Continuing Professional Teacher Development (CPTD):
A National and International Perspective

A. M. Xaso[1], G. Galloway[2] and E. O. Adu[3]

Faculty of Education, University of Fort Hare, P.O. Box 1005,
East London 5200, South Africa
E-mail: [1]<201415683@ufh.ac.za>, [2]<ggalloway@ufh.ac.za>, [3]<eadu@ufh.ac.za>

KEYWORDS Professional Development. Professional Practice. International Perspectives. Reflection. Professionalism

ABSTRACT The professional development of a teacher is dependent on the opportunities provided by the Continuing Professional Development (CPD) as mandated by the South African National Policy Framework for Teacher Education and Development (2007), in South African public schools. This paper reviews national and international perspectives on continuing professional teacher development with the aim of drawing on conceptual understandings of national and international views on teachers' professional development. The literature review approach is used to discuss the concept of professional development, types of professional development, the benefits of continuing professional development, factors promoting continuing professional development and the mitigating challenges of continuing professional development. The focus of professional development is undergirding by professional learning which aims at empowering teachers so that they can confront issues related to their professional practice. A reflection on the challenges of CPTD in relation to its implementation at school-level.

INTRODUCTION

The South African National Policy Framework for Teacher Education and Development (2007) views the Continuing Professional Teacher Development Management System (CPTDMS) as a system meant to professionally enhance teachers and like all professionals, teachers need to expand on their professional knowledge and skills throughout their career, as lifelong learners. The CPTD is understood as a mechanism to help teachers in general to develop their professionalism through professional development so as to achieve continuous support from a professional perspective (National Policy Framework for Teacher Education and Development 2007).

In implementing CPTDMS the School's Management Team (SMTs) have been tasked with the important and responsible role to roll out the implementation of the CPTDMS. The aim of SMT's overseeing CPTDMS is to ensure that all school-based teachers are properly equipped and prepared to be responsible teachers accountable for professionalism at all levels of the teaching profession and so CPTDMS is to monitor, support and ensure that teachers are able to enhance their professional skills, competence and performance (NPFTED 2007).

Scholars such as Van Wyk and Marumoloa (2012) claimed that SMTs face challenges in the execution of their roles and how they implement national educational programs at school level. However, less attention is paid to SMTs' preparedness and views before implementing professional development programs in which they are tasked to provide guidance and support. This gap in the literature forms the focus for this study, namely the lack of SMT's preparedness and views before implementing professional development programs with their teaching staff.

Objective of the Study

The objective of this study is to examine national and international perspectives of continuing professional teacher development (CPTD) with the focus on contributing literature on professionalism, professional development and school management systems.

OBSERVATIONS AND DISCUSSION

Literature Review

Professional Teacher Development

Poskitt (2014) draws a distinction between professional development (PD) and profession-

al learning (PL). She argues that professional development is often offered as a panacea to substantive teaching and learning challenges, and includes short-term, once-off courses, that are delivered to teachers with minimal adaptations and customization to the needs of teachers. Similarly, King (2014) views professional development as construed "as 'inputs' such as courses, rather than the 'actual development of knowledge and expertise (outcomes)". On the other hand, professional learning aims at empowering the teacher as a learner who takes self-ownership (agency) for continuing learning (Poskitt 2014). Professional learning takes into account the beliefs, values, knowledge, and balances critical individualized and collaborative learning. In a similar vein, King (2014) views professional learning as focusing on teachers' implementation levels, knowledge, beliefs and practices, and suggests that these should be the focus on professional development. Poskitt (2014) suggests that PL is offered within an organized program of PD, and may be construed as professional learning and development (PLD). Therefore, one cannot talk about professional development without making reference to issues of teachers' professional learning since the latter is subsumed in the former.

Professional development according to Saville (2008) is the systematic maintenance, improvement and broadening of knowledge and skills, and the development of personal qualities necessary for execution of professional and technical duties throughout the individual's working life. Saville (2008) further contends that professional development of the individual teachers inevitably relates to the opportunities provided by the Continuing Professional Development (CPD) initiative and may lead to learning and changes in attitudes and beliefs (Saville 2008). Mestry et al. (2009) concurs with Saville (2008) stating that professional development should be seen as a process by which teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop their knowledge, skills and attitudes. In sum, these researchers views CPD as an on-going process aimed at improving effective practice in order to be competent and professional teachers.

According to Mestry et al. (2009), the school management team, responsible for teacher professional development must encourage teach-

ers to attend development programs that will assist them in improving their knowledge, skills, values, and attitudes in order for teachers to become better equipped in the management of their classroom. According to the following authors, professional development also refers to the process of acquiring skills and knowledge both for personal development and career advancement (Speck and Knipe 2005; Muijs 2008). These three authors report that those who engage in professional development share a common purpose of enhancing their ability to do their work and at the heart of their professional development is the individual's interest in life-long learning (Speck and Knipe 2005; Muijs 2008).

According to Butcher and Stoncel (2011), the teaching practice should include an emphasis on student-centered teaching by use of varied teaching and assessment techniques and methods to cater for diverse learning styles, infusing assessment in teaching and reflecting on professional practice, also on academic development practices and the overall culture of the institution. Further responses claim that the professional development of teachers in the CPTD management system is presumed as a key element of ensuring effective teaching and learning. Because the teachers will know what is expected of them, the teachers will be able to design the relevant teaching strategies that talk to the learning needs of the children and make learning very interesting (SACE 2013).

Current research has demonstrated the potential for teacher professional development to enhance teacher learning, improve instruction, and increase student achievement (Phillips et al. 2011). Phillips et al. (2011) further contend that the connection between policy environments and teacher-based outcomes becomes increasingly important as educational reforms place new demands on teachers. Building on the contributions by Campbell and Uys (2004), professional development is one of the focuses of government policy because teachers are entrusted by parents with profound responsibilities of providing effective teaching and learning.

The SACE (2013) code of conduct document aligns with Campbell et al. (2004) and states that teachers need to continuously strengthen their capacity to help children along the path of learning, understanding and developing. Teaching requires deep knowledge which is continuously

updated involving complex skills to new circumstances (SACE 2013).

International Perspective on CPD

The international perspective, in the studies conducted in China (Dall'Alba and Sandberg 2006) depict horizontal and vertical dimensions in professional knowledge and skills development. The horizontal dimension relates to the skills progression that accompanies experience and the vertical dimension refers to variation in embodied understanding of practice. These dimensions will contribute, shape and form an integral part of this study as Dall'Alba and Sandberg's (2006) views relate to the depth and breadth of skills and knowledge acquisition as a management system that promotes a considerable amount of experience required in the interaction between the teacher and the learner.

Studies conducted in Australia claim that teaching should be recognized as engaging in continuing inquiry into practice and this inquiry should be recognized as strongly collegial and collaborative in nature (Doecke et al. 2008). Further, international research study conducted in Bangladesh, revealed that teachers' professional development is the most effective when it is ongoing process that create change and new understandings within schools that are quietly, yet most certainly revolutionary (Alam et al. 2010). This is further accentuated by the fact that professional development (PD) means that continually processing of learning to enrich and enhance oneself throughout one's career. In this sense, teachers' professional development means increasing teaching technique, broadening subject knowledge, creating responsibility and commitment with gathering latest information to prepare their students according and based to the needs of contemporary society (Alam et al. 2010). In sum, the CPTD initiated for the improvement of professionalism in teaching programs ought to contribute to teachers being more effective in their practice and enhance their capability in doing their job of providing quality teaching.

Adding to these views, Wermke (2011) perceives professional development as natural learning experiences as conscious and planned activities are intended to be of direct or indirect benefit to the individual, group or school contributing, to the quality of education in the classroom. It is the process which can be manifested individually and with others; teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives (Wermke 2011). Furthermore, Wermke (2011) states that in order for professional development to be effective, it also needs to be linked to school and not just individual goals, and needs to be embedded in the workplace whereby the workstations must be conducive to teaching and learning (Wermke 2011).

A similar view by Binghimilas (2009) reports that professional development must equip teachers with necessary competencies and skills which will enhance their teaching methodologies. In the same vein, Mockler (2005) brings together the school organization and wider educational contexts and argues that the development of a transformative teaching profession requires an educational community, which on both school and system levels, not only tolerates risk taking, but embraces it as path to authentic relationship, critical and innovative practice and ongoing growth and transformative. She also stresses the importance of having educational leaders at different levels, who are willing to adopt a transformative stance and who give sustained and comprehensive support to the development of a transformative teaching profession (Mockler 2005).

Professional development is also portrayed in terms of increasing congruence between thinking and actions in pedagogy and growth in articulation, differentiation, integration and sophistication in pedagogical understandings (Levin 2005). He further articulates that there is also widespread agreement that developing teachers professionally is the optimal answer and is indispensable to bringing about sustainable school improvement, for the ultimate improvement of student learning (Levin 2005).

Cho and Rathbun (2013) state that the purpose of the workshop 'teaching critical thinking' is to introduce diverse teaching of critical thinking strategies such as case study, writing, questioning, or discussions). The researchers did this by providing a hands-on opportunity for the teacher participants to create their own

plan to promote critical thinking in their own subject area. The ûnal outcome is to produce a plan to promote students' critical thinking in their own classroom. The purpose of the CPTD objectives is to provide teachers with the ability to develop learning goals and objectives they can use in their own classes. The ûnal outcome of this type of workshop is to create a list of learning goals and learning objectives teachers can use for their course (Cho and Rathbum 2013).

According to the researchers' point of view, the CPTD management system through the PD programs will make teachers more competent in the classroom and displaying an ability that will contribute to quality of a teacher. Professional development is ultimately aligned to quality in practice.

African Perspectives on CPD

In Ethiopia, Gemeda and Tynjala (2015) has highlighted the following: continuous professional development of teachers is of growing interest globally, as it is considered vital to cope effectively with ongoing changes and to improve the quality of education. Gemenda and Tynjala (2015) further claim that the world is in a constant state of change in every aspect: technologically, socially, politically, and economically and such constant change impacts on all aspects of teacher professionalism. This demands a nation's school system to be responsive and continuously update the capacity of its staff. To this end, professional development programs for teachers are seen to play a vital role, as they provide opportunities for teachers to learn and grow within the profession whereby new methods and approaches to teaching can unfold with constant change. This in turn is expected to have an impact on student learning as teachers engage through constant development and knowledge about the profession (Gemeda and Tynjala 2015).

It is expected that effective professional development opportunities for teachers will renew their capacity to improve classroom practice and will have a positive impact on student learning and achievement. Gemeda and Tynjala (2015) assert that if schools are about promoting the learning of pupils in a changing world, then education professionals learning throughout their career is essential and therefore teachers' professional development through formal and informal learning experiences throughout a teachers' career from pre-service teacher education to retirement is essential, else without professional development experiences a teacher would become redundant as knowledge is constantly changing.

In another research study conducted in one of the African countries, namely Zimbabwe, Mukeredzi (2013) contends that teachers' conceptions of what they learn and how they professionally develop through their teaching roles are key to classroom practice and learner achievement because they influence teachers' pedagogic approaches and choice of materials, content, and learner activities. Furthermore, professional development has been broadly viewed as the growth of individual teachers in their profession in Zimbabwe. This understanding suggests "a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession" (Mukeredzi 2013).

Nwangwa (2013) establishes the following in a research study conducted in Nigerian schools. The research findings revealed that the present school managers find it difficult to meet the new managerial expectations that are brought about by the transforming educational environment. The way forward, therefore, is to retrain school management teams not only on curriculum implementations but also other areas that affect their performance as school managers. Based on the findings of the study, the government and other education stakeholders should work on retraining members of SMTs based on seven major skills which are needed to drive the nation's education forward. These are Policy Implementation Skills, Fund Raising Skills, Technical Skills, Human Relations Skills, Curriculum Implementation Skills, Effective Communication Skills and ICT Skills. These changes require school managers to study, implement and assess teaching-learning outcomes, while at the same time providing performance based reports to the Ministry of Education in Nigeria (Nwangwa 2013).

CPD in Namibia is managed by the University of Namibia's Faculty of Education, Regional Education Directorates, Teachers Unions and other NGOs. The CPD unit of the University of Namibia serves as a focal point for coordination and collaboration among the various CPD providers/players within the CPD consortium. The

CPD Unit provides leadership in the establishment of a coordinated and seamless CPD system for educators in Namibia. According to Nyambe (2014) the CPD unit also facilitates identification of priorities for CPD and ensures coordination and collaboration in planning, designing, development and implementation of CPD programs and activities. The CPD system follows a localized, site-based and practice-based CPD at school, cluster, circuit and regional levels. It blends the supply driven and demand driven CPD, balancing site and localized CPD with networking, learning and sharing of best practices across schools, sites and regions to avoid isolation and limited learning opportunities. The Namibian localized CPD takes place within working context and is likely to be more relevant and responsive to the identified needs of Namibian educators (Nyambe 2014).

South African National Perspective on CPD

The South African national perspective holds this view of professional development as a way to transform education in South African. South African teachers need to be appropriately equipped to meet the evolving challenges and needs of the country (Steyn 2010). Steyn (2010) implies that there have been many curriculum changes in the country since 1994, and these changes have definitely impacted negatively on teachers' practice hence, there is a wakeup call for professional development of teachers to be undertaken. Research indicates that, many South African classrooms lack quality teaching skills that should be linked to subject content and pedagogy as the key teaching competence to improved learners' performance. Teachers have the most direct, sustained contact with learners, as well as considerable control over what is taught and the climate and context of learning. It is reasonably assumed that improving teachers' knowledge, skills and dispositions is one of the most critical steps to improving student achievement (Steyn 2010).

Furthermore, Tang and Choi (2009) contend that one perspective is to conceptualize teacher professional development as teachers' development of knowledge and skills. This implies that for effective teaching and learning to take place in the classroom, the various domains of knowledge that a teacher possesses - content knowledge, pedagogical content knowledge, knowl-

edge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends, purposes and values and their philosophical and historical grounds the teachers must possess appropriate skills and knowledge (Tang and Choi 2009). The teaching culture in many countries, including South Africa, has traditionally been one of isolation because once teachers enter the classroom, the tendency is to close the door and teach according to their teacher training skills, competencies and knowledge. Although peer collaboration could be a means to address this phenomenon, continuing professional teacher development (CPTD) programs have not succeeded in bringing teachers out of isolation to collaborate with their colleagues in a meaningful manner (Coe et al. 2010).

Coe et al. (2010) further assert that statements of competence and standards derived with support of the profession should help to ensure that development and training are clearly related and effectively targeted at the skills and knowledge that teachers require. The researchers fully agree that all forms of professional development employed should talk to the demands of the classroom and should aim at attaining the desired outcomes of the school. Primarily, the teacher's aim and responsibility should enhance effective practice.

Correspondingly, Singh (2011) articulates that the professional development of teachers is an ongoing process which addresses the needs of teachers in specific contexts. These contexts may be influenced by global developments, national priorities, local challenges and the personal needs of teachers. The role of the teacher is a very complex one which requires an individual who has multiple skills. Therefore, the role of staff development in the professional development of teachers: Implications for in-service training 'professional development can no longer be viewed as an event that occurs on a particular day of the school year, rather, it must become part of the daily work life of the educator (Singh 2011).

From this, the researchers also view professional development of teachers as continuous in order to bridge the gaps created by changes in the curriculum. Therefore, teachers should ensure that they remain up to date with the latest developments in the field of education by attending in-service training programs and re-

fresher courses. Another school of thought is that of Kelchtermans (2004) who shares the same views with the previous authors, stating that the continuing professional development as a learning process resulting from meaningful interactions with the context (both in time and space) and eventually leading to changes in teachers' practice and in their thinking about the practice. This helps to improve the quality of education of teachers and contributes significantly to developing insight into pedagogy and hence works selflessly toward professional competence in the classroom.

Types of Professional Development

Mestry et al. (2009) purport that in-service training (INSET) should be seen as an ongoing process of professional development. In-service education and training is seen as a process whereby teachers continuously improve their skills, knowledge and attitudes while continuing their employment. With respect to in-service programs they are supposed to be initiated by the School Management Teams to support the professional development of the teachers. Based on the presented literature it is clear that continuing professional development for teachers occurs at all levels of the school organization and takes various forms. These forms of professional development include the following:

- Courses/workshops (example, on subject matter or methods and/or other education-related topics)
- Education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems)
- Qualification program (example, a degree program)
- Observation visits to other schools
- Participation in a network of teachers formed specifically for the professional development of teachers
- Individual or collaborative research on a topic of professional interest
- Mentoring and/or peer observation and coaching as part of a formal school arrangement
- Professional support given by colleagues and managers, study groups, peer coaching and mentoring
- Off-the site job training which can be special classes, role playing sensitivity training, special meetings and conference training

- Cascade training (Mestry et al. 2009).

Furthermore, Alam et al. (2010) maintain that policies and programs for professional development are designed to build school capacity that includes teachers knowledge, skills, dispositions, professional community with emphasizing on shared purpose, collaboration, reûective enquiry as well as inûuence program coherence. Alam et.al (2010) state that school capacity is enhanced when its programs for staff learning is coherent, focused and sustained. The objective of professional development activities is therefore to develop teachers in all the above-mentioned areas.

In addition Mestry et al. (2009) and Alam et al. (2010) claim that the various forms of continuing professional development helps to inculcate the following amongst the teachers: improved performance due to induction, ensuring quality teaching and learning, moulding the teachers for better practice and instilling commendable skills and knowledge amongst the teachers.

The Benefits of Continuing Professional Development

The continuing professional development of teachers further ensures that teachers are astute in their professional practice through the programs that will be rendered continuously. These initiatives may further bring about many positive outcomes to include the following:

- To improve the capacity of professionals to develop their technical and scientific knowledge
- To improve the personal and ethical capacities of professionals
- To ensure that professionals fulfill their responsibilities and tasks or duties
- To allow professionals to improve their performance in their current role
- To allow professionals to take on new roles
- To improve career prospects with current employers or in current practice
- To support career progression to new employees or to different practices (Saville 2008).

In agreement with the above, Joubert et al. (2010) argues strongly that effective CPD will benefit the teaching practice in the following manner:

- Participating teachers will be inspired to think more critically about their practice
- To pay more attention to how pupils learn at school
- To develop the learners confidence in the classroom
- The teachers will use more challenging and open tasks in the classroom with less reliance on textbooks
- They will be more relaxed in their interaction with the students (Joubert et al. 2010).

In this regard, the view of the above mentioned authors claim that all teachers need to enhance their skills and knowledge not necessarily qualifications to the delivery of effective teaching and learning. Correspondingly, Welsh (2011) further postulated that teachers must have a strong knowledge and understanding of the subject material that they are teaching their students. Furthermore, stating some of the benefits: teacher professional development works to strengthen teachers' perceptions on how students learn and process the information that they are being exposed to and tested on. Additionally, teachers will be able to practice new strategies that they will later implement into their classroom environments, such as cooperative learning and role playing (Welsh 2011).

Therefore, it becomes fundamentally important for teachers to be prepared not only when they begin to teach, but equally as important to advance their expertise throughout the entirety of their careers. Quality and knowledge of the teacher means everything in regards to the performance capabilities of the students (Welsh 2011). The implication of this is that learning never ends so it is continuous and the teachers should always update their knowledge and skills.

Factors Promoting Continuing Professional Development

Driel and Berry (2014) contend that professional development programs aimed at the development of teachers cannot be limited to supplying teachers with input, such as examples of expert teaching of subject matter. Instead, such programs should be closely aligned to teachers' professional practice and, in addition to providing teachers with specific input, should include opportunities to enact certain instructional strategies and to reflect, individually and collectively, on their experiences and knowledge.

In addition to this statement, Butcher and Stoncil (2011) hold the following views with respect to factors promoting continuous professional development of teachers:

- Sustaining and renewing their commitment to the moral purposes of teaching
- Constructing professional knowledge through integration and contextualization
- Shaping organizational conditions to support the social construction of professional knowledge
- The importance of reducing the overload of initiatives and creating time and space for genuine engagement with educational issues
- The need to have policies and practices that restore a culture of trust in schools and within the education community
- The reconstruction of teacher professionalism in which the moral agency of the teacher is fully acknowledged

In the same vein, Caena (2011) contends that effective CPD and teacher learning have shifted as the teaching profession changes as a phenomenon to endeavoring to relate knowledge and strategies to school development in a pragmatic, systematic and sensitive way. Furthermore, Caena (2011) proposes the following as factors promoting continuing professional development:

- Reforms as sensitive to the situations of individual schools, where improvement efforts need to adopt a 'classroom-exceeding' perspective, without ignoring the classroom
- A systematic approach to change, which must be carefully planned and managed over years
- Focus on internal conditions of schools: teaching-learning activities but also school procedures
- Role allocations and resource use
- Accomplishing educational goals linked with the particular school mission not only student scores, but also developmental needs, professional development needs and community needs
- A multi-level perspective, considering schools as embedded in an educational system that has to work collaboratively with the roles of teachers, staff, local authorities as clearly defined and committed to school improvement

- Integrated implementation strategies top-down and bottom-up where top-down policy can provide aims, overall strategy and operational plans, and bottom-up school response can provide diagnosis, priority goal setting, and implementation
- A drive towards institutionalization, where change is successful when it has become part of the natural behavior of teachers in the school (Caena 2011).

The authors of this paper believe that the CPTD programs should be strategically planned and coordinated in order to address the persistent pedagogical challenges of the teaching curriculum. In this regard, there are factors in the learning environment as mentioned above which determine the effectiveness of the CPTD programs rendered at schools.

Mitigating Challenges of Continuing Professional Development

Steyn (2010) asserts that in order to transform education in South Africa, it is necessary for teachers to be appropriately equipped to meet its evolving challenges and needs. The President's Education Initiative research project reports that the "most critical challenge for teacher education in South Africa was the limited conceptual knowledge of many teachers." With respect to mitigating factors to continuing professional development OECD (2009) proposes the following factors concerning the teachers:

- Did not have the pre-requisites
- Lack of employer support
- Family responsibilities
- Too expensive
- No suitable professional development
- Conflict with work schedule

Correspondingly, in a research study carried by Nwangwa (2013), the success of continuing professional development was seen as being hindered by the following factors: lack of consultation and needs identification; poorly planned and organized; within school issues; delivery pedagogy, delivery content; lack of practical applications; weak provider knowledge/experience, poor presentation style, poor venue and timing, external prescriptions, etc. In light of the above mentioned mitigating factors, the researchers also contend that whilst continuing professional development is a significant aspect of quality assurance on the part of the teachers'

practice but however, the extent of its effectiveness is often hindered by these stated factors.

According to the curriculum outlines in post 1994; the change of political leadership in 2009, a separation of an initial single Department of Education to two separate departments has created different expectations of the CPTD policies in the schools as a means of overcoming the outcry of the lack of standards and sound teaching and learning in the schools. These two departments are known as the Department of Basic Education (DBE, serving the General Education and Training Band); at school level and on the other hand the Department of Higher Education and Training (DHET, serving post-schooling systems of tertiary education).

On this assertion, Nasma (2006) adds to the literature reviewed and contends that the changes in the roles of the principals require different skills and knowledge than those needed in the past in for them to counteract some of the challenges that arise in their schools and these challenges consist of the following: establishing a culture of teaching and learning in schools, inability to monitor teaching and learning activities, struggling in improving learners' performance where necessary and human resources management. Correspondingly, Smith and Gillespie (2007) further assert that teachers do not exist in a void; they are individuals with different backgrounds and ambitions who work in varied school and system contexts. The actual impact of the professional development is diluted by all of the other factors that support or hinder teachers from making change in the classroom in relation to their practice. Furthermore, on this issue of factors mitigating professional development, Smith and Gillespie (2007) highlight the following in this regard:

- Content characteristics. "What" the professional development covers; the credibility and scope of the practice or concept being conveyed
- Process variables. The "how" of professional development, the models and type of follow-up
- Context characteristics. The "who", when, where, and why of the professional development; the organizational or system culture; and expectations and incentives for using new practices
- Educational factors. The characteristics of the professional development, including

quality of facilitation, organization, and methods
- Innovation. The ideas, practices, and strategies taught or suggested to teachers during the professional development
- Predisposing factors. The characteristics of the teacher, including their motivation for attending, background knowledge, and pre-existing attitudes
- Enabling factors. The teacher's skill in applying the new strategy; factors in the context of the teacher's program, including resources, authority, and opportunity to apply what has been learned
- Reinforcing factors. The factors in the context of the teacher's program that support the teacher in applying knowledge, such as help from colleagues, the director, and students (Smith and Gillespie 2007).

In sum, the views of Nasma (2006), Steyn (2007), Smith and Gillespie (2007) and Nwangwa (2013) contribute significantly to the awareness of the Mitigating Challenges of Continuing Professional Development, which the authors of this paper, consider as important issues to consider when embarking on CPD programs. In conclusion, of this section, it becomes clear that professional development of teacher's requires focused needs to contribute to the professionalism of teachers at various levels within the school organization but most importantly, to be competent teachers in the classroom depicting best practice.

CONCLUSION

The discussion of the capability approach in terms of functioning, capabilities and aspirations has provided a valuable theoretical framework through which to view professional development. Capability theory argues that professional development is undergirding by professional learning which aims at empowering teachers so that they can exercise some authority in confronting issues related to their professional practice. The appraisal of the international perspective on CPTD shed light on the approaches, modalities, and arrangements of other countries views and perspectives on CPTD. A reflection on the challenges of CPTD in relation to its implementation at school brings about teacher development and true professionalism.

RECOMMENDATIONS

The aspect of professional development increases teachers' knowledge about content or content standards and instructional skills, classroom management or assessment. Continuous professional development enables teachers to reûect critically on their practice by fashioning new knowledge and beliefs about contents, pedagogy and applying best practice for learners to achieve their full potential. Therefore, the school management and education authority should encourage, promote and provide quality training for all activities that can lead to teachers' professional development.

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