

Abstract

The purpose of this research report is to record and analyse the school initiation and implementation of Professional Development for teachers in South African schools. The literature review highlights a number of key terms, namely: professionalism, the status of teachers, teacher appraisal and accountability and instructional improvement. Two significant findings are 1) that teachers find that the new curriculum intensifies their work, leading to some form of de-professionalization, and 2) that teachers prefer professional development related to discipline and classroom management rather than instructional improvement.

Summary of Chapters

Chapter one introduces the topic of the research and the research questions as well as discusses the aim and rationale behind the research.

Chapter two consists of a detailed literature review. The literature review looks at current debates around the issue of teacher status, professionalism, professional development and its implementation.

Chapter three explains the qualitative nature of the research methodology and the various research instruments and analytical methods used.

Chapter four consists of the analysis process. Here the interview responses were compared and analyzed question by question in an attempt to find and understand trends, differences and similarities in the perceptions of the respondents.

Chapter five is concerned with the discussion and interpretation of the findings of the research. The discussion on an assessment and comparison of the perceptions of respondents is analyzed in terms of the literature and the disparities between the two schools. It also seeks possible reasons for these disparities and concludes on the ways in which to think and examine the effectiveness of professional development in South African schools.