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Building Professional Learning Communities to Enhance Continuing Professional Development in South African Schools

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ABSTRACT As part of a developing country South African teachers need to be appropriately developed to meet the growing social and economic needs of the country. The National Policy Framework for Teacher Education and Development and the Integrated Strategic Planning Framework for Teacher Education and Development in South Africa are two initiatives to fulfil the dire need for quality teachers. Since little research has been done on aspects that are important for effective collaboration among teachers, this article attempts to answer the following research problem: How can professional learning communities in schools be implemented effectively to enhance the continuing professional development of teachers in South African schools? A dynamic model of professional learning communities is presented, showing how individual learning, professional development communities, a conducive school environment and networking lead to transformational change in teachers.