



CICE Open Seminar Series-182nd

Seminar 2: National assessment and early childhood teacher professional development in South Africa: challenges and opportunities

Abstract

This study investigated the effect of opportunities and challenges in practicing Teacher Professional Development (TPD) on Grade 3 teachers' understanding and implementation of literacy in selected schools in South Africa. The poor performance of learners from township schools in national and international literacy assessments prompted the Gauteng Department of Education (GDE) to take proactive TPD steps to address the issue of chronic learner underperformance in literacy in 792 underperforming schools. Data on the importance, organization, motivation, adequacy of and support for TPD were gathered using interviews and observation checklists. The Concerns Based Adoption Model was used to determine the levels at which teachers' engaged with the strategy of the new TPD. The mentoring process stood out as the most important contributing factor for TPD. Respondents reflected positive attitudes towards school-based TPD. Lack of budget, lack of knowledge and skills for literacy implementation, fast pace of the program and large classes and lack of parental involvement were major challenges. Despite these challenges the new TPD has entailed a number of opportunities and it improved the literacy assessment levels of children.



Prof. Cycil Hartell

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CICE Visiting Professor

Date: April 16th (Thu.) 16:30–18:00

Venue: CICE Seminar Room, 6th Floor IDEC

【Inquiries/問い合わせ先】

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Everyone is
welcome!
どなたでも聴
講できます!