

Research Article

Educator professional development towards management of curriculum implementation: A case study in Correctional Centres of Gauteng Region, South Africa

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Abstract

This experience which is under constant ‘surveillance’ within the correctional facilities is not often discussed by researchers. Basic literacy and numeracy skills are offered to adults who were socially marginalized and economically disadvantaged prior to their imprisonment. Educator professional development (EPD) is a key mechanism for improving classroom instruction and student achievement hence curriculum management is imperative for educators through their possession of motivational and inspirational skills. Inadequate educator orientation, training and development as one of the leading impediments to effective curriculum implementation in schools. This study is qualitative in nature and is located in the interpretive paradigm. Therefore, a case study design was employed to explore and provide a detailed description of educators’ understanding, experiences, practices and the challenges they encounter in a correctional service setting. This goal is in planning and developing an effective in-service development programme as it is important to note that recent reviews of continuous and consistent EPD indicates that DCS in Gauteng is ineffective in bringing about the required change in the teaching practices of educators. It is therefore imperative for educators in correctional centres to manage curriculum effectively and efficiently.

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Introduction

This article is based on the experiences and perceptions of educators in Correctional Centres in Gauteng Region: South Africa who chose to educate offenders. Offenders have a need for educational programmes that are in line with the education system of the country thus qualified academic or technical educators are employed in terms of Correctional Services Act 111 of 1998 to render that service. There is substantial evidence that educator professional development (EPD) aimed towards management of curriculum implementation forms an integral part of teaching and learning and of education as a whole. Hence Section 5(ii) (bb) of the SACE Act emphasises the standards of programmes of pre-service and in-service educator education.

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One would imagine how successful management of curriculum implementation of National Curriculum Statement (NCS) to Curriculum and Assessment Policy Statement (CAPS) change must be accompanied by proportionately high-quality EPD towards successful and improved learner achievement. CAPS was introduced in Grade R-12 not as a new curriculum but as the curriculum that can be accessible to educators. It is widely recognised that EPD is a key mechanism for improving classroom instruction and student achievement as curriculum management is imperative for school principals through their possession of motivational and inspirational skills. EPD for educators is aimed at adequately undertaking their essential and demanding tasks and assist to enhance their professional competence and performance continually (Department of Education, 2006:4).

The study seeks to outline the challenges faced by research participants towards management of curriculum implementation and to identify possible solutions through a professional development. The anticipated possible outcome would be a development of a model towards the proper management of curriculum policy implementation strategy in correctional centres through EPD.

Background

Regulation 10 (2) (a)-(b) of the Correctional Services Act 111 of 1998, states that offenders have a need for educational services that are in line with the education system of the country thus rehabilitation can be achieved through combating illiteracy in Correctional Centres by providing educational programmes to offenders and increase training facilities for developmental activities. Therefore, according to National Education Policy Act no 27 of 1996 (NEPA) Section 4(c) – (d) stipulates the right to equitable education opportunities, redress of past inequality and that no person must be denied educational opportunity to the maximum of his/her ability.

The National Policy Framework for Teacher Education and Development in South Africa (2006:16-17) states that both conceptual and content knowledge and pedagogical knowledge are necessary for effective teaching, together with the teacher's willingness and ability to reflect on practice and learn from the learners' own experience of being taught. These attributes need to be integrated, so that teachers can confidently apply conceptual knowledge-in-practice. All teachers need to enhance their skills, not necessarily qualifications, for the delivery of the new curriculum. A large majority need to strengthen their subject knowledge base, pedagogical content knowledge and teaching skills.



Figure 1

Map of Gauteng Province: South Africa (Source : www.southafrica.info/about/geography/provinces.htm)

Teaching and learning today happens in a world of rapid curriculum developments thus encompasses complex skills that need to be continually adapted to new circumstances. Globalisation and the growth of the fast-changing knowledge economy mean that people require upgrading their skills throughout their adult lives to cope with life both in their work and private lives (Laal, 2011:470). There is substantial evidence that educator professional development (EPD) aimed towards management of curriculum implementation forms an integral part of teaching and learning and

of education. Hence Section 5(ii) (bb) of the SACE Act emphasises the standards of programmes of pre-service and in-service educator education.

EPD is increasingly placed in the context of lifelong learning by the international literature on social policy and by the literature of educational research. According to Lunenberg et.al. (2017), models of professional development need not only to pay attention to the context (organization, institute, school) in which individual teacher educators work, but also to acknowledge that teacher educators have different professional learning needs depending on their positions in their careers and their biographical experiences and aspirations.

However, professional development has led to improvements in educators' knowledge, instruction, skills, practice, and student outcomes (Pitsoe & Letseka, 2014:372). Lifelong learning of educators is about providing second chances to update basic skills and to offer learning opportunities at more advanced levels to all levels of educators and is more than training or continuing education as it should be accessible to all regardless of age and status (Soni, 2012:05; European Commission, 2007:02; Nesbit, Dunlop & Kennedy, 2007:35).

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It is widely recognised that EPD is a key mechanism for improving classroom instruction and student achievement as curriculum management is imperative for school principals through their possession of motivational and inspirational skills. EPD for educators is aimed at adequately to undertake their essential and demanding tasks and assist to enhance their professional competence and performance continually (Department of Education, 2006:4). EPD is increasingly placed in the context of lifelong learning by the international literature on social policy and by the literature of educational research. EPD may also provide empowerment, validation and leadership opportunities for those educators looking to share their experiences with their peers (Muhs, (2019: 56).

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The challenge in seeking to improve the quality of teaching is to make overall sense of different ideas and programmes that attempt to influence the working lives of educators (Moon, 2013:28). Many educators have felt threatened by curriculum reform due to the knowledge and skills needed for successful curriculum implementation. The following challenges were recognised as some of the major ones: policy overload, inadequate orientation, training and development of educators, shortage of personnel and resources to implement and support the new curriculum and limited support to schools from systems of the Provincial Education Departments (Ndou, 2008; Department of Basic Education, 2009).

Zepeda (2012:51) is of the view that effective professional development needs to be situated within the school as a proactive process not as a "fix-it" intervention merely to remediate perceived weakness in weaknesses in educator performance. Educator Professional Training (EPT) must lead to better instruction and improved student learning thus improved performance when it connects to curriculum materials that the educator uses. According to De Simone. (2020), school leaders and teacher coaches can use this knowledge to guide educators to experiences that are likely to result in the development of data-use skills to aid in classroom instruction.

Hope (1999) further suggested that orientating new teachers to the school and to the principals' expectations require systematic contact to assist in teacher's professional growth and should include (a) intervening to diminish teacher isolation, (b) facilitating mentoring and collegial relationships, (c) maximizing potential success through the teaching assignment, (d) offering professional development opportunities, (e) being accessible, and (f) explaining the evaluation process.

Wang and Odell (2002) are of the view that "principals should also understand that not all teacher education programs are extensive enough to effectively address or change the learned dispositions and attitudes of teacher education students. It is therefore imperative that sectional heads in DCS context (principals) must play vital role towards facilitating mentoring arrangements towards professional and personal needs of new educators.

Therefore, professional development must be grounded in a carefully conceived and clearly stated sense of purpose and to be embedded in the core beliefs that are under constant scrutiny (Zapeda, 2012:4). Moon (2013:34) is of the

view that continuous professional development requires self-concept and belief that it is never too late to learn and to improve. Therefore, EPD must be embedded on professional knowledge, improved professional skills, clarification of professional values, morals, ethical and effective, efficient and valuable educating.

Theoretical Foundation

The concept of professional development is guided and influenced by the contingency viewpoint and it rejects the notion that a viewpoint constitutes a “one-size-fits-all” approach (Black, 1999: 10). EPD is a situational variable with reference to its characteristic features and the view of knowledge, constructivist professional development appears to be compatible with the beliefs and assumptions of the emerging worldview.

Educators are therefore needed to consolidate learning but are also required and expected to be keeping motivation alive and for adapting to changes of which it might be seem challenging. Constructivist professional development has the metaphorical descriptive features of a holon (Black 1999: 10). The holon provides the basis for a new principle in the holistic world-view, namely that the whole is always greater than the sum of its parts and, paradoxically, the whole is contained in each part while no whole is complete in itself.

Furthermore, the changed curriculum and pedagogy of EPD will require new policies that foster new structures and institutional arrangements for teachers’ learning. At the same time, there is need to undertake a strategic assessment of existing policies to determine to what degree they are compatible with the vision of learning as constructed by teachers and students, as well as with a vision of professional development as a lifelong, inquiry-based and collegial activity. Development policy are emerging, the hard work of developing concrete exemplars of the policies and practices that model “top- down support for bottom-up reform” has only just begun (Darling-Hammond & McLaughlin, 1995).

Darling-Hammond and McLaughlin (1999) claim that new approaches are needed for the professional education of teachers and that they require new structures and support systems. New initiatives cannot promote meaningful or long-term change in teachers' practices by themselves, if they are embedded in a policy structure that is at odds with the vision of student and teacher learning that reforms seek to bring alive.

Many of the modernist assumptions on which traditional professional development is based, no longer hold water in our present-day world and this has resulted in philosophers questioning modern issues, using a different paradigm. This situation requires that professional development, in a constructivist setting, be approached from a holistic or situational approach perspective.

Professional development is very essential for teachers as it inculcates curiosity, motivation, and new ways of thinking. It becomes most influential when it is adopted on continuous bases with well-planned trainings. It is recommended that proper planning may be done for professional development trainings. It may be stated by way of conclusion that teacher professional development is of utmost importance in ensuring quality in the educational programs.

The emergent paradigm appears to have a significant number of implications for professional development and, more specifically, with regard to skills, such as classroom management and leadership, policy implementation, curriculum issues, inter- relationships with the organization and quality assurance in outcomes-based classrooms.

As professional teachers we are encouraged to use these constructivist approaches and utilize a range of activities, interactions, discussions and group work to support effective learning (Walmsley, 2012). It is therefore a challenge to DCS ensure that their educators are trained and developed to enhance and fit their educational mandate.

Problem of the Study

The main problem of the study is that;

- How does the DCS manage EPD towards management of curriculum implementation, respectively, at the selected correctional services schools in the Gauteng Region?

In order to help answer the main research problem, the following sub-problems were investigated:

- What does effective EPD towards management of curriculum implementation involve?
- What constitutes the roles of curriculum coordinators and SMT’s as managers of EPD?
- What challenges, if any, does the implementation of EPD in DCS have and how can the obstacles be addressed?
- What form of EPD is necessary for the successful management of curriculum implementation?
- What recommendations can be made, in the form of guidelines, to enhance the effectiveness EPD?

Method

Research Model

The qualitative component of the research was primarily applied at obtaining rich, in-depth data using face-to-face techniques with suitable participants in their natural settings that are Correctional Centres through a case study. Giorgi (2009: 122) is of the view that “What one seeks from a research interview in phenomenological research is as complete a description as possible of the experience that a participant has lived through”. Yazan (2015: 138) is of the view that, the researcher brings a construction of reality to the research situation, which interacts with other people’s constructions or interpretations of the phenomenon being studied.

Participants

The targeted population were educators and School Management Teams (SMT’s) of schools in Correctional centres, Gauteng Region whereby a non-probability purposeful sampling was used.

The choice sampling of the sampling method was based on a precise judgement about a feature of central interest of the researcher and provision of rich data on a group of educators in Gauteng Region and in this case, ten (10) educational managers and ten (10) educators were selected purposefully. Interviews do not only yield a great deal of information but also allow the researcher to access participants’ beliefs, feelings, opinions, motives, current and past behaviours (Babbie & Mouton, 2001).

Table 1

Correctional Centres, Gauteng Region

Management Area	Correctional Centres	No of SMT, Gender & coding	No of Educators & Coding
Baviaanspoort	Emthonjeni, Maximum & Medium B	02 males (M1 & M2)	02 (1 male 1 Female) E1 & E2
Boksburg	Med A	01 male M3	01 male E3
Johannesburg	Female, Medium A & B	02 (1 male 1 Female (M4 & M5)	02 (1 male 1 Female) E4 & E5
Kgoši Mampuru	Central Correctional, Female	01 Female M6	01 Female E6
Krugersdorp	Med A	01 Female M7	01 male E7
Leeuwkop	Maximum & Med C	01 male M8	01 Female E8
Modderbee	Med A	01 male M9	01 Female E9
Zonderwater	Maximum & Med A	01 Female M10	01 male E10

Data Collection Tool

According to McMillan and Schumacher (2010:367), qualitative data analysis involves an inductive process of examining, selecting, categorising, comparing, synthesising and interpreting data for plausible explanations to address the principal aim of the study. Therefore, interviews were audio-recorded and transcribed verbatim. The researcher listened to the audiotapes several times to get a global sense of what the interviewees were saying and on how they relate their experiences. (Interview questions at appendix 1 and 2).

Data Analysis

This was followed by delineating the transcribed interviews into meaningful units, before regrouping the units into clusters of meaningful units, and then transformed into descriptive expressions before synthesising them into general descriptions that reflected the participants’ experiences. The system of coding used ensured that there was no link between the data and the participants or between the data and the setting, thereby ensuring anonymity and confidentiality of participants (McMillan & Schumacher 2010:121).

In order to comply with ethical consideration and protection there was no link between the data of participants throughout the project. Elements of privacy and anonymity analysis were adhered to, whereby interviews with the educators labelled as E1- E10 thus education managers as M1- M8 in Gauteng Region of different Correctional Centres.

Nine (09) basic research questions based on the main and sub-research questions as were posed to participants M1-M8. What surfaced quite prominently during interviews with managers were their different backgrounds in relation to nature and scope of schools in different Management Areas regarding the programs offered to offenders. All participants agreed and view educator professional development as helping educators to have deeper knowledge, understanding and skills about curriculum implementation.

Participant's experiences and the level of rating EPD in Gauteng Region indicates that DCS efforts if any are not satisfactory and this ignites dissatisfaction thus self-exit and low moral thus a negative impact towards learner achievement. Participant's experiences and the level of rating EPD in Gauteng Region indicates that DCS efforts if any are not satisfactory and this ignites dissatisfaction thus self-exit and low moral thus a negative impact towards learner achievement.

Procedure

The interview process as data collection strategy was conducted on a period of ten days it the use of a voice recording device only. Correctional Centre's are strictly security incline areas hence taking of pictures or videos are not allowed.

Ten school management teams (SMT) or educational managers were purposefully selected and therefore, presumed to be responsible for managing educational programs involved educators' EPD for the implementation of curriculum policy in their respective management areas. SMT's in a correctional setting are Assistant Director's (ASD) and Sectional Heads (SH).

Ten school educators: One educator was sampled from each of the six participating correctional services schools in each management area and two educators from bigger management area schools. Again, the principle of gender sensitivity and representation was applied by selecting five male and five female educators per sampled school for in-depth study.

Educators offer different educational programs are offered differing from one Correctional Centre to the other there are challenges faced of which they might have a negative impact towards provision of such programs. Educators indicated a particular school environment based on their day-to-day experiences whereby a lot of improvisation, infrastructure, subject specific personnel and sacrifice towards rendering educational programs were presented. The laudable proposals by educators towards EPD run a risk of being deterred by a set of DCS bureaucratic procedures, unless a conducive environment is generated towards encouraged ongoing school-based professional development program.

The only form of development outlined is through an invitation from DoE as DCS does not have a programme of developing its own educators to be in par with their DoE counterparts of which it poses question on how do those educators keep-up with the latest curriculum trends expectations. EPD is not prioritized and lack of support by DCS according to the experiences and views of DCS educators in Gauteng Region.

Majority of educators experienced lack of support from their managers in relation to their professional development path to the point where educators realized that SMT's of DCS in Gauteng Region do not have the knowledge of implementing the process. Participants experienced a vacuum between them and their managers in terms of communication and decision-making processes about their professional development and growth hence the request for consultative process from managers.

Results and Discussion

One of the aims of establishing Correctional Centres is to provide rehabilitation and to increase the likely hood of successful reintegration and provision of an effective environment that reduces the risk of reoffending. Many offenders have education and skills levels below average standard are more likely to be unemployed who has an impact on averting re-offending. Educators must have the expertise through continuous development provide motivation to offenders to study through the experiences of discipline, instilling confidence and stability.

DCS, Gauteng Region is regarded having the highest offender population in South Africa; the purpose of education in Correctional Centres is possibly to discourage re-offending behaviour through providing avenues for future success (White Paper on Corrections). Most importantly, it is believed that opportunities for personal growth and development will enable offenders to participate in needs based educational programmes both vocational and academic. Some offenders turn to vocational education because it has the potential of developing skills which can lead to future employment upon release.

Educators in DCS perceive themselves as 'different' and 'excluded' individuals as compared to others involved in educators employed by Department of Education. In Correctional Centres there are tensions between providing security that is regarded as the priority on the one hand, and developmental programmes including education on the other hand. Adey and Smethem (2005) indicated that "if professional development initiatives do not have the infrastructure to 'work', they will become an obligation and a burden, rather than a learning experience".

Some of the senior security personnel in Correctional Centres view educational programmes as a luxury or not crucial, stating that offenders do not deserve such privileges of which education is a right according to South African Constitution. However, participants are of the view that participation in educational programmes can have positive

effect in correctional lifelong learning programmes and services, for instance reducing recidivism better functioning of the institution.

In this study most of the respondents shared the same sentiment that the management of educator professional development by DCS, Gauteng Region appears to be overlooked due to a lack of support, finance and resources. Respondents outlined the fact that there are less personnel and academic support structures thus making DCS schools to be regarded as a place to keep offenders busy. Educator shortage and specialisation resulted in the use of offenders with post matric qualifications to be used as teachers hence they are not registered as educators cannot be held accountable and that does have negative impact on provision of quality education and the profession.

E7 *“Education is not an isolation thing it’s a community of practice as you cannot do it on your own. So workshops are critical, roadshows are vital to know what you are doing to follow the right standards...”*

Educators also face enormous workplace challenges, pressures and speedy shifts orchestrated by constant technological innovations and the demands of the 21st century whereby DCS demanded more efficiency from their employees. There was an expectation from DCS by DoE to meet revised curriculum reform of which the level of EPD towards building capacity and programme innovation enhancement appears limited.

E1 *“...we offer different programmes in the Correctional Centre, have AET (adult education & training)... level 1-4... also have TVET educational program that cater Business that is Report 191 and it caters N4-6 and underneath we have different programmes chosen and also Engineering studies also report 191 from N1-6.”*

E9 *“NCV, TVET, Business studies and tertiary students.”*

M4 *“At times you don’t get 100% assistance in terms of meeting, workshops, up-dates in terms of certain learning areas...”*

The Gauteng Region is therefore expected to employ creative approaches to update educator’s knowledge and build capacity through continuous professional development. Educators’ professional development (EPD) as a continuous process is a major focus within the school improvement because of the belief that offender learning success are of the result of its effectiveness. The study concludes that educator quality and effective teaching are important in improving teaching and learning goals in the school system.

E4 *“I think the state is not equivalent to the Department of Basic Education (DBE). I think DCS can try and establish structures they are using, if you look DBE they are having a ...for curriculum to be effected/implemented they are having structures of the school, HoD and Subject advisors, teacher development people who are responsible for teachers updated with curriculum development. So, if [the] DCS can adopt some of the structures to support teachers in Correctional Services.”*

M3 *...challenges, the university decided to go electronically and our policies are still saying no to laptops, internet etc.”*

Educators’ and managers’ responses indicated that, in general they were interested towards EPD workshops with a positive mind of learning new teaching approach, peer motivation, collegial group learning and subsequent cooperation as contributing to staff development aimed towards improved schools.

E4 *...need some sort of support as the curriculum keeps on changing as a result of that people/tutors/educators must be supported, trained as far as changes are about... to say the Department of Basic Education they constantly develop their teachers as far as implementation of curriculum...”*

M6 *“... liaising with DoE in all the training... to work hand in hand with the DoE and then if you got a very good relationship with DoE they will normally take our teachers on board”*

Little or less explicit attempt was made in the EPD programme to illustrate the problems of individual educators working in respective Correctional Centres. Provision of workshops and/or peer collaboration towards EPD was vied as an essential element but there was no conclusion drawn about the extend of such collaborations in order to develop a sense of personal and learner achievement. Fung (2000:154) cited Bell & Gilbert (1994) that “teacher development is a societal activity which should be theorised in terms of social constructivism and that social interaction promotes learning of socially constructed knowledge and personal construction of meaning”.

E1 *“...now I am in prison we are not developed as they look at security as a core. ...educators are not developed as I am two years in DCS; I have never received any training concerning development of education.”*

E8 *“At this stage the state is very low because we have to equip us with what we have”*

M2 “Based on my experience, I have never received much support. It’s only there is a problem someone will come and want answers. There is no support structure; ... they just want somebody to work but you don’t get proper orientation that now you are at Correctional Centre, these are the expectations...”

Also, EPD should not be underestimated and overlooked in building educators’ capacity in a DCS education system because of its uniqueness. It is suggested that more extensive research, related to all DCS regions of South Africa is imperative to further test the findings of this study. In a nut shell, the study shows that EPD in a DCS context is required in order to meet offender’s constantly changing educational needs and societal expectations.

E2, E3, E4 & E8 “Educators can develop themselves by registering with universities because at the end of it, it’s up to you to develop yourself as the department is not giving any support.” ... you have to apply for course at own expense with Higher institutions.” ... “I think self-study and registration with any high institution.”

M5 “...workshop will be organised for you in conjunction with SACE. As a Region they need to talk to the District or Provincial around or call an Imbizo for the Gauteng Management Area and invite those from Education to come and give us some sort of workshop in order to be in line with the latest developments”. ...TVET administrator, they can break down to the level of districts so that we do not work from the level of the provincial office.”

Conclusion and Recommendations

This study’ goal is in planning and developing an effective in-service development programme as it is important to note that recent reviews of continuous and consistent EPD indicates that DCS in Gauteng is ineffective in bringing about the required change in the teaching practices of educators. As a result of this research, some suggestions can be made for practitioners and future research.

Recommendations for Applicants

- Educators need new knowledge, skills and abilities as ingredients for their well-planned professional development towards curriculum management and implementation. Therefore, career lifelong learning programmes as the demands on education are ever-changing.
- Educators in DCS require a specialised professional development programme as it results in specialised knowledge they need as they are dealing a special category of individuals, namely, offenders.
- In order to enhance educator’s professional dignity and competence, DCS as an employer must cater for professional development needs and interests as the employer also makes demands to educators to perform their professional responsibilities.
- It is therefore recommended to DCS, Gauteng Region that priority should be geared towards EPD for both formal and vocational educators in relation to personnel management development plan compiled annually where by consolidating educator’s developmental needs to be indicated. Personnel administration measures policy (1999:7, (e) (ii)) outlines the fact that “one of the responsibilities of the school principals is the development of staff training programmes, both school-based, school focused and externally directed and to assist educators in developing and achieving educational objectives in accordance with the needs of the school”.
- Educators, through EPD carefully crafted policy by DCS, must take charge of their self-development by identifying the areas in which they need to grow professionally. Educational managers could monitor and evaluate educators to decide what kind of professional development programme they need and further encourage them to attend such programmes that match their needs.
- Educator’s professional training and practical teaching experiences are needed to create the effectiveness and efficiency of the DCS schools and environment whereby educators can be attracted and retained.
- Educational managers must provide management and leadership to educators and society in relation to provision of needs-based education for offenders through provision of a vision for high expectation and improved educational programmes by overseeing development, management and evaluation of the curriculum through a carefully designed EPD.
- SACE as educator’s professional body needs to be actively engaged by DCS as they promote professional ethics and the concerns of the profession of which EPD is one of those concerns.
- Active engagement with DoE (Funza Lushaka Bursary Scheme), SACE and DCS might further assist by giving advice regarding the distribution of educators of which that might address the shortage of specialisation in some of the fields that offenders’ needs.

- Section 29(1) (a-b) of that South African Constitution must be applied decisively and carefully to accommodate and apply Section 9 of the White Paper on Corrections where it states that educational programmes must cater the needs of offenders.
- Continued and systematic research must be activated towards EPD as obsolete concepts and/or actions must be continuously replaced as educational programmes are dynamic and globally inclined.

Recommendations for Further Research

Although the current study has to a certain extent achieved its goals and objectives that we outlined in Chapter 1, the researcher is of the view that further research could be necessary to improve some of the unintended oversights of this study. That can be through further contributions that can strengthen the task of managing and implementing EPD in DCS, Gauteng Region.

Therefore, the following areas can be taken into consideration for additional investigation:

- How to impart EPD programme that transforms information into knowledge. doubt into confidence and poverty into wealth?
- Context of imagined future that all of us will work and live the up to the vision of reconstructing DCS education system as practically as that of DoE.

The researcher does not, however, imply that these recommendations should be implemented in their original form but the intention is that DCS: Gauteng Region should customise the guidelines according to their own unique situation of which it is security inclined and the overall needs and expectations of educators. Recommendations stated can therefore be used as useful and proposed guidelines to the betterment of DCS education system in Gauteng Region.

Limitations of Study

The researcher identified the following as some of the possible limitations that are related to this study:

An approach of designing this study quantitatively appeared as a compelling limitation to the current study. The findings are limited and confined value for scientific generalisation because they focus on experiences and in-depth understanding of the dynamics of a particular case: EPD towards management of curriculum implementation: A case study in correctional centres Gauteng Region, South Africa.

The use of purposeful approach also constituted a major limitation to the current study. The study delimited its focus to gaining information from anticipated information-rich sources surveyed educationists and educational managers in Gauteng Region. There is a possibility that many information-rich samples may have been overlooked and excluded from this sample, for example, offender facilitator community. Presumably, more and different findings might have existed and surfaced if the study was extended to offender facilitators, external education service providers, DBE subject specialists and probably DCS human resource development directorate as they are responsible for personnel development.

Few educators in Gauteng Region confined the researcher to opt for interviews as the only source of data collection strategy, therefore forcing the researcher to a limited scope. Unavailability of some of the anticipated participants citing busy schedules as their explanation towards that and lack of interest observed contributed as a limitation to that study. The researcher is an educator in Gauteng Region of which on its own can take a form of a limitation. The position of the researcher therefore can possibly have an influence on the views and perceptions of both fellow educators and managers in DCS. Furthermore, variation of power relation could be detected during data collection stage as with fellow educators' interviews were dominated by features of collegiality and some form of expectation for immediate change to the educational practices of DCS education system. As for managers, the interview questions were somehow viewed as a form of challenging their managerial skills and practices and furthermore as a fault-finding mission.

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Appendix 1 Interview Schedule For The SMT's

Interview Form

Dear SMT member

I want to thank you for participating in this study. The purpose of this discussion is to get detailed information about your overall impressions regarding educator professional development (EPD) towards the management of curriculum policy in Gauteng region Correctional Services schools. I therefore regard you as someone who can provide such detailed, rich and valuable information in this study.

However, please note that, although you are regarded as an individual you are likely to provide detailed information on the topic and your participation is completely voluntary. You are under no obligation to participate in this discussion. You may also withdraw your participation at any time for any reason without penalty.

If you do participate, please allow me to assure you of your anonymity and the confidentiality with which your views, comments and opinions will be treated. So please feel free to participate with ease. I really do value your honest contribution.

The voice recorder will be switched on during the interview to ensure that all the information is captured. Please do not hesitate to ask any question on what I have just explained.

Do you agree/disagree to participate in a tape-recorded interview?

If you are willing to participate in the interview kindly note and remember the following:

- You are allowed to ask me to repeat or rephrase a question, where necessary.
- Please answer questions as honestly as possible, and note that there is no right or wrong answer but only your honest opinion will be appreciated.

Please tell me about your experiences on a need to **educator professional development towards management of curriculum implementation in Correctional centres of Gauteng region schools** by answering the following questions:

Basic Interview Questions

Q1. What is the nature and scope of schools in correctional centres in Gauteng Region?

Q2. In your opinion how do you understand educator professional development (EPD) towards curriculum implementation?

Q3. Can you please share your views on how you perceive the role of curriculum coordinators and School Management Teams (SMT's) in managing the EPD towards curriculum implementation?

Q4. Who are different stakeholders and what roles do those stakeholders play in the EPD at correctional centres in Gauteng Region?

Q5. hat challenges, if any, do you think your curriculum coordinator and SMT's experience in managing EPD; and which strategies are being and/or can be applied to address them sufficiently?

Q6. As far as you are aware, how do the Regional and/or National Head Office provide support to Management Area offices and schools regarding managing EPD for curriculum implementation?

Q7. How do you perceive the effectiveness of your role in managing the EPD?

Q8. What is the state of professional development in the correctional centres in Gauteng Region educators?

Q9. In your opinion, what should be done to enhance the effectiveness of managing EPD towards management of curriculum implementation at Correctional Centres of Gauteng Region?

It was an informative experience interviewing you.

Thank you for your time and for your invaluable contributions.

Appendix 2

Interview Schedule for the Educators

Interview Form

Dear Educator

I want to thank you as a group for participating in this study. The purpose of this focus group discussion is to get detailed information about your overall impression regarding educator professional development (EPD) towards the management of curriculum policy in Gauteng region Correctional Services schools. You have been therefore selected to participate in this study so as to provide detailed, rich and valuable information.

However, please note, that although you are regarded as an individual you are likely to provide detailed information on the topic and your participation is completely voluntary. You are under no obligation to participate in this discussion. You may also withdraw your participation at any time for any reason without penalty.

If you do participate, please allow me to assure you of your anonymity and the confidentiality with which your views, comments and opinions will be treated. So please feel free to participate with ease. I really do value your honest contribution.

The voice recorder will be switched on during the interview to ensure that all the information is captured. Please do not hesitate to ask any questions regarding what I have just explained.

Do you agree/disagree to participate in a tape-recorded interview?

If you are willing to participate in the interview kindly note and remember the following:

- You are allowed to ask me to repeat or rephrase a question, where necessary.
- Please answer questions as honestly as possible, and note that there is no right or wrong answer but only your honest opinion will be appreciated.

Please tell me about your experiences on a need to **educator professional development towards management of curriculum implementation in Correctional centres of Gauteng region schools** by answering the following questions:

Basic Interview Questions

Q1. What is the nature and scope of schools in correctional centres in Gauteng Region?

Q2. In your opinion how you understand by educator professional development (EPD) towards curriculum implementation?

Q3. What is the state of professional development in the correctional centres in Gauteng Region educators?

Q4. In your own opinion how can educators develop themselves professionally?

Q5. Can you please share your views on how you perceive the role of School Management Teams (SMTs) in managing the EPD towards curriculum implementation?

Q6. What challenges, if any, do you think your SMTs experience in managing EPD; and which strategies are being or can be applied to address them sufficiently?

Q7. As far as you are aware, how do the Regional and/or National Head Office provide support to schools regarding managing EPD towards curriculum implementation?

Q8. In your opinion, what should be done to enhance the effectiveness of managing EPD towards management of curriculum implementation at Correctional Centres of Gauteng Region?

It was an informative experience interviewing you.

Thank you for your time and for your invaluable contributions.