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M ED RESEARCH REPORT

TEACHER DEVELOPMENT IN PREPARATION FOR PEDAGOGICAL REFORM ASSOCIATED WITH THE INTERNATIONAL GENERAL CERTIFICATE OF SECONDARY EDUCATION (IGCSE) OF SWAZILAND

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DECLARATION

I declare that this research report is my own work, supervised by the Faculty of Education, Educational Leadership and Policy Studies Division. It is submitted for a Masters in Education Degree at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

Gugulethu Precious Tshabalala

…… ..... day of……..2011

ACRONYMS

CIE – Cambridge International Examinations

CSE – Certificate of Secondary Education

CT – Cambridge Trainers

DfID – Department of International Development

GCE – General Certificate of Education

GCSE – General Certificate of Secondary Education

HOD – Head of Department

IGCSE – International General Certificate of Secondary Education

IMF – International Monetary Fund

JMB – Joint Matriculation Board

MDGs – Millennium Development Goals

MoE – Ministry of Education

O' Level – Ordinary Level

OECD – Organisation for Economic Co operation and Development

OVC – Orphaned and Vulnerable Children

PPR – Parliamentary Progress Report

SD – Swaziland

SISS – Senior Inspector Secondary School

TOT – Trainer of Trainers

ABSTRACT

Swaziland changed its pedagogy from the teacher-centred O level to IGCSE which is learner-centred. In preparation for a pedagogical change, some logistics were put into place; amongst these, teacher development. Research points out that what the teacher does in class is significant and has a bearing in the learner's outcomes, therefore appropriate and adequate teacher training should be afforded to the implementers of a new pedagogy.

This study seeks to find out how Swazi teachers were trained in preparation for the pedagogical change. The study was done in a qualitative manner, whereby semi-structured interviews were used as a method of collecting data.

The study revealed that even though teachers were trained for the implementation of the new pedagogy, the training was not effective because it was for a few days, no effective follow up was made and it also did not take into consideration the teachers' pedagogical needs, it assumed a one-size-fit all approach.

KEY WORDS: TEACHER DEVELOPMENT, EDUCATION CHANGE, LEARNER-CENTRED PEDAGOGY.

CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

According to the Ministry of Education's (MoE) National Policy on Education (1999), education is the cornerstone of economic and social development in Swaziland and the objective of the government is to provide education that is affordable, accessible and relevant.

Schools in Swaziland fall under three categories, namely, government, grant aided and private. The main levels of education are primary, secondary and tertiary. Primary school education is widely available its duration is seven years and learners must be at least six years to start primary school. Almost all children enrol for primary school and it leads to the Swaziland Primary Certificate. In line with the Millennium Development Goals (MDGs) and the constitution of the country, at the beginning of the year 2010, the government introduced free primary school education, starting with the first two grades. Secondary school, with a duration of five years is divided into two cycles; a three year cycle leading to a Junior Certificate and a two cycle, which prior to 2006 was preparing pupils for the General Certificate of education Ordinary level (GCE O Level), but now the two year cycle prepares learners for the International General Certificate of Education (IGCSE).

According to the Parliamentary Progress Report (PPR) (2008), Swaziland adopted the General Certificate of Education (GCE) for forms four (grade 11) and five (grade 12) in the late 60's after pulling out of the Joint Matriculation Board (JMB). This was partly due to the fact that the JMB continued to carry out apartheid elements which promoted white superiority. In this regard, many Swazis were not achieving grades that could lead them to further education and training. When the GCE program was adopted the number of students qualifying for further education and training in Swaziland improved.

The changes in the British education system resulted in parents criticizing it because of its discriminatory nature against the majority of learners who formed about 80% of the school population that ended up in a parallel program with a low academic status called the Certificate of Secondary Education (CSE). The career development of the CSE program was

designed such that learners got channelled to Career Awards Programs which were practical or vocational in nature.

The PPR (2008) further points out that, in solving the above problem British politicians resolved to merge the GCE and the CSE, resulting in the GCSE and it was sold to countries outside the United Kingdom (UK) by the Cambridge International Examination (CIE) Board, and thus called the International General Certificate of Secondary Education (IGCSE). Learners in the United Kingdom are now differentiated by their grades in the GCSE and the same applies to Swaziland with the IGCSE.

Having taken the GCSE path, CIE decided to de-market the GCE as from 1988 in all countries and examination centres they served over the years. To date, over 120 countries and centres have bought the IGCSE program. Some countries that adopted the program were allowed to adapt or customize it to their socio-economic and political settings on agreed monitoring mechanisms for accreditation and certification. Swaziland is one of those countries. The then Principal Secretary in the Ministry of Education concurs with this by saying

> "the Ministry of Education found it fit, to adopt and adapt the IGCSE model, which was developed in Cambridge, Great Britain. This program is widely accepted by the international community as it is based on sound educational principles by contemporary standards of the education community worldwide" (Ministry of Education: Consultative Document on IGCSE, 2005).

When CIE started de-marketing the GCE in 1988, Swaziland *was not very keen in* trying to find out about this new pedagogy, but in August 1997 to October 2005 a series of meetings were held to deliberate on the groundwork for the implementation of the IGCSE.

Around 2004 Swaziland was informed by CIE that they were phasing out GCE as they found it expensive to run with only two centres, namely Lesotho and Swaziland. So Swaziland had no choice but to adopt the IGCSE curriculum. So finally in 2006 Swaziland started implementing the IGCSE curriculum in form four (grade 11) and learners sat for the first IGCSE exam in 2007.

The MoE was aware that IGCSE teaching approaches require individualized attention as opposed to traditional approaches and it would have an impact on staffing, meaning that more teachers were to be hired. Also according to the MoE Consultative Document on IGCSE

(2005), staff development is of great importance and it is viewed as those activities that are designed to enhance the capacity to effectively deliver the educational program. The report further points out that with the introduction of the IGCSE, it was expected that there will be staff development at school level, with or without external assistance; schools can form clusters where subject teachers could share knowledge and expertise on best practices and external resource persons could also be utilized to enrich the practicing teachers who are used as resource persons; teachers should also attend and participate in workshops organized by the inspectorate and personal/individual development whereby teachers continually research around their subject, using libraries and information technology facilities.

1.2 AIM OF THE RESEARCH

The study is interested in teacher development interventions in relation to the introduction of the International General Certificate of Secondary Education (IGCSE) in Swaziland (SD). This meant that SD had to undergo some pedagogical renewal for its teachers because the previous curriculum which was the General Certificate of Education (GCE) was teacher centred and IGCSE is learner centred. (Ministry of Education (MoE) Consultative Document on IGCSE, 2005). The study seeks to find out the view of various stakeholders about the different kinds of teacher development provided in supporting the adoption of the new learner centred pedagogy of the IGCSE and how effective it was.

The study seeks to investigate the following:

- What teacher development interventions were put in place to prepare teachers for a learner-centered pedagogy?
- After the initial development, what additional or other assistance teachers received from colleagues, Heads of Departments (HODs), school administrators, cluster groups and Subject Inspectors?
- What were the teachers and teacher trainers' understandings of learner-centeredness and if they were prepared to implement this new pedagogy?
- How teachers felt about this new pedagogy and the resources needed in relation to their new classroom contexts?
- If teachers faced problems, what did they do and what could be done to help them?

1.3 RATIONALE

The purpose of the study was to find out how effective the in-service training and other interventions were in preparing teachers for the pedagogical change and if they felt equipped and confident enough to implement the change. There is little research available regarding teacher training for pedagogical change in Swaziland. The researcher, who is a lecturer at a teacher training college, felt that the results of the research will help both in in-service training and in the pre-service training of aspiring teachers.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Since the study dealt with teacher development to support teachers after a change in curriculum pedagogy, the literature review needs to cover debates around issues of education change, learner-centred pedagogy versus learning centred-pedagogy, in order to contextualise teacher development and teacher change. The review then looks at various approaches and models of teacher development as they relate to pedagogical change.

2.2 EDUCATION CHANGE

The subject of educational change has been discussed since the 1950's as education had to adapt and be reformed. Sergiovanni (2000) argues that today change is more preoccupied with the process rather than the substance of change, meaning that change advocates are mainly concerned with advices about the change management process rather than the significance of the change. He goes on to argue that

> " if the discipline and practice of educational change is to fulfil its promise it must evolve from a policy science concerned with instrumentalists to a science and art of design concerned with substance" (p.57).

Sarason (1996, p.9) concurs with Sergiovanni by arguing that

> "the strongest pressures for change have come from outside the school system"

In examining school change, Sergiovanni (2000) argues that the life world should be protected and be at the centre of any change in order for it to be effective. Habermas (1987 in Sergiovanni, 2000, p.61) argues that

> "all society's enterprises from the family to the corporation possess both a life world and a systems world. In schools, leaders and their purposes, followers and their needs and the unique traditions, rituals and norms that define a school's culture comprise the life world. And the management decisions and protocols, strategic and tactical actions, policies and procedures and accountability assurances comprise the systems world".

He further concurs with Sergiovanni that a school's nature will grow when the life world is the generative force for determining the systems world. Also, the school's nature tends to be undermined when the systems world becomes the generative force for defining the life world as this situation is a form of colonization of the life world by the systems world. He further points out that many societies fail because of this colonization.

But why does the colonization of the life world place a school at risk?

According to Sergiovanni (2000, p.61),

> "at the heart of a school's individual life world are ideas and commitments that function as a source of authority for what people do. Unlike hierarchical authority or legal authority, authority of the life world influences thought and behaviour and provides the basis for deciding things and authorizing actions based on what people believe about their school and what it is trying to accomplish. This authority exists in the form of local values and purposes and determines local initiatives aimed at achieving the school's own destiny. It is difficult to improve schools over long haul when the life world of schools is ignored and when local authority is short-circuited by heavy-handed mandates from afar"

He further argues that people should have the urge to change, because if change comes from the systems world, meaning that if change is imposed then the people will feel like they are not part of the change or be resistant to it. If the change takes into consideration the culture and the context of the school, then it would be meaningful. Fullan (1991) supports this assertion by arguing that for change to materialize it has to be meaningful both to those implementing it and the society at large. Bhikha (2002 in Jansen & Taylor, 2003) also concurs with Fullan that participants in the change process should see themselves as active constructors of change rather than passive victims of top-down reform processes.

According to Fullan (2008), change means having and using new materials, having new behaviours or practices and also having new beliefs or understanding on what is to change. In improving an education system, change advocators should look at what is to be improved, how to improve it and why it should be improved (Fullan, 1991). He goes on to say that it is also important that a few goals or objectives should be set in order to make the change a success. Levin (2007) points out that with a positive attitude from the government and a nation that has confidence in the education system, change is possible. Hargreaves (2005) tackles the idea of educational change via a focus on its impact on emotions. He says that not all teachers respond the same to change and that it is important to understand the various

factors which influence teachers' response to change, such as teacher's age, competences as well as stage of their career.

Fullan (1991, p.8) argues that:

> "Neglect of the phenomenology of change that is, how people actually experience change as distinct from how it might have been intended, is the heart of the spectacular lack of success of most social reforms….. Change must always be viewed in relation to the particular values, goals and outcomes it serves"

Thus, in order for change to be meaningful, it must be viewed in relation to the goal of education which is to make better teachers and to make learners become better citizens.

However, an important focus when dealing with educational change is to remember that the main purpose of schooling is to promote teaching and learning (Bush *et al*, 2009), so change should be geared towards, and result in, improving learner achievements. Another crucial aspect for effective change is for the government to ensure that supportive policies and programs are put in place to make educational change possible at school level.

2.3 LEARNER-CENTERED PEDAGOGY

This study on teacher development is about the support teachers need to adapt and change to new learner-centred pedagogy in the form of the new IGCSE introduced in Swaziland schools. According to Tabulawa (2003), learner-centred pedagogy is a teaching approach that encourages learners to be active in the learning process; it encourages problem solving skills and critical thinking in learners. It also enables learners to construct their own knowledge within or out of the classroom.

According to Bray (1984), international agencies have played a major role in education development in African countries, because they have acted as independent initiators and a mechanism of major educational policy changes. Learner-centred pedagogy, according to Tabulawa (2003), is a policy which was borrowed from the West and encouraged by the World Bank. Western countries were interested in introducing it to African countries to promote the idea and practices of Western democracy. Aid agencies started to be interested in this kind of pedagogy in the African states after the fall of the Berlin Wall, which marked the end of communism. The West felt that they could now give aid to African states linked to their view that Western countries should adopt capitalist ideas and systems. The World Bank

and the International Monetary Fund (IMF) made it clear in their loans to African countries that they want to promote a western form of liberal democracy.

According to the Department of International Development methods (DfID) (1997 in Tabulawa, 2003), education was now believed to be the most important component in the democratisation process, the question now was: how do they connect education to democratisation? According to Tabulawa (2003), one of the solutions was learner-centred pedagogy because this type of instruction makes learners open-minded, able to question, behave as critical and independent thinkers. However, most African countries continue to use the traditional teacher-centred approach to teaching and learning and this is for several reasons.

Firstly, learner-centred pedagogy was introduced as a foreign concept to African countries by aid agencies claiming that it had no political connotations to it and yet these aid agencies had a political agenda in pushing African countries to adopt this kind of teaching style. They also argued that this kind of pedagogy will lead to improvements in learning outcomes as it is more effective cognitively and yet there is no evidence of this (Tabulawa, 2003).

The second reason is that any education system should reflect and incorporate African country's national and local values and traditions, which, are not in favour of questioning elders and their authority. According to Tabulawa (2003) questioning elders and their authority is a mark of disrespect. Learner-centred pedagogy, as introduced by the West, encourages African learners to go against their traditions and values.

Another reason is that learner-centred pedagogy poses a challenge to African countries because conducive conditions for teaching and learning do not exist at school level as most schools are characterised by large class sizes, poor facilities, shortage of learning materials and lack of teacher development and change in classroom practices. Yet, this type of pedagogy requires a teacher to be creative and use different teaching methods, and not be the only source of information. However, Dembélé (2003) argues that learner-centred pedagogy is difficult to implement on a large scale even when the required teaching and learning materials are available. This could be due to the fact that most teachers do not understand this type of pedagogy; therefore they interpret it differently and thus causing implementation challenges.

Another reason according to Richardson (1994:6 in Tabulawa, 1998) is that, due to the fact that learner-centred pedagogy is an imported approach, it undermines what teachers in African states think, know and practice, teachers adoption or implementation of new practices is related to

> "whether they fit with teacher's set of beliefs about teaching and learning, engages students, and allows the teacher the degree of classroom control he/she feels necessary. If the activity does not work, it is dropped or radically altered" (p. 253).

This therefore gives little choice for many African states to implement learner centred pedagogy.

That is why most African states continue to use the traditional approach to teaching and learning. But to mention the problems of employing the learner-centred approach to teaching and learning in African States, is not to go against some form of learning-centred approach to teaching, an issue investigated by scholars in terms of an alternative form of learning-centred pedagogy or what Gauthier (2005) calls the "structured teaching approach". Both the structured approach to teaching and the learner-centred approach subscribe to the constructivist cognitive theory of learning, which states that learners learn best when they construct their own knowledge. However, the two approaches differ in the way they are applied by teachers, especially in developing countries according to Gauthier (2005).

Unlike the open ended learner-centred approach, the structured method of instruction, according to Dembélé (2003, p.272)

> "is characterised by a structure and some teacher directivity and with mastery learning as a guiding principle"

This means that this approach allows teachers to give direction to learners to enable them to construct more knowledge on their own. The structured approach also subscribes to the constructivist learning theory but it makes learners construct their own knowledge with some structured guidance from teachers (such as questions and answers). However, such structuring does not prevent learners from constructing their own knowledge from the direction given by the teacher. In that sense, it is very different from the traditional pedagogical approach where learners only regurgitate what the teacher has fed them.

However, this pedagogical change represents a substantial change for teachers in their work and practices and this is why effective teacher development and support is needed.

2.4 TEACHER DEVELOPMENT

Research points out that teaching practice is a key educational determinant in student learning and achievements (Gauthier *et al*, 2004). They further argue that teachers are the most influential factor in student learning. Coleman *et al* (1996 in Gauthier *et al*, 2004) argue that although a learner's background is also an important factor in teaching and learning, it is not an impossible barrier to the teaching and learning process. Beeby (1996 quoted by Stuart and Lewin 2002 in Lefoka *et al*, 1997) argues that attempts to change the quality of learning in schools should be linked to teacher development. To attest to Beeby's argument, Dembélé *et al* (2007) argue that pedagogical change cannot be separated from teacher development.

Therefore, while teacher development becomes one of the most important issues to focus on when introducing a learner-centred pedagogy, appropriate teacher development is needed to give teachers the knowledge, competencies and attitudes to implement such pedagogy and develop their learners to be critical thinkers, problem solvers etc. The challenge therefore is to find the best forms and models of teacher development which can support and develop teachers to implement effectively new ways of teaching.

2.4.1 Dimensions of Professional Development

There are different dimensions to teacher development. According to Guskey (2000 in Balfour *et al*, 2004, p.203), professional development includes

> "those processes and activities aimed at enhancing the professional knowledge, skills, and attitudes of educators so that they are able to improve students' learning"

And further, PD

> "must be intentional, with clear achievable goals and purposes; ongoing, with built in intermittent monitoring and support; and that it must be systemic, involving the various levels of the school and the education system"

Dembélé *et al* (2007, p.534) give teacher professional development a two-dimensional meaning. The first is

> the actual learning opportunities, which prospective, beginning and experienced teachers engage in their time and place, content and pedagogy, sponsorship and purpose.

The second is

> the learning that occurs when teachers participate in those activities. From this perspective, professional development means transformations in teachers' knowledge, understandings, skills and commitments, in what they know and what they are able to do in their individual practice as well as in their shared responsibility.

Hargreaves (2003:63 in Balfour *et al*, 2004, p.203), however, argues that professional development is more than the learning of new knowledge and skills, and should include personal development, enabling teachers to

> "build character, maturity, and other virtues in themselves and others, making their schools into moral communities"

Vonk (1991 in de Feiter *et al*, 1995, p.47) concurs with Hargeaves by arguing that today's professional development is

> "the result of a learning process which is directed at acquiring a coherent whole of the (practical and theoretical) knowledge, insights, attitudes and repertoire a teacher needs for the everyday practicing of the profession"

He goes on to argue that

> "teachers' profession is a function of an interaction between person-related factors (e.g. individual dispositions, life stage, family circumstances) and environmental factors (e.g. colleagues, students, school administration)"

meaning that professional development is a complex process which has to interact with many different factors.

According to Little (1993, p. 133), at the end of the 20th century,

> "the most promising forms of professional development engages teachers in the pursuit of genuine questions, problems and curiosities overtime in a way that leaves a mark on perspectives, policy and practice. They communicate a view of teachers not only as classroom experts but also as productive and responsible members of a broader professional community and as persons embarked on a career that may span 30 years or more"

Lieberman (1995) argues that too often teachers are told that other people's understandings of teaching and learning are more important than their own and that their knowledge which is gained daily from working with learners is of less value. This is confirmed by Day (2000 in Balfour *et al*, 2004) who argues that persistent condemnation of teachers and their work runs the danger of discouraging them and undermining their self-esteem. Lieberman (1995) argues that experts from outside the school context view teaching as technical, learning as packaged and teachers as passive recipients of the findings of what is called "objective research". Because the modern school reform movement is concerned with essential issues

such as knowledge building and teacher learning, today's approach to professional development is important and should go beyond the technical tinkering that has often characterized in-service training. Professional development should focus on both personal and professional identities of teachers and schools should change and become learning organisations, in which people work together to solve problems collectively. Thus, professional development, according to Lieberman (1995), is more than about preparing teachers for a new pedagogy or a new program, but is also about thinking how the content and process of learning can be redefined in ways that involve teachers and learners in an active pursuit of learning goals. In that sense, it involves a joining of experiential learning and content knowledge. Sergiovanni (2000) also argues that developing teacher expertise should be sensitive to local contexts, interests and needs, meaning that it should be sensitive to the life world of schools and teachers; it should not be from the systems world all the time.

Lieberman (1995) argues that the ways in which teachers learn are not different from the ways learners learn. Cognitive learning theorists argue that people learn best through active involvement and through thinking and communicating about what they have learnt. Processes, practices and policies that are built on this view of learning are at the heart of a more expanded view of teacher development that encourages teachers to involve themselves as learners. She goes on to argue that most of the in-service training or staff development tends to be of a formal nature and not connected to classroom life, meaning that it is from the systems world and not connected to the life world of the schools (Sergiovanni 2000). Lieberman (1995) goes on to argue that in-service training for teacher development is often a mixture of abstract ideas that pay little attention to the ongoing support of continuous learning practices, whereas it is supposed to be about moving teachers beyond simply learning about new ideas or frameworks for understanding teaching practice to making them actively involved in decisions about the substance, process and organisational support for learning in school. It should involve broader support mechanisms, such as networks or partnerships that provide opportunities for learning new ideas involving groups outside the schools. She goes on to argue that, if reform plans are to be made operational to enable teachers to change the way they work, then teachers should have opportunities to discuss, think about, try out and improve on their practices. This means that they must be involved in learning about, developing and using new ideas with their students.

Sprinthall & Thies-Sprinthall (1983, in de Feiter *et al*, 1995) also argue that teachers should be regarded as adult learners when being developed and that principles of adult learning should prevail in in-service activities. According to them, the principles are as follows:

- Teachers should have a say in the content and the process of their learning. Little (1993 in Reitzug, 2002) agrees that

  > "there is little value in the one-size fits all model of teacher development that exposes teachers with different backgrounds and from different schools to the same material. Thus professional development should reflect participant's input" (p.13).

  Even though this is so but Sparks (2000 in Reitzug, 2002) warns that teacher development should not be based only on the opinion of teachers regarding their needs, but should rather begin with assessing the learners' needs and learning outcomes and work backwards in order to ascertain which teacher development would suit the needs of the learners.
- Professional learning as intended by activities such as in-service courses, workshops and self-study, only takes place when teachers feel a need for change and are convinced of the practicability of the intended change.
- Assimilation of new knowledge and skills only takes place when teachers are able to relate it to their existing knowledge and repertoire.

McIntyre (1993 in de Feiter *et al*, 1995) argue that changes in the practical knowledge base take place through reflection. That reflection affects their knowledge (subject knowledge and pedagogical content knowledge) their methodology as well as their beliefs about 'good practice'. de Feiter *et al* (1995) note that

> "teacher development includes a lifelong learning process of professional growth which is related to the needs of teachers in the various phases of their careers, therefore different forms of teacher development should be used during the different phases of the teachers' careers" (p. 50)

2.4.2 Different forms of teacher development for different teachers

There are different forms of teacher development. Hargreaves (2000) distinguishes between different ages in teacher work, competences and professionalism. The pre-professional age is, when teachers behave as workers transmitting the curriculum, the professional age is when teachers know how to adapt their pedagogy to their context and their learners. Then, there is

the collegial age, where teachers become reflective practitioners and can share or work together to solve common problems in their classrooms. Teachers without a good experience will tend to avoid any change and show little interest in improving on their work. They prefer to follow survival strategies and are not interested in in-service activities. When this happens, individual guidance and support is the only way to get these teachers to remain on the right track. In this age, teachers would have adequate subject content mastery and could be introduced to more complex forms of teaching either through professional exchange between teachers or network with other teachers to improve their practices and develop their careers. Principals at this point should be trained on how to promote a collaborative or collegial working culture within their schools.

In this age, teachers are competent and effective and feel satisfied with their professional lives. They put the needs of learners as their central focus and want to improve their performance and continue to look for new challenges that may enrich their professional lives and keep them interesting. These teachers are reflective practitioners who reflect on their actions. For instance, if a certain teaching method did not work well for a certain topic, they will try and find out why it did not work and employ another teaching method to see if it will work better for that lesson. Other teachers who think of themselves as effective and competent may lack basic satisfaction and find teaching less and less challenging and may develop signs of stagnation. Thus, people responsible for teacher development should identify the kinds of teacher professionalism that exist among teachers. Teachers who are interested to look for new challenges should be encouraged to see themselves as professionals and should be offered different development opportunities, which are based on their practices in schools, such as teacher networks or professional communities of practice (Wenger 2001 in Kristensen; Shea & Sherer, 2003), where they work together to achieve higher standards of practices. Wenger (2001:2 in Kristensen *et al,* 2003) describes communities of practice as:

> "a group of people who share an interest in a domain of human endeavour and engage in a process of collective learning that creates bonds between them" (p.185).

He further argues that communities of practice have three main characteristics:

- The Domain- involvement in the community requires same knowledge and some competence in the focus area or domain;
- The Community- members of the community interact and learn together, they engage in joint activities and discussion, help each other and share information; and

- The Practice- members of the community develop a shared repertoire of resources, experiences, stories, books, and ways of addressing recurring problems.

The case of teachers' communities of practice could only be effective at the collegial phase (Hargreaves, 2000). These are stages whereby teachers possess content knowledge, pedagogical knowledge and reflective knowledge.

Thus, this review on different forms or models of teacher development shows that it is important to understand the kind of teachers one deals with and the kind of change to be negotiated with them, as the one-size-teacher-development does not fit all. Furthermore, depending on the phase of their career (de Feiter *et al*, 1995) and/or their level of professionalism (Hargreaves, 2002), teachers will be more receptive to, and will need, different kinds of teacher development

2.4.3 Teacher development for a change of pedagogy

Many African countries have changed their pedagogy or curriculum in the last decade or have had to train teachers rapidly to cope with the growing demand coming from the Education for All (EFA) policy. As a result, teacher development has become a major priority and practice in these countries. Swaziland was no exception, she also had to change from the O' Level curriculum, which was teacher-centred to the IGCSE which is a learner-centred curriculum.

Lefoka *et al* (2007) argue that, in Namibia where teacher development was considered to be the most important factor in teaching and learning, the department focused heavily on pre-service and in-service training programs when they introduced a learner-centred pedagogy. However, the Namibian teacher training which was designed for teachers, administrators and teacher supporters did not yield the expected outcomes. Although teachers became aware of the necessity to include learner-centred principles in their teaching, they seemingly lacked the skills and knowledge of how to do so in their classrooms.

According to Dembélé *et al* (2007), studies conducted in Lesotho revealed that teachers were unable to practice new teaching techniques such as open-ended methods of instruction and showed little interest in pupils' own knowledge which is against the very learner-centred pedagogy they were supposed to adopt. Tabulawa (1998) argues that the reasons for teachers in Botswana not to practice preferred techniques are often related to technical issues such as lack of resources, poorly trained teachers, large class sizes and the exam-oriented educational system.

Dembélé (2003) examines the support needed by teachers when a new curriculum approach for which they are not prepared is introduced. Apart from workshops which are not often effective as they are once-off and not continuous, there is a need to coach teachers and model good practices in their classrooms. This is attested by Joyce and Showers (1980 in Fullan, 1985), who argue that there five components which are essential for in-service education, these are theory, demonstration, practice, feedback and coaching.

According to Feiman-Nemser (2001:1041, in Dembélé & Schwille, 2007, p.104),

> "teachers have little say about the content of such sessions. There are limited opportunities for meaningful interaction and follow–up. Teachers' may go home with a new idea, but the design of these sessions makes it unlikely that teachers' practices will change in any significant way"

Dembélé *et al* (2007) argue that dominant forms of teacher development methods used in various African countries were criticized as not effective in improving instructional quality. One-time workshops and seminars were commonly used as methods of teacher development but these do not change the behaviour or practices of teachers. Day (2000 in Balfour *et al,* 2004) concurs with Dembélé *et al* (2007), by arguing that there is a need to invest in continuing professional development because even though a lot of money is spent on one-day workshops there is evidence that classroom practice remains unchanged and teachers remain unwilling and/or unable to implement the many changes suggested in the workshops. Therefore, there should be a continuous identification, analysis and response to the various challenges faced by teachers in the classroom.

Another popular form of training used is the cascade method. According to Dembélé *et al* (2007), this form of training is used to train a few participants in a short period of time. It starts to train people at the top so they themselves can train others, until information has reached all implementers or teachers. However, it is rather ineffective at changing teacher practices. An Organization for Economic Co operation and Development (OECD) report (2005 in Dembélé *et al*, 2007) points out that the methods of teacher development used are often not related to teaching practices and are without sufficient follow-up.

However, Hill (2009) argues that, in order for professional development to enhance teaching and learning, it must last for several days or longer, it must focus on subject matter specific instruction and it must be aligned with the instructional goals and curriculum materials in

teachers' schools. Sergiovanni (2000) also argues that, in order for teacher development to be effective, it should be sensitive to teachers' contexts.

Guskey (1986) argues that there are three major outcomes of teacher development, namely, the change in the classroom practices of teachers, change in their beliefs and attitudes and a change in the learning outcomes of students. He goes on to say that, what is most important is the order of occurrence of these outcomes, which is then a temporal sequence. Too often, teacher development initiatives are based on the assumption that change in teachers beliefs and attitudes comes first, and they emphasize the importance of gaining a sense of commitment from teachers. As a result, activities are planned specifically to alter the beliefs and attitudes of teachers before the implementation of a new program or innovation.

Guskey (1986) further argues that, when teachers change their classroom practices first, they do so if student learning outcomes have been seen to improve, this is through the use of a new instructional approach or a new innovation that has been introduced and it changes learners' outcomes. Guskey (1986, p.5) examined the effectiveness of teacher development programs designed to

> "alter the professional practices, beliefs, and understanding of school persons toward an articulate end"

The ones which were more successful were those which targeted a change in teachers' classroom practices and not a change in teachers' beliefs and values first. He further argues that, teachers who experience new improved practices which lead to better learner achievement will subsequently change their beliefs and values, and not the other way round. Hence, teacher programs should aim at making teachers experience the new changes first.

Hill (2007) argues that teacher development has to be aligned with and support the instructional goals, school improvement efforts and curriculum changes in teachers' schools. Thus, effective teacher development is done by people who know what school teachers have or do not have with regards to teaching and learning resources. Fullan (2002, pp19-20) argues for the importance of learning at work for adults or what he refers to as learning in context by saying:

> "that learning in context has the greatest potential payoff because it is more specific, situational and social it develops shared and collective knowledge and commitments"

For him, learning in context is aimed at improving the organization and its social and moral context and it establishes suitable conditions for further development, including conducive conditions to learn from others on the job.

Thus, effective teacher development for pedagogical change will be based on an accurate understanding of the kind of teachers and what change in their pedagogical approach and competence means for the improvement of their practices, values and beliefs.

2.5 CONCEPTUAL FRAMEWORK

A conceptual framework is developed out of this literature review to inform how this study proceeds in the research. It is clear that policy reforms, which are aimed at meaningful changes and are coming from the outside, may not be in tune with and even conflict with local values, beliefs or practices. For effective educational change to take place, it must be viewed in relation to credible beneficial goals and outcomes to be achieved and should not destroy the life world of schools and teachers but enhance it while changing what is needed.

In the case of teacher development, the literature shows that teacher development has to be directed at improving learner achievement and should be based on a modelling mode which makes teachers experience the benefits of the change, before they can adopt it effectively in their own classrooms.

The literature has shown that effective teacher development is not about workshops or cascade training taking place off-site, but rather about mentoring and coaching on-site and in a way which contextualizes the change in teachers' real classroom context (Guskey, 1986). Such teacher development should aim at changing teachers' practices by modelling new practices and then, if teachers experience positive changes in learners' learning, they will then change their views. In addition, when planning teacher development for pedagogical change, one needs to identify the kinds of teacher practices, knowledge, competences as well as their values and beliefs to identify the appropriate forms of teacher development.

Thus, when planning teacher development for pedagogical change, one needs to identify the kinds of teachers, their practices, knowledge, competences as well as their values and beliefs to identify the appropriate forms of teacher development.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to identify and map out the processes involved in research investigation. The main question was: what research approach will this study undertake? The argument in this section was that, a qualitative study in the form of semi-structured interviews was appropriate, because it seeks deeper understanding of peoples' experiences, behaviour, emotions and feelings. This section focused on methodological issues such as research approach, procedures, research instruments and sampling, data analysis, and describes how these were applied in the study. Validity and reliability, ethical considerations, were included as part of the research design.

The qualitative approach was found appropriate to answer the research questions identified by this study:

- What teacher development interventions were put in place to prepare teachers for a learner-centered pedagogy?
- After the initial development, what additional or other assistance teachers received from colleagues, Heads of Departments (HODs), school administrators, cluster groups and Subject Inspectors?
- What were the teachers and teacher trainers' understandings of learner-centeredness and if they were prepared to implement this new pedagogy?
- How teachers felt about this new pedagogy and the resources needed in relation to their new classroom contexts?
- If teachers faced problems, what did they do and what could be done to help them?

3.2. RESEARCH DESIGN

According to Pilot, Beck & Hungler (2004, p.175) research design refers to

> "an overall plan for obtaining answers to the question being studied, and for handling some of the difficulties encountered during the research process"

Research design is divided into various types namely: experimental, historical, descriptive, qualitative and quantitative design.

The researcher embarked on a qualitative study. According to Strauss and Corbin (1998, p.10) qualitative research can be defined as

> "any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It can refer to research about persons' lives, lived experiences, behaviours, emotions and feelings…"

With regards to the above description, the research study aimed at finding out how the teachers were developed and whether they were confident to teach the using the learner-centred approach. Because of the nature of the research question and study, a qualitative research method appeared more appropriate. The research questions wre focused on the 'what', 'how' and 'why' questions. Such questions can be best answered through a qualitative method (Neuman, 1997). McMillan and Schumacher (2006, p. 315) argue that the primary purpose of a qualitative research is to achieve an in-depth understanding of social practice, by

> "analyzing the contexts of the participants and by narrating participants' meaning of these situations and events"

Bogdan and Biklen (1992 in Siegle, 2009) argue that qualitative researchers do not do the research having specific questions and hypotheses to test, but they are concerned with understanding behaviour from the subject's own frame of reference. They believe that you can interpret experiences of each one of the subjects by interacting with them. Paton (2001 in Golafshani, 2003) argues that the advantage of qualitative research is that, qualitative researchers accept their role and involvement in the research by discussing that the real world is subject to change, thus the researcher should be present to record the changes that occurred before and after.

3.3. SAMPLING

Sampling refers to the process of selecting a small group, a sample, from a large group, the population, with the intent that it is representative. The participants are selected because they satisfy a particular purpose, or a particular need (Cohen & Manion, 2005).

Purposive sampling was used by the researcher, because the participants that were interviewed had specific qualities and understanding which illustrated the purpose of the study. For example, the participants were trained before the introduction of the IGCSE and have practiced for a few years (Knobel & Lankshear, 2004).

The study examined two schools in an urban area of Swaziland. The selected participants were the two principals, five Heads of Departments (HODs) and five teachers and the Senior Inspector of Secondary Schools (SISS). These two schools were chosen because, though they are both in the urban area, there was a big difference in their learner achievement.

3.4 DATA COLLECTION METHODS

Data collection methods refer to what the researcher is going to use to collect the data. The data collection methods that were used were semi-structured interviews. Interview schedules were suitable for this research because the researcher was able to probe further if she needed clarification.

3.4.1 Semi-structured Interviews

Interview schedules were considered suitable for this research because the study was about the assessment of what, how and why teacher development happened in the way it did and therefore it was important to gather peoples' perceptions and experiences with interviews, which were useful to probe further to obtain in-depth views and clarification.

The data was collected using semi-structured, open-ended interview questions to understand in greater depth teachers' experiences in teaching the using the new pedagogy. The advantage of this method is that among other things, it is more flexible in terms of allowing the researcher an opportunity to probe and increase the response rates. It also, afforded the interviewer the opportunity to observe non-verbal behaviour. This method is known to have open-ended questions which do not pre-determine the responses and the interviewer can probe more if the need arises (Hoepfl, 1997). He further argues that interview guides can be modified over time to focus attention on areas of particular importance and at the same time the interviewer can exclude questions he/she feels are unproductive for the goals of the research. The researcher administered the interview by recording the responses of the participants while talking to them so that the researcher could refer to the data at a later stage. According to de Feiter *et al* (1995) teachers at different levels of their career and their different professionalism levels (Hargreaves, 2000) have different training needs, therefore a one- size fits all approach to teacher development is not effective. The semi-structured

interview schedules included questions on whether de Feiter *et al* (1995) and Hargreaves (2000) approaches were applicable in Swaziland and if they were not, what the way forward would be. Also the interviews included questions on whether the learner-centred pedagogy is suitable for a Swazi learner. Tabulawa (1998) argues that the reasons for teachers not to practise preferred teaching techniques are often related to technical issues such as lack of resources and big class sizes, therefore the interview schedules included questions on how these issues affected the teaching and learning process, especially during the implementation of the new pedagogy.

The participants were interviewed to find out what kind of teacher training they received before they implemented the new pedagogy and whether after the initial training they got help when they were faced with difficulties. Although interview schedules are time saving, they can also be time consuming compared to questionnaires because, the interviewer has to spend time interviewing the participants whereas he/she could be using the time for other things.

3.5 DATA ANALYSIS

Bogdan and Biklen (1982: 145 in Hoepfl 1997, p.8) define qualitative data analysis as

> "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is to be learned and deciding what you will tell others"

Neuman (1997, p.421) suggests that

> "a qualitative research data analysis has to be organized into categories on the bases of themes, concepts, or similar features"

McMillan and Schumacher (2006) concur that data that is not organized would be difficult to analyse. Neuman and McMillan et al highlight that the process of coding means giving a descriptive term for a subject matter such that any topic that comes up under that code is grouped accordingly. Categories on the other hand are formed from codes and involve organising similar meanings of a topic together; a code may fall under different categories because they may be interpreted in different ways. Once different categories are formed, patterns will be identified through the categories. Patterns seek to find a relationship amongst categories and are intended to organise data into related themes (McMillan & Schumacher 2006)

In this study data was collected, coded and categorized into relevant or emerging themes from the research findings, which subsequently made up the headings of the study findings presentation.

3.6 RELIABILITY AND VALIDITY

According to Hitchcock and Hughes (1989), reliability concerns:

> "the extent to which any particular method of data collection is replicable" (p.45).

This means that the method of data collection should be able to produce the same results if the research was to be repeated by someone using a different data collection method. To attest to this Kirk and Miller (1986:19) argue that reliability "is the extent to which a measurement procure yields the same answer however and whenever it is carried out"

In order to observe reliability of data collection, the researcher recorded the conversation as well as wrote down the participants' responses at times. After transcribing the information, the participants were given an opportunity to read and correct the transcriptions if the need arose, (McMillan and Schumacher, 1993).

Joop (2000 in Golafshani, 2000) explains validity as follows

> "validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are."

Kirk and Miller (1986) concur with Joop (2000 in Golafshani, 2000) by arguing that validity is the extent to which the measurement used gives the correct answers.

This means that for the research to be valid the researcher needs to ask questions which are relevant and right for the topic. The researcher asked the questions which were relevant using the methodology specified.

3.7 ETHICS

The study focused on human objects, so ethics were considered. The researcher sent her proposal to the Ethics Committee at the University of the Witwatersrand, to ask for a clearance to do the research. The researcher was given a clearance, protocol number (2010ECE169**C**). The researcher also asked for permission from the MoE to conduct the research at the schools. Once at the school, she informed the participants about the aims of

the research. This gave them an opportunity to freely decide whether to participate in the research or not. In writing the research report, the researcher retained anonymity of the participants by using fictitious names.

3.8 LIMITATIONS TO THE STUDY

In conducting the research the researcher came across a number of challenges.

Firstly, it was not possible to interview the initially targeted number of HODs due to the fact that the system used in Swaziland does not allow a department which has less than five teachers to have an HOD, so in most cases HODs for different subjects did not exist. In departments like business studies and design and technology where there are usually two or three teachers, they would be put under departments who have an HOD, for instance, in school A the business studies department was under the history department.

Secondly, the researcher could also not interview more teachers because most of the teachers in these schools were new and only came when the new pedagogy had been introduced. Though most teachers had been teaching for a number of years in school B, the researcher came across a problem of getting some of teachers to sit down for an interview, because they only came to the school if they had lessons to attend to and after that they left. Also most teachers at this school did not agree to be audio-taped.

Thirdly, the researcher experienced difficulties with locating the Trainer of Trainers (TOTs) because they were spread all around the country and but she finally managed to interview three. The TOTs were not government or district officials but they were teachers who had full teaching loads at their respective schools.

Last but not least, lack of time and resources were a problem to the researcher because she had to make frequent trips to the schools due to the fact that some teachers did not honour appointments and also to make a follow up on the interviews.

CHAPTER 4

STUDY FINDINGS

4.1 INTRODUCTION

This chapter focuses on the presentation of the findings collected in Swaziland around the perceptions of the kind of development teachers were provided in preparation for the new pedagogy; how effective it was, if there were enough resources and support to implement the pedagogy, what challenges teachers faced in the implementation and possible solutions.

The study was conducted in two schools in Swaziland which are in the same region and same urban area which had very different learner outcomes in the 2009 IGCSE examinations. The schools are referred to as school A and school B. In school A, the principal, three HODs and two teachers were interviewed. In school B, the researcher interviewed the principal, two HODs and three teachers and at the MoE the researcher interviewed the Senior Inspector of Secondary Schools (SISS). Thus, the people interviewed in school A are referred to as principal A, HOD A1, HOD A2 and HOD A3, teacher A1 and teacher A2. In school B, the participants include principal B, HOD B1, HOD B2, teacher B1, teacher B2 and teacher B3. According to the SISS, the TOTs were chosen on the basis that they were members of their subject panels and have proven to be hardworking teachers in their schools. Trainers of Trainers (TOTs) are referred to as TOT 1, TOT 2 and TOT 3. The Senior Inspector of Secondary Schools (SISS) will be referred to as an officer. Since Swaziland is divided into four regions, namely, Hhohho, Manzini, Shiselweni and Lubombo, the different subject panels comprise of teacher representatives from all the four regions. The SISS is head of the inspectorate, that is, he is head of senior subject inspectors. His role in training of teachers was to make sure that subject senior inspectors organised the training of teachers for the new pedagogy.

The data is presented for each school as per above-mentioned emerging themes.

4.2 SCHOOL A

4.2.1 Profile

This section on the school's profiles looks into the school's leadership, culture, staff, performance and gender.

The school has a principal, deputy principal, four HODs and thirty teachers. The enrolment is estimated to be about 400 learners, thus the teacher/pupil ratio is about 1:12, which at face value looks like a very low teacher/pupil ratio, whereas in reality it is not so, due to the fact that learners chose subjects they want like design and technology, food and nutrition etc, but there are subjects which are compulsory like English, mathematics etc, whereby teachers find themselves having a large number to teach. The principal makes the major decisions, as the deputy principal cannot make any major decisions without consulting him. However, the principal stated that he makes sure that he holds staff meetings and hears teachers' points of view before he makes decisions.

The school is committed to the culture of teaching and learning, as mentioned by principal A and teachers. The principal pointed out that there is a zero-tolerance towards laziness of both teachers and learners. Teacher A1 said,

> ".. there is no room for lazy teachers, even if you are new, you just feel and see that serious business is going on in the school and then you automatically shape up".

The principal checks teacher's preparation books weekly and tests are administered monthly to learners; he also checks learners' outcomes for all tests. He sometimes makes surprise visits to the classrooms, to help or motivate teachers and learners. If he sees a decline in the performance of a learner, the teacher has to explain why this is so and the learner is also called upon to explain. In that sense, the principal plays an instructional leadership role. Parents are also urged to come and check their children's performance monthly. The school also encourages teamwork and teachers do not see any problem in asking for assistance from their colleagues.

The culture of teaching and learning is taken a step further, with parents and learners being required to sign declaration forms at the beginning of the year to the effect that, if a learner obtains less than two credits (a credit is a grade of 60 per cent or above) at the end of the year, he/she shall be expelled from the school. Another declaration form that learners sign reads as follows:

> "I shall not write any examination if (i) I have lost and not replaced a school book (ii) I owe school fees".

Parents also sign a declaration form giving an assurance to the school that they will pay the required school fees.

> "I agree to pay all expenses and that my child may be sent home to remind me about outstanding fees" (Times of Swaziland, 24 January 2011).

These are not the only declaration forms parents and learners sign at this school as they also sign forms pertaining to absenteeism and misconduct, amongst others.

The school is fairly well resourced with a computer laboratory that has internet which is available to all teachers and learners. One setback is that the time allocated per class is not enough for learners to do research, as required by the IGCSE curriculum and learners are only allowed into the laboratory if a teacher is present. The principal pointed out he tried by all means to provide teaching and learning materials so that the teaching and learning process could run as smoothly as much as possible.

The school had been performing well, even before the IGCSE curriculum was introduced. The school was in the top ten best performing schools at form five (grade 12) in 2009 and seven learners from this school were in the top fifty best performing learners in the whole country. The seven learners obtained grades between A* and B. The principal mentioned that they get good results in external examinations, but not because they select the best. He then contradicted himself when he pointed out that for form 1 (grade 8), they received 1 300 applications, but the school had only 90 places available. In this case, the school was forced to accept only merits and first class passes (Times of Swaziland, 6 January 2011).

All participants in this school had been at the school before the IGCSE curriculum was implemented and were teaching, with the exception of the principal who has not taught after the introduction of the IGCSE curriculum. However, the principal took it upon himself to find out more about it so he could hold workshops to help others in the management of teaching and learning.

The participants interviewed had varying years in the teaching profession and in leadership (principals and HODs) as shown in Table 1 below.

PARTICIPANT	YEARS OF TEACHING EXPERIENCE	YEARS IN LEADERSHIP
Principal A	30	23
HOD A1	6	5
HOD A2	17	13
HOD A3	10	5
Teacher A1	14	
Teacher A2	10	

HOD A1 and teacher A1 taught business subjects, HOD A2 and teacher A2 taught languages, HOD A3 taught social studies and the principal used to be a mathematics teacher. HOD A1 and HOD A2 were female. The principal, HOD A3, teachers A1 and A2 were male.

4.2.2 Perceptions about the Relevance of the Pedagogical Change

Respondents had slightly different views on the new pedagogy. Principal A felt that the need for change came from outside since the United Kingdom (UK) had imposed 2006 as a deadline for writing the O' level exams. Thus, Swaziland had no choice but to adopt the IGCSE curriculum.

The principal, all HODs and teachers felt that the change from O' level to IGCSE was necessary because the new pedagogy encourages more participation from learners in the classroom, learners do not wait for the teacher to tell them everything. This kind of pedagogy encourages learners to develop skills such as taking initiative and being critical thinkers. HOD A3 further pointed out that the previous curriculum only required learners to recall but the new one also requires them to synthesize and evaluate which, according to him makes learning more interesting. HOD A2 differed slightly by pointing out that, although IGCSE is learner-centred pedagogy, the content for English is shallower than the O' level and easier to teach.

HOD A2 pointed out that, as SiSwati teachers, they had a challenge with this pedagogy when it came to the subject of culture, because the curriculum does not state how far they are supposed to go in the teaching of some cultural events, such as the Incwala ceremony, which is a sacred Swazi prayer held at the end of every year or early the following year, which has some sensitive issues which she cannot talk about in class as a Swazi. However, sometimes

learners ask about them and she is at times compelled to discuss them, and this could have serious repercussions for teachers if the learners will talk about these outside the classroom.

According to the MoE Consultative Document on IGCSE (2005) the goals of the IGCSE curriculum which is learner-centred are:

- Students should be rewarded for positive achievement on what they know, understand and what they can do rather than being penalized for an accumulation of errors;
- The new pedagogy encourages the development of oral and practical skills, and an investigative approach;
- Use of initiative to solve problems;
- Application of skills, knowledge and understanding, the ability to undertake individual projects and to work in collaboration with other partners or as a team; and
- The provision of positive educational experiences both for the learner and teacher

The principal pointed out that the goals were clear but it all depended on how open-minded individual teachers were. The HODs and teacher A1 had a different view they mentioned that the goals of the new pedagogy were not clear at first but became clearer after the training and the help they got from colleagues and cluster groups. Teacher A2 mentioned that,

"...the goals were clear to me from the beginning, due to pre-service training I had".

The principal agreed that teachers were against using this pedagogy because teachers were not prepared and the new program was expensive (examination fees) and required new teaching resources. They were against the move because the government said it would assist but in reality it did not. He pointed out that the government finally relented because there was no other way, given the UK deadline. He mentioned that they thought at first that the Matriculation examinations in South Africa was a better alternative but, because it was not an international examination, it was decided to accept the IGCSE.

4.2.3 Form of Teacher Development to Support Pedagogical Change

On the form of training for this new pedagogy, there were similar views in this school. All participants pointed out that they were not consulted on the type of training which could be beneficial to them, and they acknowledged that they did not know what the new pedagogy entailed, and therefore would not have contributed much, even if consulted. They mentioned that the training was off-site and lasted for two days. The principal felt that the training should have lasted for two weeks before the start of the new academic year, sometime in

January before schools open, but in most cases the training was for only a day or two because of lack of resources from the government. Such training can never be effective.

The participants had similar views on the issue of changes in beliefs and practices. The principal stated that the training was not aimed at changing teachers' beliefs and practices but at making teachers aware that a new pedagogy had to be used. All HODs and teachers felt that the training had nothing to do with them changing their beliefs and practices but was more about them going back to their respective classrooms and doing things differently.

Teacher A2 said

> "...I showed some commitment towards the training because at university I had been exposed to learner-centred pedagogy, so I had an idea of what it was all about".

However, HODs mentioned that some teachers were resentful about this pedagogical change and demotivated because of inadequate training. HODs and teachers mentioned that the training never modelled any new practices, as they were only briefly told about the differences between the new and the old pedagogy and that was the end of the training.

HODs mentioned that they tried to encourage teachers to be co-operative by organising visits to nearby schools which were already practicing the new pedagogy so as to get help on how to implement it. Though the training was not done properly, HODs and teachers interviewed stated that, fortunately, they received extra help from the principal, cluster groups, colleagues and sometimes subject inspectors. This really helped them to understand and implement the new pedagogy better. They also mentioned that the principal encouraged them to work as a team, something also advocated by the new teaching approach.

4.2.4 Suggestions for Improvement of Training and Follow-up

Respondents gave different responses on follow up. HODs and teachers felt that, after the training, planned workshops should have continued and there should have been effective monitoring with the aim of helping teachers to improve their new pedagogical practices. Teachers A1 and A2 further stated that mentoring and coaching should have followed up the initial training workshops.

Teacher A1 added that it should not be assumed that, if schools are in the same region, they would have the same problems and therefore be provided with the same solutions. At times workshops would be beneficial to some of them only and not others. He further pointed out

that ‘one size does not fit all’ and different solutions are sometimes needed for different schools.

He cited the example of his school which has internet connection but other schools did not have. So, if in a workshop, teachers are taught how to surf the internet for information, this becomes like speaking Greek to a Swazi, for teachers who have never touched a computer before. He suggested that similar schools should be grouped together because they often experience similar problems and could be assisted in developing solutions which befit them.

Teacher A2 also mentioned that some teachers had a problem or were not motivated in accepting change and tended to resist it. He suggested that, for teachers to be more confident about change in their work practices, they should be assisted with on-going support aimed at changing their attitudes so that they would be more receptive to new ideas.

4.2.5 Impact of Teacher Development on Classroom Practices

Regarding the perceived impact of such training, the principal mentioned that there was no immediate noticeable change in learners’ outcomes or in the quality of learners’ results. The HODs and teachers agreed that, in the first two years after the introduction of IGCSE, learners’ outcomes did not show any improvement but, as time went on, they started improving.

Respondents gave slightly different responses on the issue of confidence in implementing the new pedagogy after the training. The principal mentioned that, because he noticed that some teachers were confident while others were not, he encouraged the former to help the latter by working together. Yet, all HODs and teachers (with the exception of teacher A2) said that they did not feel confident after the first training but, as time went on, they became more confident in changing their classroom practices.

At times the change proved to be difficult because of large class sizes and lack of teaching and learning materials. Teacher A1 said that, due this problem of scarce resources, he found himself going back to the traditional approach to teaching. For example, at times he gave learners an assignment to research on a certain topic, but only to find that less than half of the class has done the assignment, so, for the sake of the other learners who could not do the assignment, he teaches everything on that topic. Teacher A2 stated that he did not have a problem with the new pedagogy due to his previous training though he concurred with other respondents about the challenges around teaching and learning materials and large class sizes.

All HODs and some teachers felt that they had to show a sense of commitment for the sake of learners because they were the ones to suffer at the end.

4.2.6 Challenges for Teachers to implement the new Pedagogy

In the implementation of this new pedagogy, respondents mentioned that they faced some serious challenges. The principal pointed out that there were not enough teaching and learning resources to implement the new pedagogy, especially because books were expensive and parents complained about the high fees to be paid. Moreover, the first textbooks recommended by the Cambridge Trainers (CTs) were not relevant to Swazi learners. This was realised after schools had bought the wrong books. So they had to replace with ones written with Swazi content.

Another problem was that of large class sizes. The principal stated that this was a problem for teachers, because they could not give full attention to each and every learner as required by the new pedagogy. He further pointed out that most parents want their children to attend his school because of its good results, but, because he cannot admit more than 90 learners for form 1 (grade 8), he ends up turning away many prospective learners. The principal was quoted in the Times of Swaziland (6 January 2011), as saying that the school had received 1 300 applications for a space of 90 learners.

The principal also stated they face a funding challenge because some parents do not pay school fees on time. He mentioned that, before a learner is admitted, parents have to pay a minimum deposit, but in most cases they just pay the deposit and do not make follow up payments. The school ends up in a dilemma because its policy is not to punish the learners and send them out of class for the non-payment of fees. The school has a few students who are part of the Orphaned and Vulnerable Children (OVC) category and whose fees are paid by the government. However, the government never pays in time, and even though the fees should be paid in January, the government's financial period begins in April, so the OVCs' fees are paid well after April. This is a problem because, when schools open, all learners are supposed to be given learning materials, and it becomes difficult for the school to provide for the OVCs.

All HODs and teachers concurred with the principal about the lack of resources and large class sizes. Teacher A1 mentioned that, although 90 learners are admitted in form 1 for double streams, these learners were not evenly distributed. This is because learners were allowed to choose the subjects they wanted to study, and in most cases business subjects are

more popular and this is why some classes had up to 55 learners, and this made the teaching and learning process difficult.

4.2.7 Possible Solutions to Improve Learner-Centred Pedagogy

The principal stated that government should show more commitment towards education or should make promises they can keep. He gave the example of workshops which government said would be held for teachers to improve the implementation of the new pedagogy but these never materialised.

The principal stated that class sizes should be reduced in order to make it possible for teachers to give the required attention to each and every learner. He suggested that this could be done by the government building more high schools or extending the current ones. For instance, his school is double streamed, and if the government could add more classes and more manpower, the streams could increase, to maybe three or more. He also mentioned that the government should at least subsidise the acquisition of teaching and learning materials, because these are more expensive than the ones used for the previous pedagogy.

All HODs and teachers concurred with the principal on the reduction of class sizes and the commitment to be shown by the government. They felt that, though the principal tried hard to provide teaching and learning materials, they should receive everything as per the requirements of the IGCSE. Teacher A2 stated that there should be an extension of the school hours because the time given per subject is not enough to finish the syllabus. He further mentioned that though the school did not provide for extra lessons, the learners were required to come to school on Saturdays solely for studying and teachers took turns in supervising them.

The principal mentioned that principals should not be people who confine themselves in their offices, but they should play a leading role in the teaching and learning process and should know what is happening in their classrooms. They should try by all means to help teachers when they face pedagogical challenges. He pointed out that he tried to help his teachers who were challenged by these pedagogical changes and when he could not help them, he invited relevant experts who could help his teachers or he also encouraged teachers to network with other more successful schools that have been implementing the new pedagogy for some time.

All HODs and teachers mentioned that they were fortunate that, even though the principal had not been teaching since this new pedagogy was introduced, he was supportive and took it

upon himself to find out from other experts and schools which could assist his school with the new pedagogy. The principal also helped other principals and teachers to solve problems in their schools by running workshops for them.

4.3 SCHOOL B

4.3.1 Profile

This sub-section deals with the school's profile by looking at its leadership, culture, staff, performance and gender

The school has a principal, two deputy principals, six HODs and forty-three teachers. The enrolment is estimated to be about 725 learners, which is about 1:15 which is also a fairly low teacher/pupil ratio at face value. The principal and one deputy principal make the major decisions. According to HOD B1, who has been at the school for 24 years, this is because the principal is new at the school and the deputy was at the school before the principal came. The school went through some managerial tensions, after the previous principal passed on because the Teaching Service Commission (TSC) promoted to the post of principal someone who was deputy in another school instead of promoting the deputy who was currently in the school.

This is why the deputy principal is not in talking terms with the new principal and there is chaos at the school. This in-fighting in the school's administration is used by teachers and learners to their advantage. Teachers are hardly found in the staffroom when they do not have classes, something which the researcher noticed as she could not find the teachers for the interviews. Teachers come to school when they have classes; others come to school at 10 00hrs or leave at lunch time. Learners with problems are not helped by teachers as they are hardly at school. The principal said that learners are rebellious and challenge their teachers. There are cliques in this school. According to HOD B1, the majority of staff members who were at the school before the principal arrived are on the deputy's side although a few are siding with the new principal. In addition, both deputy principals are at loggerheads.

The school is not well resourced but the principal mentioned that he tries by all means to provide teachers with teaching and learning materials. The school has a computer lab but no internet, and respondents mentioned that this becomes a problem for teachers and learners

when they have to research because they have to go to internet cafés, which proves to be expensive for them.

The school performed fairly well before the in-fighting, although it never appeared in the top ten best performing schools but was never part of the worst performing schools. The principal said that learners are rebellious and challenge their teachers. He attributes the bad performance to the fact that about 60 per cent of the pupils are orphans, with no supervision of home work by parents (Times of Swaziland, January 6, 2011). The principal pointed out that learners perform badly in external examinations and in internal examinations. In the recent Junior Certificate (grade 10) external examinations, the school had 54 failures, which was a fairly big number. Chaos erupted at the school when the principal refused to admit those learners back into the school to repeat. Parents were baying for his blood, complaining that no principal will admit learners who have failed in another school. The principal was quoted saying:

> "I do not have space for failures in my school".

However, some learners said

> "We have failed because the school concentrates on extra-mural activities and because the teachers are sleeping on their jobs" (Times of Swaziland, 22 January 2011).

The participants had varying years in the teaching profession and in leadership (principals and HODs) as shown in Table 2 below.

PARTICIPANT	**YEARS OF TEACHING EXPERIENCE**	**YEARS IN LEADERSHIP**
Principal B	20	10
HOD B1	24	19
HOD B2	22	15
Teacher B1	16	
Teacher B2	16	
Teacher B3	5	

HOD B1 and teacher B1 teach social studies, HOD B2, teachers B2 and B3 teach mathematics and science and the principal who is not teaching at the moment used to teach social studies. HOD B1 and teachers B1 and B2 were females. The principal, HOD B2 and teacher B3 were males. All participants, with the exception of the principal, had been at the school since the IGCSE was introduced and were teaching.

4.3.2 Perceptions about the Relevance of the Pedagogical Change

Respondents gave slightly different answers. The principal stated that he felt the change was necessary because Botswana, a sister country, had changed its pedagogy, although Lesotho had not yet changed. HOD B2 pointed out that he felt that there was a need for change because the pass rate was too low in mathematics and this was a problem for learners who needed mathematics to further their studies. He said that the IGCSE accommodates poor performing learners because it is graded from grade A* to H, whereas O level was graded from grade A to E. Teacher B1 and B2 pointed out that, although the change was necessary for Swaziland, it should not have been imposed. Teacher B3 added that the country had not made enough preparations for the change. Teacher B1 felt that the new pedagogy should have been piloted before it was fully implemented in the whole country. She further pointed out that

> "... maybe there was a need for change, but consideration was supposed to be made as to what we wanted to change to".

All other respondents felt that there was a need for changing to a learner-centred pedagogy because all along learners were spoon fed by teachers, it was high time learners were helped to be critical thinkers and problem solvers. The respondents gave similar responses about the goals of the new pedagogy which were not clear to them at first but after the training they became clearer.

4.3.3 Form of Teacher Development to Support Pedagogical Change

This section deals with the form of training given to teachers, impact of training on attitudes and suggestions for improvement of follow-up training.

On the form of training given to teachers all respondents gave similar responses, by mentioning that they were not consulted on the type of training which would be suitable to help them in the implementation of the new pedagogy. They also mentioned that the training was off site and its duration was two days. All the respondents but teacher B3 gave the same

responses on being committed to the training. They pointed out that they showed a sense of commitment to the training for the sake of the learners. Teacher B3 gave a different response and said he showed partial commitment to the training and the implementation of this new pedagogy, because it was imposed on them. Many teachers, he said, were discouraged and demotivated.

4.3.4 Suggestions for Improvement of Training and Follow up

Respondents gave similar responses on follow up training. HODs and teachers felt that workshops were not enough as a form of training for the new pedagogy but there should have been inspection, mentoring and coaching to help them in implementing this pedagogy. They also mentioned that workshops should be held as planned but should last for more days so that their concerns could be addressed. HOD B2 pointed out that, although the principal and some HODs organised some interactions with schools that were already implementing the learner centred approach, some teachers did not take this seriously. He also pointed out that time was always against them; in that the school time table did not provide for interactions, but they did that when they were free or after school hours. HOD B1 concurred with HOD B2 by adding that the school should create time on the timetable for these interactions.

4.3.5 Impact of Teacher Development on Classroom Practices

Regarding the impact of such training, the principal mentioned that there was no immediate big change in learners' outcomes or in the quality of individual learners' results. The HODs and teachers mentioned that at first learners outcomes were not seen to be improving but after two years they became better.

All respondents but HOD B2 felt that, after the training, they were not confident to implement the new pedagogy because the training they got was not sufficient. Teacher B1 said

> "... I was not confident and it has also taken me years to adjust and to know exactly what my role is".

HOD B2 stated that:

> "....yes I was confident theoretically, but practically I was not because of the challenges of large class sizes and lack of teaching resources".

The principal concurred with HOD B2 that teachers were prepared to change and do things differently in class but because of the challenges of large class sizes and lack of teaching and learning resources it proved to be difficult for them.

4.3.6 Challenges of Teachers to Implement the new Pedagogy

Respondents gave similar responses on the challenges. The principal stated that the lack of teaching and learning resources was a big problem because over 60 percent of the learners were OVCs and it was impossible to provide teaching and learning materials as government paid for the OVCs in April, and yet schools must be ready in January. The HODs and teachers concurred with the principal regarding the problem of large class sizes and the lack of teaching and learning materials. Teacher B2 pointed out that the problem of large class sizes is a serious one at this school, as in one class you can find up to 55 learners, yet, according to the new teaching approach, there should be a maximum of 35 learners per class for teaching and learning to be effective. He further noted that learners are made at times to share learning resources; such as computers, which is not an ideal set up.

4.3.7 Possible Solutions to Improve Learner-Centred Pedagogy.

Respondents gave slightly differing responses. They all agreed that government should show more commitment towards education by subsidising the procurement of teaching and learning resources and increasing number of posts in schools.

Some respondents disagreed on certain issues. Teacher B1 mentioned that the government is not committed to education and that most of the kids of high ranking officials in Swaziland went to school in South Africa. She said:

> "....government officials and politicians have successfully cooked a stew suitable for an average and poor Swazi learner, but definitely not for them as they can afford to take their children to South African schools'.

HOD B2 stated that more time should be allocated per lesson so that teachers could have enough time with their learners, and that teachers should be prepared to give learners extra lessons. Teacher B1 pointed out that building teachers' confidence in implementing the pedagogy is essential. She suggested that this could be done in collaboration with tertiary institutions that train aspiring teachers and expose their students to learner-centred pedagogy. Then, follow up workshops should be run for teachers as in-service professional

development. She also mentioned that workshops should teach them how to handle large classes and teach in the IGCSE way.

HOD B1 pointed out that, because there is no follow up on the workshops held, other means should be found to ensure teachers help each other in their departments, schools and cluster groups.

4.4 SUPPORTIVE EXPERTS

4.4.1 Profiles

These four participants (3 TOTs and 1 ministerial officer) had varying years in the teaching profession and in leadership roles as shown in Table 3 below.

PARTICIPANT	YEARS OF TEACHING EXPERIENCE
Officer	13
TOT 1	20
TOT 2	14
TOT 3	15

Before the officer was promoted to the leadership position, he was teaching design and technology, he then became senior inspector in design and technology, and then SISS in 2009, after the demise of the then SISS. TOT 1 taught business studies, TOT 2 taught mathematics and science and TOT 3 taught languages. TOT 1 was the only female and the rest were male.

4.4.2 Perceptions of the Relevance of Pedagogical Change

TOT 1 pointed out that she felt that they had no choice but change to the new pedagogy because Swaziland had been given a deadline by Cambridge. TOT 2 and 3 mentioned that besides the country being given a deadline by Cambridge, there was a need to change from teacher-centred pedagogy to learner-centred pedagogy because all along Swazi learners were not given an opportunity to participate in their learning but they were told by the teacher what to do and at the end they regurgitated what the teacher told them. They further mentioned that learner-centred pedagogy made learners to become critical thinkers and problem solvers.

On clarity of goals the TOTs gave slightly different responses. TOT 1 pointed out that the goals of the new pedagogy were not clear to her before the training but they became clear during the training. TOT 2 and 3 pointed out that the goals of the new pedagogy were clear to them because in their respective subject panels there was already a move to switch from teacher-centred pedagogy to learner-centred pedagogy.

4.4.3 Form of Teacher Development to Support Pedagogical Change

On the form of teacher development to support pedagogical change, the TOTs pointed out that they were not consulted on the type of training that would be beneficial to them, but, as soon as they were at the training sites, the Cambridge Trainers (CTs) gave them an opportunity to voice out their views on how they should be trained. For instance, TOT 2 mentioned that the IGCSE curriculum for science was not very different from the O' Level one as only a few new topics were added. So the CTs asked them to identify a few topics that they would like them to teach using the new approach. After showing them how to teach those topics, they asked them to teach certain topics identified by the CTs, and they did this in groups.

The officer also concurred with principal A by pointing out that the training was intended to be held before the beginning of an academic year for two weeks and that they tried all means possible to make this happen, but government did not provide financial assistance thus the workshops did not materialise. The TOTs also shared the same sentiments by pointing out that they were trained for a week and were expected to train the teachers for two weeks, but this did not happen, because the initial training for teachers lasted for only two days, which according to them was impossible to get teachers ready for the implementation of the new pedagogy.

The TOTs felt that the training was aimed at changing their beliefs and practices, because they were shown how the new approach works and they were given a chance to practice it as the CTs were observing and making follow up on their presentations.

The respondents' attitudes towards the training differed slightly. TOT 2 who is a science teacher, pointed out that, in his subject panel meetings, there was already an emphasis on changing from a teacher-centred approach to a learner-centred approach so that their learners would be able to think outside the box. The reason given was that sciences are not static and therefore learners should be encouraged to be creative. So for him, learner-centred pedagogy was not a new thing. Therefore, this made him eager to know more about it and thus he was

committed to the training. TOT 1 and 3 stated that, at first they went for the training because they were chosen to attend but when the training started, they became interested in knowing more about the new approach and became committed to it and the training of teachers which was done later. They all agreed that there was a modelling of new practices by the CTs.

All the TOTs mentioned that they never had any follow up workshops after the initial one, if they had some questions they got help from colleagues and/or the subject inspectors, which was very rare because some subjects had only a senior inspector who was usually engrossed in office work.

4.4.4 Suggestions for the Improvement of Training and Follow up

The TOTs gave similar responses that they only had one training session with the CTs, that is the one week workshop, which to them was beneficial, but it would have been better if there was follow up by the same CTs and the inspectorate. The officer concurred with the TOTs by pointing out that it would have been beneficial for the workshops and the follow up to be done as often as possible, but it was impossible because the inspectorate was short staffed due to government not hiring the required number of inspectors and also providing sufficient resources to run the workshops. He cited an example whereby for the business studies there was only a senior inspector and a subject inspector for the whole country and thus it was impossible for her to help teachers when they needed help. The senior inspector was always engrossed in administrative work.

4.4.5 Impact of Teacher Development on Classroom Practices

All TOTs gave similar responses, by pointing out that even in their schools the learners outcomes did not show a change immediately after the training but after a few years of implementing the new pedagogy they were seen to be improving. TOT 2 and 3 further pointed out that the quality of the learners output has improved over the years.

4.4.6 Challenges faced by TOTs to implement the new Pedagogy in Schools

The TOTs faced similar challenges as teachers in the implementation of the new pedagogy as they themselves were teachers. In addition, they complained that they were not given enough time to train teachers for the implementation of this pedagogy. They felt that they had let the teachers down. They also mentioned that teachers expected them to help them anytime they encountered problems, forgetting that they also had learners to attend to.

4.4.7 Possible Solutions to Improve Learner-Centred Pedagogy.

The TOTs gave slightly different responses as to the way forward. They felt that they should be relieved of some of their teaching load to concentrate on helping other teachers with the learner-centred pedagogy.

They mentioned that the workshops planned by the government should be held as planned and take place before the beginning of every term that is, three times a year. If they were relieved of some of their teaching load, they would be able to do follow up training.

4.5 COMPARISON OF ALL FINDINGS

The findings reveal that, on the whole, the responses from school A were similar to those of school B, only with a few differences.

On the suitability of the pedagogical change for Swaziland, the respondents of both schools gave almost similar responses; this could be because all the teachers were told about the differences between the old teacher-centred pedagogy and the new learner- centred pedagogy. Though the supportive experts gave similar responses to both schools but they were trained differently.

On the form and frequency of teacher development afforded to teachers, teachers gave similar responses because they were trained in the same way, with the cascade model of training and they were trained in their regions as per the subjects they taught. The only group that was trained differently were the TOTs who had an input in what they needed help on to implement the learner-centred pedagogy. However, a problem arose when the TOTs were given two days to impart to teachers what they had learnt during their one week training. This poor teacher training situation made it impossible for teachers to implement the pedagogy effectively.

There was a slight difference in responses on teacher development, with school A teachers being encouraged by the principal to work together or with the more confident teachers helping the less confident ones, something that was not done in school B. Responses were also similar on the improvement for follow-up training because all teachers felt they did not get enough help from the workshops as well as from the inspectorate.

The responses from both schools were similar on the impact of teacher development on classroom practices. All teachers said they were not confident to implement the new pedagogy at first but they felt better at a later stage, probably because of the improved learner outcomes.

Respondents gave similar responses on the challenges in the implementation phase and possible solutions. Both schools had a high number of OVCs which posed a serious challenge in the teaching and learning process due to the lack of infrastructure and teaching and learning materials. It should be noted that this happened even though there was a relatively low student/teacher ratio. This ratio did not mean that learners were fairly distributed per subject.

The different responses from the two schools were due to their different cultures and leadership. For instance, school A had a stronger culture of teaching and learning than school B. At school A, teachers came early in the morning and left when school knocked off, whether they had classes or not. The principal was committed in instilling a culture of punctuality to both teachers and learners. The culture of school B was not conducive for effective teaching and learning: teachers were hardly at school, and came when they had a class, with some not coming at all. Principal A was an instructional leader in that; he was fully involved in the teaching and learning process. He never confined himself to his office but constantly visited the classroom with the aim of helping teachers in implementing the new pedagogy. Besides the in-fighting going on in School B, the principal was not an instructional leader but behaved as an administrator who enjoyed the comfort of his office.

The second main difference was that school A encouraged all learners to come to school on Saturday for studying. Teachers were always available to supervise the study. This was not happening in school B, even though the principal complained that most learners were orphans therefore there was no support at home regarding school work.

The last main difference between the schools was that school A had a lower enrolment and was double-streamed compared to school B which was triple-streamed with a higher enrolment. The principal and deputies at school B were not making matters better by being focused instead of fighting, working as a team and managing the school and the pedagogy. As a result, there seems to be some chaos in the school with everyone doing what he/she likes whenever he/she wants.

In conclusion, what emerges is that, if a school does not make teaching and learning its main focus and there is high enrolment, the implementation of change is bound to be more difficult as is evidenced by the findings of this study.

CHAPTER 5

CHAPTER 5

DISCUSSIONS OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This chapter consists of discussions and interpretations of the findings in terms of the literature and conceptual framework on teacher development and pedagogical change. It focuses more specifically on the problematic issues found in relation to pedagogical change as well as the features of the training, its impact on teacher development in classroom practices and suggestions for improvement. It then concludes and makes some recommendations.

The research study was conducted through a qualitative approach and consists mainly of semi-structured interviews to collect data in two urban schools with different results in form five (grade 12). It aimed at finding out the kind of training that teachers were exposed to and needed to implement the new pedagogy. The data is discussed in terms of the following research questions:

- What teacher development interventions were put in place to prepare teachers for a learner-centered pedagogy?
- After the initial development, what additional or other assistance teachers received from colleagues, Heads of Departments (HODs), school administrators, cluster groups and Subject Inspectors?
- What were the teachers and teacher trainers' understandings of learner-centeredness and were they prepared to implement this new pedagogy?
- How teachers felt about this new pedagogy and the resources needed in relation to their new classroom contexts?
- If teachers faced problems, what did they do and what could be done to help them?

The study's conceptual framework pointed out that meaningful teacher-related changes come from a long and continuous process which involves professional development and mediation by various implementers who should be consulted in the formulation and especially in the

implementation process (Blanha *et al.* 1989; Moulton 2003 & Levin 2007). When policy reforms come from the outside, the problem is that they may not be in tune with local realities, teachers' practices, values and beliefs or practices. For effective educational change to take place the sequences of goals and priority targets to achieve (Fullan, 1991) have to be clear and certain conditions are needed on the ground.

Teacher development for a new pedagogical approach has to be framed with the need to achieve improved learner achievements, and should be rooted and/or experienced on-site by teachers before they can adopt it effectively in their classrooms. In addition, depending on their level of professionalism (Hargreaves, 2002), teachers need and will benefit from different kinds of teacher development. They learn differently and have different levels of teacher knowledge and competences. Effective teacher development often requires on-site mentoring and coaching, contextualized in teachers' real classroom context and aimed, above all, at changing teachers' practices first (Guskey, 1986) and this is done, without undermining the life world of their schools.

5.2 RELEVANCE OF PEDAGOGICAL CHANGE

Mattson & Harley (2003) acknowledge that Third World countries import Western education policies to be regarded as modern and able to compete with better quality education. Yet, these borrowed policies should be adapted and take the local schools' contexts into consideration to avoid a major gap developing between curriculum policy and practice; this is especially evident in rural areas where context is rather different and support is scarce or not effective. Jansen & Christie (1999) attest to this when arguing that states invest in new curriculum policies for political legitimacy, whilst ignoring some crucial considerations such as effects on marginalised schools and disempowered teachers. As a result of poor adaptation of curriculum policies, Mattson & Harley (2003) note that poorly prepared teachers tend to mimic the tools and means of the curriculum policy borrowed from the West, which lead to rather incongruous practices.

This was the case in Swaziland, as the pedagogical change was done for political purposes and did not take into consideration different realities, different teachers and their development needs. Jansen & Christie (1999) argue that curriculum policy, planning and development is too often context-blind because it is developed in a way that is isolated from the varied and unequal local contexts. This study's findings show how this holds true for Swaziland, because when the IGCSE curriculum was borrowed from Britain, it was poorly

adapted to the local realities and when it was implemented, it also adopted a "one size fits all" approach to professional development.

Before this pedagogical change, Swazi schools used the traditional teacher-centred approach to teaching and had to move rather quickly to a western-devised learner-centred approach. Some respondents felt that this change was imposed on Swazi schools, not taking into account local realities and values and teachers felt demoralised as they did not own the change and were not won over through effective development and support. Sergiovanni (2000) also notes that effective education change should protect/preserve the life world of schools and that teachers should be convinced or should own the change, which was clearly not the case in Swaziland with this new pedagogy. Rogers (2006) also argues that significant change is change from within, when people feel as they own the change. Habermas (1987 in Sergiovanni, 2000) concurs with Sergiovanni (2000) that a school will grow when the life world is the generative force for changes in the system's world. Sergiovanni (2000) further argues that even though most change comes from the systems world, but it should be sensitive to the context of the people who are part of the change, in this case the teachers and the learners.

Sprinthall & Thies-Sprinthall (1983 in de Feiter *et al*, 1995) argue that effective teacher development takes place when teachers feel a need for change and are won over to the practicability of the intended change. Respondents pointed out that teachers had problems with this pedagogical change and that their attitudes were not positive because it was imposed from outside and was poorly adapted to the Swazi schooling realities.

However, some respondents felt that the principles behind learner-centred pedagogy were good because it can encourage learners to be creative and critical thinkers; this concurs with Tabulawa (2003) who argues that learner-centred pedagogy and social constructivism is a teaching approach that encourages learners to be active, and provides them with problem solving and critical thinking skills. However, he also warned that aspects of this pedagogy, such as the encouragement of open-mindedness and questioning the authority and elders, is considered to be disrespectful and goes against traditional African culture. Mattson and Harley (2003) argue that policies are often at odds with community and teacher values and therefore they should be formulated such that they take into consideration the values of teachers and the community.

This is what makes Tabulawa (2003) argue that such a pedagogical change has to be contextualised in the country's educational beliefs and values by incorporating the national and local values and traditions of the African countries and be tested for best practices as developed by African teachers in African schools.

But Guthrie (1990 in Tabulawa, 2003) goes further and notes that no study has conclusively examined the changes in learners' test scores to establish whether learner-centred pedagogy is more effective for learners than traditional teaching in developing countries. He concludes that learner-centred pedagogy is mainly a Westernisation approach, sold as a universally proven better teaching approach.

In emphasising the imposition of foreign concepts to African countries, Bray (1984) notes that international agencies have played a major role in educational development in these countries, because they have acted as independent initiators and a mechanism of major educational policies. Tabulawa (2003) agrees that learner-centred pedagogy is a policy borrowed from the West and encouraged by the World Bank whose interest was to promote the idea and practices of Western democracy with such approach in African countries. The challenge of these international agencies operating in Africa was how to connect education with western democracy. The Department of International Development (DfID) (1997 in Tabulawa, 2003) confirms that education was believed to be the most important component in Africa's democratisation process. According to Tabulawa (2003), the West claimed that this learner- centred pedagogy had no political connotations, and yet it had.

Although the findings do not point out that the new pedagogy was a strong alienating influence, some teachers noted the problem of promoting learners' critical questioning skills in class given the African cultural traditions.

5.3 TEACHER DEVELOPMENT TO SUPPORT PEDAGOGICAL CHANGE

According to the Swaziland Ministry of Education Consultative Document on IGCSE (2005) teachers had to be trained in preparation for the new pedagogy. Gauthier *et al* (2004) argue that, if pedagogical change is introduced to improve learners' outcomes, it has to be accompanied by appropriate and effective teacher development.

The study found that some teacher development was carried out but without preparing teachers effectively. An inadequate cascade model of training was used, where a few people

were trained so they could train others (Dembélé *et al*, 2007). Boyle *et al* (in Dembélé *et al*, 2007) note some shortcomings in the cascade training model, in that it reaches only a small number of teachers and through quick workshops to pass on the complex information to their colleagues. The result is that these people were not able to train others because they themselves did not understand what they were taught. This is attested by Fleisch (2007) who argues that the cascade method of training did not yield any positive outcomes in South Africa because, the teachers who were trained were not sufficiently equipped to replicate the training within their schools and districts. Harley (2004) also warns against this ineffective type of training used in South Africa when the new curriculum was introduced.

Mattson & Harley (2003) assert that effective teacher development is not about the method used, but about how teachers engage learners with what they are teaching. This was also the case in Swaziland, as, according to the respondents, the training was not about helping them to teach using the learner-centred pedagogy, but more about being told the conceptual differences between teacher-centred pedagogy and learner-centred pedagogy.

On the duration of in-service teacher training, the TOTs were trained for a longer period than the teachers who were only trained poorly for two days. Hill (2009) argues that for professional development to enhance teaching and learning, it must last for several days or longer. This is also attested by Jansen (1999) in a study conducted in KwaZulu-Natal and Mpumalanga provinces, where teachers revealed the training they had was useful, but would have been more meaningful if it was longer than the five days.

The study also revealed that the training was the same for all teachers with a one-size-fit all approach to teacher development, which did not consider the level of professionalism and needs of different teachers. Yet, different teachers with different levels of professionalism (Hargreaves, 2002) need different kinds of training, even if it is to introduce them to a new policy. The study found that respondents were at different levels of professionalism, with different teaching experience and commitment to improving their practices. The findings revealed that the training for the introduction of the pedagogical change did not take into consideration what was required to facilitate the change process given teachers' competencies and professional career, let alone their attitudes to change. Hargreaves (2005) argues that, because teachers do not respond to change in the same way, it is important to understand the various factors which influence their responses, including their levels of emotions towards change.

Lieberman (1985) argues that too often, teachers are told that other people's understanding of teaching and learning is better than their own on the indirect but false assumption that their knowledge gained daily from working with learners is of less value. The study found out that this was the assumption of teacher development in Swaziland, as teachers were not consulted to find out what their training needs were, in order for them to be able to use a learner-centred pedagogy for the benefit of the learners. This is why Lieberman (1985) argues that teacher development should focus on the personal and professional identities of teachers as schools should be treated as learning organisations, in which people work together to solve problems collectively. Since most respondents felt that even if they were consulted they would not have contributed much on the way they needed to be trained because they had no idea of what the new approach entailed. The inspectorate and the teacher trainers should have found out what teachers needed to move from teacher-centred pedagogy to learner-centred pedagogy. This they could have done by observing the teachers teach, rather than by asking them what they need. Principals have to help teachers through stronger school supervision and support so that teachers gain confidence in their teaching. Bush *et al* (2009, p.1) argue that

> "the core purpose of principalship is to provide leadership and management in all areas of the school to enable the creation and support of conditions under which high quality teaching and learning take place and which promote the highest possible standards of learner achievement"

Thus, principals should be trained in the development and management of the school curriculum to promote teacher co-operation within the school and with other schools. The study found that the principal of school A understood this and was fully involved in the operations of the school as well as knew what was going on in the classrooms. He was instrumental as an instructional leader in the teaching and learning process by visiting classrooms to help teachers solve their pedagogical problems and by organising experts from outside the school to come and help his teachers. Bush and Glover (2009) argue that the management of teaching and learning is one of the most important activities for principals and other school leaders, which means that the most important role of principals is to make it possible for a culture which encourages effective teaching and learning.

This did not happen with the school B principal who confined himself in the office and did not check what teachers and learners were doing in the classroom. He was more concerned with financial management, human resource management and disciplinary issues. This

principal acted in a way which is similar to how most principals in South African schools act, in that they show concern only for administrative issues and not with the management of teaching and learning and checking when and over what teachers needed help with (Bush & Heystek 2006, in Bush *et al*, 2009).

Guskey (1986) argues that teacher development has to have three major outcomes: change in the classroom practices of teachers, change in their beliefs and attitudes and change in learning outcomes. Respondents mentioned that the training was not aimed at changing their beliefs and practices but only at making them aware that a new pedagogy was to be used and that they had to do things differently in their classrooms. This is in contrast with what Griffin (1983:2 in Guskey 1986, p.5) argues, he says that teacher development programs should be designed to

> "alter the professional practices, beliefs and understanding of school persons towards an articulated end"

He also says that the main goal of teacher development should be to improve learners' achievements. Respondents mentioned that learner outcomes took a while to improve.

5.4 SUGGESTIONS ON TRAINING AND FOLLOW-UP

Because the training of Swazi teachers was of the 'one-size-fit-all type', respondents made some suggestions on how they should be trained and what could be done in future to help them. Respondents mentioned longer training, even longer than the training of TOTs. The initial training should have been followed up by coaching and mentoring. This confirms Dembélé's (2003) argument that on-site coaching and modelling of good practices in classrooms are crucial. Joyce & Showers (1980 in Fullan, 1985) also argue that theory, demonstration, practice, feedback and coaching are all essential components of teacher development.

Another suggestion put forward was that the training should be relevant to teachers' situations. Teachers should have been consulted on what they needed because the workshops did not address their needs and problems. Fenman-Nemser (2001 in Dembélé *et al*, 2007) argues that too often teachers have little say about the content of their training workshops. Yet, as Little (1993 in Reitzug, 2002, p.13) argues:

> "..there is little value in the one- size fits all model of teacher development that exposes teachers with different backgrounds and from different schools to the same material"

Thus, professional development should reflect participants' input. However, as Sparks (2000 in Reitzug, 2002) notes, teacher development should not be based only on the opinion of teachers about their needs, but should begin assessing their needs and learning outcomes and then work backwards in order to ascertain which development would suit best the teachers' needs. Due to the fact that the study revealed that, even if the teachers had been consulted on the training they needed, they could not have put forward meaningful suggestions, because most of the had no idea about learner-centred pedagogy

5.5 IMPACT OF TEACHER DEVELOPMENT ON CLASSROOM PRACTICES

Effective teacher development should impact on teachers' classroom practices, and teachers should be able and willing to continue using the new methods for the benefit of learners. Tabulawa (1998) argues that teachers do not practice the desired techniques even when the training is not poorly done because there is a lack of teaching and learning resources as well as large class sizes which make it rather difficult for teachers. The study's findings revealed that teachers faced exactly the same problems. In a study conducted on the impact of teacher in-service training in the new curriculum policy in Kwa Zulu-Natal, Mattson & Harley (2003) found that teachers did not do anything differently; instead, teachers felt like group work was the only teaching approach to be used. Swazi teachers pointed out in this study that, after the training, they did not teach differently than before, because they were not trained properly and the training did not have any effective follow–up or coaching and mentoring. Mattson & Harley (2003) recommend abandoning 'generic' training for new practices, as well as the teaching of the principles, approaches and ideologies behind the new teaching and learning approach, as well as explaining the crude distinctions between old and new/good or bad ways of teaching. Rather, what was needed was a focus on teachers' subjective understandings of their work as well as a clearer awareness by trainers of the contexts in which teachers work. They also recommend that trainers think carefully about a more responsive appreciation of why teachers' old practices persist. They argue that:

> "If this means tolerating practices which we do not see as rational or progressive, then we must learn this tolerance by reconsidering our notions of rationality and progress,

not only as the elevated ideals of Western Enlightenment thinking (with all its hidden ambivalences and contradictions), but also in terms of what is practically functional and affirming of teachers' 'sense of plausibility' within their own teaching contexts" (p.301).

Respondents in school A pointed out that the principal encouraged a culture of working together to solve problems. When teachers could not solve their own problems, they were encouraged to approach senior colleagues or experts from other schools or even cluster groups. Thus, after the training and implementation of the new pedagogy, they became more prepared with confident teachers helped the less confident ones in solving their problems with the new pedagogy.

5.6 CHALLENGES OF TEACHERS IN IMPLEMENTING THE NEW PEDAGOGY

The study revealed that there were many challenges faced by teachers in the implementation of the learner centred pedagogy. Respondents agreed that there were not enough teaching and learning resources for the effective implementation of the pedagogy. The shortage of teaching and learning materials was linked to funding problems. This is also noted by Tabulawa (2003) who argues that learner-centred pedagogy poses a challenge to African states because of poor facilities and lack of teaching and learning materials, amongst other things. Dembélé (2003) further notes that learner-centred pedagogy is difficult to implement on large scale even when resources are available, because teachers do not understand this type of pedagogy and tend to interpret it wrongly.

Another challenge, according to respondents, was large classes which made it difficult to use a learner-centred pedagogy and led some teachers to revert back to a teacher-centred pedagogy. Tabulawa (2003) also found that large class sizes are a major impediment to learner-centred pedagogy.

5.7 POSSIBLE SOLUTIONS TO IMPROVE LEARNER-CENTRED PEDAGOGY

Respondents made suggestions on how to improve the implementation of learner-centred pedagogy in Swazi schools. The most important one was that the government should show real commitment and allocate greater resources for the education sector by funding the building of schools, hiring more teachers and providing more teaching and learning materials to all schools. Levin (2007) also argues that education change is only possible with a positive

attitude from the government and with a nation that has confidence in the education system. He argues that many governments had to invest more in the education system by building schools and hiring more teachers in order to cut down on large class sizes and improve the teachers' pedagogy.

Respondents also urged principals to manage and lead pedagogical change by being fully involved in the teaching and learning process. According to Bush *et al* (2009), principals should impact on classroom teaching by being proactive instructional leaders. This is important because schooling is about promoting better teaching and learning, and school leaders are instrumental in leading teaching and learning, and knowing how to assist with the various priority development needs of teachers and learners.

5.8 CONCLUSION

Throughout the research, the concern was with how teachers were trained in preparation for the new pedagogy, what support they got after the initial training, whether teaching and learning materials were available, how they went about implementing the new pedagogy, which required a set of new teaching and learning resources which were not required by the previous pedagogy and what suggestions they have for improvement.

The data collected was analysed in terms of the conceptual framework and the literature reviewed on educational change and its links to different forms of, and approaches to teacher development in preparation for a new pedagogy.

The findings indicate that with a new pedagogy introduced in Swaziland, teachers were not well trained for its implementation. It was a 'one-size-fit-all' training, in the form of workshops, for a few days and which did not consider the level the teachers were at in the careers and the level of professionalism. Teachers felt that workshops should have been for longer than the two days and that effective monitoring; coaching and mentoring should have followed with the aim of making teachers better in the implementation process.

The study also revealed that teachers faced other challenges in the implementation of the new pedagogy. These challenges included the lack of teaching and learning resources and large class sizes. Teachers suggested that the government should build more schools, invest in and hire more teachers and help with the provision of teaching and learning materials.

In addition, the study provided information on how teachers should have been consulted and trained to be competent and able to implement changes in the new pedagogy. It also revealed that professional development should be done differentially with various teachers and benefit learners by improving their achievements.

Finally, it needs to be pointed out that the study had some limitations by the nature of the respondents and their interaction with the researcher. The researcher did not interview all the intended respondents, because in school A, most of the teachers started teaching at the school after the new pedagogy had started and, in school B, though most teachers were there before the new pedagogy was introduced but they were hardly available as they only came to school when they had classes and they left after that, as well as hardly honoured the appointments made with the researcher.

5.9 RECOMMENDATIONS

Based on the findings of the research, the following recommendations can be made:

- When policies are formulated, all stakeholders, especially the implementers should be involved so that they feel some ownership over the policy;
- Policies should be piloted first before they are implemented on a large scale and policy implementers should be trained effectively for the implementation of a new policy.
- Teacher development should not adopt a ‘one-size fit-all’ approach but teachers are to be trained according to their pedagogical needs, given the levels/phases teachers are at in their careers and professionalism;
- Further study should be conducted to find out the problems encountered by teachers who do not have HODs or HODs who are not knowledgeable in their subject areas; for instance, teachers who are in business studies, design and technology etc, yet having HODs who are not knowledgeable in their fields, and how those problems could be solved. This is important because the Consultative Document on IGCSE (2005), states that HODs should be appointed for the purpose of monitoring the subject internally, so in the subjects where there are no HODs, how does this happen and how does this affect the teachers in the implementation of a new pedagogy?

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APPENDICES

University of the Witwatersrand, Johannesburg

School of Education

Division of Educational Leadership and Policy

Studies

PARTICIPANTS INFORMATION LEAFLET

Dear Participant

My name is Gugulethu Precious Tshabalala, a Masters in Education student, in the Division of Educational Leadership and Policy of the University of the Witwatersrand.

I am requesting your permission to collect data for my M. Ed research. The topic is "Teacher Development in Pedagogical Change with the International General Certificate of Secondary Education (IGCSE) in Swaziland'.

The research will use probing interviews which will be audio-taped. Your participation in this study is voluntary and the interview could take a maximum of 40 minutes of your time.

All information obtained during the course of this study, will be kept strictly confidential. Data that may be written in the research report or any journal will not include any information which identifies you as a participant and will be destroyed after use.

Your voluntary participation in this study will be appreciated and the research report can be made available to you on request.

Thank You

Miss Gugulethu Precious Tshabalala

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UNIVERSITY OF THE WITWATERSRAND

SCHOOL OF EDUCATION

PARTICIPANTS CONFIRMATION LEAFLET

Research Topic: *"Teacher Development in Pedagogical Change with the International General Certificate of Secondary Education (IGCSE) in Swaziland"*

- I hereby confirm that I have been informed by the researcher Miss Gugulethu Precious Tshabalala about the nature of the study.
- I have also received, read and understood the information and consent forms regarding the educational study.
- I am aware that all the information I will give will be anonymously processed in the study.
- In view of the requirements of the study, I agree that the data collected during this study can be processed in a computerized system by the researcher.
- I may at any stage, without prejudice, withdraw my consent and participation from the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself that I am prepared to voluntarily participate in the study.

....

Name in Full Signature Date

SCHOOL CONSENT FORMS

INTERVIEW

I, _____ (position)
am aware of the aim and broad research questions of this research and

as well as its data collection processes.

I give consent to the following, with the understanding that strict confidentiality is observed and assured.

- Being interviewed

  Yes ☐ No ☐

  Tick the appropriate box

Signed with your initials…….. Date …….

SCHOOL CONSENT FORM

AUDIO TAPING

I, _____ (position) am aware of the aim and broad research questions of this research and

as well as its data collection processes.

I give consent to the following, with the understanding that strict confidentiality is observed and assured.

- Being audio-taped during interviews.

  Yes ☐ No ☐

  Tick the appropriate box

Signed with your initials…….. Date …….

INTERVIEW SCHEDULES

PRINCIPALS

A. PARTICIPANTS PROFILE

1. How long have you been principal?
2. Do you teach?

B. SUITABILITY OF CHANGE FOR SWAZILAND

3. Did you feel there was a need to change from teacher centered pedagogy to learner centered pedagogy?
4. Do you think that learner centered pedagogy is a suitable method of teaching and learning that can be used in Swaziland?
5. Were the goals of the new pedagogy clear for you and the teachers to understand?
6. Why were some principals against the pedagogical change?
7. Why did they finally relent to the change?

C. TEACHER DEVELOPMENT

8. Were you consulted on what kind of training would be beneficial to your teachers?
9. Was the training on-site or off-site?
10. How long was the training?
11. Was the training aimed at changing teachers' beliefs and practices in the teaching and learning process?
12. Did your teachers show a sense of commitment to the training towards the implementation of the new pedagogy?
13. Was there a modeling of new practices in the training itself?
14. Were learners' outcomes shown to have improved by the use of learner centered pedagogy?

D. FURTHER TEACHER DEVELOPMENT

15. Was there continuous professional development after the initial training?
16. After the initial training did teachers get any assistance from you, cluster groups, HODs, colleagues and subject inspectors?

E. CHANGE IN CLASSROOM PRACTICES

17. Were the teachers equipped and confident to change their classroom practices?
18. What do you think should be done in order to make the teachers more confident in the implementation of the new pedagogy?

F. CHALLENGES OF AND POSSIBLE SOLUTIONS TO IMPROVE LEARNER CENTRED PEDAGOGY

19. Were there adequate resources to implement the pedagogy?
20. Do you think class sizes have a bearing on teacher's implementation of the new pedagogy?
21. If teachers are facing problems, what do you do to help them?

SENIOR INSPECTOR OF SECONDARY SCHOOLS (SISS)

A. PARTICIPANTS PROFILE

1. How long have you been SISS?

B. SUITABILITY OF CHANGE FOR SWAZILAND

2. Did you feel there was a need to change from teacher centered pedagogy to learner centered pedagogy?
3. Do you think that learner centered pedagogy is a suitable method of teaching and learning that can be used in Swaziland?
4. Were the goals of the new pedagogy clear for you to understand?

C. TEACHER DEVELOPMENT

5. Were the teachers consulted on what kind of training would be beneficial to them?
6. Was the training on-site or off-site?
7. How long was the training?
8. Was the training aimed at changing teachers' beliefs and practices in the teaching and learning process?
9. Did teachers show a sense of commitment to the training towards the implementation of the new pedagogy?
10. Was there a modeling of new practices in the training itself?
11. Were learners' outcomes shown to have improved by the use of learner centered pedagogy?

D. FURTHER TEACHER DEVELOPMENT

12. Was there continuous professional development after the initial training?
13. After the initial training did teachers get any assistance from you, principals, cluster groups, HODs and colleagues?

E. CHANGE IN CLASSROOM PRACTICES

14. Were the teachers equipped and confident to change their classroom practices?
15. What do you think should be done in order to make the teachers more confident in the implementation of the new pedagogy?

F. CHALLENGES OF AND POSSIBLE SOLUTIONS TO IMPROVE LEARNER CENTRED PEDAGOGY

16. Were there adequate resources to implement the new pedagogy?
17. Do you think class sizes have a bearing on teacher's implementation of the new pedagogy?
18. If teachers are facing problems, what do you do to help them?

TRAINER OF TRAINERS (TOTs)

A. PARTICIPANTS PROFILE

1. How long have you been teaching?
2. In which department?

B. SUITABILITY OF CHANGE FOR SWAZILAND

3. Did you feel there was a need to change from teacher centered pedagogy to learner centered pedagogy?
4. Do you think that learner centered pedagogy is a suitable method of teaching and learning that can be used in Swaziland?
5. Were the goals of the new pedagogy clear for you and the teachers to understand?

3 TEACHER DEVELOPMENT

6. Were you consulted on what kind of training would be beneficial to you?
7. Was the training on-site or off-site?
8. How long was the training?
9. Was the training aimed at changing teachers' beliefs and practices in the teaching and learning process?
10. Did you and you show a sense of commitment to the training towards the implementation of the new pedagogy?
11. Was there a modeling of new practices in the training itself?
12. Were learners' outcomes shown to have improved by the use of learner centered pedagogy?

4 FURTHER TEACHER DEVELOPMENT

13. Was there continuous professional development after the initial training?
14. After the initial training did you and the teachers get any assistance from the CTs, principal, cluster groups, colleagues and subject inspectors?

5 CHANGE IN CLASSROOM PRACTICES

15. Were you equipped and confident to change your classroom practices?

16. What do you think should be done in order to make you more confident in the implementation of the new pedagogy?

6 CHALLENGES OF AND POSSIBLE SOLUTIONS TO IMPROVE LEARNER CENTRED PEDAGOGY

17. Were there adequate resources to implement the new pedagogy?
18. Do you think class sizes have a bearing on teacher's implementation of the new pedagogy?
19. If teachers are facing problems, what do you do to help them?

HEADS OF DEPARTMENTS (HODs)

A. PARTICIPANTS PROFILE

1. How long have you been at this school as:

    a. HOD?
    b. A teacher?

2. In which department?

B. SUITABILITY OF CHANGE FOR SWAZILAND

19. Did you feel there was a need to change from teacher centered pedagogy to learner centered pedagogy?

3. Do you think that learner centered pedagogy is a suitable method of teaching and learning that can be used in Swaziland?
4. Were the goals of the new pedagogy clear for you and the teachers to understand?

C. TEACHER DEVELOPMENT

5. Were you consulted on what kind of training would be beneficial to your teachers?
6. Was the training on-site or off-site?
7. How long was the training?
8. Was the training aimed at changing teachers' beliefs and practices in the teaching and learning process?
9. Did you and your teachers show a sense of commitment to the training towards the implementation of the new pedagogy?
10. Was there a modeling of new practices in the training itself?
11. Were learners' outcomes shown to have improved by the use of learner centered pedagogy?

D. FURTHER TEACHER DEVELOPMENT

12. Was there continuous professional development after the initial training?

13. After the initial training did you and the teachers get any assistance from the principal, cluster groups, colleagues and subject inspectors?

E. CHANGE IN CLASSROOM PRACTICES

14. Were you and your teachers equipped and confident to change their classroom practices?
15. What do you think should be done in order to make the teachers more confident in the implementation of the new pedagogy?

F. CHALLENGES OF AND POSSIBLE SOLUTIONS TO IMPROVE LEARNER CENTRED PEDAGOGY

16. Were there adequate resources to implement the new pedagogy?
17. Do you think class sizes have a bearing on teacher's implementation of the new pedagogy?
18. If teachers are facing problems, what do you do to help them?

TEACHERS

A. PARTICIPANTS PROFILE

1. How long have you been teaching?
2. In which department?

B. SUITABILITY OF CHANGE FOR SWAZILAND

3. Did you feel there was a need to change from teacher centered pedagogy to learner centered pedagogy?
4. Do you think that learner centered pedagogy is a suitable method of teaching and learning that can be used in Swaziland?
5. Were the goals of the new pedagogy clear for you and the teachers to understand?

C. TEACHER DEVELOPMENT

6. Were you consulted on what kind of training would be beneficial to you?
7. Was the training on-site or off-site?
8. How long was the training?
9. Was the training aimed at changing your beliefs and practices in the teaching and learning process?
10. Did you show a sense of commitment to the training towards the implementation of the new pedagogy?
11. Was there a modeling of new practices in the training itself?
12. Were learners' outcomes shown to have improved by the use of learner centered pedagogy?

D. FURTHER TEACHER DEVELOPMENT

13. Was there continuous professional development after the initial training?
14. After the initial training did you get any assistance from the principal, cluster groups, colleagues and subject inspectors?

E. CHANGE IN CLASSROOM PRACTICES

15. Were you equipped and confident to change your classroom practices?

16. What do you think should be done in order to make you more confident in the implementation of the new pedagogy?

F. CHALLENGES OF AND POSSIBLE SOLUTIONS TO IMPROVE LEARNER CENTRED PEDAGOGY

17. Were there adequate resources to implement the new pedagogy?
18. Do you think class sizes have a bearing on teacher's implementation of the new pedagogy?
19. If you are facing problems, what do you do and what could be done to help you?