

**TEACHERS' CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) IN  
SOUTHERN AFRICAN DEVELOPMENT COMMUNITY (SADC): A REVIEW OF  
POLICIES, APPROACHES AND IMPLEMENTATION STRATEGIES IN ENHANCING  
TEACHER COMPETENCES**

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**ABSTRACT**

Continuous professional development (CPD) is a critical component of a teacher's professional skill. It is regarded as a personal commitment made by teaching professionals to improve their knowledge, abilities, and competencies over the course of their careers. This paper reviews CPD policies, approaches, and implementation strategies in enhancing teacher competencies in the Southern African Development Community (SADC) region so as to provide context-based lessons among member countries. The review is guided by three objectives: To compare and contrast key features underlying the implementation, experiences, and practices of CPD in the SADC region; To explore the approaches to delivering CPD competencies in the SADC region; and to assess the roles and responsibilities of key stakeholders in the implementation of CPD activities. The review is underpinned by the Reflective Practice Theory founded by Donald Schon in 1983 and evoked a descriptive case study design, where CPD activities in 9 SADC member countries are reviewed. All the data used were collected through secondary sources which include CPD frameworks, policy documents and journal articles among others. Findings reveal that a number of countries do not have a clear CPD policy while others were working towards the development of the policy. It was further established that the CPD approaches practiced in the region training were; award-bearing; deficit; cascade; standards-based; and coaching/mentoring among others. Key stakeholders in CPD implementation were, Teachers; Teacher Education Institutions-Universities and Colleges of Education; Ministries of Education; Regional Non-Governmental Organizations; and Regulatory Bodies/ Teaching Councils. The study concludes there was a need to strengthen policies and implementation strategies of CPD if it to bear its intended purpose of enhancing teacher competencies.

**Key Words:** Continuing Professional Development; Teacher Competencies; Teacher Training.

**1. INTRODUCTION**

**1.1 Background and Literature**

Continuing Professional Development (CPD) covers a wide range of staff development activities, both formal and informal, designed to address individual teachers' development needs and improve their professional practice through sharing effective practice, knowledge, and skills. It is one of the major factors of elements required in the advancement of the quality and professionalism of a teacher (Collin et al., 2012). Kizilbash (2016) states that there are three major goals of professional development programs for teachers. These are "change in classroom practices of teachers, change in their attitudes and beliefs, and change in the learning outcomes of students". CPD is essential for upgrading and updating teachers because the rate of social and educational change makes pre-service training an inadequate basis for long-term professional competence. The design of these CPD programs must be informed by an effective needs analysis that stems from the teachers' curricula, instructional, content, and pedagogical knowledge bases. The knowledge bases are conceptual frameworks upon which professional development should be based. Research shows that teachers perform better in professional development programs whose design they are part of (Luneta, 2012).

Education in the SADC region follows the worldwide trend where teachers' ongoing professional development has long been acknowledged as an essential component of high-quality education. However, Teacher education has received little attention in the past (Selemani-Meke, 2011). Given the emphasis on excellent education, SADC countries have attempted to address it, among other things, through a policy on teacher and school leader professional development. Recognizing the importance of CPD in the success of education reforms and curriculum implementation, in particular, the Ministries of Education in most countries have established or were in the process of establishing CPD frameworks for teachers and school leaders, with the goal of improving teachers' knowledge, skills, and values in order to improve students' learning outcomes (Luhanga, 2015).

Teachers' professional development can be divided into two categories: cognitive and affective, which are both essential factors in determining teacher efficacy. The cognitive part relates to the development of pedagogical information and better instructional skills that will aid teachers in classroom management and teaching. Teacher dedication and commitment to their profession is essential part of teacher development. Professional development activities are successful in achieving the desired outcomes. Professional development is influenced by a number of elements that both help and hinder its efficacy. Conceptual and methodological factors that contribute to successful professional development programs were established by Villegas-Reimers (2003). Contextual aspects include the involvement of school leadership, organizational culture, external agencies, and the extent to which site-based initiatives are supported. Conceptual factors include how change, teaching, and teacher development are perceived. Processes or procedures developed to enhance teachers' professional development are referred to as methodological factors. Luhanga (2015) found that teachers experience numerous obstacles that prevent them from participating in CPD, more than 60% of the respondents in the study who were teachers viewed all of the possible impeding elements as a barrier to their involvement in CPD. Understanding the conceptual and methodological aspects of CPD is essential for developing appropriate policies and strategies for improving teacher skills, hence this review is worthwhile.

## 1.2 Statement of the Problem

Since the 1990s, new education and training strategies have been implemented in the SADC countries' education systems in response to the countries' complex, long-standing educational difficulties. The school system was heavily criticized for its poor quality, unfairness, inefficiency, and irrelevant curriculum, all of which contributed to the region's developmental stagnation (Geldenhuys & Oosthuizen, 2015). One of the key focuses of the policies, as well as the education sector growth plans, was teacher education and development. Teachers should be well-qualified, responsible, and ethically devoted, according to the policy documents. The SADC's commitment to Education for All and sustainable development goals has resulted in a continuous increase in student enrolment. However, this accomplishment was hampered by a teacher deficit, both in terms of quantity and quality (Steyn, 2008). To address this pressing issue Henry and Namhla (2020) report that, steps have been taken to improve teacher professional development, with a focus on both pre-service and in-service teacher education and development. Alternative in-service teacher education programs, such as holiday, evening, and distance education ran concurrently with pre-service teacher education. Such efforts did, in fact, result in an increase in the number of competent teachers in both primary and secondary schools. The issue of teacher education quality, on the other hand, remains unresolved. Musonda et al. (2020) argue that despite the fact that the education policies stress active learning methods and continuous assessment, teachers in the SADC region lack both content and pedagogical knowledge and abilities, and they continue to employ the conventional practice of "talk and chalk", it is from this background that this paper reviews CPD policies, approaches and implementation strategies in enhancing teacher competencies in the SADC region so as to provide context-based lessons among members countries.

### 1.3 Objectives

- i. To compare and contrast key features underlying the implementation, experiences, and practices of CPD in the SADC region.
- ii. To explore the approaches to delivering CPD competencies in the SADC region.
- iii. To assess the roles and responsibilities of key stakeholders in the implementation of CPD activities.

### 1.4 Theoretical Framework: Reflective Practice Theory

This review was underpinned on the reflective practice theory founded by Donald Schon in 1983. Schon describes Reflective practice as the practice where professionals become aware of their implicit knowledge base and learn from their experience (Anderson et al., 2004). The underlying premise of reflective practice is that any reflection requires thought which leads to action that is dependent on the result of the thinking that occurred. It is the focal point between reflection and practice (Thompson & Pascal, 2011). Schon describes reflection in action and reflection action. The reflective practice theory has been applied to many professions; teaching included. It can be analyzed from the angle that the practice of teaching and the practice of learning, both practical, can be improved by reflecting on actions during the practice. In this study, therefore, this theory reinforces the need for teachers to have a reflection on their practice that can be individual, where one analyses their practice with the goal of improving lesson delivery or group analysis, where the shared practice is discussed to improve output through CPD. If therefore, we critically reflect on our practice, we should be able to improve and initiate better ways of operating by changing/ including new strategies in our teaching practice. Being actively reflective means identifying

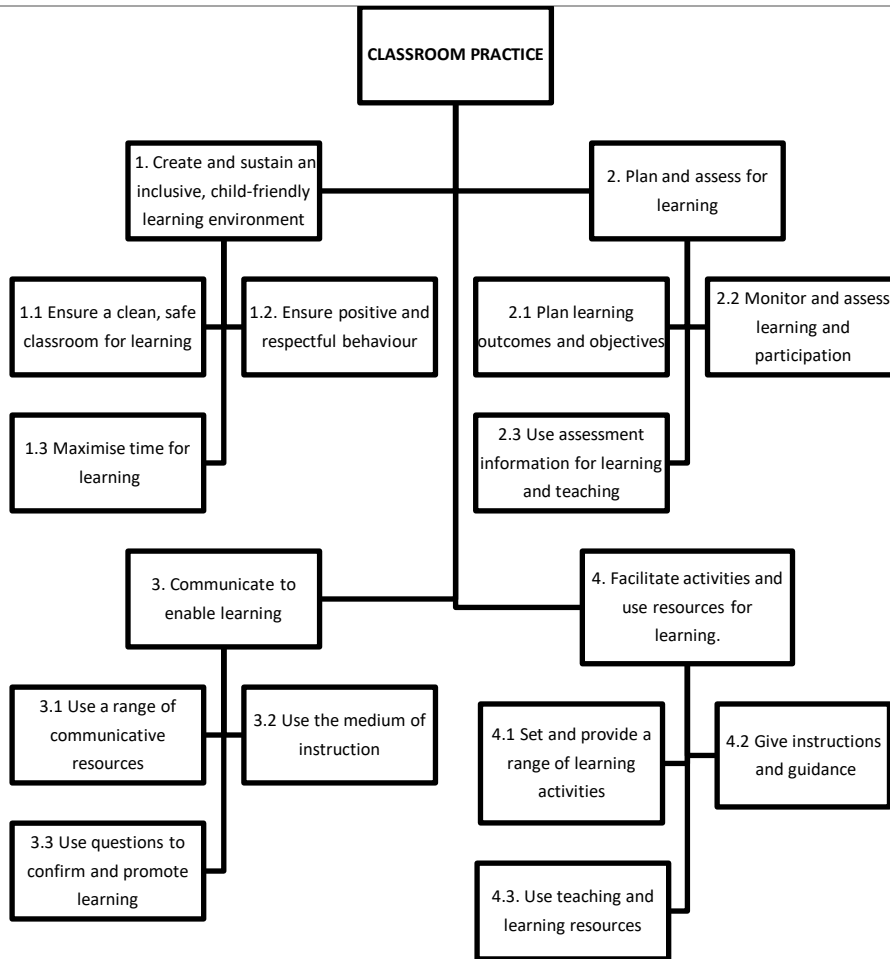
problems collaboratively and implementing skills to resolve problems through experiences, bringing in change or adapting it, hence the need for teacher CPD (Bleach, 2014).

Teachers' professional growth can be divided into two categories: cognitive and affective, which are both essential factors in determining teacher efficacy. The cognitive part, according to the author, relates to the development of pedagogical information and better instructional skills that will aid teachers in classroom management and teaching. Teacher passion and commitment to their profession is a key emotional factor in teacher development (Muijs et al., 2014)

### **1.5 Teacher Competencies and CPD Conceptual Model**

Teacher competencies are characteristics of a teacher's classroom practice that allow students to participate and learn. Different stakeholders can use teacher skills to improve the impact of teacher CPD and educational management. It gives instances of what good classroom practice looks like, for example. These examples can assist stakeholders in planning, implementing, monitoring, and evaluating teacher CPD, as well as monitoring and evaluating teacher CPD supervision at all levels.

The competencies can help teachers figure out which components of classroom practice have the most impact on students' learning. They can utilize the competencies to evaluate their current performance, identify their strengths and shortcomings, and plan, implement, and evaluate improvements: Figure 1 depicts four of them, all of which are tied to classroom practice. There are three Competencies in each Standard, for a total of 18 Competencies.



**Figure 1: Teacher Competencies and CPD Conceptual Model**

**2. METHODOLOGY**

**2.1 Research Design**

The review evoked a descriptive case study design. A descriptive case study is a construct that describes a real-world event that people or organizations are confronted with and how they deal with it. It includes a concise but thorough account of the facts of the situation, as well as expert commentary, to help the audience understand the causes of the problem, the forces driving the solution, the outcomes of implementation, lessons learned, and connections to relevant theories, concepts, policies, and tools (Smith & Strahan, 2004). To that purpose, CPD practices, policies, and implementation approaches in the selected SADC countries were critically reviewed with the goal of providing useful information to help the countries increase teacher competencies.

**2.2 Study Population**

The SADC is a Regional Economic Community established in 1992 comprising 16 Member States; Angola, Botswana, Comoros, Democratic Republic of Congo, Eswatini, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Tanzania, Zambia, and Zimbabwe. (Tshimpaka et al., 2021)

### **2.3 Sampling Techniques**

From the 16 member countries, the study reviewed documents of 9 member countries which include; Botswana, Eswatini, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia and Zimbabwe. The researchers used a purposeful sampling technique to select documents to be reviewed. Purposeful sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Glenn A Bowen, 2009). This involves identifying and selecting documents that are information-rich especially about a phenomenon of interest (Creswell & Clark, 2017).

### **2.4 Data Collection Tools**

The major sources of data in this study were the secondary sources. With the growth of the internet and computer-mediated research tools, policy researchers can access and search a wider range of documents with greater ease than ever before. As a distinctive research method, however, document analysis is not especially well explained either in textbooks on the methodology in most actual research contributions (Karppinen & Moe, 2012). Glenn A. Bowen (2009) adds that document analysis is a social research method and is an important research tool in its own right, and is an invaluable part of most schemes of triangulation.

Before actual document analysis, the researchers went through a detailed planning process in order to ensure reliable results. O'Leary outlines an 8-step planning process that was followed not just in document analysis, but all textual analysis: Create a list of texts to explore (e.g., population, samples, respondents, participants); Consider how texts will be accessed with attention to linguistic or cultural barriers; Acknowledge and address biases; Develop appropriate skills for research; Consider strategies for ensuring credibility; Know the data one is searching for; Consider ethical issues (e.g., confidential documents) and Have a backup plan (O'leary, 2017).

### **2.5 Data Analysis**

Data that was collected through secondary sources were analysed through process analysis. This is the analysis method where the researchers analyze the way things are done in an organisation in order to find more efficient methods to perform a particular task (Glenn A Bowen, 2009). This analysis is based on the three elements of any activity: input, process and output. Process analysis deals with the way the input is transformed into the desired output. One goal for this analysis is to reduce the amount of resources, including time, employed to get the output required. The inputs in the CPD activities were critically analyzed and the process which includes practices and strategies that are employed in the SADC countries were profiled to achieve the output of CPD which is teacher competencies.

### **2.6 Validity and Reliability**

In order to ensure the validity and reliability of the findings, the documents for the analysis were carefully selected. Bowen (2009) adds that in document analysis the researcher must evaluate the



original purpose of the document, such as the target audience. It is also important is determine whether the document was solicited, edited, and/or anonymous. The researcher took these suggestions into consideration in order to take care of the biases in the content of the documents. O’Leary’s second major issue is the “unwitting” evidence, or latent content, of the document. Latent content refers to the style, tone, agenda, facts, or opinions that exist in the document. This is a key first step that the researcher must keep in mind (O’Leary, 2014). The documents were also assessed for their completeness; in other words, how selective or comprehensive their data is. The authors also maintained a high level of objectivity and sensitivity in order for the document analysis results to be credible and valid.

**3. FINDINGS AND DISCUSSION**

**3.1 Comparison of Country Key Features Underlying the Implementation, Experiences and Best Practices of CPD For Teachers.**

**Table 1. Shows the salient features of CPD in the selected 9 countries, these are Botswana, ESwatini, Lesotho, Malawi, Namibia, Namibia, Mozambique, South Africa and Zambia.**

#	Country	Distinct elements or features of the CPD practices in SADC member states
1	Botswana:	CPD for teachers regulated through the Teaching Professional Council Bill and the subsequent establishment of the Botswana Professional Council which are steps in this direction. Presence of the Education and Training Sector Strategic Plan (ETSSP, 2015 – 2020) which fulfils the vision contained in the Revised National Policy of Education (RNPE). Enactment of the Botswana Teaching Professional Council Bill, 2019 later turned into law. The bill is to provide for the regulation of the Teaching Council, and for the establishment of the Botswana Professional Council.
2	Eswatini:	No specific policy on CPD for teachers except the 2011 policy on In-service Education of Teachers (INSET). No harmonization of CPD between the Teachers’ Council as a regulatory body and the role of CPD for teachers as well as the lack of budgetary provision for CPD. Overall, there were three types or levels of In-Service Training offered i.e. teacher centres, at the zones, and at the schools to provide among others on-going technical and professional support to practicing teachers and also expand teachers’ knowledge of classroom management and organizational strategies in order to ensure that effective teaching and learning.
3	Lesotho	No CPD policy but there is some form of INSET practice for teachers in form of a mix of INSET provisions among various providers. There is apparently no coordination of these providers. INSET and CPD are used interchangeably..

4	Malawi	<p>Malawi is at an advanced stage in the process of developing the CPD policy, However, its CPD Framework responds to other Government policies and strategies, which promote CPD for teachers and teacher educators.</p> <p>Presence of National Education Sector Plan (2008-2017) meant to ‘institutionalise in-service training/CPD for teachers in the education system;</p> <p>Presence of the National Strategy for Teacher Education and Development (2008-2017) aimed at institutionalising core CPD programme of accredited (award-bearing) professional development programmes, which moves (teachers) from pre-service through to training for different posts of responsibility in the education service</p> <p>Overall, Malawi’s INSET and CPD practices are anchored in a number of initiatives (strategic plans and policies) that have been developed over time. However, there are still some conceptual challenges regarding INSET vis-à-vis CPD as is indicated in the attempt through NESP to show the difference between the two</p>
5	Namibia	<p>Namibia had semi-autonomous arrangements for the coordination and management of CPD.</p> <p>There was a presence of policy intentions and conceptual framework for CPD and INSET except not it is not clear whether there is a CPD Policy.</p> <p>CPD practice and activities in the general education sector were well understood/structured and defined for effectiveness in achieving set objectives.</p> <p>Apparent resistance in the implementation of licensing and registration systems need to be well explored so that other countries can draw some lessons.</p> <p>Appointment of the University of Namibia CPD unit is an approach that may be beneficial to the education sector depending on the agreed mode of operation and the contents of the Memorandum of Agreement</p>
6	Mozambique	<p>Mozambique was working towards the development of the CPD policy but the process was characterised by apparent lack of, or inadequate budgetary provision and structures for effective management of CPD for teachers.</p> <p>CPD programmes were often driven, initiated and funded by donor agencies, usually on a small scale and involving few regions or sections of the country.</p> <p>There were two types of programmes in Mozambique, in-service training for teachers and CPD activities for teachers.</p> <p>The country was moving towards finalising a CPD strategy for secondary, tertiary and TVET sectors.</p>



		The framework on standards and competencies for primary school teachers was pending piloting.
7	South Africa	<p>South Africa provided different and semi-autonomous arrangements for the coordination and management of CPD</p> <p>Clear separation of initial professional education of teachers and continuing professional development of teachers.</p> <p>Presence of a National Policy Framework on Teacher Education and Development (NPFTEd) gazetted in April 2007 and provides guidance for CPD systems.</p> <p>Present of the South African Council for Educators (SACE) is responsible for managing the Continuing Professional Teacher Development (CPTD) system – that recognizes all useful teacher development activities</p> <p>Professional development is part of SACE’s Code of Professional Ethics for educators’; Section 7 of the SACE Code says that all educators must ‘keep abreast of educational trends and developments’ and ‘promote the on-going development of teachers as a profession’.</p> <p>There were three types of CPD activities based on who initiates such activities. There are i) activities teacher-Initiated and self-chosen by teachers, ii) school-initiated and iii) employer-initiated</p> <p>CPD Service providers include private institutions, Higher Education Institutions, NGOs, Professional Associations and others. The activities include full qualifications, short courses and skills programmes.</p>
8	Zambia	<p>CPD for teachers historically covered by provisions related to the public service or were tangentially referred to in the Education Act (1966 and 2015).</p> <p>Presence of the Teaching Profession Act enacted in 2013 resulting in the establishment of the Teaching Council of Zambia (TCZ).</p> <p>National CPD framework finalised in 2020 and will be coordinated by TCZ in collaboration with the Department of Teacher education and specialised Serviced in the ministry of education.</p> <p>In-service teacher training offered by teacher training colleges and some universities on long term and short-term basis leading to diploma or degree qualification, and certificates for short-term courses through Teachers’ Resource Centers (TRCs),</p> <p>Presence of established decentralised structures and sub-structures through which School Based Continuing Professional Development (SBCPD), is provided by a number of actors</p> <p>CPD through Lesson Study Strengthening of Mathematics, Science and Technology Education (SMASTE) was supported by Japan International Cooperation Agency (JICA),the support is aimed at</p>

		improving the quality of teaching science and mathematics, essentially through the lesson study approach.
9	Zimbabwe	No specific CPD policy for teachers except guidelines for in-service training for teachers. Teacher training and professional development activities were driven by policy directives from the Public Service Commission (PSC). CPD is regulated by the PSC which handles teachers' appointment and advancement procedures, and funds mandatory workshop training such as the induction of newly recruited teachers. Development partners such as UNICEF also fund other forms. Management and coordination of CPD by the PSC was a highly centralised arrangement which was not appropriate for demand-driven CPD.
<b>Common features of country CPDs that were considered good practice</b>		Presence of national CPD national framework that was linked to the country's national policy in the ministry of education to guide planning and implementation of CPD interventions. Availability of policy guideline linked to the country's legislation. Availability of comprehensive management and implementation structure at all levels. This includes availability of implementation support structures at sub regional levels in the education system. Structured, well-coordinated, systematic and comprehensive CPD or institutionalized school based CPD coordinated and managed by head teachers, implemented by teachers and supported by teacher resource centers and policy makers at national level based on identified needs of the teachers themselves. Decentralized approach which puts emphasis on the involvement of parents, teachers, and community leaders to participate in decision making that affect teachers in their schools. CPD should have an autonomous coordinating structure e.g. CPD for TVET coordinating body. Monitoring and Evaluation should be a key component of any national CPD framework. Funding models should be developed for CPD. Clear CPD financial support mechanisms should indicate what each stakeholder should contribute i.e. Teacher unions, TCZ, teachers, MoGE in the case of Zambia.

Clearly from Table 1, we can deduce that a number of countries did not have a clear CPD policy while others were working towards the development of this policy. Countries that have the policy also have the professional board or council to oversee CPD or, in some cases, the professional registration and licensing of teachers. In most of countries, there was no clear line of demarcation between CPD and INSET. In fact, there seems to be some confusion in the usage of these concepts.

This was problematic for the development of any targeted policy framework. However, and more positively, every country had some form of training to upgrade or update teachers' knowledge and skills to improve teaching performance and learning outcomes. In South Africa and Namibia, the use of the concept of continuing professional development of teachers is consistently nuanced and not used interchangeably with INSET. In some countries INSET is available for the training of unqualified teaching personnel, for example, Lesotho, Malawi and Mozambique.

There were varying approaches to CPD or INSET coordination and management. There is both centralized and decentralized coordination and management by the Ministries responsible for education. There were also decentralized approaches as in Zambia that had a comprehensive decentralized system. Decentralized approaches are most likely to reach teachers in their work environments and address teachers' needs best as they tend to be demand-driven. South Africa and Namibia had semi-autonomous units for coordination and management. Funding appears to be quite weak in nearly all countries. This is a worrying factor given the significance of CPD. Literature is strong on how quality CPD could also surpass the development of education facilities vis-à-vis the quality of teachers resulting from investment in CPD. In all reports, except in Mozambique, Zanzibar and Namibia, among others, there is virtually no reference to the TVET sector CPD policies. There is generally no attention to gender issues. These gaps will be addressed in the next phase of this study.

### **3.2 Findings on Approaches to Delivering CPD Competences in the SADC Region**

There were different approaches globally that guides the provision of CPD, the review established that among the notable approaches practiced in the SADC region include: training; award-bearing; deficit; cascade; standards-based; coaching/mentoring; community of practice; action research; transformative and ICT based CPD among others as shown in Figure 2. The review further established that countries in the region use a blend of these approaches based on technical staff, resource availability, and implementation structures.



**Figure 2:** Approaches to Delivering CPD Competences in the SADC Region

**A Transformative Approach:** A transformative approach, links reflection and action, and emphasizes increasing teacher capacity for professional autonomy. Transformative approaches, posit that for CPD to be effective, programs must be experiential, regular, ongoing, sustainable, supported by administrators, and informed and designed by teachers. These approaches also require the use of learning activities which help teachers attain transformational learning where they make “fundamental shifts in how they view themselves, and then willingly alter their beliefs and values about themselves and their practices. Transformative approach places the students at the center of learning. It helps them find their own inner voice and power; Therefore, they feel empowered to effect social change. However, the biggest disadvantage is its lack of structure. Some students require highly structured environments in order to be able to excel. The

transformative approach calls for the teacher to discard standardized curriculum in favor of a more personalized course of study based on what the student already knows.

To support this approach Steyn (2008) argues that to avoid being caught up in a technicist-functional paradigm, Professional Development(PD) should be much more than skill development or the acquisition of new practical information, especially if such knowledge is learned in the context of mandated training. Instead, PD should be founded on the awakened consciousness of one's failure or ineptitude to execute according to one's own standards or predetermined criteria.

**Training Approach:** Kennedy (2005) reports that this is arguably the most common approach of CPD. The approach supports a skills-based, technocratic view of teaching whereby CPD provides teachers with the opportunity to update their skills in order to be able to demonstrate their competence. Usually takes place off the normal school site with the teacher being at the receiving end. Teachers are expected to demonstrate a standard level of skills acquisition. The training approach is acknowledged as an effective means of introducing new knowledge. However, taking into consideration the invisible relationship between teacher qualifications and learner achievements, the cost of training may be too high for teachers or other sponsors who are expected to bear both the direct costs and indirect costs of the training (Luneta, 2012).

**Award-bearing Approach:** An award-bearing approach of CPD is one that relies on, or emphasises, the completion of award-bearing programmes of study mostly in the form of university training where degrees are looked at as awards after completion of a programme. This approach is beneficial because extra training acquired by teachers through upgrading of the initial qualification sharpens their competences. However, some literature has shown that some teachers' additional qualifications do not translate into improved learner achievements because their preoccupation is just to get a promotion after upgrading their qualifications. This approach was evident in all the countries targeted in the SADC region (Kennedy, 2005).

**The Deficit Approach:** CPD can be designed specifically to address a perceived deficit in teacher performance. This may well be set within the context of performance management, which itself is subject to debate over its fundamental purpose. It uses CPD to attempt to remedy perceived weaknesses in individual teachers. This approach is beneficial because it focuses on bringing out the best out of a teacher by recognising the weaknesses and focus is placed on improving these weaknesses. However, some teachers may not be comfortable if others identify their weaknesses, they eventually become resentful. Under this approach Kennedy (2005) points out that however, performance management necessitates someone to be in charge of evaluating and managing changes in teacher performance, which may involve seeking to correct identified shortcomings in individual teachers' performance when appropriate. What isn't always evident, though, is what constitutes competent performance and whose definition of competence is being reflected

**The Cascade Approach:** The cascade approach involves individual teachers attending 'training events' and then cascading or disseminating the information to colleagues (Banda et al., 2014). This approach has proved to be a cost-serving measure in situations where resources are limited to send all the teachers for training or capacity building workshops. However, the disadvantage may

be that a teacher could be trained but fails to clearly retrain other teachers as a result of poor communication skills. Hence information garnered from the training will ultimately not reach the intended teachers and therefore have no impact on lesson delivery.

**The Standards-based Approach:** Emphases on evidence-based, demonstrable practice focusing on the competence of individual teachers and resultant rewards at the expense of collaborative and collegiate learning. Standards provide a common language, making it easier for teachers to engage in dialogue about their professional practice. Standard based CPL model in researched member countries was found to be carried out via structures, institutions, organizations, among which they are set up hierarchical and purposeful system geared toward making sure coherence, compatibility and compliance with excellent requirements in layout, execution and assessment of persevering the standard of education programs at country-wide level. Through this model, teachers are committed towards achieving a clear set of expectations for rewards at the end. As the terminology states “standard” - based model is a means of implementation of standards, creates a validation between teacher effectiveness and student learning, relying on systems of clear expectation to what should be attained. This model adopts a behaviorist approach to learning and emphasizing professional actions and competence. However, despite its empirical values of linking competence and achievement, it is argued by some authors to limit teachers by setting standards for check of quality, disregard teachers’ ability and expertise to take control of attaining their potential (Kempen & Steyn (2016). These “sets of standard” as posits by (beyer 2002) confines learning and hinders teachers from trying out other professional development approaches. Teachers are confined in a central rule of what they should attain and be responsible for. Nonetheless, standards provide a unifying language, making it easier for teachers to engage in dialogue about their professional practice. There is certainly potential for these standards to give a platform for development, and to offer a general language for teachers, thereby allowing more communication. However, these benefits have to be tempered through acknowledgement of the capacity for standards to narrow conceptions of coaching or, certainly not to render it pointless for educators to take into account other conceptions not within those promoted through the standards. Though this is a good model, if not well applied it tends to neglect the actual learning competences acquired and will be top heavy on collegiality and professional competences at the expense of classroom achievements.

**The Coaching/Mentoring Approach:** One-to-one relationship, generally between two teachers, which is designed to support CPD. Both coaching and mentoring share this characteristic, although most attempts to distinguish between the two suggest that coaching is more skills based and mentoring involves an element of ‘counselling and professional friendship. Coaching and mentoring in researched region schools takes the form of collaborative practice in peer support, specialist expertise and widely broadens CPD. This professional relationship happens in extended dialogue between professionals that explored evidence from experiments with new practices in classrooms. It emphasizes the development of increasing control over the learning process by the teachers involved. In effect, even though it was not labelled as such in the regions, both specialist and collaborative coaching was identified as the backbone veins running through the wide range of CPD programs with evidence about positive outcomes. This included the use of modelling, workshops, observation, and feedback, plus strategies for introducing and supporting peer working, usually in the teachers’ own schools and classrooms (Geldenhuys & Oosthuizen 2015).



For this model to be effective, coaches have to possess knowledge and expertise in the pedagogical field, have ability to initiate, frame and sustain the CPD learning process, gain trust of the mentee in willingness to combat together the challenging factors of professional learning in the fast-rhythm of daily school life.

**The Community of Practice Approach:** Generally, involves more than two people, and would not necessarily rely on confidentiality. Community of practice is integral to learning opportunities, it is distinguished from the professional learning community to be built on unifying goals, expertise and more collaborative practices. The goals are tightly focused, and participation more defined (Henry & Namhla, 2020). In these communities of practice, teachers are provided the opportunities to socialize and cultivate their identities as both teachers and learners of themselves as practitioners in their workplace. Teachers also access competence and bring individual experiences together involving members to a collective group identity to solve existing problems. Through active participation, members develop their identities and understanding of themselves and what they know in relation to the community objectives. In most countries, teachers take some time off instructional duties not for anything but rather invested in peer learning and practice during the end of school, or adopt meeting schedules. This promotes social learning among the individuals.

**The Action Research Approach:** this is a social situation, involving participants themselves as researchers, with a view to improving the quality of action within it. The ‘quality of action’ can be perceived as the participants’ understanding of the situation, as well as the practice within the situation. This model encourages teachers to view research as a process as opposed to merely a product of someone else’s endeavours and allows teachers to ask critical questions of their practice. This idea is corroborated with the findings of Dilshad, et.al (2019), who found that conducting research was an important aspect of CPD. Further, through action research, challenges related to the practice are discovered and solutions found by the teachers. However, a disadvantage of action research is that it is carried out in a single area affected by the problem, and therefore it does not allow for external validity. Again, it is noted that some teachers may not be familiar with research methodologies.

**Individualized and School-Based Approach:** the most powerful teacher learning and application occur inside the individual teacher’s classrooms. This is not a onetime process but one that is ongoing. Teachers can use action research to actively initiate and carry out research in their own schools and classrooms. Some challenges could be crosscutting with many other teachers in different classrooms and schools, but other challenges are unique to a specific classroom and school and therefore need tailor made solutions. This is because, research has shown that teachers perform better in professional development programmes whose design they are part of (Luneta, 2012; Herbert, et.al., 2014). Mestry et al. (2009) Further adds that on a systemic level, it’s critical to start teacher development programs centrally, but with school participation (specifically the needs of teachers in mind). Competing initiatives drain resources and dilute efforts in many districts (Department of Education) and schools. Workshops and other activities will be meaningless unless there is a clear and integrated professional development plan that arises out of the school vision for learner success, to which teachers are committed.

**Collaborative Information Sharing Approach:** This approach entails collaborative lesson and unit planning that allows teachers to meet regularly as may be required. This is important because teachers share the best practices with others based on their practical classroom experiences the challenge with this approach may be constraints with both financial and time resources to attend the collaborative meetings. This approach is supported Mestry et al. (2009) who argues that Professional development should be viewed as a tool for teachers to assess, renew, and extend their commitment to their roles as moral change agents and as a means for them to gain and increase their knowledge, skills, and attitudes.

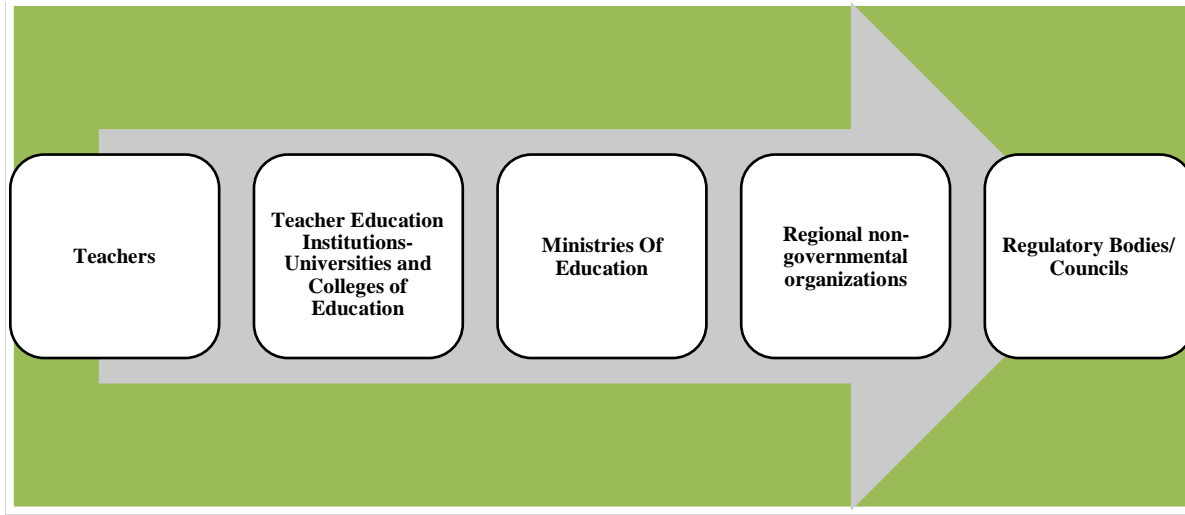
**Collaboration and Co-teaching Approach:** This is an ongoing professional collaboration for various purposes and support among teachers apart from planning together, involves co-teaching among professional colleagues who have developed mutual trust among themselves. It could be among colleagues in the same school or from different schools in an area. Through co-teaching, students are given extra attention, teachers are able to work with a coworker, and not all the pressure is put onto one individual person as it reduces the teacher-pupil ratio. The disadvantage with co-teaching is that it requires extra time for teachers involved to prepare the work to be taught in class(Henry & Namhla, 2020).

**Embedding Practice Into the Daily Lives of Teachers:** Professional development activities that are based on teachers' practices and needs are essential. There is always a need to collect and analyze data of the daily lives of schools and teachers to inform professional development. This approach is good because it focuses on analysis of daily challenges and finding solutions to the challenges as they emerge. However, teachers may not have adequate time to collect data on a daily basis as this approach demands(Herbert & Rainford, 2014).

**ICT Integrated based CPD:** The most striking and latest innovation in the field of education is the integration of Information and Communication technology (ICT) in education. The educational institutions, administrators, and teachers should cope with the suddenly increasing demand for information and skills. Teachers require extensive, on-going exposure to ICTs to be able to evaluate and select the most appropriate resources. However, the development of appropriate pedagogical practices is seen as more important than technical mastery of ICTs." 'One-off training' is not sufficient, schools need to invest in and implement long term ongoing training and CPD in order to keep up with rapidly evolving digital technologies. To change education and improve core activities in the educational setting through ICT, the implementation must be accompanied by meaningful and effective ICT teacher development activities. These activities in turn help teachers develop digital fluency and pedagogies. In the current situation, the diffusion of ICT gadgets represents "discrepancies between the conceptions and ideas of what it is possible to achieve with digital technology in schools. (Robinson, 2008).With the education sector being ravaged by the covid-19 pandemic online teaching is the greatest option to ensure that teaching and learning continue during the pandemic, strategies to reduce the challenges of online teaching should be implemented and these include equipping teachers with relevant skills through CPD (Lufungulo et al., 2021). Therefore, the SADC region needs to determine the kind of ICT professional development interventions that are most effective for improving teaching and learning using ICT through the following guiding principles:

### 3.3 Findings on Roles and Responsibilities of Key Stakeholders

In order for CPD to remain a sustainable integral part of enhancing teacher competences in the region, roles and responsibilities of all stakeholders and responsible parties should be adhered to and be evident. The stakeholders involved therein in the respective countries may be different depending on the educational structures that existed.



**Figure 2:** Key Stakeholders in CPD Implementation

### 3.4 Roles and Responsibilities of Key Stakeholders

#### Teachers

Teachers have a core responsibility for promoting professional development within the education sector. They play a crucial role in supporting their colleagues' initial training, induction and continuous learning. They are change-agents of educational reform, exercising an increasingly important professional leadership responsibility. The review established that through the existing channels/organizations, teachers participate and assist in the work of formulating the direction of professional development of the entire staff and setting the criteria for recognizing CPD activities (Macheng, 2016). Musonda et al. (2020) reports that when teachers are trained through CPDs they are able to use Active teaching and learning approaches which demand that learners be actively involved. Learners must be engaged in such higher-order thinking tasks as analysis, synthesis, and evaluation and the transfer of knowledge from one situation to another.

#### Teacher Education Institutions-Universities and Colleges of Education

The review established that teacher education institutions work in close relationship with schools and Governments in supporting teachers' CPD. By incorporating their academic scholarship with schools' practical experience, teacher education institutions are able to collaborate with schools to plan and design school-based and individual CPD programmes (Dlamini, 2019). Teacher education institutions by virtue of their mandate of training, researching and school engagement enjoy the privilege of acquiring an overview of practices in schools and the benefit of more fundamental research into the learning processes of both students and teachers (Mohono-Mahlatsi

& Van Tonder, 2006). Teacher education institutions since they are involved in teacher training are also well-placed to offer programs, both school-based and across schools, in the most innovative and effective modes through their curriculum. They are encouraged to serve the development needs of individual teachers, schools and the profession as a whole.

## **Ministries of Education**

The review further established that the Ministries of Education in the SADC countries take the initiatives in promoting professional sharing and a CPD culture among teachers. The in the majority of the countries were firmly committed to developing an environment which encourages the professional development of all teachers. The Ministries of Education should continue to provide leadership and support by giving direction and creating the momentum necessary to promote teachers' CPD) Luneta (2012) and Meke (2013) agree with this finding, stating that the availability of support in undertaking CPD activities such as research are crucial in the success of CPD among teachers. They also have the responsibility for stipulating and enforcing the requirements at critical points of a teacher's career, i.e., entry into the profession and promotion. The Ministries of Education are responsible for: Analyzing and identifying regional priorities, production of materials and organizing training to implement them; Annually producing and circulating regional CPD plans; Raising awareness of the need for Continuous Professional Development; and Monitoring and evaluating the CPD programs and regionally producing an annual report among others.

## **Regulatory Bodies/ Teaching Councils**

Regulatory bodies/councils in SADC member countries ensure quality by developing, accrediting, reviewing and approving CPD programmes designed by CPD providers (public or private). Additionally, depending on the country context, regulatory bodies/ Teaching councils usually perform the following mandates: Evolve and implement mechanism to ensure quality of CPD programme implementation; Fund certain aspects of CPD;(Banda et al., 2014) Coordinate teacher CPD needs assessment; Conduct research on teacher professional development; Produce and distribute training materials for teachers; and develop and implement rules of business to link CPD activities with teacher licensing among others(Phiri, 2020).

## **Regional Non- Governmental Organizations**

The review reveals that regional non- governmental organizations fund and provide support to CPD activities in terms of material development, monitoring and evaluation of progress and in other various forms. Targeted programs are implemented in the region and teachers are trained to implement the programs in schools.(Christie et al., 2004) However, it can be suggested that it is important that these cooperating partners initiate and support the CPD programmes and projects within the guides of the individual country frameworks and structures so as to ensure sustainability of the programmes and projects even in an instance where they withdraw their support. Acknowledging that each country has unique challenges it seeks to address in its education system, these stakeholders should involve the teachers, who are at the grassroot, from inception. Key organisations working in the education sector in the region included the United Nations Educational, Scientific and Cultural Organization (UNESCO), Japan International Cooperation Agency (JICA), United Nations International Children's Emergency Fund (UNICEF), Flemish

Association for Development Cooperation and Technical (VVOB), Campaign for Female Education CAMFED among others (Kretchmar et al., 2012).

#### 4. CONCLUSION

It can be concluded that teachers in the SADC region must maintain their professional growth as a result of a complex interaction of internal and external factors. All of these dimensions must be taken into account in order to get the desired result. Furthermore, all stakeholders involved in the successful implementation of educational reforms should increase their awareness and comprehension of CPD initiatives. The review also concludes that that a good number of SADC countries did not have a clear CPD policy while others were working towards the development of this policy. Countries that had the policy also had the professional boards or councils to oversee CPD or, in some cases, the professional registration and licensing of teachers. The CPD approaches that were practiced in the region were: training; award-bearing; deficit; cascade; standards-based; coaching/mentoring; community of practice; action research; and transformative and ICT-based CPD among others. Key stakeholders in CPD implementation were; Teachers. Teacher Education Institutions-Universities and Colleges of Education; Ministries of Education; Regional non-governmental organizations; and Regulatory bodies/ Teaching councils. In order for CPD to remain a sustainable integral part of enhancing teacher competences in the region, roles and responsibilities of all stakeholders and responsible parties should be adhered to and be evident.

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