality of the PDA offered in different provinces. This had implications for the uptake of the SACE endorsed activities. Stage 4 of the Theory of Change suggests that, to bring about change and enhance the uptake of SACE endorsed CPTD activities, these key findings need to be taken into consideration.

GAPS identified by participants regarding the uptake and the impact of the SACE endorsed professional development programmes

The gaps identified by participants included; no transparent process in the identification of educator needs, no precise alignment between activities/ programmes offered and educator needs, inconsistencies between provinces concerning offering PDAs and educator participation, the feedback mechanism not being inclusive, lack of verification of PDA database in terms of PDAs vs. active participation, lack of evidence on the quality and value of CPTD programmes/ activities that responded to educator needs, differences in the offerings of PDAs across the different provinces, PDAs not being fully funded, no evidence of monitoring teachers' time, huge workload, and lack of a proper structure of communicating the activities.

To respond to Stage 4 of the Theory of Change model that framed this rapid review, first, it was important to consider that the participants (teachers) felt there was no precise alignment between the diagnostic reports for the National Senior Certificate (NSC) examination results, teacher needs, and programmes/ activities offered. Moreover, the teacher participants indicated that the provincial DBE examination reports for the other grades were not aligned to the programmes/activities offered. In addition, it was important to consider teacher needs and professional development programmes/ activities offered.

Second, linked to inconsistencies between provinces concerning offering PDAs and educator participation, some provinces had more PDAs than others, which influenced participation. While service

providers claimed to have the capacity to offer PDAs across South Africa, evidence showed that the spread was uneven, and mainly concentrated in Gauteng. In particular, Figure 5.3 showed that most SACE endorsed activities were conducted in Gauteng. To bring about change based on Stage 4 of the Theory of Change model, this gap needs to be considered.

Third, the feedback mechanism, was not inclusive. The reporting of type 1 and type 2 activities on an online platform raised questions about the kind of online support available to teachers and principals who failed to upload documents. The means or ways by which teachers engaged in CTPD activities, together with their reporting format and feedback mechanism, had a significant impact on their effectiveness and uptake. The feedback loop/ mechanisms provided by SACE potentially impacted teachers' motivation to engage in CTPD, especially for teachers from socially and geographically disadvantaged schools that lacked online resources and the skills to participate in online activities. The online reporting exercise would be frustrating and demotivating for teachers who cannot upload documents onto the portal without adequate support and feedback. To bring about change based on Stage 4 of the Theory of Change model, this gap needs to be considered.

Fourth, the data showed that there was a lack of alignment between the attendance registers of the type 3 PDAs vs active participation. Fifth, based on the data analysed, there was lack of evidence about the quality and the value for money of CPTD programmes/ activities that responded to educators' needs.

Due to PDAs not being fully funded, activities that required teachers to self-fund contributed to the low uptake. Sixth, the lack of a proper structure for communicating the activities was identified as a gap that contributed to the low level of uptake of PDAs. What is not clear is how teachers came to know about the PDAs for them to take the initiative to register or to visit SACE offices to have access to these endorsed PDAs. Although the SACE personnel indicated that information about the PDAs was readily available to teachers on their website, it was no secret that some teachers were not computer savvy and experienced difficulties logging onto the SACE website. Hence, their chances of accessing information about the programmes/ activities and details of the service providers was highly compromised. Thus, to bring about change based on Stage 4 of the Theory of Change model, these gaps identified need to be taken into consideration.

RECOMMENDATIONS

Recommendations on Nature and scope of SACE endorsed PDAs

- Service providers should be encouraged to work closely with SACE when planning and implementing the SACE endorsed PDAs, to ensure that there are clear measures in place to monitor and evaluate procedures for teacher participation in the PDAs.

- The primary stakeholders need to ensure that there is a transparent process in identifying educator needs. There needs to be alignment between the diagnostic reports for the National Senior Certificate (NSC) examination results, teacher needs, and programmes/ activities offered. The stakeholders should develop a clear strategy to enhance active teacher participation for the programmes or activities they offer.

Recommendations on Funding mechanisms

- The funding processes should be made more accessible to teachers with a view to increasing their participation in PDAs. In addition, teachers need to be made aware of funding mechanisms available.

- Stakeholders should increase funding opportunities for SACE endorsed PDAs, and develop clear communication of funding opportunities to beneficiaries.

Recommendations on of communication

- An inclusive structure for communicating the activities to all teachers should be adopted. There should be a standardised process of communicating PDAs, not only to newly employed teachers, but also to those already in the Department of Basic Education (DBE) system.

Recommendations on mechanism and loops

- Stakeholders need to consider different contexts when planning different means of reporting, evaluating and providing feedback. In addition, teachers need to be made aware of the simplified forms that SACE has in place so that they can report the challenges they experience. Teachers also need to be made aware of, and have access to, SACE data capturers to assist them with the challenges they experience with uploading documents.

Recommendations on Extent and level of uptake

- Since SACE has the database of type 3 PDAs on offer, it should consider developing and implementing tracking and monitoring tool. This tool will assist in gauging active teacher participation.

- SACE should consider undertaking a longitudinal study that could look into the evaluation and impact of the quality of the CPTD programmes offered.

- Teachers should be actively encouraged to identify the relevant PDAs that respond to their needs. In addition, teachers should be made aware of the relevant emails, telephone numbers and other contact details for SACE.

- SACE should encourage service providers to offer PD activities across the provinces to ensure fair provision.

- The DBE should reinforce the QMS policy so that teachers are aware that within their roles and responsibilities, there is allocated time for PDAs.

Recommendations on impact on teachers' attitudes, knowledge and practice

- The CPTD service providers should be encouraged to conduct a survey regarding the impact on teachers' attitudes, knowledge and practice to ensure that all PDAs offered are relevant.

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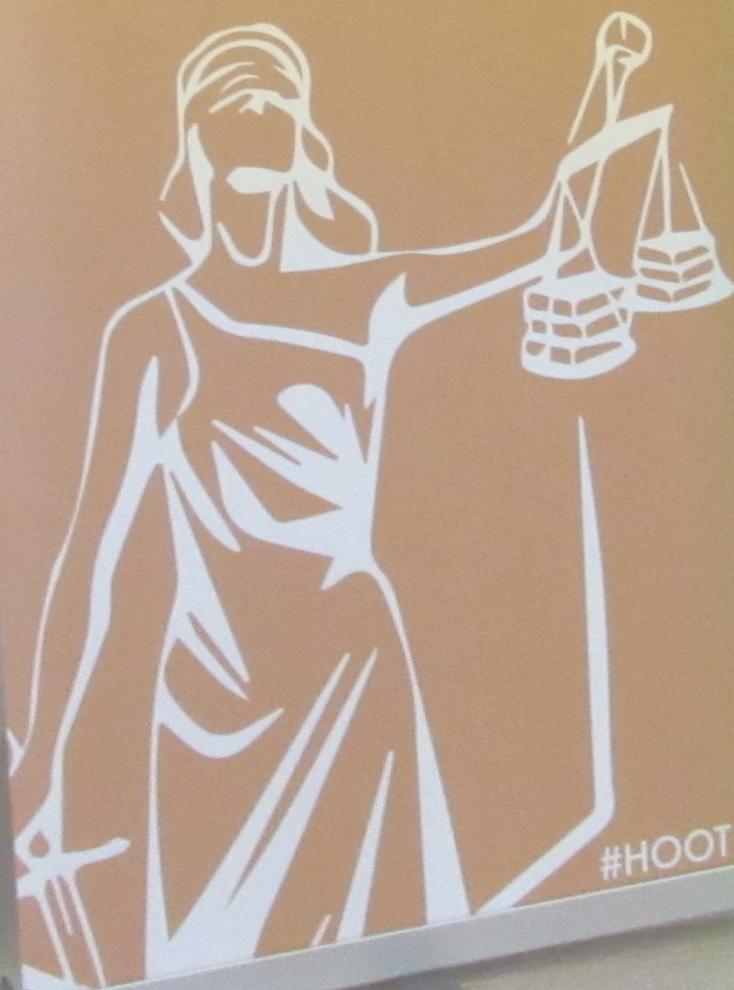Tsotetsi, C. T., & Mahlomaholo, S. M. G. (2013). Teacher professional developmental programmes: What is missing? *Journal of Education Studies, 12*(1), 89-102.